

**Course Syllabus**

<p><b>Course: AFR 123 FYS-43 (First Year Seminar)</b>  <b>Course Name:</b> Justice, the Individual and Struggle in the African American Experience</p> <p><b>Course Theme:</b>  <b>Stand Up For Your Rights! Youth, Social Justice and the Law</b></p>	<p><b>Contact Hours:</b> 3 hours, 3 credits  <b>Course Meets:</b> M/W – 2<sup>nd</sup> Period/3<sup>rd</sup> Period          (AFR 123-FYS-43: <b>(10:50 AM – 12:05 PM)</b>)</p> <p><b>Course Meets in Room:</b> Haaren - Hall 209 (2<sup>nd</sup> floor)</p>
<p><b>Prof./Dr. Patricia Johnson Coxx</b>  <b>Email:</b> <a href="mailto:pjohnson@jjay.cuny.edu">pjohnson@jjay.cuny.edu</a>  <b>Voicemail:</b> 646.781.5123  <b>Department of Africana Studies:</b> Room 9.63</p> <p><b>Office Hours:</b>  <b>Mondays:</b> 12:15 PM – 1:30 PM <b>and</b> by appointment  <b>Wednesdays:</b> 7:00 AM – 8:00 AM <b>and</b> by appointment</p>	<p><b>Student Academic Success Team:</b>  <b>Peer Success Coach &amp; Team Leader:</b> <a href="#">Kristin Visconti</a>  <b>Office:</b> (212) 237-8636 or <b>Emergency:</b> (516) 477-3193  <b>Room:</b> L.275 NB  <a href="mailto:Kristin.visconti@jjay.cuny.edu">Kristin.visconti@jjay.cuny.edu</a></p> <p><b>Academic Advisor:</b> <a href="#">Alexis Pistone</a>,  <a href="mailto:apistone@jjay.cuny.edu">CUNY Justice Academy Academic Advisor</a>  <a href="mailto:apistone@jjay.cuny.edu">apistone@jjay.cuny.edu</a></p> <p><b>Career Specialist:</b> <a href="#">David Lennox</a>,  <a href="mailto:dlennox@jjay.cuny.edu">Student Career Engagement Counselor</a>  <a href="mailto:dlennox@jjay.cuny.edu">dlennox@jjay.cuny.edu</a></p>

**Undergraduate Course Description:**

This course provides first-year students with an overview of the ongoing struggle for justice for African Americans from colonial times to the present. By exploring the African origins of African Americans and the legacies of slavery, segregation, black urbanization and the Civil Rights Movement, the course connects ideas of personal freedom and justice to the lives of students today. While studying these issues, students will also develop key college skills including effective essay writing, critical inquiry, peer collaboration, and academic planning and goal setting. **Note:** This course satisfies the John Jay College Option: **Justice and the Individual (100-level) area of the Gen Ed Program.**

**First Year Seminar Theme: Stand Up for Your Rights! Youth, Social Justice and the Law:** In this First Year Seminar course, we will examine how race, class and culture affect youth (the Millennial Generation) and determine how the law will impact this generation. We will discuss the historical, social, and legal issues related to contemporary legal topics impacting freedom and justice. Some of the topics will include: *Stop and Frisk* policies of governmental agencies; *Stand Your Ground* laws in various states; *Shopping While Black*; social activism in the sports and entertainment field; the impact of a changing criminal justice system on members of the African diaspora; the impact of newly enacted immigration laws on undocumented students, and voter suppression and disenfranchisement. Some of the historical cases impacting youth will include: the Scottsboro Boys (1931), Emmett Till (1955), the Central Park Five (1989-2014), and the racially charged cases related to youth victims, Trayvon Martin (2012), Michael Brown (2015), Jordan Edwards (2017) and the brutal beating of Tatyana Harris. This course will also teach students to become agents of social change in their communities while constructively using social media sites.

## Course Syllabus

### Required Texts and Materials:

Franklin, S. M. (2014). *After the Rebellion: Black Youth, Social Movement Activism, and the Post-Civil Rights Generation*. New York: NYU Press, 2014. *Project MUSE*. Retrieved from <https://muse.jhu.edu/book/24438>

Students will be required to critically read, analyze and summarize the **Selected Readings** from chapters in *After the Rebellion*, as well as other books, journal articles, periodicals, and on social media. Readings will be (distributed in class, posted on Blackboard, or sent to your email on record) related to the ongoing struggle for justice for African Americans from colonial times to the present. Additionally, selected readings may be added based on current events, guest lectures and other related activities impacting the ongoing struggle of Africana communities.

**Justice Core FYS Learning Outcomes:** At the end of the semester, based on critical reading, classroom participation, completion of written assignments, collaboration in group presentations and attendance at educational forums, students will be equipped with the tools, skills *and* knowledge to demonstrate the following skill sets:

- Describe and compare their own relationship to significant issues of justice, in particular, relationships impacting the Africana community;
- Identify problems and propose solutions through evidence-based inquiry;
- Assess the effectiveness of their collaborative role with people of diverse backgrounds;
- Demonstrate effective planning and reflection to accomplish specific course outcomes; and
- Engage in co-curricular activities (e.g., student clubs, student activities, lectures, tutoring, academic advisement, and community service) that support their academic goals and personal growth.

Students will successfully achieve the learning outcomes by:

- Critically reading, comprehending and comparing the selected readings and distinguishing primary and secondary sources;
- Gathering, interpreting and assessing the key terms, theoretical concepts and legal definitions related to justice, the individual and struggle in the African American experience;
- Identifying, evaluating and clearly articulating in-class and in group presentations, the key historical and socioeconomic facts, principles, and core concepts related to justice, the individual and struggles in the African American experience;
- Developing a clear, concise and defined thesis statement, constructing well-supported and effective arguments, and making viable group presentations by developing a group poster presentations, using multimedia sources and/or engaging in a performance presentation;
- Displaying the ability to conduct research, critically evaluate information, prepare a summary of your written conclusions and properly citing your sources of information in APA Style (as well as Bluebook citation format); and
- Actively participating in educational forums, applying your knowledge, and communicating effectively with participants at the forum.

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### Civil Rights News Organizations and nonpartisan news organization and fact tank:

**The Marshall Project**. The Marshall Project is a nonpartisan, nonprofit news organization that seeks to create and sustain a sense of national urgency about the U.S. criminal justice and issues impacting communities of color. Students are required to subscribe to *The Marshall Project's* free newsletter at <https://www.themarshallproject.org/#.EP2K7Om7Q>

### Civil Rights Sources:

**Martin Connor**, M. (January 20, 2014). Editorial. A Dream Deferred: 10 Civil Rights Movement Reference in Rap. Hip-Hop DMX. Retrieved from <http://hiphopdx.com/editorials/id.2271/title.a-dream-deferred-10-civil-rights-movement-references-in-rap#>

**NAACP Legal Defense Fund**. Founded in 1940 under the leadership of Thurgood Marshall, who subsequently became the first African-American U.S. Supreme Court Justice, LDF was launched at a time when the nation's aspirations for equality and due process of law were stifled by widespread state-sponsored racial inequality. From that era to the present, LDF's mission has always been transformative: to achieve racial justice, equality, and an inclusive society.

**The Southern Poverty Law Center - Children's Rights Division**. The SPLC is dedicated to fighting hate and bigotry and works to seek justice for the most vulnerable members of our society.

**Pew Research Center** (PRC) Social and Demographic Trends. The PRC is a nonpartisan fact tank that informs the public about the issues, attitudes and trends shaping America and the world. It conducts public opinion polling, demographic research, media content analysis and other empirical social science research.

### LLOYD SEALY LIBRARY RESOURCES:

- Students should obtain a library bar code and use the library's resources. John Jay College's library is the [Lloyd Sealy Library](#). The Library's website contains Criminal Justice databases and relevant sources in the [Race and Justice Clearinghouse](#) containing selected NGO Reports books and journal articles focusing on race, ethnicity and the criminal justice system.
- [John Jay College, Africana Studies Database](#)  
<https://www.lib.jjay.cuny.edu/databases/africana-studies>
- Cable Satellite Public Affairs Network ([C-Span](#)), an American cable and public service satellite network created by the American Cable Television Industry.
- [New York Slavery Records Index](#). Records of Enslaved Persons and Slave Holders in New York 1623-1848 (password, Freedom).
- [Glossary of Library Terms](#)

### RESEARCH WEEK TEXT (On reserve in the Library):

McDougal, S. (2013). [Research methods in Africana studies](#). New York: Peter Lang. ISBN-13: 978-1433124600.

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**COURSE REQUIREMENTS:**

**A. GRADING/COURSE REQUIREMENTS:**

	GRADES	
1.	<b>DIGICATION ePortfolio page:</b> <b>Social Justice: Bio, Picture and Favorite Quote</b> (Hand-out: Template Questions)	10%
2.	<b>Blackboard:</b> <b>Discussion Board Writing (3)</b> <b>Writing Assignments:</b> Students are also required to submit a hard copy with a Cover Page (Full Name, AFR 123-43, Assignment #1, 2 or 3, and Date Due. (Hand-out: Rubric)	15%
3.	<b>DIGICATION ePortfolio page:</b> <b>Individual in-class Presentation and Paper:</b> This Day in Africana History & Summary with APA references. <b>Hand-out:</b> Summary Template, Guide to APA References, and Rubric	20%
4.	<b>Blackboard:</b> <b>Midterm Exam</b> Password: Africana	15%
5.	<b>DIGICATION ePortfolio page:</b> <b>Community Forum Critique</b> (Attend (1) event on-campus (Attend (1) event off-campus <b>Hand-out:</b> Critique Template	10%
6.	<b>DIGICATION ePortfolio page:</b> <b>Research Week – Class Project Research, Poster and Paper</b> Students will work on a class project divided into groups.	15%
7.	<b>Blackboard:</b> <b>Final Exam</b> Password: Africana	15%
	Total	100%

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**B. ACADEMIC GRADES:**

Grade	Numerical Percentage (G.P.A.)	Value Equivalent
<b>A (Excellent)</b>	4.0	93.0 – 100.0
A-	3.7	90.0 – 92.9
B+	3.3	87.1 – 89.9
<b>B (Good)</b>	3.0	83.0 – 87.0
B-	2.7	80.0 – 82.9
C+	2.3	77.1 – 79.9
<b>C (Satisfactory)</b>	2.0	73.0 – 77.0
C-	1.7	70.0 – 72.9
D+	1.3	67.1 – 69.9
<b>D (Passing)</b>	1.0	63.0 – 67.0
D-	0.7	60.0 – 62.9
<b>F (Failure/ Unsuccessful)</b>	0.0.	Below 60.0

**DESCRIPTION OF GRADING REQUIREMENTS:** In order to complete the course, students will be required to complete the following seven (7) graded requirements for the course (40 points, writing assignments) (30 points, group work) (30 points, examinations). **DIGICATION EPORTFOLIO:** Students will also be required to maintain a Digication ePortfolio page. Students will be required to post their Social Justice Bio, Picture and Favorite Quote; Individual Presentation; Community Critiques and the Research Week Presentation on the DIGICATION page. On **Wednesday, September 13, 2017**, the Peer Success Coach/eTern will conduct an ePortfolio Workshop in the computer lab.

**1. Social Justice: Bio and Picture (10%):** Students will receive the format/template for the posting of their Social Justice Studies Bio, Picture and Quote on the first day of class. Students should submit a **hard copy** of their typed draft (**minimum 3 pages**) by **Wednesday, September 6, 2017**. After revisions, students are required to post their Bio and Picture on their Digication ePortfolio page during the training session on, **Wednesday, September 13, 2017**. If you require additional assistance during the semester, email [ePortfolio@jjay.cuny.edu](mailto:ePortfolio@jjay.cuny.edu). Click here for the [DIGICATION ePortfolio Page](#)

**2. Discussion Board Writing Assignments (15%):**

Students will be required to submit three (3) writing assignments (**e.g., 3-5 pages required**) and post each assignment on the Discussion Board tab in Blackboard. Prior to each assignment, students will be provided with written instructions, a grading rubric and a deadline date to submit their response after viewing various videos and articles. Your written assignments should exhibit your ability to:

- Critically read, comprehend and compare significant primary and secondary sources;
- Develop a clear, concise and defined thesis statement;
- Present clearly written facts, principles and core concepts related to the experiences of Africana communities and social justice;
- Provide a written analysis and summary based on their analysis of various multimedia formats;
- Engage in academic dialogue and student-centered discussions;
- Prepare in-text references and Bibliographies in APA style format at the bottom of their Discussion Board entry; and
- Submit a Hard copy with a Cover Page: Full Name, AFR 123 FYS-43, Assignment # 1, 2, or 3, and Date Due.

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**Extra Credit Assignment(s):** All students will have the opportunity to submit (1) extra credit writing assignment during the semester. This assignment will not replace any of the course requirements.

**3. Individual In-Class Presentation (20%):** All students will be required to present an individual presentation (10%) and submit a typed written summary (10%) by comparing one chapter Sekou Franklin's book, *After the Rebellion* to a related current event today (**minimum 3 pages**). Students are to also submit a references following APA citation format and submit the summary to Blackboard's SafeAssign along with their PowerPoint (or other multimedia format) presentation.

#### ADDITIONAL WEBSITES:

Black Facts.com@blackfacts/Twitter

<https://twitter.com/blackfacts>

Black History Daiy.com

<http://blackhistorydaily.com/>

The History Channel's *This Day in History*.

<http://www.history.com/this-day-in-history>

NewsOne

<http://newsone.com/category/newsone-now/>

New York 1, This Day in History

<http://www.ny1.com/nyc/all-boroughs/shows/today-in-nyc-history.html>

Today in Black History.

<http://www.blackfacts.com/>

Today in Black History: University of Pennsylvania: African Studies Center

[https://www.africa.upenn.edu/K-12/Today B History.html](https://www.africa.upenn.edu/K-12/Today_B_History.html)

[The Root](http://www.theroot.com/)

<http://www.theroot.com/>

[New York Slavery Records Index](https://nyslavery.commons.gc.cuny.edu/). Records of Enslaved Persons and Slave Holders in New York 1623-1848 (password, Freedom), <https://nyslavery.commons.gc.cuny.edu/>

**4. Midterm Exam (15%):** The Midterm Exam will be available on Blackboard, **Wednesday, October 25, 2017** and will cover all seminar work from the first day of class to the day of Midterm Review. **The password is AfricanaStudies123.**

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**5. Community Forum Critique (10%):** Each student is required to attend one (1) off-campus event and one (1) on-campus event. You will be required to submit documentation. Please arrive promptly (on time) to the event and answer the following questions.

- (1) Why did you choose this social justice event?
- (2) What issues were discussed at the event?
- (3) Did the event provide you with further interest in pursuing a career in the field of social justice?
- (4) Name one thing that you enjoyed at the event and name something you would have changed about the event.
- (5) Explain whether you attend another event at this location? If so, would you prefer to attend by yourself or your classmate? Explain all of your answers in detail.

Suggested forums to attend, include:

- a) The Schomburg **Center for Research in Black Culture** in Harlem, USA. The Schomburg is a research unit of the NY Public Library system. The Schomburg is one of the leading institutions focusing exclusively on African-American, African Diaspora, and African experiences. Generally, registration is required in advance online. The Schomburg is accessible by express subway, #2, #3 to 135<sup>th</sup> Street (cross the street to the north/west side of Malcom X Blvd.) or take the B, C local train to 135<sup>th</sup> Street (walk 3 blocks East on 135<sup>th</sup> Street. All seats should be reserved online at [Schomburg Center Public Programs](#)
- b) The **Gotham Center for NYC History** is located at The CUNY Graduate Center (212.817-8471, 365 Fifth Avenue (between 34<sup>th</sup> and 35<sup>th</sup> Street), Martin E. Segal Theater). The Center has been described as *creating high-quality relevant and cutting-edge* programs and offers an extensive virtual guide to history-related resources. For further information, go to their website at [www.gothamcenter.org](http://www.gothamcenter.org)
- c) [The Brooklyn Historical Society - Events](#) The library possesses a unique and growing collection of materials about Brooklyn that provides important insights into the nation's history and heritage.
- d) The New York Social Justice Events page by clicking on [New York Social Justice Events](#).
- e) [John Jay Student Organizations](#). John Jay has over 50+ student organizations. You may attend one meeting and provide a Community Critique summary.

**6. Research Week - Poster Presentation (15%):**

Students have been assigned randomly to one of (6) groups and assigned to read chapters 1-6 from the book, *After the Rebellion*.

Requirements for each group:

- Meet in-class, divide the work evenly and discuss the relevant social justice issues.
- Prepare a glossary relevant to their topic.
- Outline the important points in the readings relevant to the chapter's topic.
- Research the information relevant to the topic and locate two sources, one primary and one secondary, to discuss with the entire class.
- Compare social justice issues impacting youth during the 21<sup>st</sup> century.
- Present findings to the entire class on the assigned date.
- Each group will determine their presentation format.
- Each group is required to provide a Reference page.
- Review each section of the [Guidelines for Poster Presentations](#)

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Student-centered discussions and **suggestions for group work** include some of the subject areas below:

- *Stop and Frisk* policies and *Stand Your Ground* laws in various states;
- *Shopping While Black*: racial profiling of shoppers
- *Social Activism* in the Field of Sports and Entertainment
- Modifications to the Criminal Justice System and the Impact on Youth
- The Impact of Newly Enacted Immigration Laws on Undocumented Students
- Voter Suppression and Disenfranchisement in the 21<sup>th</sup> century
- **The Disparate Impact of the New York Grand Jury System on People of African Descent**
  - [Grand Juror Handbook 2017](#)
  - Singer, J. (May 30, 2016) Grand Jury Duty. *Rat Race Confessional*. Retrieved from <https://medium.com/@jcs828/what-to-expect-in-nyc-grand-jury-duty-b0cc1ab2a311>



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<b>GROUP ASSIGNMENTS – <i>After the Rebellion</i> (chapters)</b>		
<p style="text-align: center;"><b>Group 1</b></p> <p>Chapter One. <b>“Ours Is an Immediate Task”</b>: <b>Juanita Jackson and the Origins of the NAACP Youth Movement</b>, pp. 1-22</p> <p><b>STUDENTS:</b>            Achtyl            Gomes            Manginelli.            Pena, C.            Ulloa</p>	<p style="text-align: center;"><b>Group 2</b></p> <p>Chapter Two. <b>To “Keep Our Vision Unclouded”</b>: <b>War and Democracy</b>, pp. 23-44</p> <p><b>STUDENTS:</b>  <b>Annr</b>            Hinds            Martinez            Pena, T.            Williams, J.</p>	<p style="text-align: center;"><b>Group 3</b></p> <p>Chapter Three. To Finish the Fight: <b>“Freedom from Fear!”</b>, pp. 45-70</p> <p><b>STUDENTS:</b>            Castillo            Inga            McCarthy            Plant            Williams, N.</p>
<p style="text-align: center;"><b>Group 4</b></p> <p>Chapter Four: <b>“With All Deliberate Speed”</b>: <b>School Desegregation, Emmett Till, and the Montgomery Bus Boycott</b>, pp. 79-94</p> <p><b>STUDENTS:</b>            Chance            Jaikarran            Miji            Sooknarain</p>	<p style="text-align: center;"><b>Group 5</b></p> <p>Chapter Five: <b>“More Than a Hamburger and a Cup of Coffee”</b>: <b>NAACP Youth and the 1960s Black Freedom Struggle</b>, pp. 95-117</p> <p><b>STUDENTS:</b>            Dominquez            Laguardia            Nabiha            Taggar</p>	<p style="text-align: center;"><b>Group 6</b></p> <p>Chapter Six: <b>“And If Not Now, When?” Securing Our Freedom</b>, pp. 119-146</p> <p><b>STUDENTS:</b>            Escudero            Li            Ng            Taute</p>

**8. Final Exam (15%):** The Final Exam will cover all course work from the first day of class to the day of the Final Review. The Final Exam will be administered electronically on Blackboard. The **password is AfricanaStudies123** (case sensitive). The Final Exam date is scheduled and based on the College’s strict Final Exam Schedule.

John Jay College of Criminal Justice (CUNY)  
**Department of Africana Studies**  
 524 West 59<sup>th</sup> Street, 9<sup>th</sup> Floor NB  
 New York, NY 10019

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<b>AFR 123 FYS-43 SCHEDULE OF CLASSES<sup>1</sup> – FALL 2017</b>		
<b>Day/Date</b>	<b>Theme/Key Topic</b>	<b>Reading Assignment(s)</b>
<b>Week 1</b>		
<b><i>Introduction to the field of Africana Studies</i></b>		
Monday, 8/28/16	Introduction to the Department of Africana Studies	Introduction to the Course, Syllabus, Students, and Kristin Visconti, SASP Peer Success Coach
Wednesday, 8/30/17	Defining the Africana Community	Hughes, F. (Producer). (2012, n.m.). The New Jim Crow Museum [Video]. Ferris State University. Retrieved from <a href="http://www.ferris.edu/jimcrow/">http://www.ferris.edu/jimcrow/</a> (Accessed August 20, 2017).  <a href="#">The Jim Crow Museum - Video Spotlight-Ferris State University</a>  <a href="#">Harvard and Slavery, I Too Am Harvard</a>
<b>Week 2</b>		
<b><i>The History of Slavery in America, as well as in New York</i></b>		
Monday, 9/4/17	Labor Day	College is closed
Wednesday, 9/6/17	The development of American government, the U.S. Constitution, and the formation of Africana Communities	Keene, et al. (2014). <i>Life and Labor Under Slavery</i> in Visions of America (pp. 274-279).  Systems of Slave Labor Life in the Slave Quarters Slave Religion and Music Resistance and Revolt Slavery and the Law
<b>Week 3</b>		
<b><i>The impact of slavery on the criminal justice system in America.</i></b>		
Monday, 9/11/17	How does Africana Studies and the criminal justice system interrelate? Understanding the U.S. State and Federal Court Systems	Johnson Coxx, P. (2017). An overview of the criminal justice system.  Anderson, M. (2014). Vast majority of Blacks view the criminal justice system as unfair. <a href="http://www.pewresearch.org/fact-tank/2014/08/12/vast-majority-of-blacks-view-the-criminal-justice-system-as-unfair/">Pew Research Center</a> . Retrieved from <a href="http://www.pewresearch.org/fact-tank/2014/08/12/vast-majority-of-blacks-view-the-criminal-justice-system-as-unfair/">http://www.pewresearch.org/fact-tank/2014/08/12/vast-majority-of-blacks-view-the-criminal-justice-system-as-unfair/</a> (Accessed August 20, 2017).
Wednesday, 9/13/17	<b>DIGICATION WORKSHOP MSRC Lab</b>	<b>Peer Success Coach, E-Tern – Kristin Visconti</b>
<b>Week 4</b>		
<b><i>Landmark Court Decisions and Conducting Research</i></b>		
Monday, 9/18/17	Historical Analysis of Slavery, the formation of the laws and court decisions impacting	Art. III, U.S. Constitution (1789) <i>State v. Mann</i> , 13 N.C. 263 (1829)

<sup>1</sup> The professor reserves the right to modify the Syllabus based on current events, guest lectures, emergency college closing(s), and as required.

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	Africana communities	<i>Dred Scott v. Sanford</i> , 60 U.S. 393 (1857) <i>The Civil Rights Cases</i> , 109 U.S. 3 (1883)
Wednesday, 9/20/17	Conducting research in the field of Africana Studies and the law.	How to distinguish primary and secondary authorities How to cite sources using APA format How to conduct research and register on: <a href="http://www.worldcat.org/">World Cat: The World's Largest Library Catalog</a>
<b>Week 5</b>	<b><i>Founding Fathers: Slave Masters or Abolitionists and Becoming a Change Agent in the 21<sup>st</sup> century</i></b>	
Monday, 9/25/17	Thomas Jefferson, Liberty and Slavery Listen to the NPR tape prior to coming to class.	Schuessler, J. (2012, November). Some Scholars Reject Dark Portrait of Jefferson. The New York Times. Retrieved from <a href="http://www.nytimes.com/2012/11/27/books/henry-wienceks-master-of-the-mountain-irks-historians.html?pagewanted=all&amp;_r=0">http://www.nytimes.com/2012/11/27/books/henry-wienceks-master-of-the-mountain-irks-historians.html?pagewanted=all&amp;_r=0</a> (Accessed August 20, 2017).  Corrigan, M. (2012, October 18: 2:34 PM). Master' Jefferson: Defender of Liberty, Then Slavery. Retrieved from <a href="http://www.npr.org/2012/10/18/163025651/master-jefferson-defender-of-liberty-then-slavery">http://www.npr.org/2012/10/18/163025651/master-jefferson-defender-of-liberty-then-slavery</a>  Ball, A. (2015). <i>Ambition &amp; Bondage: An Inquiry on Alexander Hamilton and Slavery</i> . Columbia University & Slavery Project. Retrieved from <a href="https://columbiaandslavery.columbia.edu/content/ambition-bondage-inquiry-alexander-hamilton-and-slavery">https://columbiaandslavery.columbia.edu/content/ambition-bondage-inquiry-alexander-hamilton-and-slavery</a> (Columbia University's historic connections with slavery). (Accessed August 24, 2017).  Associated Press. (July 4, 2015). What you should know about founding father, John Jay. <i>PBS Newshour</i> . <a href="http://www.pbs.org/newshour/rundown/forgotten-founding-father/">http://www.pbs.org/newshour/rundown/forgotten-founding-father/</a> (Accessed August 24, 2017).
Wednesday, 9/27/17	What is the definition of social justice?  How do I become an agent of social	Brandon, J. (n.d.) 38 Quotes to Help You Become a Change Agent. <i>Inc.</i> Retrieved from <a href="http://www.inc.com/magazine/201702/sheila-marikar/better-halves.html">http://www.inc.com/magazine/201702/sheila-marikar/better-halves.html</a> (Accessed August 20, 2017).
<b>Week 6</b>	<b><i>Black Males and the Criminal Justice System</i></b>	
Monday, 10/2/17	Social Justice: A dialogue on the Scottsboro Boys	Blinder, A. (Nov. 21, 2013). Alabama Pardons 3 Scottsboro Boys after 80 Years. New York Times, p. A14. Retrieved from

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	(Scottsboro, Alabama), the Central Park Five (NYC), Trayvon Martin (Sanford, Florida) and Michael Brown (Ferguson, Missouri) – Part I	<p><a href="http://www.nytimes.com/2013/11/22/us/with-last-3-pardons-alabama-hopes-to-put-infamous-scottsboro-boys-case-to-rest.html?_r=0">http://www.nytimes.com/2013/11/22/us/with-last-3-pardons-alabama-hopes-to-put-infamous-scottsboro-boys-case-to-rest.html?_r=0</a> (Accessed August 20, 2017).</p> <p>Burns, K. (2013). The Central Park Five. <i>PBS</i>. Retrieved from <a href="http://www.pbs.org/kenburns/centralparkfive/">http://www.pbs.org/kenburns/centralparkfive/</a> (Accessed August 20, 2017).</p> <p>NBC. (June 20, 2014). Exonerated ‘Central Park 5’ settles with NYC for \$40M: report. Retrieved from <a href="http://www.today.com/video/today/55461568#55461568">http://www.today.com/video/today/55461568#55461568</a> (Accessed August 20, 2017).</p>
Wednesday, 10/4/17	Social Justice: A dialogue on the Scottsboro Boys (Scottsboro, Alabama), the Central Park Five (NYC), Trayvon Martin (Sanford, Florida) and Michael Brown (Ferguson, Missouri) – Part II	Pew Research Center. (August 18, 2014). Stark Racial Divisions in Reactions to Ferguson Shooting. Retrieved from <a href="http://www.people-press.org/files/2014/08/8-18-14-Ferguson-Release.pdf">http://www.people-press.org/files/2014/08/8-18-14-Ferguson-Release.pdf</a> (Accessed August 20, 2017).
<b>Week 7</b>	<b><i>The Black Lives Movement in the 21<sup>st</sup> century</i></b>	
Monday, 10/9/17	<b>College is closed.</b>	<b>No classes are scheduled.</b>
Wednesday, 10/11/17	Black Lives Matter and the Millennial Generation	Bronner Helm, A. (2016). Arizona HS Student Forced to Remove Black Lives Matter Shirt. <i>The Root</i> , Retrieved from: <a href="http://www.theroot.com/articles/news/2016/08/arizona-hs-student-forced-to-remove-black-lives-matter-shirt/?utm_content=buffer875e4&amp;utm_medium=social&amp;utm_source=twitter.com&amp;utm_campaign=buffer">http://www.theroot.com/articles/news/2016/08/arizona-hs-student-forced-to-remove-black-lives-matter-shirt/?utm_content=buffer875e4&amp;utm_medium=social&amp;utm_source=twitter.com&amp;utm_campaign=buffer</a>
<b>Week 8</b>	<b><i>Assessing Discriminatory Practices Impacting Youth</i></b>	
Monday, 10/16/17	<b>Workshop Class</b>	<b>Researching issues and databases in the field of Africana Studies and legal issues impacting the lives of youth.</b>
Wednesday, 10/18/17	An examination of <b>policing</b> as it relates to the Africana community. Is police brutality color-blind? Policing Africana Communities: A Town Hall discussion. Students will be required to advocate or oppose discriminatory practices to be made by the NYPD in a Town Hall Debate forum.	<p>Blow, C.M. (2015, Jan. 26). Library Visit, Then Held at Gunpoint. <i>The New York Times</i>. Retrieved from <a href="https://www.nytimes.com/2015/01/26/opinion/charles-blow-at-yale-the-police-detained-my-son.html?_r=0">https://www.nytimes.com/2015/01/26/opinion/charles-blow-at-yale-the-police-detained-my-son.html?_r=0</a> (Accessed August 20, 2017).</p> <p>Center for Constitutional Rights. (n.d.). Discriminatory Policing. <a href="http://ccrjustice.org/home/what-we-do/issues/discriminatory-policing">http://ccrjustice.org/home/what-we-do/issues/discriminatory-policing</a> (Accessed August 20, 2017),</p>
<b>Week 9</b>	<b><i>Midterm Examination Week</i></b>	
Monday, 10/23/17	<b>Midterm Review</b>	<b>Midterm Review</b>

John Jay College of Criminal Justice (CUNY)  
**Department of Africana Studies**  
 524 West 59<sup>th</sup> Street, 9<sup>th</sup> Floor NB  
 New York, NY 10019

**Course Syllabus**

Wednesday, 10/25/17	<b>Midterm</b>	<b>Midterm – Password – AfricanaStudies123 (case-sensitive)</b>
<b>Week 10</b>	<b><i>The School-to-Prison Pipeline and the Traumatic Effect on Communities</i></b>	
Monday, 10/30/17	Behind Bars: A Critical View  Psychological Impact of Color in America	Amurao, C. (n.d.). Fact Sheet: How Bad Is the School-to-Prison Pipeline? <i>Tavis Smiley Reports</i> . Tavis on PBS. Retrieved from <a href="http://www.pbs.org/wnet/tavissmileysr/education-under-arrest/school-to-prison-pipeline-fact-sheet/">http://www.pbs.org/wnet/tavissmileysr/education-under-arrest/school-to-prison-pipeline-fact-sheet/</a> (Accessed August 20, 2017).  Corley, C. (2015, July 2: 4:30 p.m. ET). <i>Coping While Black: A Season of Traumatic News Takes a Psychological Toll</i> . All Things Considered: NPR WYNC Radio. Retrieved from <a href="http://www.npr.org/sections/codeswitch/2015/07/02/419462959/coping-while-black-a-season-of-traumatic-news-takes-a-psychological-toll">http://www.npr.org/sections/codeswitch/2015/07/02/419462959/coping-while-black-a-season-of-traumatic-news-takes-a-psychological-toll</a> (Accessed August 20, 2017).  Mandela, N. (2010). Letter to Winnie Mandela. In <i>Nelson Mandela: Conversations with Myself</i> . (p. ix).
Wednesday, 11/1/17	Social Justice, Social Media and the Africana Community.	Ogletree, C. (2012, August 12). Social Media and Civil Rights: A roundtable discussion. <a href="http://m.mlb.com/video/topic/9614590/v23968681/civil-rights-roundtable-discusses-social-media">http://m.mlb.com/video/topic/9614590/v23968681/civil-rights-roundtable-discusses-social-media</a> (Accessed August 20, 2017).
<b>Week 11</b>	<b><i>Walking while Black but not voting while Black</i></b>	
Monday, 11/6/17	Shopping While Black!	laboni, R. (2013, December 10). Retailers post customer ‘Bill of Rights’ after racial profiling allegations. <i>CNN</i> . Retrieved from <a href="http://edition.cnn.com/2013/12/10/business/racial-profiling-shoppers-bill-of-rights/">http://edition.cnn.com/2013/12/10/business/racial-profiling-shoppers-bill-of-rights/</a> (Accessed August 20, 2017).
Monday, 11/8/17	The 21 <sup>st</sup> century civil rights struggle for Voting Rights and the Fight for Felon Voting Rights	Brennan Center for Justice. (March 27, 2014). Restoring the right to vote by state. Retrieved from <a href="http://www.brennancenter.org/issues/restoring-voting-rights">http://www.brennancenter.org/issues/restoring-voting-rights</a> (Accessed August 20, 2017).
<b>Week 12</b>	<b><i>Sixty+ years after the Brown decision, segregation still exists</i></b>	
Monday, 11/13/17	Segregated Schools in the 21 <sup>st</sup> century	Harris, E.A., (2016, December 10). Racial segregation in New York schools starts with Pre-K, Report Finds. <i>The New York Times</i> . Retrieved from <a href="https://www.nytimes.com/2016/09/21/nyregion/racial-segregation-in-new-york-schools-begins-in-pre-k-report-finds.html">https://www.nytimes.com/2016/09/21/nyregion/racial-segregation-in-new-york-schools-begins-in-pre-k-report-finds.html</a> (Accessed August 20, 2017).
<b>Wednesday, 11/15/17</b>	<b>Review for Group Presentations and submission of Summaries.</b>	<b>Group Presentation Summaries are due today.</b>
<b>Week 13</b>	<b><i>Group Presentations – Week 1</i></b>	
Monday, 11/20/17	<b>Group #1</b>	Comparative Analysis of Chapter One, <i>After the Rebellion</i>

**Course Syllabus**

Wednesday, 11/22/17	<b>Group # 2</b>	Comparative Analysis of Chapter Two, <i>After the Rebellion</i>
<b>Week 14</b>	<b>Group Presentations – Week 2</b>	
Monday, 11/27/17	<b>Group #3</b>	Comparative Analysis of Chapter Three, <i>After the Rebellion</i>
Wednesday, 11/29/17	<b>Group #4</b>	Comparative Analysis of Chapter Four, <i>After the Rebellion</i>
<b>Week 15</b>	<b>Group Presentations – Week 1</b>	
Monday, 12/4/17	<b>Group #5</b>	Comparative Analysis of Chapter Five, <i>After the Rebellion</i>
Wednesday, 12/6/17	<b>Group #6</b>	Comparative Analysis of Chapter Six, <i>After the Rebellion</i>
Thursday, 12/7/17	<b>FYS Showcase</b>	<a href="#">First Year Student Showcase</a> (1:30 p.m. – 3:00 p.m.)
<b>Week 16</b>	<b>Last day of regular classes</b>	
Monday, 12/11/17	Last day of class (before Finals).	Shared thoughts, ideas, and goals for the future in the field of social justice and <b>Final Examination Review</b>
<b>Final Exam</b>	<b>Finals Week</b>	
Wednesday, 12/20/17	<b>Final Exam - Blackboard</b>	<a href="#">Final Exam Schedule (8: 00 AM – 10:00 AM)</a> <b>The password is AfricanaStudies123</b>

**ATTENDANCE POLICY**

**Attendance/Lateness:** Students are expected to attend all class meetings as scheduled in the Course Syllabus. If you consistently arrive late and routinely miss class, you will do poorly in the course. Note that (25%) of your final grade is based on in-class activities and that exams worth (40%) of your grade may relate to in-class lectures, in-class activities and in-class discussions. Therefore, if you are frequently absent and/or late, you may do poorly on Exams as well as do poorly on the writing assignments (35%) without proper instructions. If you are absent, you should contact a check Blackboard for newly distributed handouts.

**ACADEMIC INTEGRITY**

**Statement of College Policy on Plagiarism:**

Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

**Plagiarism Software:** The College subscribes to Turnitin.com and Blackboard’s module called **SafeAssign**. Some assignments may be submitted through Blackboard’s SafeAssign. If you are absent when a written assignment is due, you will be required to submit your assignment to SafeAssign.

**CLASSROOM CONDUCT**

**Classroom Conduct:** Students are expected to arrive in class prepared to work and bring the selected readings and their Portfolio. Students are expected to stay awake in class. Students will not be permitted to leave the classroom for purposes of using cell phones and/or other electronic devices. Students will not be permitted to eat during class.

## Course Syllabus

### Electronics:

Unless otherwise noted by the instructor, the use of cell phones and/or any other electronic device in the classroom **including** laptops, tablets and any other related electronic equipment **is only permitted when the entire class is reviewing Selected Readings or with permission of the Professor**. Please turn off all cell phones and other electronic devices that may be disruptive to the class. Please charge your electronic devices prior to attending class.

### ACADEMIC SUPPORT SERVICES

**The Writing Center**, Room 1.68  
New Building 212.237.8569

<http://www.jjay.cuny.edu/academics/590.php>

The Writing Center provides tutoring and writing consultation to all undergraduate and graduate students enrolled in the College. Trained tutors work with students on conceptual and sentence level skills, rules of grammar and style. The Center emphasizes formulating a thesis, organizing and developing ideas, documenting American Psychological Association (APA) style, evaluating evidence and revising a paper, and writing specific to the disciplines. You may arrange a tutoring session by calling the number above or going to the webpage, listed above.

**If you receive a C+ or lower on any written assignment, you are required to meet with a Writing Center Tutor and provide written documentation to the professor.**

### IMMIGRANT STUDENTS

The College provides information and assistance to undocumented--both non-DACA and DACA--immigrant students reach their goals of college success. Information may be retrieved at

<http://www.jjay.cuny.edu/undocumentedstudents>

### ACCESSIBILITY SERVICES

**Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990:**

In accordance with Section 504 of the Rehabilitation Act of 1973, "The Civil Rights Act" for the people with disabilities, and the Americans with Disabilities Act of 1990, the College adheres to the law that states in part that: "No otherwise qualified individual ... shall, solely by reason of his/her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal assistance." John Jay College offers programs and services to students and employees to ensure that individuals with disabilities are not excluded from academic programs, support services and any other activities sponsored by the College, solely on the basis of disability. Contact The Office of Accessibility Services, 212.237.8031. Staff is available when classes are in session in Room L.66.00 New Building.

### College Closings

**For information on emergency college closings, call 212.237.8000. You should also sign up for CUNY ALERT at**

<http://www.jjay.cuny.edu/alert>