



New Chapter

INFORMATION PACKET

2020-2021



New Chapter Information Packet

Corrupt the Youth
Continuing the Socratic Tradition



Chapters are given access to free pedagogical training, the Corrupt the Youth database (which includes sample curricula, lesson plans, and activities), and continued guidance and support for Chapter operations. New chapter applications open each year on **May 1**. Applications are due **June 1**. A successful application will demonstrate that your proposed chapter satisfies the following criteria:

- At least one university partner
- At least three potential high school partners
- At least 15 volunteers who have expressed interest
- Someone willing and available to take on the leadership responsibilities for the chapter, including
 - Chapter Director
 - Chapter Assistant Director
 - Faculty Advisor (associated with the university partner)

In this application, you can find the following:

- an overview of the Corrupt the Youth program structure and mission;
- a description of the expectations for university and high school partners;
- guidelines for what to look for in partner schools;
- responsibilities associated with chapter leadership positions; and,
- a sample email for volunteer recruitments.

The application begins on page 8.

Applications can be submitted to briana@corrupttheyouth.org.

About Corrupt the Youth

Corrupt the Youth
Continuing the Socratic Tradition



Inspired by Socrates, the Greek philosopher notorious for “corrupting” the Athenian youth, Corrupt the Youth’s goal is to **Continue the Socratic Tradition**, bringing philosophy out of the ivory tower and back to the ‘agora’. The study of philosophy is and should be a public good, one that allows us to recognize our capacity as agents of change in our own lives and in our communities.

We believe that the study of philosophy:

- stimulates intellectual curiosity,
- allows students to develop a sense of agency, and
- builds community by cultivating a capacity for perspective-taking.

To achieve these goals, Corrupt the Youth operates with the following pedagogical principles in mind:

- “Not More School”: We focus explicitly on creating a culture of trust and developing a community rooted in inquiry that foregrounds students’ experiences and identities as uniquely valuable.
- Beyond “Educational Trauma”: We seek to be the inverse of compliance-driven contemporary schooling by cultivating an active, democratic, and collaborative culture, where students feel free to voice their curiosities and explore their developing sense of self.
- “Liberatory Learning”: We recast philosophy through the lens of contemporary social issues to make concepts clear for our adolescent learners and to engage them in deep and sustained dialogue regarding issues that concern them and their communities.

Our semester-long courses, offered each spring, allow students to develop philosophically-informed opinions they can apply with dexterity to real-world issues. This approach empowers students to reflect on the problems they see in their schools, their communities, and their lives, and affords them the conceptual tools they need to tackle those problems.

Chapter Structure

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Corrupt the Youth creates **dynamic partnerships (“Chapters”) between university philosophy departments and Title 1 high schools in the nearby community** in order to:

1. provide a pathway for people from historically excluded groups to enter the discipline;
2. demonstrate philosophy’s contemporary relevance to the pressing issues of our day; and,
3. build relationships between universities and local communities.

One of our goals is to diversify and enhance the discipline of philosophy by elevating fresh perspectives from people and groups that have been historically excluded. By exposing students who have traditionally lacked access to philosophy, we hope to increase the number of students from these backgrounds who go on to study and explore the subject, bringing students who might otherwise have never learned about philosophy to its study and practice.

University Partners

We ask that **university partners** contribute ~\$1000/year. This helps to fund a Chapter Director stipend and minor chapter expenses (e.g. welcome and farewell parties). The university partner(s) also recommends internal Chapter Director candidates or circulates a Chapter Director role description to relevant faculty and students; provides a Faculty Advisor who sees to it that Corrupt the Youth lesson days are scheduled and carried out; and provides access to graduate and undergraduate students (e.g. via student activities fairs, departmental bulletins, tabling in the commons) for the purpose of recruiting volunteers. The university partner may consist of more than one university/college.

Corrupt the Youth provides the university partner with free pedagogical training for their students who serve as our volunteers. This means the partner’s graduate students and professors get access to new instructional techniques that they can bring to students of the institution. Corrupt the Youth also provides support for curriculum and lesson plan design and instruction in classroom presence. We work with the university partner to cultivate a relationship with the surrounding community through the partnership built between the university and local high school.

High School Partner

High school partners agree to host Corrupt the Youth as an in-school class during the Spring semester. Corrupt the Youth classes usually replace classes in existing courses – an AVID course, for instance, or a college-prep course – and are typically taught two-to-three times per week. To accommodate the schedule of the university partner and their volunteers, Corrupt the Youth classes are taught between the beginning of February through the end of April (though classes may begin earlier and end later).

Ideal candidates for partner high schools should be in close proximity to the university partner or be accessible for volunteers. Volunteers should be able to easily travel to the partner school. We recommend schools within ~30 minutes or 5-10 miles of the university partner. Corrupt the Youth prioritizes working with Title I schools (or highly diverse in student population – race, ethnicity, class, etc.) and with high school or high school-aged students.

Chapter Positions & Descriptions

There are four main positions within Corrupt the Youth:

- Chapter Director, or Co-Directors, or Director and Assistant Director (based at the partnering university)
- Volunteer (most are recruited from the partnering university, but they can come from other local universities as well)
- Faculty Advisor (based at the partnering university)
- Host Teacher (based at the partnering high school)

The Chapter Directors serve as the main coordinator for the Corrupt the Youth chapter. Each chapter requires both a **Chapter Director** and **Assistant Director**. These roles are served in staggered terms, with the expectation that the Assistant Director will serve as the Chapter Director in the following year. Assistant directors should be selected with this in mind.

The Chapter Director serves many roles: they are a liaison between the university, the school partner, and the volunteers; they are the chapter organizer, responsible for recruiting volunteers and tailoring the Corrupt the Youth curriculum for and with the school partner; and they are an instructional supervisor, ensuring that each class session is staffed and that lesson plans have been reviewed for quality of content and pedagogy. The main responsibilities of the Chapter Director include:

- Attending Chapter Directors training and Volunteer training.
- Organizing and leading the orientation meeting with Volunteers.
- Planning and facilitating a Welcome and Farewell party for volunteers and participants.
- Attending 1-2 classes across the semester to assess student engagement, instructor performance, and student progress.
- Finding a regular class meeting day and time with the school partner, scheduling Corrupt the Youth class sessions, and checking in regularly with the Host Teacher.
- Designing a course syllabus or making modifications to the existing syllabus.
- Reviewing and advising on lesson plans submitted by volunteers.

A small stipend is provided (when possible) by the university partner.

The **Chapter Assistant Director** assists the Chapter Director in the fulfillment of their duties, with the expectation that they will rotate into the role the next year. This ensures program continuity from year-to-year. The Chapter Assistant Director's main responsibilities include:

- Attending Chapter Directors training and Volunteer training.
- Assisting in the Director's duties both to help the chapter function smoothly and to prepare to assume the Director role
- Administering first day surveys and distributing completed surveys to Volunteers.
- Administering end-of-semester surveys to student participants and instructors and analyzing survey data to inform planning for the subsequent year. Ensuring participants sign photo waivers at the beginning of the CtY course.
- Ensuring the school partner has read and agrees to the Guidelines for School Partners.
- Submitting monthly summaries (student spotlight, volunteer spotlight, summary of what's been happening) to the social media coordinator (1st of every month reporting on previous month)

A small stipend is provided (when possible) by the university partner.

Volunteers play one of the most essential roles in Corrupt the Youth – they corrupt the youth! Each volunteer is expected to plan and teach (or co-teach) 2-4 class sessions throughout the semester during which Corrupt the Youth takes place. Why 2-4? A full Corrupt the Youth unit in the course of a given semester is usually 4 class sessions, but volunteers are deployed in rotation: for the purposes of both familiarity and novelty, every class session is co-taught by one volunteer the students have met before and one volunteer they are just meeting. Volunteers are encouraged to share with students how they got into philosophy, and why they love it.

The main responsibilities of Volunteers include:

- Attending Volunteer training.
- Registering with the Corrupt the Youth website (after training) to access Corrupt the Youth Lesson Plan database.
- Facilitating 2-4 classes throughout the semester.
- Prioritize teaching consecutive classes when possible
- Attending Welcome and Farewell parties and any Chapter meetings.
- Designing lesson plans (or modifying lesson plans from the CTY LP Database). Accessible through the Corrupt the Youth website.
- Submitting lesson plans to Chapter Directors 48 hours in advance of the class.
- Submitting a one-to-two paragraph lesson summary within 24 hours of teaching.

The **Faculty Advisor** is particularly important if the Chapter Director is a graduate student; if the Chapter Director is a faculty member, they may serve as the Faculty Advisor as well, but may prefer to have a colleague do so. The Faculty Advisor secures chapter funding from the university, helps the Chapter Director navigate and use university structures, and liaises between university administration and Corrupt the Youth's Board of Directors.

The **Host Teacher** is the high school teacher who hosts Corrupt the Youth volunteers in their classroom and plays a role in scheduling lesson days, communicating unexpected schedule changes, advising on philosophical topics and discussions for the class, and, where relevant, helping plan philosophy projects for students.

Volunteer Recruitment Email

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Hi all,

I'm reaching out about Corrupt the Youth, a philosophy outreach program with the mission of bringing philosophy to those who lack access to it. Corrupt the Youth currently operates as an in-school program in Austin, Los Angeles, and Boston. We work primarily with students in Title I high schools – schools with a high percentage of students from low-income backgrounds – and students who are underrepresented in academic philosophy.

We believe that students can benefit from philosophy specifically because it can be useful in helping them think through the big problems and questions we all face: Are we morally obligated to help others?; What is power, who has it, and why?; Are the laws just?; and so on. Students from disadvantaged backgrounds are rarely asked to share and develop their own views on the answers to these important questions. And we believe that being asked what you think should not be a privilege afforded only to those that can attend college.

Corrupt the Youth is looking to expand to **{state region/area}**. Right now, I'm trying to determine if there is enough interest to start a **{region}** chapter.

If you would be interested in learning more about or participating in the **{region}** chapter, please email **{your email address here}**. We need about 15-20 volunteers to run a successful program.

You can learn more about Corrupt the Youth's in-school programs and their 2019 residential summer philosophy program at CorruptTheYouth.org [corrupttheyouth.org].

All best,

{your signature}

New Chapter Application



Part One: Prospective Chapter Information

Name(s) of Applicant(s)

Email Address(es) of Applicant(s)

Chapter Leadership and Oversight

Do you have someone willing to serve as Chapter Director?

Yes

No

If so: Name and email address?

Do you have someone willing to serve as Assistant Chapter Director?

Yes

No

If so: Name and email address?

Do you have someone willing to serve as Faculty Advisor?

Yes

No

If so: Name and email address?

Are they associated with (one of) the university partner(s)?

Yes

No

If so, which?

How many volunteers have expressed interest?

University Partner

Name of University

Department Address

Is the department willing to sponsor the Chapter Director and Assistant Director stipends? (\$400)

Yes

No

Is the department willing to cover associated chapter costs (for a welcome party, farewell party, some instructional supplies) (~\$300)

Yes

No

If there is more than one university partner, please include the name and department address for that university, as well, and state whether that partner will be able to offer any financial support to the chapter.

School Partner

Proposed School Partner 1

Name:

Address:

Is this school a Title 1 school?

Yes

No

Proposed School Partner 2

Name:

Address:

Is this school a Title 1 school?

Yes

No

Proposed School Partner 3

Name:

Address:

Is this school a Title 1 school?

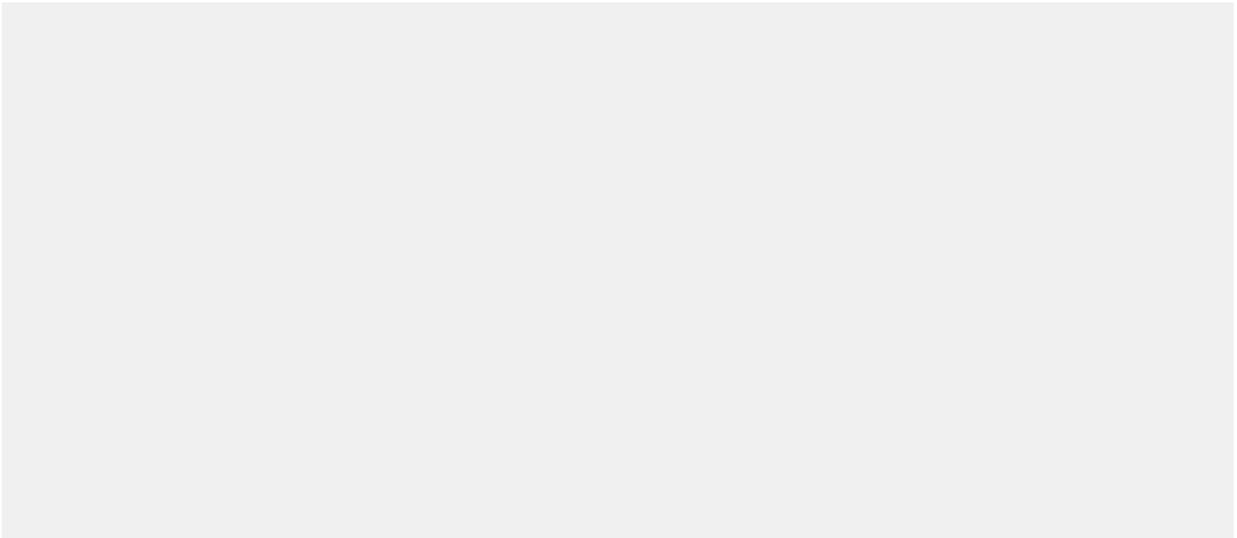
Yes

No

Part Two: Short Essay Questions

Please keep each response to 500 words or fewer.

1. Of the chapter responsibilities listed above (recruiting a university partner, recruiting a high school partner, managing university and high school partner relationships, coaching volunteer instructors and holding them accountable, etc), which do you think you will struggle with the most? Why might this pose a challenge for you? How (what kind of support) can we support you in addressing this challenge?



2. What aspect of Corrupt the Youth's mission are you most interested in advancing through the establishment of this chapter and partnership?

