

*****NOTE: Syllabus is subject to change. Revisions will be posted on Courseworks.*****

Columbia University

PSYC GU4612

Frontiers of Justice

4 points

Prof. Geraldine Downey & Ayanna Sorett, Esq.

Email: gd20@columbia.edu & ams2578@columbia.edu

Office Hours: Downey Friday by appointment

T.A.: Ilina Logani

Email: il2366@columbia.edu

Monday: 6:10-8:00 PM

Bulletin Description: Frontiers of Justice is designed to encourage students and equip them with the skills to become active and effective “Change Agents” within their academic institutions and larger communities. Oriented by the question, *What does justice look like?*, this course aims to raise political and social awareness and engagement with the challenges facing New York City and strengthen ties between Columbia University, disadvantaged communities, and city government agencies and community organizations. Through sharing ideas about how to make structural and systemic change in ways that integrate science, law, politics, history, narrative, and community engagement, the course is intended to support students in working to break down racial and ethnic barriers and toward a more fair and just society.

Prerequisites: An introductory course in psychology, sociology, African American studies, Human rights, or political science is recommended but not required. Permission of instructor required.

Course Description: Frontiers of Justice is designed to encourage students and equip them with the skills to become active and effective “Change Agents” within their academic institutions and larger communities. Focusing on the challenges facing NYC residents, this course aims to raise political and social awareness and engagement and strengthen ties between Columbia University, disadvantaged communities, and New York City government agencies and community organizations. Through sharing ideas about how to make structural and systemic change in ways that integrate science, law, politics, history, narrative and community engagement, the course is intended to support students in working to break down racial and ethnic barriers and toward a more fair and just society.

The collaborative learning environment of this course will empower a diverse group of students to share ideas and experiences, while introducing their voices into city-wide conversations that address poverty, trauma, racial inequality, the environment, and other community challenges. In this courageous space, students and community leaders will be encouraged to discuss community conflicts openly and honestly, working collaboratively to develop effective solutions.

The emphasis throughout the course will be on what kinds of empirical questions can be

asked about poverty, trauma, racial inequality, and other challenges to a just society in relation to New York City-- and how experimental, observational, and historical research as well as narrative approaches can be designed to address these questions. Together, we will explore what kinds of data can be collected and how they can be analyzed and how scientific research can inform policy changes and bring about meaningful societal change.

Frontiers of Justice is structured around three forms of change:

1. **Personal change:** Through course materials and in-class discussions, students will reflect on their identities relation to privilege, and access to resources. As a capstone they will write a 3-5-page paper on a personal change they have committed to and taken steps to achieve and progress toward this goal. This is due **Nov. 9** and will be discussed in class. A one-page proposal is due **Monday Sept 28** (this coming Monday). In the proposal will students identify an aspect of themselves that they would like to improve and the specific work and steps they plan to undertake to achieve this personal change. The Personal change project readings describe a useful model of the change process.

2. **Community change:** This module will introduce students to critical advocacy and to methods that can be used to effect structural and system change to transform NYC's most disadvantaged neighborhoods. This module will culminate in a 3-5 page data-informed paper in which students will create a plan for the work they can do or have done personally to support specific community change in NYC including at Columbia. Students will be connected with community organizations and government agencies to gain insights into how communities develop their own solutions. **PROPOSAL DUE OCT. 5. PAPER DUE NOV 23**

3. **Social change:** Students will work in small groups and consult with lawyers, policymakers, and other guest speakers with relevant expertise to develop policy proposals to improve adverse social conditions, particularly those affecting the lives of vulnerable youth. This work will culminate in an 8-page legislative or policy proposal, with supporting documentation. **PROPOSAL DUE OCT 12, CLASS PRESENTATION DEC 7-14 final class. Write up of proposals due 2 weeks after**

Learning Objectives: Through this course, we will learn to:

- Reflect on our own identities and privilege and use this critical reflection to achieve positive personal change; think about change in terms of how you can best make a positive impact as a member of the systems affecting other people's lives.
- Describe research, advocacy, and intervention methods used to effect changes in mindset, systems and structures, particularly in relation to disadvantaged communities in New York City.
- Apply critical thinking skills to evaluate research findings, paying particular attention to the merits and limitations of different research methodologies and approaches as well as how questions are addressed.
- Analyze and synthesize research findings, legal precedent, history and the expertise and experiences of change agents in communities to design a policy proposal to address poverty, trauma, racial inequality or other community challenges.

Course Expectations and Grading:

1. Class preparation and participation: The assigned readings, which will be selected from the list below, are designed to expand your knowledge of the field and to hone your critical thinking skills. Strong preparation and participation will enable us to have high-level, thought-provoking discussion. We rely on each other to actively and thoughtfully contribute to class discussions. This is an upper-level, discussion-based seminar. To ensure that everyone is accountable for thoroughly engaging with the material during class discussions, your active participation in these discussions will contribute to your final grade. For some people participating regularly in class discussions can be difficult. Those students who might be concerned about their ability to contribute to class discussions should see me.
2. Generally speaking, effective class preparation and participation could include:
 - Asking insightful or clarifying questions.
 - Connecting each week's reading to other reading we've done in the course or reading you've done on your own or in other classes, with your engagement in the community and current affairs, and by drawing parallels and/or contrasts among findings.
 - Actively listening to fellow classmates and responding to their ideas.
 - Offering thoughtful critiques of the research methodology and providing suggestions for how it might be improved.
 - Bringing in outside sources—potentially from the news media, your own experience and work in the community or other sources—that shed light on these questions.
3. Weekly response paper: To help prepare for discussions, you will be asked to turn in a weekly 500-word response paper that engages with the assignments for that week, e.g., offering personal reflection, comparing and contrasting viewpoints, synthesizing evidence presented in the readings and other multimedia assignments. We expect you to keep up with current affairs, especially, with what is going on in the NYC and broader community. There will be a number of exercises related to the weekly readings and preparation for discussions.
4. Prepare class discussion questions for one of the class guests. This means working with a group of students to introduce the guest to the class and each of you to the guest and read relevant material and develop questions for the guest that generate class discussion.
5. Personal change paper: You will write a 3-5-page paper on a personal change you have committed to and taken steps to achieve and your progress toward this goal. **This is due Nov. 9 and will be discussed in class. A one-page proposal is due Monday Sept 28.** In the proposal will you identify an aspect of yourself that you would like to improve and the specific work and steps you plan to undertake to achieve this personal change. It is fine to rethink your goal if the one you propose does not work out.
6. Community change paper: A 3-5-page paper in which you as an individual or group member create and describe a plan for the work you can do OR are doing to support specific community change including at Columbia. There are a number of ways in

which this project can be completed. More details to be provided in class. Due date **for 1 page proposal: Oct. 5 Due date for final paper Nov 23-30.**

7. Legislative/policy proposal: An 8-page legislative or policy proposal co-authored with your group, drawing on course materials, outside research, your areas of expertise, and completed in consultation with policy makers, lawyers, and other experts in the field. While the 8-page proposal is from the group, each individual student should be prepared to back up their contribution with a detailed memo. More details to be provided in class. Due date for areas of interest before **Oct 12**. Group proposals will be presented on Dec 7 (rehearsal) and Dec 14 to invited audience.

Class participation & preparation (including weekly responses): 20% of grade

Community change

paper.....20% of

grade

Legislative/policy

proposal.....40% of

Course materials: Readings will comprise empirical papers, review papers, and articles from popular media sources. In addition to course readings, there will be assigned videos and/or podcasts. Pdfs of readings and links to podcasts/videos will be posted on Courseworks (Canvas).

Schedule: The schedule below details themes and key topics, along with assignments for each week. Required readings/assignments will be selected from these lists; other readings/assignments will be posted as supplemental but not required. This list remains subject to revision and guest speakers' availability.

Dates	Topics	Course Materials & Assignments
Understanding Identity		

<p>Week 1: Sept.14</p>	<p>What defines who we are and what justice looks like to us?</p>	<p>Discussion of social change project -- In Week 3 you will be assigned to groups to begin to work together on a project</p> <p>Required Material:</p> <ol style="list-style-type: none">1. Elder, G. H., Johnson, M. K., & Crosnoe, R. (2003). The emergence and development of life course theory. In <i>Handbook of the life course</i> (pp. 3-19). Springer, Boston, MA.2. Bronfenbrenner, U., & Morris, P. A. (2007). The bioecological model of human development. <i>Handbook of child psychology, 1</i>.3. Dweck, C. S. (2008). Can personality be changed? The role of beliefs in personality and change. <i>Current directions in psychological science, 17</i>(6), 391-394.
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		<p>4. Appiah, K.A. (2018). "Classification (Chapter 1)." <i>The Lies That Bind: Rethinking Identity</i>, by Kwame Anthony Appiah. pp. 3-32 (Introduction optional)</p> <p>5. Archer, J. "A Matter of Time." <i>TEDxSingSing</i>. (https://www.youtube.com/watch?v=QJrUqsFmBtQ)</p> <p>6. "What is Bronfenbrenner's Ecological Systems Theory?" (Psychology Notes HQ)</p> <p>7. 4. Finkelhor, D., Shattuck, A., Turner, H., & Hamby, S. (2015). A revised inventory of Adverse Childhood Experiences. <i>Child Abuse & Neglect</i>, 48, 13-21.</p> <p>Supplemental Material:</p> <p>1. Senghor, S. "Why your worst deeds don't define you." <i>TED2014</i>. (https://www.ted.com/talks/shaka_senghor_why_your_worst_deeds_don_t_define_you)</p> <p>To Complete before class:</p> <p>Apply the Bronfenbrenner Ecological Systems Theory to yourself. Complete your life history using the life course theory framework in the Elder article.</p>
<p>Week 2: Sept. 21</p>	<p>Privileged vs. Oppressed Identities</p>	<p>Required Reading:</p> <p>1. Mendoza-Denton, R., Downey, G., Purdie, V., J., Davis, A., & Pietrzak, J. (2002). Sensitivity to status-based rejection: Implications for African American Students' College Experience. <i>Journal of Personality and Social Psychology</i>, 83(4), 896-918.</p> <p>2. Small, M. L., Harding, D. J., & Lamont, M. (2010). Reconsidering Culture and Poverty. <i>AAPSS</i>, 629, 6-27.</p> <p>3. Cole, E. R. (2009). Intersectionality and research in psychology. <i>American psychologist</i>, 64(3), 170.</p> <p>4. Hogan, B. (2010). The presentation of self in the age of social media: Distinguishing performances and exhibitions online. <i>Bulletin of Science, Technology & Society</i>, 30(6),</p>

		<p>377-386.</p> <p>Supplemental:</p> <ol style="list-style-type: none">1. What is Privilege?2. Schulson, M. "Psychology still skews western and affluent. Can it be fixed?" <i>The Atlantic</i> (Jan. 20, 2020). 2. Latino Civil Rights Timeline3. Native American Timeline <p><i>Guest: Professor Valerie Purdie Greenaway</i></p>
Identity in Historical Context: Historical roots of stigmatized identities		

<p>Week 3: Sept. 28</p>	<p>What are the legacies of slavery?</p>	<p>Hand in and be prepared to discuss your personal change proposal</p> <p>Required Material:</p> <ol style="list-style-type: none"> 1. Elizabeth Hinton. From the War on Poverty to the War on Crime: The Making of Mass Incarceration in America INTRODUCTION 2. Muller, C. (2012). "Northward Migration and the Rise of Racial Disparity in American Incarceration." <i>AJS</i> 118(2), 281-326. 3. Nicholas, J. B. "How NY Prison 'Slave Labor' Powers a \$50 Million Manufacturing Enterprise." <i>The Gothamist</i> (Nov. 2, 2017). 4. Muhammad, K. " <i>The Condemnation of Blackness: Race, Crime, and the Making of Modern Urban America</i>, Ch. 2. 5. 13th Documentary Trailer 6. Personal change project and associated readings: The Transtheoretical Model (Stages of Change) 7. Personal change project and associated readings: Prochaska, J. O., DiClemente, C. C., & Norcross, J. C. (1992). In search of how people change: applications to addictive behaviors. <i>American psychologist</i>, 47(9), 1102.
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		<p>8. Personal change project and associated readings: McAdams, D. P., & McLean, K. C. (2013). Narrative identity. <i>Current directions in psychological science</i>, 22(3), 233-238.</p> <p>Supplemental:</p> <p>1. Normalizing Injustice: The Dangerous Misrepresentations that Define Television’s Scripted Crime Genre (January 2020)</p> <p>2. Spirit of Justice: Angela Davis and Michelle Alexander in Conversation</p> <p>4. Pachankis, J. E., Hatzenbuehler, M. L., Wang, K., Burton, C. L., Crawford, F. W., Phelan, J. C., & Link, B. G. (2018). The burden of stigma on health and well-being: A taxonomy of concealment, course, disruptiveness, aesthetics, origin, and peril across 93 stigmas. <i>Personality and Social Psychology Bulletin</i>, 44(4), 451-474.</p> <p>5. National Inventory of Collateral Consequences of Conviction (NICCC)</p> <p><i>Guest: Professor Josef Sorrett</i></p>
<p>Week 4: Oct. 5</p>	<p>Mass incarceration and the school-to-prison pipeline</p>	<p>Discussion of community change project --</p> <p>Required Material:</p> <p>1. Okonofua, J. A., & Eberhardt, J. L. (2015). "Two Strikes: Race and the Disciplining of Young Students." <i>Psychological Science</i> 26(5), 617-624.</p> <p>2. <i>Are Prisons Obsolete?</i> (Angela Davis) Ch. 1 and Ch. 6</p> <p>3. Meiners, E. R. (2011). Ending the school-to-prison pipeline/building abolition futures. <i>The Urban Review</i>, 43(4), 547-565.</p> <p>4. Legewie, J., & Fagan, J. (2019). Aggressive policing and the educational performance of minority youth. <i>American sociological review</i>, 84(2), 220-247.</p>

		<p>5. TED Talk: “What Prosecutors and Incarcerated People Can Learn from Each Other” (Jarrell Daniels)</p> <p>6. TED Talk: “We Need to Talk About an Injustice.” (Bryan Stevenson)</p> <p>7. TED Talk: “How We’re Priming Some Kids for College and Others for Prison” (Alice Goffman)</p> <p>Supplemental Material:</p> <p>1. Short Documentaries</p> <ul style="list-style-type: none"> - ‘Kids for Cash’ Documentary - "13th" Documentary - Conversation with a Cop about Race <p>2. No Child Left Behind Law</p> <p>3. Western, B., & Pettit, B. (2010). Incarceration & social inequality. <i>Daedalus</i>, 139(3), 8-19.</p> <p>4. The Growth of Incarceration in the United States: Exploring Causes and Consequences. (Travis, J., Western, B., & Redburn, F. S.)</p>
<p>Racial Disparities, policy and politics</p>		
<p>Week 5: Oct. 12</p>	<p>Understanding systematic disparities and political implications</p>	<p>Discussion of Social Change Project Required Readings</p> <p>1. Sharkey, Taylor, & Serkez. The gaps between White and Black America, in Charts. <i>NYT</i> June 19, 2020.</p> <p>2. Solomon, D., Maxwell, C., & Castro, A. (2019). Systemic Inequality: Displacement, Exclusion, and Segregation. <i>Center for American Progress</i>, 7.</p> <p>3. Harris, F.C. (2015). The Next Civil Rights Movement? <i>Dissent</i>, Volume 63, Number 3, Summer 2015</p> <p>4. Harris, F.C. (2016). The invisible hand of racial inequality in the U.S.A. <i>World Social Science Report</i> academic.edu</p>

		<p>5. Sharma, A. "Civil Death: How Millions of Americans Lost Their Right to Vote." <i>The Guardian</i>, Aug. 18, 2020.</p> <p>6. www.blacklivesmatter.com (Explore the Homepage, "About", etc. Get a feel for BLM's history and current resources.)</p> <p><i>Guest: Professor Fred Harris, Dean of Social Sciences, Professor of Political Science</i></p>
<p>Week 6 Oct. 19</p>	<p>What does justice look like? Informed policy development</p>	<p>Required Material:</p> <ol style="list-style-type: none"> 1. Evidence-based policy development PPT from Casie Addison (Public Advocate's office) 2. Desmond, M., & Valdez, N. (2013). Unpolicing the urban poor: Consequences of third-party policing for inner-city women. <i>American sociological review</i>, 78(1), 117-141. <p><i>Guest: Lucy Lang, Director, Institute for Innovation in Prosecution, John Jay.</i></p>
<p>Social environment and health</p>		
<p>Week 7: Oct 26</p>	<p>Environmental vulnerability and community outcomes</p>	<p>Required Material:</p> <ol style="list-style-type: none"> 1. Mohai, P., Pellow, D., & Roberts, J. T. (2009). Environmental Justice. <i>Annual Review</i>, 34, 405-430. 2. Bullard, R., & Johnson, G. S. (2000). Environmental Justice: Grassroots Activism and Its Impact on Public Policy Decision Making. <i>Journal of Social Issues</i>, 56(3), 555-578. 3. Bullard, R. D. Solid Waste Sites and the Black Houston Community. ***Robert Bullard is known as "the father of environmental justice"***

	<p>4. Tessum, C. W., et. al. (2019). Inequity in consumption of goods and services adds to racial-ethnic disparities in air pollution exposure. <i>PNAS</i>, 116(3), 6001-6006.</p> <p>5. Pearson, et. al. (2018). Diverse segments of the US public underestimate environmental concerns of minority and low-income Americans. <i>PNAS</i>, 115(49), 12429-12434.</p> <p>6. Bhandari S, Tee Lewis PG, Craft E, Marvel SW, Reif DW, Chiu W. HGBEnviroScreen: Enabling Community Action through Data Integration in the Houston-Galveston-Brazoria Region. <i>International Journal of Environmental Research and Public Health</i>, 17(4).</p> <p>Supplemental:</p> <p>1. Alexeeff, S. E., et. al. (2018). High-resolution mapping of traffic related air pollution with Google street view cars and incidence of cardiovascular events within neighborhoods in Oakland, CA. <i>Environmental Health</i>, 17(38).</p> <p>2. Song, H., Lewis Jr, N. A., Ballew, M. T., Bravo, M., Davydova, J., Gao, H. O., ... & Romero-Canyas, R. (2020). What counts as an “environmental” issue? Differences in issue conceptualization by race, ethnicity, and socioeconomic status. <i>Journal of Environmental Psychology</i>, 68.</p> <p>3. Heald, S. (2017). Climate silence, moral disengagement, and self-efficacy: How Albert Bandura's theories inform our climate-change predicament. <i>Environment: Science and Policy for Sustainable Development</i>, 59(6), 4-15.</p> <p>4. Tsui, E., Bylander, K., Cho, M., Maybank, A., & Freudenberg, N. (2012). Engaging youth in food activism in New York City: lessons learned from a youth organization, health department, and university partnership. <i>Journal of Urban Health</i>, 89(5), 809-827.</p> <p>5. Websites, Organizations, etc. (See</p>
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		<i>Guest: Dr. Rainer Romero Canyas, Environmental Defense Fund</i>
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<p>Week 8: Nov. 2</p>	<p>Medical apartheid</p>	<p>Required Material:</p> <ol style="list-style-type: none"> 1. Engelman, P. C. (Fall 2001). "Birth Control or Race Control? Sanger and the Negro Project." NYU: <i>The Margaret Sanger Papers Project</i>. 2. Hatzenbuehler, M. L., Phelan, J. C., & Link, B. G. (2013). Stigma as a fundamental cause of population health inequalities. <i>American journal of public health, 103</i>(5), 813-821. 3. Williams, D. R., & Collins, C. (2016). Racial residential segregation: a fundamental cause of racial disparities in health. <i>Public health reports</i>. 4. Williams, D. R., & Mohammed, S. A. (2013). Racism and health I: Pathways and scientific evidence. <i>American behavioral scientist, 57</i>(8), 1152-1173. 5. Braveman, P. A., Kumanyika, S., Fielding, J., LaVeist, T., Borrell, L. N., Manderscheid, R., & Troutman, A. (2011). Health disparities and health equity: the issue is justice. <i>American journal of public health, 101</i>(S1), S149-S155. 6. Gee, G. C., & Ford, C. L. (2011). STRUCTURAL RACISM AND HEALTH INEQUITIES: Old Issues, New Directions1. <i>Du Bois review: social science research on race, 8</i>(1), 115. 7. Hoffman, K. M., Trawalter, S., Axt, J. R., & Oliver, M. N. (2016). Racial bias in pain assessment and treatment recommendations, and false beliefs about biological differences between blacks and whites. <i>Proceedings of the National Academy of Sciences, 113</i>(16), 4296-4301. 8. NPR episode: The Dark History Of Medical Experimentation On Black Americans From Colonial Times To The Present <p>Supplemental Material:</p>
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		<p>1. The Belmont Report (Department of Health, Education, and Welfare; April 18, 1979).</p> <p>2. Savitt, Todd L. "The Use of Blacks for Medical Experimentation and Demonstration in the Old South." <i>The Journal of Southern History</i>, vol. 48, no. 3, 1982, pp. 331–348.</p> <p>3. Sabin, J. A. (2020). How we fail black patients in pain. <i>AAMC</i>.</p> <p><i>Guest: Dean Lisa Rosen Metsch</i></p>
<p>Bringing it all to the present-day</p>		
<p>Week 9: Nov. 9</p>	<p>Collateral consequences of COVID-19</p>	<p>DISCUSSION OF ELECTION RESULTS</p> <p><u>TURN IN PERSONAL CHANGE PAPER -- discuss in class</u></p> <p><u>Required Material:</u></p> <p>1. Viner, R. M., Russell, S. J., Croker, H., Packer, J., Ward, J., Stansfield, C., ... & Booy, R. (2020). School closure and management practices during coronavirus outbreaks including COVID-19: a rapid systematic review. <i>The Lancet Child & Adolescent Health</i>.</p> <p>2. Laurencin, C. T., & McClinton, A. (2020). The COVID-19 Pandemic: A Call to Action to Identify and Address Racial and Ethnic Disparities. <i>Journal of Racial and Ethnic Health Disparities</i>.</p> <p>3. Walls, C. "Why Racism, Not Race, is a Risk Factor for Dying of COVID-19." <i>Scientific American</i> (June 12, 2020).</p> <p>4. Matthew, D. B. (2020). Structural Inequality: The Real COVID-19 Threat to America's Health and How Strengthening the Affordable Care Act Can Help. <i>Georgetown Law Journal</i>, 108(6).</p> <p><u>Supplemental Material:</u></p> <p>1. "How ICE Exported the Coronavirus." <i>The Marshall Project</i>, 10 July 2020.</p>

<p>Week 10: Nov 16</p>	<p>Community generated solutions to violence, trauma and scarcity: How can science help or harm.</p>	<p>Required Material:</p> <ol style="list-style-type: none"> 1. Heart, B., et. al. (2011). Historical Trauma Among Indigenous Peoples of the Americas: Concepts, Research, and Clinical Considerations. <i>Journal of Psychoactive Drugs</i>, 43(4), 282-290. 2. Sered, D. (2014). Young men of color: The other side of harm. <i>Vera Institute of Justice</i>. 3. Butts, J. A., Roman, C. G., Bostwick, L., & Porter, J. R. (2015). Cure violence: a public health model to reduce gun violence. <i>Annual Review of Public Health</i>, 36, 39-53. 4. Okeowo, A. "How to defund the police." <i>The New Yorker</i> (July 7, 2020). 5. Richie, B.E. (2012). Arrested Justice: Black Women, Violence, and America's Prison Nation. NYU Press. Chapter 1. 6. Maruna, S. (2016). Desistance and restorative justice: it's now or never. <i>Restorative Justice</i>, 4(3), 289-301. 7. Velazquez, J. "The C.H.O.I.C.E.S. Connection." <i>TEDxSingSing</i>. (https://www.youtube.com/watch?v=xDPN50xIEE) <p>E) Supplemental Material:</p> <ol style="list-style-type: none"> 1. Mertens, D. M. (2007). Transformative paradigm: Mixed methods and social justice. <i>Journal of mixed methods research</i>, 1(3), 212-225. 2. Kumagai, A. K., & Lypson, M. L. (2009). Beyond cultural competence: critical consciousness, social justice, and multicultural education. <i>Academic medicine</i>, 84(6), 782-787.

		<p>3. Pon, G. (2009). Cultural competency as new racism: An ontology of forgetting. <i>Journal of progressive human services</i>, 20(1), 59-71.</p>
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		<p>4. Baldwin, M., et. al. (2018). Cognitive Behavioral Theory, Young Adults, and Community Corrections: Pathways for Innovation. <i>Papers from the executive session on community corrections</i>.</p> <p>5. Weaver, V. M. & Geller, A. (2019). De-Policing America’s Youth: Disrupting Criminal Justice Policy Feedbacks That Distort Power and Derail Prospects. <i>AAPSS</i>, 685.</p> <p>6. Bailey, D., Duncan, G. J., Odgers, C. L., Yu, W. (2017). Persistence and Fadeout in the Impacts of Child and Adolescent Interventions. <i>Journal of Research on Educational Effectiveness</i>, 10(1), 7-39.</p> <p>7. Motivational Interviewing as a Counseling Style</p> <p>8. Freudenberg, N., McDonough, J., & Tsui, E. (2011). Can a food justice movement improve nutrition and health? A case study of the emerging food movement in New York City. <i>Journal of Urban Health</i>, 88(4), 623.</p> <p><i>Guests: Camara Jackson, Elite Learners, and Meg Reiss, Chief of Social Justice, Brooklyn DA Office. K Bain, Cure Violence</i></p>
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Columbia’s Accountability

<p>Week 11: Nov. 23</p>	<p>How Columbia can lead a path towards community reconciliation</p>	<p>TURN IN COMMUNITY ENGAGEMENT PROJECT AND DISCUSS</p> <p>Required Material:</p> <ol style="list-style-type: none"> 1. Hackworth, J. (2002). Postrecession gentrification in New York city. <i>Urban Affairs Review</i>, 37(6), 815-843. 2. Mentel, Z. (2012). <i>Racial Reconciliation, Truth Telling, and Police Legitimacy</i>. Department of Justice, Office of Community Oriented Policing Services. 3. Marcellino, P. A. (2012). Preparing Educational Leaders for Social Justice, Action-Learning, and Democratic Activism. <i>NCPEA</i>, 1(4). <p><i>Guest: Dr. Kecia Hayes, Columbia Double Discovery center</i></p>
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<p>Week 12: Nov. 30</p>	<p>How Columbia can lead a path towards community reconciliation (Continued)</p>	<p>CONTINUATION OF COMMUNITY ENGAGEMENT PROJECT DISCUSSIONS</p>
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Policy Proposals

<p>Week 13-14: Dec 7 and Dec 14</p>	<p>Our collective action to achieve justice:</p>	<p>Student teams will present their policy proposals followed by a panel discussion.</p> <p>Integrating lessons learned inside and outside the classroom in support of justice</p> <p>WRITE UP OF POLICY PROPOSALS DUE 2 WEEKS AFTER FINAL CLASS</p>
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Course Policies:

Fostering an Inclusive Classroom: Our aim is to foster a learning environment that supports a diversity of perspectives and experiences and honors your identities. Please reach out to us with any concerns or suggestions you may have to better address your learning needs and to improve the effectiveness of this course. We look forward to working together to create a classroom community built on mutual respect and inclusivity.

Students with special needs who may require classroom/test accommodations should make an appointment with me before or during the first week of class. You should also contact the Office of Disability Services (ODS) in Lerner Hall before the start of the course to register for these accommodations. The procedures for registering with ODS can be found at <https://health.columbia.edu/content/disability-services> or by calling (212) 854-2388.

Promoting Wellness: Many of us have periods in which our mental health and well-being suffer. Please take care of yourselves – and of each other. Please prioritize your mental health and wellbeing and know that there are many resources available to you both within our classroom community and throughout the university:

- <https://health.columbia.edu/content/counseling-and-psychological-services>
- <http://blogs.cuit.columbia.edu/nightline/>
- <https://universitylife.columbia.edu/student-resources-directory#health>

We are in this together. Please reach out for help if you need it, and, if you see others who are struggling, please make sure they know how to find the support they need.

Ensuring Academic Integrity: As members of this academic community, we are responsible for maintaining the highest level of personal and academic integrity, which includes presenting only our own work on assignments and exams. You can find detailed definitions and examples in Columbia University’s Guide to Academic Integrity (<http://www.college.columbia.edu/academics/academicintegrity>). Any questions of academic integrity will be automatically referred to Columbia’s office of Student Conduct and Community Standards. The semester progresses very quickly, and there is a lot of material to learn. If you find yourself in a situation – e.g., starting an assignment too late – in which it seems like the best option may be to violate your academic integrity, please see me. Together, we can work out a solution. Plagiarism—whether intentional or inadvertent—is a serious violation of academic integrity. If you have any questions about what constitutes plagiarism and/or how to

properly cite sources, please come to me. I am more than happy to help.