

# Harvard Graduate School of Education

## H-263 Resilience and Learning with Excitement in School and Afterschool Settings

(Formerly Resilience, Development and Community in School and Afterschool Settings)

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Professor Gil G. Noam

Young people navigate diverse and often complex family, peer, school, and recreational worlds. Consequently, systemic efforts to better engage and support youth are becoming increasingly interconnected. This *intersectionality* of community-wide goals and aspirations for youth has blurred boundaries across disciplines, and even between public and private interests.

This lecture course introduces students to the growing convergence of Youth Development and School Reform agendas occurring within school, afterschool, and community contexts. Exploring an emergent field, this course examines significant theories, models, and practices that are serving to advance educational and organizational innovation from an out-of-school time perspective. Afterschool settings represent a unique social space; they are distinctive *intermediary* environments that are defined as much by what they *are not* as by what they are. A youth development perspective suggests the importance of focusing on young people's need to belong to a peer world, and to engage in significant relationships with adults. Community and school-based afterschool settings offer significant opportunities for young people to explore, to be productive participants in their social worlds, and to be involved in decisions about learning goals and content.

From an organizational perspective, this course will introduce students to innovative international, national, state and municipal efforts to build alliances among schools, community organizations, cultural institutions, and clinical settings. Students will be exposed to infrastructure and sustainability concerns within the field that are vitally linked to issues of research, evaluation and funding. Students considering leadership roles in schools, afterschools, and community-based organizations, will better understand how to promote positive youth development while navigating the complexities that accompany a multi-stakeholder environment. They will develop a framework from which to examine and address issues in the field.

Specific topics include linking the academic goals of schools to the afterschool hours; defining best practices in prevention efforts; and evaluating ways to engage youth and parents. Integral features of the course involve discussions with leaders in the field via teleconferencing and the extensive use of the instructor's RALLY Program and other interventions in local schools and afterschool settings.

## Course Requirements and Grading

- Ungraded Reflective Paper (*Individual*)
- Participation in Sections (*Small Group*)
- Take Home Mid-Term Paper (Individual)
- Preparation of Mini-Case Study from the Field (*Small Group*)
- Final Project/Presentation (Individual)

## Required Books

- Youth Development and After-School Time. Gil G. Noam & Beth Miller (eds.). New Directions for Youth Development, No. 94, Summer 2002. San Francisco, CA: Jossey-Bass.
- Afterschool Education: Approaches to an Emerging Field. Gil G. Noam, Gina Biancarosa, & Nadine Dechausay. (2003). Cambridge, MA: Harvard Education Press.

## Schedule

### Week 1:

#### ***Reconceptualizing Risk & Prevention in Children & Youth***

#### **Required Reading:**

- Noam, G. (1999). The Psychology of Belonging: Reformulating Adolescent Development. In A.H. Esman, L.T. Flaherty, H.A Horowitz (Eds.), Annals of the American Society of Adolescent Psychiatry (Adolescent Psychiatry Developmental and Clinical Studies, Volume 24). Hillsdale, NJ: The Analytic Press.
- Roth, J., & Brooks-Gunn, J. (2000). What Do Adolescents Need for Healthy Development? Implications for Youth Policy. Social Policy Report, XIV (1), 3-19. Available online at: [www.srcd.org/spr.html](http://www.srcd.org/spr.html)
- Pittman, K.J., Irby, M., Tolman, J., Yohalem, N., Ferber, T. (September, 2001). Preventing Problems, Promoting Development, Encouraging Engagement: Competing Priorities or Inseparable Goals? Available online at: <http://www.forumforyouthinvestment.org/preventproblems>

#### **Recommended Reading:**

- Eccles, J. S. (1999). The Development of Children Ages 6 to 14. The Future of Children: When School Is Out, 9, 30-44.
- Luthar, S.S. & Latendresse, S.J. (2002). Adolescent Risk: The Costs of Affluence. New Directions for Youth Development, 95, 101-121, Fall 2002.
- Gambone, M.A., Klem, A.M., & Connell, J.P. (2002) Finding out what matters for youth: Testing key links in a community action framework for youth development. Philadelphia: Youth Development Strategies, Inc., and Institute for Research and Reform in Education, pp. 1-28. Available online at: <http://www.ydsi.org/YDSI/pdf/WhatMatters.pdf>
- Carnegie Council on Adolescent Development. (1994). A Matter of Time: Risk and Opportunity in the Out-of-School Hours. New York: Carnegie Corporation.

## **Week 2:**

### ***Supporting Resilience: Youth Talent, Passion & Imagination***

#### **Required Reading:**

- Larson, R.W. (2000). Toward a Psychology of Positive Youth Development. *American Psychologist*, 55 (1), 170- 183.
- Werner, E. (1990). Protective Factors and Individual Resilience. In Meisels, D.J. & Shonkoff, J.P. (Eds.). *Handbook of Early Childhood Education*. New York: Cambridge University Press.
- Gambone, M.A., Klem, A.M., & Connell, J.P. (2002) Finding out what matters for youth: Testing key links in a community action framework for youth development. Philadelphia: Youth Development Strategies, Inc., & Institute for Research and Reform in Education, pp. 29-38. Available online at: <http://www.ydsi.org/YDSI/pdf/WhatMatters.pdf>
- Eccles, J. and Appleton Gootman, J. (Eds.). (2002). Community Programs to Promote Youth Development. Board on Children, Youth, and Families, National Research Council and Institute of Medicine, 1-18. Available online at: <http://www.nap.edu/books/0309072751/html/>

#### **Recommended Reading:**

- After School Programs in Boston: What Young People Think and Want. (June, 2002). A Report to the Boston After-School for All Partnership. Boston, MA: Innovation by Design & The Center for Teen Empowerment. Available online at: [http://www.afterschoolforall.org/pdf/teen\\_study.pdf](http://www.afterschoolforall.org/pdf/teen_study.pdf)
- Yohalem, N. & Pittman, K. (October, 2001). Powerful Pathways: Framing Options and Opportunities for Vulnerable Youth. Discussion paper of the Youth Transition Funders Group, 1-30. Takoma Park, MD: The Forum for Youth Investment, International Youth Foundation. Available online at: <http://www.forumforyouthinvestment.org/pwrflpthwys.pdf>
- Search Institute's Developmental Assets—Available online at: [www.search-institute.org/assets](http://www.search-institute.org/assets)
- Rutter, M. (1987). Psychosocial Resilience and Protective Mechanisms. *American Journal of Orthopsychiatry*, 57(3), 316-331.
- Miller, B.M. (May, 2003). Critical Hours: Afterschool Programs and Educational Success, Chapter VI—Outcomes of Afterschool Programs. Brookline, MA: Miller-Midzik Research Associates. Available online at: [http://www.nmefdn.org/uimages/documents/Critical\\_Hours.pdf](http://www.nmefdn.org/uimages/documents/Critical_Hours.pdf)
- Benson, P.L., & Saito, R.N. (2000). The Scientific Foundations of Youth Development. In G. Walker & N. Jafee (Eds.), Youth Development: Issues, Challenges and Directions, 125-148. Philadelphia: Public/Private Ventures. Available online at: [http://www.ppv.org/pdffiles/ydv/ydv\\_4.pdf](http://www.ppv.org/pdffiles/ydv/ydv_4.pdf)
- Seligman, M. (2000). Positive Psychology: An Introduction. *American Psychologist*, 55 (1), 5-14.

### **Week 3:**

#### ***The RALLY Program: Supporting Mental Health in Schools and Afterschools***

##### *Case Study: The RALLY Program*

*This session will include a presentation by staff from RALLY (Responsive Advocacy for Life and Learning in Youth). This school-based program provides psychosocial support and academic support for middle school youth that spans school and non-school worlds.*

#### **Required Reading:**

- Noam, G.G., Pucci, K., & Foster, E. (1999). Development, Resilience, and School Success in Youth: The Prevention Practitioner and the Harvard-RALLY Program. In D. Cicchetti, & S. Toth (Eds.), Developmental Psychopathology: Developmental Approaches to Prevention and Intervention (pp57-109). Rochester: University of Rochester Press.

#### **Recommended Reading:**

- Noam, G.G., & Hermann, C.A. (2002). Where Education and Mental Health Meet: Developmental Prevention and Early Intervention in Schools. Development and Psychopathology, 14, 861-875.

### **Week 4:**

#### ***The Significance of Sustained Relationships: How Can Afterschool Model Relational Education?***

#### **Required Reading:**

- Rhodes, J., Grossman, J., & Roffman, J. (2002). The Rhetoric and Reality of Youth Mentoring. New Directions in Youth Development, 93, 9-20, Spring, 2002.
- Pianta, R.C., Stuhlman, M.W., & Hamre, B.K. (2002). How School Can Do Better: Fostering Stronger Connections Between Teachers and Students. New Directions for Youth Development, 93, 91-107, Spring, 2002.
- Vandell, D., Shumow, L., & Posner, J. (in press). Children's After-School Programs: Promoting Resiliency or Vulnerability? In H.I., McCubbin, M. I., Thompson, J., Futrell, J., & L. D. McCubbin (Eds.), Promoting Resiliency in Families and Children At Risk: Interdisciplinary Perspectives (pp.1-35). Thousand Oaks, CA: Sage Publications.
- Dryfoos, J. (1994). Full Service Schools: A Revolution in Health and Social Services for Children, Youth and Families, 45-75. San Francisco: Jossey-Bass.

#### **Recommended Reading:**

- Weissbourd, R. (1996). The Vulnerable Child. Reading, MA: Addison-Wesley.
- Pettit, G.S., Bates, J.E., & Dodge, K.A. (1997). Patterns of After-School Care in Middle Childhood: Risk Factors and Developmental Outcomes. Merrill-Palmer Quarterly, 43 (1), 515-538.
- Vandivere, S., Tout, K., Capizzano, J., Zaslow, M. (April, 2003). Left Unsupervised: A

Look at the Most Vulnerable Children. Washington, DC: Child Trends. Publication # 2003-05. Available online at: <http://www.childtrends.org/PDF/UnsupervisedRB.pdf>

- Samberg, L., & Sheeran, M. (2000). Community School Models (Beacons, 1-6; Children's Aid Society, 30-34; Gardner ESS, 48-51). Available online at: <http://www.communityschools.org/Models.pdf>
- Carey, N., Lewis, L., Farris Westat, E. (1998). Parent Involvement In Children's Education: Effort by Public Elementary Schools. U.S. Department of Education. Office of Educational Research and Improvement, NCES 98-032.

## **Week 5:**

### ***Commitment to Learning: Effective Practices, Resources, & Strategies in Afterschool Time***

#### **Required Reading:**

- Noam, G., Biancarosa, G., & Dechausay, N. (2003). Afterschool Education: Approaches to an Emerging Field, pp.37-75. Cambridge, MA: Harvard Education Press.
- Miller, B.M. (May, 2003). Critical Hours: Afterschool Programs and Educational Success, Chapter III--Engagement in Learning, & Chapter VIII—Implementing Effective Programs. Brookline, MA: Miller-Midzik Research Associates. Available online at: [http://www.nmefdn.org/uimages/documents/Critical\\_Hours.pdf](http://www.nmefdn.org/uimages/documents/Critical_Hours.pdf)
- Spielberger, J., & Halpern, R. (2002). The Role of After-School Programs in Children's Literacy Development, Chapter 4: Exemplary Approaches to Literacy Activity in After-School Programs, 35-56). Chicago: Chapin Hall Center for Children.
- The Forum for Youth Investment (January, 2003). Policy Commentary #2: High School After-School: What Is It? What Might It Be? Why Is It Important? Washington, D.C: The Forum for Youth Investment. Available online at: [www.forumforyouthinvestment.org/comment/ostpc2.pdf](http://www.forumforyouthinvestment.org/comment/ostpc2.pdf)

#### **Recommended Reading:**

- Cooper, H. (2001). Homework for All—In Moderation. Educational Leadership, 58, 34-38.
- Kralovec, E., & Buell, J. (April 2001). End Homework Now. Educational Leadership: Beyond Class Time, 58 (7), 39-42.
- Farbman, D.A. (2003). The Forgotten Eighty Percent: The Case for making the Most of Children's Out of School Time. Boston, MA: Massachusettes 2020. Available online at: <http://www.mass2020.org/whitepaperFINAL.pdf>
- VanderVen, K. (2000). A Multiple- Intelligences Approach to School-Age Activities. School-Age Review: The Journal of the National School-Age Care Alliance, 1, 20-25.
- Boys & Girls Clubs of America (2001-Publication for staff). Understanding School Standards: A Project Learn Publication on Linking Club Programs to Academic Standards. Available online at: <http://www.bgca.org/ProjectLearnSupp121301.pdf>
- Schinke, S., Cole, K., Poulin, S. (2000). Enhancing the Educational Achievement of At-Risk Youth. Prevention Science, 1 (1), 51- 60.

## **Week 6: —Mid-Term Distributed**

### ***Resilience, Relationships, Bridging and Passion: What Do Good Afterschool Programs Look Like?***

*In this session, students can choose workshops run by experts in the Afterschool field. The workshops will focus on the following themes: Risk & Resilience, Relationship Building, Innovative Bridging, and Harnessing Passion/Nurturing Talent.*

#### **Required Reading:**

- Clark, R. M. (Summer 1992). Why Disadvantaged Students Succeed. Connections, 10-13. Jordan, W.J., & Nettles, S.M. (1999). How Students Invest Their Time Out of School: Effects on School Engagement, Perceptions of Life Chances, and Achievement. Report No. 29. Baltimore, MD: Center for Research on the Education of Students Placed at Risk. Available online at: <http://www.csos.jhu.edu/crespar/techReports/Report29.pdf>
- Miller, B.M. (May, 2003). Critical Hours: Afterschool Programs and Educational Success, Chapter VII—Program Strategies. Brookline, MA: Miller-Midzik Research Associates. Available online at: [http://www.nmefdn.org/uimages/documents/Critical\\_Hours.pdf](http://www.nmefdn.org/uimages/documents/Critical_Hours.pdf)
- Kahne, J., Nagaoka, J. Brown, A, O'brien, J. Quinn, T., & Thiede, K. (1999). School and After-School Programs as Contexts for Youth Development: A Qualitative and Quantitative Assessment. In M.C. Wang & W.L. Boyd (Eds.), *Improving Results for Children and Families: Linking Collaborative Services with School Reform Efforts*. Oakland, CA: Mills College.

#### **Recommended Reading:**

- Quinn, J. (1999). Where Need Meets Opportunity: Youth Development Programs for Early Teens. The Future of Children: When School is Out, 9 (2), 96-116.
- Brice Heath, S. ArtShow (Arts Show How), (video)
- Work/ Family Directions, Inc. (1998). "Tools for Intentional Programming," Building by Design: Creating Democratic Communities in Programs for 10-15 year-olds, 35-45. (video)

## **Week 7: (Mid-Term Due at Beginning of Class)**

### ***Intermediary Spaces: Collaborations that Bridge School, Afterschool, Family, & Community***

#### **Required Reading**

- Collaboration Case study—to be distributed in class.
- Noam, G., Biancarosa, G., & Dechausay, N. (2003). Afterschool Education: Approaches to an Emerging Field, pp. 9-35. Cambridge, MA: Harvard Education Press.
- Cahill, M. (1996). Toward Collaboration: Youth Development, Youth Programs, and School Reform. A Discussion Paper for the Conference: School Collaboration with Youth Organizations: A Vehicle for Reform.
- Helping Young People Succeed: Strengthening and Sustaining Relationships Between Schools and Youth Development Organizations. (2001). National Collaboration for

Youth, Coalition for Community Schools, & Institute for Educational Leadership.  
Available online at: <http://www.communityschools.org/helpingyoungpeople.pdf>

- Noam, G.G., & Rosenbaum Tillinger, J.K. (2003). Theory and Typology of Partnerships: The Case of Afterschool Spaces. Manuscript submitted for publication.
- Dierking, L.D., & Falk, J.H. (Spring, 2003). Optimizing out-of-school time: The role of free-choice learning. *New Direction for Youth Development*, 97, pp.75-87. San Francisco, CA: Wiley.

## Recommended Reading

- Irby, M., Pittman, K.J., Tolman, J. (Spring, 2003). Blurring the Lines: Expanding Learning Opportunities for Children and Youth. *New Directions for Youth Development*, 97, pp. 13-27. San Francisco, CA: Wiley.
- Dryfoos, J. (1999). The Role of the School in Children's Out-of-School Time. *The Future of Children: When School is Out*, 9 (2), 117-134.

## Week 8:

### **System Building: The Role of Evaluation**

*Representatives from the Department of Education in Washington, D.C. and from Harvard Family Research Project will join in a discussion of evaluation, continuous improvement and sustainability issues within the Afterschool field.*

### Required Reading:

- U.S. Department of Education, Office of the Under Secretary. (2003). When Schools Stay Open Late: The National Evaluation of the 21<sup>st</sup>-Century Community Learning Centers Program—Summary of First Year Findings, Executive Summary, pp. xi-xxi. Washington, DC: U.S. Department of Education. Available online at: <http://www.mathematica-mpr.com/PDFs/whenschools.pdf>
- Harvard Family Research Project (June, 2003). Why, When, and How to Use Evaluation: Experts Speak Out. Issues and Opportunities in Out-of-School Time Evaluation, 5, pp. 1-8. Available online at: <http://www.gse.harvard.edu/~hfrp/content/projects/afterschool/resources/issuebrief5.pdf>
- Afterschool Alliance. (2003). Afterschool Alliance Backgrounder: Formal Evaluations of Afterschool Programs. Available online at: <http://www.afterschoolalliance.org/backgrounder.doc>

### Recommended Readings:

- National Institute on Out-of-School Time. (January, 2003). Making the Case: A Fact Sheet on Children and Youth in Out-of-School Time. Available online at: [http://www.wellesley.edu/WCW/CRW/SAC/Factsheet\\_2003.PDF](http://www.wellesley.edu/WCW/CRW/SAC/Factsheet_2003.PDF)
- National Collaboration for Youth. (2003). The Impact of After-School Programs. Available online at: <http://www.nydic.org/after-school%20research%201.doc>
- Nellie Mae Education Foundation. (2003). Critical Hours: Afterschool Programs and Educational Success. Available online at: <http://www.nmefdn.org/uimages/documents/CritHrsFS.pdf>

- The Forum for Youth Investment (May, 2003). Out-of-School Time Policy Commentary #3: Reflections on System Building: Lessons from the After-School Movement, pp. 1-7. Available online at: <http://www.forumforyouthinvestment.org/comment/ostpc3.pdf>
- Little, P., DuPree, S., Deich, S. (September, 2002). Documenting Progress and Demonstrating Results: Evaluating Local Out-of-School Time Programs, 1-20. Harvard Family Research Project/The Finance Project. Available online at: <http://www.financeproject.org/OSTlocalevaluation.pdf>
- Weinbaum, A. (1996). Participatory Assessment in Afterschool Programs. Summary Report. New York: Academy for Educational Development.
- Posner, J.K. & Vandell D.L. (1994). Low-Income Children's After-School Care: Are There Beneficial Effects of After-School Programs? Child Development, 65, 440-456.
- Halpern, R., Spielberger, J., Robb, S. (March 2001). Evaluation of the MOST (Making the Most of Out-of-School Time) Initiative: Final Report Summary of Findings. A Chapin Hall Center for Children Publication.
- Baldwin Grossman, J., Price, M., Fellerath, V., Jucovy, L., Kotloff, L, Raley, R., & Walker, K. (June, 2002). Multiple Choices After School: Findings from the Extended-Service Schools Initiative, (Executive Summary I-viii; IV. The Quality of Activities Offered in the Programs, 19-28; VI. Benefits to Participants, 29-34). Public/Private Ventures, MDRC. Available online at: [http://www.mdrc.org/Reports2002/ppv\\_multichoice/multi\\_choice\\_ess\\_full.pdf](http://www.mdrc.org/Reports2002/ppv_multichoice/multi_choice_ess_full.pdf)

## **Week 9:**

### ***Citywide and State-Wide Initiatives During Out-of-School Time***

*Representatives from innovative municipal Afterschool initiatives will present during this class.*

#### **Required Reading:**

- Noam, G.G., & Miller, B.M, & Barry, S. (2002). Youth Development and After-School Time: Policy and Programming in Large Cities. New Directions for Youth Development, 94, 9-18, Summer, 2002. San Francisco, CA: Jossey-Bass.
- Hall, G., & Harvey, B. (November, 2002). Building and Sustaining Citywide Afterschool Initiatives: Experiences of the Cross-Cities Network Citywide Afterschool Initiatives. National Institute on Out-of-School Time. Available online at: [http://www.niost.org/cross\\_cities\\_brief8.pdf](http://www.niost.org/cross_cities_brief8.pdf)
- University of California at Irvine. (February 2002). Evaluation of California's After School Learning and Safe Neighborhoods Partner Program-1999-2001: Preliminary Report. Healthy Start and After School Partnerships Office, California Department of Education, 1-19. Available online at: [http://www.gse.uci.edu/asp/aspeval/resources/ASLSNP\\_Full\\_2002\\_CDE.pdf](http://www.gse.uci.edu/asp/aspeval/resources/ASLSNP_Full_2002_CDE.pdf)
- Visit the Afterschool Alliance Website to read about Proposition 49 in California. [http://www.afterschoolalliance.org/prop\\_49.cfm](http://www.afterschoolalliance.org/prop_49.cfm)
- Learn about the Boston 2to6 Initiative by going to: [www.cityofboston.com/2to6/](http://www.cityofboston.com/2to6/)

### **Recommended Reading:**

- Staff. (March 14, 2001). Enhancing Afternoons. The Boston Globe, 259 (73).
- Delawala, I. (March 14, 2001). Harvard to Back Afterschool Initiative Today. The Harvard Crimson.
- Halpern, R. (1999). After-School Programs for Low-Income Children: Promise and Challenges. The Future of Children: When School is Out, 9 (2), 81-95.
- Report of the Mayor's Task Force on After-School Time. (2000). Schools Alone are Not Enough: Why Out-of-School Time is Crucial to the Success of Our Children. (available in 8 Story St, room 316).
- Grogan, P. & Proscio, T. (2000). Comeback Cities: A Blueprint for Urban Neighborhood Revival. Boulder, CO: Westview Press.
- Strategic Plan for Increasing After School Opportunities for Children and Youth. A Report of the Woodrow Wilson School of Public and International Affairs at Princeton University. Available online at:  
<http://crcw.princeton.edu/CRCW/402g/phillyafterschool.htm>

### **Week 10:**

#### ***International Approaches to Creating Systems for Afterschool Time: Denmark and Great Britain***

- Readings to be Distributed

### **Week 11:**

#### ***How to Fund Good Ideas: A Practical Traveler***

### **Required Readings:**

- Deich, S., Wegener, V. & Wright, E. (January, 2002). Using Title I to Support Out-of-School Time and Community School Initiatives: Strategy Brief. The Finance Project. Available online at: <http://www.financeproject.org/Brief10.pdf>
- Weschler, S., Kershaw, A., Fersh, E., Bundy, A. (2001). Meeting the Challenge: Financing Out-of-School Time Programming in Boston and Massachusetts. Parents United for Child Care Report.
- Schorr, L. (July, 12, 2000). The Intersection of School and Community. Education Week.
- Financing After-School Programs. (2000). Report prepared for The Finance Project. Available online at: [www.financeproject.org/financing\\_afterschool\\_programs.htm](http://www.financeproject.org/financing_afterschool_programs.htm)

### **Recommended Reading:**

- City of Boston. (2003). Financing Our Children's Future: Resources to Support Out-of-School Time Programming in the City of Boston. Available online at:  
<http://www.ci.boston.ma.us/2to6/pdfs/resourceguide.pdf>
- The Finance Project. (February, 2003). Finding Resources to Support Rural Out-of-School Time Initiatives. Strategy Brief, 4, (1). Available online at:  
<http://www.financeprojectinfo.org/Publications/ruralost.pdf>
- Sample RFP (Request for Proposals) from the Harvard After-School Initiative.

- Sample RFP from the 21st Century Community Learning Centers Federal Grant Program.
- (October, 2002). Ensuring the Success of Children & Youth in American Communities: A Joint Position of the National League of Cities-Institute for Youth, Education and Families, Learning First Alliance, and National Collaboration for Youth. Available online at: <http://www.communityschools.org/jointposition.pdf>

## **Week 12:**

### ***Summary and Integration: Course Themes & A New Model***

#### **Required Reading:**

- Eccles, J. & Barber, B. (1999). Student Council, Volunteering, Basketball, or Marching Band: What Kind of Extracurricular Involvement Matters? Journal of Adolescent Research, 14 (1), 10-43.
- Merry, S. (2000). Beyond Home and School: The Role of Primary Supports in Youth Development. A Chapin Hall Report. (pp 68-79). Illinois: Chapin Hall Center for Children at the University of Chicago. Available online at Chapin Hall Website: [http://www2-chc.spc.uchicago.edu/ProjectsGuide/action.lasso?-database=publications&-layout=allfields&-response=publication\\_detail.lasso&publication\\_id=PS-28&-search](http://www2-chc.spc.uchicago.edu/ProjectsGuide/action.lasso?-database=publications&-layout=allfields&-response=publication_detail.lasso&publication_id=PS-28&-search)

## **Week 13: December 16, 2003**

### ***Last Class***

### ***University-Community Conference of Student Work***