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Capstone - Philadelphia Student Union
Annotated Bibliography

Alinsky, Saul D. *Rules for Radicals: A Practical Primer for Realistic Radicals*. New York: Random House, 1971. Print.

This source is a book written by Saul Alinsky. Saul Alinsky is widely known and commonly viewed as the founder of community organizing. He argues that participating in democracy is much more than just voting, especially with our current system of voting and the way that money plays into politics. He came up with community organizing as a way of participating in democracy. This book is a kind of handbook for radicals or people interested in community organizing. This has proven and will continue to prove to be very helpful to me for my project, and for my life.

¡Palante, Siempre Palante! Dir. Iris Morales. Perf. Felipe Luciano and Denise Oliver-Velez. PBS, 1996. DVD.

This source is a documentary about the Young Lords. They were a Puerto Rican nationalist group. The young Lords have often been compared to the Black Panthers. I think this will be very helpful to me and my project of starting a Philadelphia Student Union chapter at my school because it shows how the Young Lords did what was essentially community organizing in an urban setting. Though they are different from my project, I think there is a lot of wisdom, insight, and knowledge from the thoughtful way they went about planning and organizing events, actions, meetings, and campaigns. It also helped me to think about the role of violence in creating change, but I will not be using violence of course!

Ginwright, Shawn, Dr. "Building a Pipeline for Justice: Understanding Youth Organizing and the Leadership Pipeline." *Occasional Paper Series on Youth Organizing* 10 (2010): n. pag. *Funders Collaborative on Youth Organizing*. Web. 28 Jan. 2015.

This is a really important resource for me to think about and consider when creating my urban youth organizing capstone. It was especially helpful because I don't want the Student Union chapter at SLA to go away when I graduate, and this is about the "leadership pipeline." I am thinking about how to grow leaders in my chapter, so this was really helpful. A leadership pipeline instead of a school to prison pipeline! This journal article helped me think of ways to politicize kids, help them understand their voice is valid, powerful, and necessary.

Ishihara, Kohei. "Urban Transformations: Youth Organizing in Boston, New York City, Philadelphia, and Washington, DC." *Occasional Paper Series on Youth Organizing* 9 (2007): n. pag. *Funder's Collaborative for Youth Organizing*. Web. 29 Jan. 2015.

This source is an article about urban youth organizing in big cities. One of the cities they talk about was Philadelphia, so that is especially helpful, but they were all helpful. This article discusses how youth organizing can be very powerful and has the power to transform a city. It talked about how youth organizing can be a driving force for change. This was important for me because I care a lot about creating change, and that is what I am trying to do with my PSU chapter. The section where it discussed Philadelphia was especially cool because it helped me to think about how power works in Philadelphia, and develop an power analysis of Philly and where youth organizing fits into that.

Shah, Seema, Dr. "Building Transformative Leadership: Data on the Impacts of Youth Organizing." *Occasional Paper Series on Youth Organizing* 11 (2011): n. pag. *Funders Collaborative on Youth Organizing*. Web. 29 Jan. 2015.

This source is an article that talks about the kinds of impacts youth organizing can have. This is something I have been thinking about a lot because I want PSU to create real change. there is the kind of organizing that disappears after the lead organizer goes away, I don't want that. The goal is create real impact, to create real change. This talked about how youth organizing is often looked down upon because kids are often not taken seriously, when in fact they can be more powerful than anyone else. They don't have jobs to worry about losing, they are creative and energetic. This article made me very hopeful about my project.

Ginwright, Shawn, Dr. "Youth Organizing Expanding Possibilities for Youth Development." *Occasional Paper Series on Youth Organizing* 3 (2003): n. pag. *Funders Collaborative on Youth Organizing*. Web. 29 Jan. 2015.

This article talked about how youth organizing can often look very different from organizing adults to create a union at work or other adult causes. Youth organizing is often about developing leaders, and developing youth. This article discusses what the psychological effects of organizing on youth are. They are similar to sports after school, energizing. Students who organize do better in school, have more confidence, and do well in other aspects of life. This is really important to me with my capstone project because I want my chapter to build youth organizer leaders at SLA.

Sullivan, Lisa, Ditra Edwards, Nicole Johnson, and Kim McGillicuddy. "An Emerging Model for Working with Youth." *Occasional Paper Series on Youth Organizing* 10 (200): n. pag. *Funders Collaborative on Youth Organizing*. Web. 29 Jan. 2015.

This source, like other sources, talks about the difference between youth organizing and adult organizing. The thing about youth organizing is that youth do not stay youth forever. They graduate, as I will graduate next year. When working specifically with youth issues, those people will not be there forever. The article argues that while this means constantly recruiting new people, this also presents exciting possibilities and potential that other types of organizing do

not have. This was really exciting to read because it is something that I have been thinking of a lot about my project, so it gave me hope and ideas.

Hosang, Daniel. "Youth and Community Organizing Today." *Occasional Paper Series on Youth Organizing 2* (2003): n. pag. *Funders Collaborative on Youth Organizing*. Web. 29 Jan. 2015.

This source is an article talking about youth organizing in the 21st century. It talks about how the technology that is presented to us today can be a powerful tool for creating change. When I organized the die-in at SLA, technology played a big part into organizing it, specifically creating a facebook event page. The city-wide die-in outside of the school district building also utilized technology. Lot's of other meetings I have gone to have used technology. The article also argues that cell phones are powerful in terms of recording images, sound, and videos. Twitter is also powerful. This is especially important to youth because youth are often seen as too involved with their technology, but this can be a powerful tool for change.

Eating Welfare: A Youth Organizing Documentary. CAAAV: Organizing Asian Communities, 2002. DVD.

This source is a documentary and an Asian American community in Chicago that was organizing around welfare. The community it focuses on is Asian American youth. This was interesting for me to think about race and organizing. This is relevant to my topic because race plays a lot into the school district's issues. For example, the schools closed were mostly black schools, and neighborhood schools have more black kids than magnet schools. At the city-wide PSU meetings, I am the only white kid, where a significant portion of the SLA chapter is white. This is a very important thing to think about.

Mueller, Michael P., and Deborah J. Tippins. *Ecojustice, Citizen Science and Youth Activism: Situated Tensions for Science Education*. N.p.: Springer Verlag, 2015. Print.

This book is about students organizing about their curriculum. This was relevant to me because that is sort of what we are doing with the opting-out campaign at SLA. We are saying that we don't want to take two weeks off of our normally scheduled project-based inquiry driven curriculum to do hard-core test prep so we can pass tests that we don't believe in anyway. This was also helpful in thinking about how to organize school communities in terms of demand and targets, and how youth can lead the way because where teachers can or may face consequences like they are in Feltonville, youth and students have a lot less to lose.