

**JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CUNY
524 W. 59TH ST., NEW YORK NY 10019**

YOUTH AND JUSTICE IN NEW YORK CITY

Course: ANT 100 – Tuesday & Thursday, 9:25, 10:50, Room 3.80 NB
Semester: Fall 2017
Professor: Ric Curtis, rc Curtis@jjay.cuny.edu
Office Hours: By appointment

Course Description:

The primary purpose of this class is for you to participate in a learning experience that provides a model for how to succeed in college and in life. It will do this by asking you to learn the skills that it takes to be a researcher, skills that will be useful for school and in your future career; and then to use those skills to do research on a topic that is important to you: what it means to grow up in a world with changing freedoms, restrictions, opportunities and expectations. We are going to examine the tension that exists between young people and the society in which they live, and examine how people try to achieve justice for themselves and others when the rules and the outcomes sometimes seem unfair.

This class and several others are embarking on a long-term research project that will ask people who live in the NYC area to identify what they think is just and fair, and whether others in their community and the country as a whole share their outlooks and orientations toward justice and fairness. Students in these linked classes will be asked to collect “data” for our research project to help us document, describe and analyze the attitudes, orientations and experiences of their family, friends and acquaintances around these issues. Each student will administer an online survey to 10 people from their social networks. The completed surveys will help the classes understand which issues are most salient in the lives of people, especially young people, in the New York City area. Students will also be asked to complete in-depth interviews with 3 of their research subjects so that the subjects may elaborate on the choices that they made in the survey. In particular, we are interested in why they chose particular issues as important to them, and whether they had any experiences in the past that affected their views and behaviors related to those issues. The analysis of data from the surveys and the in-depth interviews will provide the research team with a roadmap that outlines the areas of interest and the experiences that characterize the sample. Differences in findings from this research by attributes such as gender, race, nationality, level of educational achievement, and other criteria will be important in helping the researchers to understand critical divisions and segments within the sample, and it will help in steering the selection of study participants for the second phase of the project that will be completed by students enrolled in ANT 330 – “American Cultural Pluralism and Law.”

By the end of this course, students will be able to:

- Describe one’s own relationship to significant issues of justice affecting young people today
- Identify problems facing young people growing up in New York and propose solutions through evidence-based inquiry
- Assess the effectiveness of one’s own role in collaborations with people of diverse backgrounds
- Demonstrate effective planning and reflection to accomplish specific outcomes related to the course
- Engage with co-curricular activities (i.e. clubs, student activities, lectures, tutoring, academic advisement, community service) to develop academic goals and personal growth

Course Expectations, Assignments and Grading:

To achieve the learning outcomes for this class that are described at the end of this syllabus, you will follow the steps and complete the assignments described below. At each stage of the project, you will be expected to 1) actively

participate in discussions, decision making, debate, and group events, 2) contribute time and energy to gathering information that is needed for the project, and 3) submit work on a timely basis. You will be evaluated on the quality and quantity of your participation in the project, and on the timely submission of written work.

Grading:

Grades will be determined with a 100-point system. Each assignment below is worth 10 points (except the Citi Certificate). Assignments must = 100 points total. No Extra Credit.	A= 90-100 B= 80-89 C= 70-79 D=60-69 F= less than 60
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ASSIGNMENTS

% of Grade	Due Date	Assignment	Description
50		5 papers of 1,000 words each	Based on the readings each week
10		Submit CITI certification	www.citiprogram.org
10		Complete 10 Surveys	See instructions, click here
10		3 In Depth Interviews	See Above
		Group Assignments	Description
20		Presentation of Poster abstract	250-words; must include project data (see examples).

SCHEDULE OF CLASSES

	Assignments
8/29	What is this class and this project, and why are we doing it ?
8/31	Read: Young : The Five Faces of Oppression Register: www.CITiprogram.org
9/5 Exploitation	Continue Reading Young : The Five Faces of Oppression
9/7	Read: Sweatshops, Exploitation and Moral Responsibility : Mayer, 2007; Watch: Wealth Inequality in America Turn In: CITI certificate
9/12 Exploitation	Read: Exploitation , Holstrom, 1977
9/14	Read: Bound for America , Bowe 2010; Nannies, Maids, and Sex Workers in the New Economy , Ehrenreich and Hochschild, 2002 Discussion and/or Class presentation about Exploitation Turn in: 1,000 words about Exploitation
9/19	Prep for Research Project
9/26 Marginalization	Read: Marginalization & Radicalization Risk among Muslim Immigrants
9/28	Read: Why do drug dealers still live with their mom? ; Dubner and Levitt, 2005; Criminalizing the Hustle , Denvir, 2016

10/3 Marginalization	Read: From a Distance: Marginalization of the Poor in Television Ads for Goodwill Industries , Bishop, 2008
10/5	Read: The Case for Reparations , Coates, 2014 Discussion and/or class presentation about Marginalization Turn in: 1,000 words about Marginalization
10/10 Powerlessness	Read: Powerlessness and the Amplification of Threat: Neighborhood Disadvantage, Disorder, and Mistrust . Ross, et al., 2001.
10/12	Read: Why Americans Still Don't Vote, and Why Politicians Want it That Way , Piven and Cloward, 2000; Casting a ballot isn't always easy , Dupere 2016.
10/17 Powerlessness	Read: The End of an Idyllic World: Nostalgia Narratives, Race, and the Construction of White Powerlessness , Maly, 2013.
10/19	Read: Goin' Legit: Disrespect and Resistance at Work , Bourgois, 1996. Discussion and/or class presentation about Powerlessness Turn In: 1,000 words about Powerlessness
10/24 Cultural Imperialism	Watch: Edward Said: Orientalism as a Tool of Colonialism , part 3.
10/26	Read: Mythical Portrait of the Colonized , Memmi, 1974.
10/31 Cultural Imperialism	Read: Strivings of the Negro People , Du Bois, 1903; The White Man's Burden , Kipling 1899.
11/2	Read: Code of the Street , Anderson, 1999. Discussion and/or class presentation about Cultural Imperialism Turn In: 1,000 words about Cultural Imperialism
11/7 Violence	Read: An Anthropology of Structural Violence , Farmer, 2004
11/9	Read: The New Jim Crow and the war on drugs , Alexander, 2010; Watch: Michelle Alexander: The future of race in America
11/14 Violence	Read: The Flint Water Disaster , Flint's Structural Racism , and Violence on the Ground, Violence Below the Ground
11/16	Read: Immigrant Victims of Violence in Hempstead, Long Island Discussion and/or class presentation about violence Turn in: 1,000 words about Violence
11/27	Project Data analysis, poster prep
11/29	Project Data analysis, poster prep
12/4	Classroom presentations
12/6	Classroom presentations
12/11	Classroom presentations

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Policy on Attendance, Etiquette, and Participation: You are expected to attend class regularly, to do all assigned reading on time and to participate intelligently in class discussion, which will be part of your grade. The schedule below is subject to change: it is your responsibility to be aware of any such changes. This may be one advantage of coming to class regularly and on time.

Plagiarism: Plagiarism and cheating are violations of CUNY's policy on academic integrity. By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See also pp. 44-5 of the JJC Undergraduate Bulletin for further explanation.