

**San José State University
Department of Political Science
Pols 190, Senior Seminar
Current Topics in Civil Rights
Section 01, Spring 2022**

Course and Contact Information

Instructor: Dr. Mary Currin-Percival
 Office Location: Clark Hall 449
 Telephone: (408) 924-5569 (messages not checked regularly)
 Email: mary.currinpercival@sjsu.edu (preferred method of contact)
 Office Hours: **Thursdays (in-person)** 12pm-1pm, **Mondays (via Zoom; link is on Canvas)** 11am- 12pm, and by appointment.
 Class Days/Time: Tuesdays and Thursdays 1:30pm-2:45pm
 Classroom: Hugh Gillis Hall 116

Faculty Web Page and MYSJSU Messaging

Course materials such as the syllabus, handouts, notes, assignment instructions, etc. can be found on the on Canvas Learning Management System course login website at <http://sjsu.instructure.com>. Regularly check the messaging system through [One.SJSU](#) to learn of any updates. By enrolling in this course, you consent to all course requirements listed in this syllabus, published on our Canvas site, and announced in class. Be certain that SJSU has your current email address. Please contact me within the first week if you cannot access the Canvas website, download and read .pdf files, link to other websites, or send or receive email.

More on Communication

Student's Responsibility	Professor CP's Responsibility
Check our Canvas course page regularly and read course announcements.	Regularly update the Canvas course page and announce changes and updates to the course via Canvas course announcements.
Email Prof. C.P. if you have questions or concerns.	Return emails within 48 hours (excluding Sundays). If the question or concern cannot be addresses via email, offer to meet during office hours or by appointment. Direct students to additional resources where appropriate (e.g., library rep, department advising, Registrar).
Send a follow-up email if Prof. C.P. does not respond within 48 hours (excluding Sundays and holidays).	Return emails within 48 hours (excluding Sundays). Inform students if there will be a delay in communication due to illness, technological problems, or other reasons.

Student's Responsibility	Professor CP's Responsibility
Meet with Prof. C.P. in office hours (in-person or via Zoom) if you have questions about the course material.	Be available for at least one in-person office hour one office hour via Zoom every week. Offer reasonable accommodations for students who cannot meet during scheduled office hours. Offer additional office hours near exam and paper due dates.
Meet with Prof. C.P. in office hours (in-person or via Zoom) if you have questions about the paper. If you would like to have a paper draft read, please do not email it to me; schedule a meeting with me to review it.	Meet with students about the seminar paper. Offer constructive feedback and read drafts to students willing to meet to review drafts. Offer multiple time options for draft review (e.g., morning, afternoon, and evening) to accommodate students' varied schedules.
Communicate regularly with classmates about the Ride Revived project. This includes informing colleagues and Prof. C.P. at least 24 hours in advance if you will not be able to attend an event or complete a project for you are scheduled.	Communicate regularly with students about the Ride Revived project. This includes informing students at least 24 hours in advance if I will not be able to attend an event or complete a project for which I am scheduled.

Course Description

From the SJSU Catalog: Culminating experience for the political science major. Seminar class with significant participation required. Specific course topics vary each semester.

Our seminar will focus on current issues in U.S. civil rights, focusing on four major areas: Education, Healthcare, and Housing, Voting Rights, Criminal Justice, and A New Civil Rights Movement. We will also participate in an active learning project called The Ride Revived using information we learn in the seminar. The seminar will end with individual seminar papers analyzing a U.S. public policy in one of the major areas covered in the course and class presentations of these papers.

Required Readings

All readings are available on Canvas. You can find them under the "Readings" heading in the week's module on Canvas. All readings are required and free for SJSU students to access. Please note that you may have to access a reading through the SJSU library. There will also be required videos posted on Canvas that are associated with the week's topic. If you are not able to access a reading or video, please let me know asap. [As an active participant in this class, you will have the opportunity to add to our reading list. See the seminar discussion leader assignment below for more information.](#)

Political Science Program Learning Outcomes

Upon completion of the Political Science major program, students should be able to demonstrate the following learning outcomes.

PSPLO1: Breadth. Students should possess a broad knowledge of the theory and methods of the various branches of the discipline.

PSPLO2: Application and Disciplinary Methods. Students should be able to formulate research questions, engage in systematic literature searches using primary and secondary sources, evaluate research studies, and critically analyze and interpret influential political texts. Students should be able to apply these techniques to identify, understand, and analyze domestic and international political issues and organizations.

PSPLO3: Communication Skills. Students should master basic competencies in oral and written communication skills and be able to apply these skills in the context of political science. This means communicating effectively about politics and/or public administration, public policy, and law.

PSPLO4: Citizenship. Students should acquire an understanding of the role of the citizen in local, state, national, and global contexts and appreciate the importance of lifelong participation in political processes.

Course Learning Outcomes

Upon successful completion of this course, students will be able to

Mapping POLS 106 Course Learning Outcomes to Political Science PLOs	Program Learning Outcomes	Assessment Method
CLO1: Analyze important civil rights issues in the U.S.	PLO1, 2, 3	Exam, seminar paper, paper proposal, paper proposal workshop, Ride Revived project, participation, paper presentation
CLO2: Express a historical perspective on the Civil Rights Movement of the 1930s-1970s.	PLO1, 3	Exam, participation
CLO3: Analyze racial inequities in housing, criminal justice, healthcare, and other areas of policy in the U.S.	PLO1, 2, 3	Exam, seminar paper, paper proposal, paper proposal workshop, Ride Revived project, participation
CLO4: Analyze national and state voting laws and the effects of the 1965 Voting Rights Act and the 2013 <i>Shelby County v. Holder</i> decision.	PLO1, 2, 4, 5	Exam, Ride Revived project, participation
CLO5: Examine modern civil rights protests and demands for reform.	PLO1, 2, 3, 5	Exam, Ride Revived project, participation

COURSE REQUIREMENTS AND ASSIGNMENTS

Delineation of Workload for Four-Unit Course

Course Component	Student Work	Instructor Engagement
Regular 3 units (9 hours/week)	Readings and exam preparation, plagiarism tutorial, exam, seminar paper, seminar paper presentation, paper proposal, paper proposal workshop, participation, preparation for and participation in the Ride Revived Project	Class contact hours, prepare in-class activities, provide feedback on exam, provide feedback on seminar paper proposal, provide feedback on seminar paper, meet with students about seminar paper, read drafts of final papers by request
Activity 1 unit (3 hours/week)	Activities related to the Ride Revived Project. Readings, in-class and out-of-class individual and group preparations	Prepare project guide, train students for project, assign students to project groups and meet with groups, evaluate individual and group performance in project.

Library Liaison

The library liaison for Political Science is available to answer questions and provide one-on-one help using the library for research. His name and contact info is: Nyle Monday, Librarian (Political Science Liaison). He can be reached by telephone by email Nyle.Monday@sjsu.edu.

Course Assignments

Plagiarism Tutorial (5 points)

Due: Thursday, 2/10 8pm

- I am asking you to complete this assignment so you are confident about the rules of plagiarism. If, after completing the quiz, you have any questions, please see me. I am also happy to review any of the quiz examples with you.
- To complete this assignment, first, log in [here](#). Add your email address, not mine, so you will receive a copy of your results. Some professors will allow you to submit quiz results from a previous class.
- Next, pass the tutorial/quiz with at least a 75% overall score.
- Then, forward to me the email that the library sends to you. Do not send a screenshot or a PDF. Forward the actual email. That way, we both have a copy of it.
- The day you forward to me the email from the library is the day you have submitted this assignment to me. Be sure to do this by **Thursday, Feb 10th at 8pm** to avoid the 2 points/day late penalty, which begins at 8:01pm on 2/10.
- [As promised, some professors will accept previous quiz results. If you have completed this quiz **within the last two years** for another class, you may forward your previous results to me. You do not have to complete this quiz again \(unless you earned lower than 75%\). I encourage you to do so if you are unsure about what constitutes plagiarism though. A quick refresher can't hurt.](#)

Seminar Discussion Leader (25 points)

Due: various dates

Once during the semester, you will you will lead (with my occasional assistance) the seminar discussion. You will help analyze the readings and facilitate class discussion. Please look through the syllabus and choose which material most interests you. The readings are listed in

the syllabus and the links are available on Canvas. **You may also choose to add a reading to our reading list for that day.** I highly encourage you to add a journal article, recent news article, or other reading you think would add to our discussion. My list is not anywhere near complete and I welcome your additions. Please send me a link to your article or a copy so I can scan and upload it to Canvas at least 7 days in advance of your seminar discussion leader day. This gives your colleagues time to read your suggestion before class. *How to plan for the seminar you lead:* For each reading, present the following information. What is the research question, how did the researchers study the political phenomena, what was found, and how does this relate to our class? You should also prepare at least 5 questions for your colleagues to facilitate class discussion. You may use PowerPoints or other visual aids, but try to keep the conversation “seminar style” rather than lecture format. If you have questions about the assignment or your specific reading(s), please come see me in office hours (or by appointment) at least two days before your presentation. **This assignment cannot be made up, but you can trade dates with a colleague.**

Participation (50 points)

Active and engaged discussions will help us all better understand the course material. This is why participation is such an important part of your grade. Every day, we should all attend class and engage in the class discussion by asking and answering questions. When you are leading the seminar, you will enjoy a lively class discussion. Class participation points will be based on daily substantive participation to the discussion. If you are unable to attend class, you will not be able to earn participation points. You may make up these points with short writing assignments that will engage you in the material you missed, if your absence falls under the make-up policy.

Exam (100 points)

Due: Thursday, 4/14 8pm

We will have an exam during Week 12 that will give you the opportunity share your understanding of some of the topics we discussed. It will be a 72-hour take-home exam submitted on Canvas. It is open-note and open book (but not a group project). The exam will consist of one short answer section with 1-3 questions worth a total of 25 points and one essay question worth 75 points. **Late exams will be accepted with a one letter grade per day late penalty (beginning at 8:01pm on 4/14)**

Ride Revived Active Learning Project (50 points)

Due: various dates

You will have the exciting opportunity to participate in an active learning project using the theories and concepts you learn in this course. Students in this class will assist with the Ride Revived project, a national student-led project based on the teachings of the Freedom Riders and other activists. Students in this class will assist the national project, but the primary project is to work with the existing SJSU Ride Revived Team on SJSU’s participation in the June 2022 Freedom Ride. I’ll review this project in more detail in class and provide planning days during some class meetings to minimize the amount of out-of-class meeting times you will have to plan. You will be working in groups of 4-6 students, depending on your interests and self-reported skills. A detailed prompt will be provided on Canvas.

Seminar Paper Proposal (10 points)

Due 3/3 8pm

You will be asked to complete a two-page senior seminar paper proposal by week 6 of the semester. This gives you the opportunity to obtain research early in the semester and provides

both of us a chance to communicate about your seminar paper ideas early. In this two-page paper, please list 1) why you think this is an important topic to examine, 2) your research question, 3) your hypothesis, 4) briefly, how your work adds to the previous research in this area, and 5) your References in APA format (this is page two). Your outline needs to include at least 8 of your sources. You may submit this outline late with no penalty, but if it is submitted after 3/5/22, I will not offer much feedback on your outline before it is posted to the workshop on Canvas. If the paper proposal is submitted after 3/7/22, it will not be workshopped. The workshop, described below, is an excellent way to obtain more feedback about your paper. You will only be assigned to a paper proposal workshop team if you have a paper proposal to workshop by 3/7. This is a peer-to-peer workshop, so you cannot participate without a proposal.

Seminar Paper Proposal Workshop (10 points)

Due 3/15 8pm

The seminar paper proposals will be workshopped on Canvas. In teams of 2-3 students, classmates will provide to each other the following in the workshop: 1) 100-word constructive comments, 2) Ask at least two questions about the paper, 3) Suggest two additional academic source recommendations. This assignment will be accepted until 3/20 with no late penalty. After 3/20, it will not be accepted.

Seminar Paper Presentation (50 points)

Due: various dates

Every student will have the opportunity to present their paper in a 15-20 minute in-class presentation during the last couple of weeks of class. Prepare your presentation using PowerPoint, Keynote, Prezi, or another presentation software. Bring a laptop or tablet you're your presentation loaded (please check that you have the correct adapter). You will be graded on the quality of your presentation and the quality of your peer-reviews of your colleagues' presentations. A detailed prompt for this assignment will be posted on Canvas. Presentations may only be made up in the event of a documented family or medical emergency.

Final Evaluation (Final Paper) (250 points)

Due 5/23 2:30pm

The final evaluation for this class is a senior seminar paper analyzing a public policy in one of the major policy areas covered in this class (Education, Healthcare, and Housing, Voting Rights, or Criminal Justice). Seminar papers in the Political Science Department typically range from 15-20 pages (honors courses papers are 25-30 pages). Your paper in this seminar will also be expected to fall within this page length and will incorporate 12-15 academic peer-reviewed sources (15-20 for honors papers). I will elaborate upon the seminar paper later in the semester and provide a detailed prompt by week three in the semester. The seminar paper is worth 250 points and **due Monday, May 23, at 2:30pm, via Canvas submission**. This is the end of the scheduled final exam period for this class. I am happy to read paper drafts in person in office hours and by appointment as time permits until May 16th.

Extra credit

There will be occasional extra credit opportunities offered in class. These will usually consist of group research and short write-ups on the topics of the day and **will not be announced in advance**. You may also have an opportunity to watch a documentary, attend a political talk, or attend political event and write a short response paper for extra credit added to an assignment. I will elaborate upon this (and announce events) later in the semester. Make-up extra credit opportunities will only be offered in accordance with the make-up policy below.

Determination of Grades

You may keep track of your grade in the class on the CANVAS course website.

	Points
Plagiarism Tutorial	5
Seminar Discussion Leader	25
Exam	100
Ride Revived Active Learning Project	50
Seminar Paper Proposal	10
Seminar Paper Proposal Workshop	10
Seminar Paper Presentation	50
Senior Seminar Paper	250
Participation	50
Total	550

Your final grade will be calculated by dividing your total points by 550. For example, consider the following: Total points = 501. $501/550 = .911 = 91\%$. Using the scale below, this individual would be assigned an A-. Final letter grades for the course will be assigned based on the following scale:

Grade	Percentage
A plus	98 to 100%
A	93 to 97%
A minus	90% to 92%
B plus	87% to 89%
B	83% to 86%
B minus	80% to 82%
C plus	77% to 79%
C	73% to 76%
C minus	70% to 72%
D plus	67% to 69%
D	63% to 66%
D minus	60% to 62%
F	59% or less

Make-up/Late Policy

Make-ups for all assignments will be allowed for serious medical illness or serious medical emergency, religious holiday, pre-approved university-sanctioned event or activity, military orders, or family emergency. Any of these require appropriate documentation. No make-ups or early assignments will be offered for vacations, weddings, and other non-emergency situations. If you are seriously ill, you must notify me as soon as possible by email or on my office voicemail that you will be unable to complete an assignment on time.

Late assignments (with the exception of the seminar discussion leaders assignment, seminar paper presentation, and seminar paper) will be accepted (see individual assignment for late penalty).

Classroom Protocol

Student's responsibilities	Professor CP's responsibilities
Use laptops and other electronic devices in class only to access readings, take notes, make presentations, and work on project planning.	Use laptops and other electronic devices in class only to access readings, take notes, assist with teaching, and work on project planning.
Keep cell phones on vibrate. Use cell phones only for emergencies.	Keep cell phone on vibrate. Use cell phones only for emergencies.
Wear facemask over nose and mouth in classroom.	Wear facemask over nose and mouth in classroom.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](#), requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- "Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. **You must obtain the instructor's permission to make audio or video recordings in this class.** Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material."
- It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- "Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. **You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.**"

You **may not** make audio or video recordings in this class without my written permission. You must also obtain the explicit permission of every student in the class in order to record lectures, except in the case of academic accommodations. Do not distribute any assignments, exams, prompts, or materials provided to you on Canvas or in class from this course without my explicit permission. **Do not distribute your colleagues' work submitted on Canvas without their explicit permission.**

University Policies

Per [University Policy S16-9](#), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#).

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy F15-7](#) requires you to be honest in all your academic course work. **Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development.** Visit the [Student Conduct and Ethical Development](#) website for more information.

Political Science Department Writing Policy

Students of political science should develop the ability to write in clear, grammatical English. Spelling and grammar count! Students must take care that appropriate citations are used. Direct quotations must be so indicated with quotation marks. Ideas from others must also be referenced. Failure to cite your sources constitutes academic misconduct, which carries with it serious sanctions. A tutorial on citations is available at <http://libguides.sjsu.edu/writeandcite>. The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center visit <http://www.sjsu.edu/writingcenter/>.

Pols 190-1 Senior Seminar, Spring 2022 Course Schedule

The schedule below is subject to change with fair notice (provided in class, by email, or on Canvas).

Week	Date	Topics, Readings, Assignments, Deadlines
1	Thurs 01/27	Introduction to course; review course syllabus and Canvas website. Read Assignment Online Plagiarism Tutorial Due 2/10 8pm
2	Tues 02/01	Section 1: The Freedom Rides The Martin Luther King, Jr. Research and Education Institute. Stanford University. Freedom Rides https://kinginstitute.stanford.edu/encyclopedia/freedom-rides Derrick Bryson Taylor. Who Were the Freedom Riders? <i>The New York Times</i> , July 18, 2020. https://www.nytimes.com/2020/07/18/us/politics/freedom-riders-john-lewis-work.html Freedom Riders end racial segregation in Southern U.S. public transit, 1961.

Week	Date	Topics, Readings, Assignments, Deadlines
	Seminar Leader Seminar Leader	https://nvdatabase.swarthmore.edu/content/freedom-riders-end-racial-segregation-southern-us-public-transit-1961 <hr/>
2	Thurs 02/03 Read Assignment	The Ride Revived Project and Class Project overview TBA Add contact information and skills to Google Doc
3	Tues 02/08	Project Planning Day
3	Thurs 02/10 Read	Section 2: Education, Healthcare, and Housing NAACP Legal Defense and Educational Fund. <i>Brown v. Board of Education</i> : Celebrating the 67th Anniversary of LDF's Seminal Case. https://www.naacpldf.org/brown-vs-board/ Cornell Law School. BROWN ET AL. v. BOARD OF EDUCATION OF TOPEKA ET AL. APPEAL FROM THE UNITED STATES DISTRICT COURT FOR THE DISTRICT OF KANSAS. No. 1. Decided May 17, 1954. https://www.law.cornell.edu/supremecourt/text/347/483/USSC_PRO_347_483_1 Nikole Hannah-Jones. 2016. "Choosing a School for My Daughter in a Segregated City: How one school became a battleground over which children benefit from a separate and unequal system." <i>The New York Times Magazine</i> . https://www.nytimes.com/2016/06/12/magazine/choosing-a-school-for-my-daughter-in-a-segregated-city.html <hr/>
4	Tues 02/15 Read	Education, Healthcare, and Housing, cont. Ann Owens. (2020). Unequal opportunity: School and neighborhood segregation in the USA. <i>Race and Social Problems</i> , 12(1), 29-41. Alvin Chang. (2017). "School segregation didn't go away. It just evolved. How parents are gerrymandering school borders and fencing out poor kids." <i>Vox</i> . https://www.vox.com/policy-and-politics/2017/7/27/16004084/school-segregation-evolution <hr/>
4	Thurs 02/17 Read	Education, Healthcare, and Housing, cont. Hahn, Robert Alfred, Benedict I. Truman, and David R. Williams. (2018). Civil rights as determinants of public health and racial and ethnic health equity: health care, education, employment, and housing in the United States. <i>SSM-population health</i> , 4, 17-24.

Week	Date	Topics, Readings, Assignments, Deadlines
		Hall, Marla B., Akilah R. Carter-Francique, Stacy M. Lloyd, Tiffany M. Eden, Angie V. Zuniga, Jeffrey J. Guidry, and Lovell A. Jones. (2015). Bias within: Examining the role of cultural competence perceptions in mammography adherence. <i>Sage Open</i> , 5(1), 2158244015576547.
	Seminar Leader	
5	Tues 02/22	Project Planning Day
5	Thurs 02/24 Read	Education, Healthcare, and Housing, cont. Williams, David R., Jourdyn A. Lawrence, and Brigette A. Davis. (2019). Racism and health: evidence and needed research. <i>Annual review of public health</i> , 40, 105-125. Williams, David R., and Lisa A. Cooper. (2019). Reducing racial inequities in health: using what we already know to take action. <i>International journal of environmental research and public health</i> , 16(4), 606.
	Seminar Leader	
6	Tues 03/01 Read	Education, Healthcare, and Housing, cont. Howell, Junia, and Elizabeth Korver-Glenn. (2018). Neighborhoods, race, and the twenty-first-century housing appraisal industry. <i>Sociology of Race and Ethnicity</i> , 4(4), 473-490. Political Power and The Racial Wealth Gap with Mehrsa Baradaran. The Ezra Klein Show. Jun 11, 2018. Podcast. Can also be found here. https://youtu.be/IcIG4jX4Mik
	Seminar Leader Seminar Leader	
6	Thurs 03/03 Assignment	Project Planning Day Seminar Paper Proposal Due via Canvas Submission by 8pm tonight.
7	Tues 3/8 Read	Section 3: Voting Rights National Park Service. 2007, Revised 2009. Civil Rights in America: Racial Voting Rights. https://www.nps.gov/subjects/tellingallamericansstories/upload/CivilRights_VotingRights.pdf The Martin Luther King, Jr. Research and Education Institute. Stanford University. Selma to Montgomery March. https://kinginstitute.stanford.edu
	Seminar Leader Seminar Leader	
7	Thurs 3/10 Read	Voting Rights , cont.

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Cornell University. SHELBY COUNTY, ALABAMA v. HOLDER, ATTORNEY GENERAL, et al. https://www.law.cornell.edu/supremecourt/text/12-96</p> <p>Mayya Komisarchik & Ariel White. “Throwing Away the Umbrella: Minority Voting after the Supreme Court’s Shelby Decision,” December 2021. https://arwhite.mit.edu/sites/default/files/images/vra_post_shelby_current.pdf</p>
8	Tues 3/15	<p>Watch</p> <p>Voting Rights, cont. Liz Garbus & Lisa Cortes (Directors). 2020. <i>All In: The Fight for Democracy</i>. Story Syndicate. Distributed by Amazon Studios.</p> <p>Assignment Seminar Paper Proposal Workshop completed on Canvas by 8pm.</p>
8	Thurs 3/17	<p>Read</p> <p>Voting Rights, cont. Brennan Center for Justice. Voting Laws Roundup: December 2021: This year’s tidal wave of restrictive voting legislation will continue in 2022. December 21, 2021. https://www.brennancenter.org/our-work/research-reports/voting-laws-roundup-december-2021</p> <p>Odujinrin, Laura. The Dangers of Racial Gerrymandering in the Frontline Fight for Free and Fair Elections. <i>University of Miami Race & Social Justice Law Review</i>, 12(1), 164.</p>
9	Tues 3/22	<p>Read</p> <p>Section 4: Criminal Justice Michelle Alexander. “The Injustice of This Moment Is Not an ‘Aberration’. From mass incarceration to mass deportation, our nation remains in deep denial.” <i>The New York Times</i>. January 17, 2020.</p> <p>Bryan Stevenson. “A Presumption of Guilt: The Legacy of America’s History of Racial Injustice” in Davis, Angela J. (ed)., ed. <i>Policing the Black man: Arrest, prosecution, and imprisonment</i>. Vintage, 2017.</p>
9	Thurs 3/24	<p>Read</p> <p>Section 4: Criminal Justice, cont. Angela J. Davis. (1998) Prosecution and Race: The Power and Privilege of Discretion. <i>Fordham Law Review</i>, 67</p> <p>Angela J. Davis. (2018) The Progressive Prosecutor: An Imperative for Criminal Justice Reform. <i>Fordham Law Review</i>, 87</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		Percival, G. L. (2020). Policy Learning and Criminal Justice Reform in the US States. <i>State and Local Government Review</i> , 52(4), 321-332. <u>_____</u> <u>_____</u>
10	Tues 3/29	Spring Break (no class)
10	Thurs 3/31	<i>Cesar Chavez Day - Campus Closed (CC)</i>
11	Tues 4/5	Section 4: Criminal Justice, cont. Emily Bazelon & Miriam Krinsky. “There’s a Wave of New Prosecutors. And They Mean Justice. These district attorneys should make jail the exception and eliminate cash bail.” <i>The New York Times</i> . December 11. 2018. John Pfaff. “The Case Against the Prosecution: A scandal over campaign donations to Manhattan District Attorney Cyrus Vance shows how perverse incentives undermine faith in the criminal-justice system.” <i>The Wall Street Journal</i> . October 20, 2017.
		<u>_____</u> <u>_____</u>
11	Thurs 4/7	Section 4: Criminal Justice, cont. Guest Speaker
12	Tues 4/12	Work on midterm today. Assignment Take-home exam due tonight at 8pm via Canvas submission.
12	Thurs 4/14	Project Planning Day
13	Tues 4/19	Section 5: A New Civil Rights Movement Hope, Elan C., Micere Keels, and Myles I. Durkee. (2016). Participation in Black Lives Matter and deferred action for childhood arrivals: Modern activism among Black and Latino college students. <i>Journal of Diversity in Higher Education</i> 9.3 Freelon, Deen, Charlton McIlwain, and Meredith Clark. (2018). Quantifying the power and consequences of social media protest. <i>New Media & Society</i> , 20(3), 990-1011.
		<u>_____</u> <u>_____</u>
13	Thurs 4/21	Section 5: A New Civil Rights Movement Towler, Christopher C., Nyron N. Crawford, and Robert A. Bennett. (2020). Shut up and play: Black athletes, protest politics, and black political action. <i>Perspectives on Politics</i> , 18(1), 111-127. Kilgo, Danielle K., and Rachel R. Mourão. (2021). Protest Coverage Matters: How Media Framing and Visual

Week	Date	Topics, Readings, Assignments, Deadlines
	Seminar Leader	Communication Affects Support for Black Civil Rights Protests. <i>Mass Communication and Society</i> , 1-21.
14	Tues 4/26	Project Planning Day
14	Thurs 4/28	Seminar Paper Presentations
15	Tues 5/3	Seminar Paper Presentations
15	Thurs 5/5	Seminar Paper Presentations
16	Tues 5/10	Seminar Paper Presentations
16	Thurs 5/12	Seminar Paper Presentations
Final Exam	5/23 2:30pm	The final evaluation for this class is the final paper (the research paper). It is due at the end of the scheduled final exam period for this class. The paper is due via Canvas submission on Monday, May 23, 2022 at 2:30pm.