

Project Charter for Collaborative Student Digital Projects

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Artifact type: Assignment

Developed for: Upper-Level undergraduate students; Specifically developed for a cross-listed course, “Introduction to Haitian Studies” and “Introduction to African American Studies”

Audience: Undergraduate students of various majors in a digital humanities course; can be applied to digital project collaborators

Time required: 1-hour class session + outside work

Method and tool: Digital project management and collaboration with project charters and Mindmup

Description:

If your students will create a digital project for a course, how will you get students invested in collaboration, researching, identifying, digitizing, curating and creating? How will you introduce students to the importance of material selection, scope, site design, and cohesion? This assignment aims to set the foundation for student collaboration and teamwork in an undergraduate course. If you have assigned a digital project, consider having your students submit a project charter. A charter outlines the scope and objectives of the digital project. It also provides details of the student members involved and it will define student roles and their responsibilities. This particular assignment is designed for digital publishing of student research. In this assignment outline, the project charter should include a few components such as a 250-word project summary; the digital tools that will be used in the project; a general timeline; a list of the team members with division of labor and roles (e.g. main point person, editor, etc.); a MindMup (a free online collaborative brainstorming tool, <https://www.mindmup.com/>); and individual student abstracts of research with preliminary annotated bibliography. Depending on the assignment, the components of the project charter will change. After submission, a member from each group presents their charters to the class, and the class will provide feedback on moving forward. This assignment aims to cement a sense of investment in completing the digital project for the semester. Please provide a brief description of the work with information that you think would help those who might want to adapt or be inspired by your example. Attention to the purpose and goals, advice you'd give to others, assessment, and/or the outcomes (if you implemented the class or workshop) would be helpful. (250-500 words).

Supporting materials:

Assignment and sample student work showing project charter, MindMup brainstorming, and individual students' abstracts

Digital Project Charter

✓ Published



Project Charter: What are your plans are for the project? What tools will you use?

Examples of Project Charters: <http://digitalhistory.umwblogs.org/group-contracts/>

Project Charters must include:

- **Project Summary and Objectives** (about 250 words):
 - Project a summary of the project - what topics will be highlighted. Address the value of this project to Haitian Studies. Discuss how this digital project relates to some of the main themes (key words found at the top of the syllabus) of the course.
- **Tools and Digital Resources**
 - What tool will your group use? Examples include: [WordPress](#), [GoogleDocs](#), [One Button Studio](#), [SIMILE/Timeline](#), YouTube, dloc.com, WindowsMovieMaker/iMovie, and [Zotero](#)
- **Timeline (FYI: first draft of project is due April 1, 2018).**
- **Division of Labor/Roles**
- **MindMup of Project** (<https://www.mindmup.com/>)
- **Individual Abstracts of Paper (200-250 words), Preliminary Annotated Bibliographies (include 4 academic sources)**
 - To search for academic sources, go to: <http://cms.uflib.ufl.edu/> or <https://scholar.google.com/>
 - Click here for [specific directions to complete your abstract](#)
 - Click here for [specific directions to cite your references correctly](#)

Upload Project Charter as a PDF in Times New Roman, 12-point font, single-spaced, 1-inch Margins

Prof. Crystal Felima
Introduction to African American Studies
University of Florida
March 15, 2019

STUDENT DIGITAL PROJECT CHARTER

Criminal Justice System and Politics Project Charter

Project Summary and Objectives

When signing the Constitution in 1789, the Founding Fathers wished to “establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare”. While this held true for the White population in Colonial America, this picture was not the same for the Africans who were enslaved. Since the birth of the United States, the criminal justice system as well as the political system has been skewed to discriminate against African Americans. For example, Black Codes and Jim Crow laws consistently put Blacks at a disadvantage. This phenomenon only continued to perpetuate the inequalities between Blacks and Whites, leading African Americans to have lower socio-economic status, poorer housing, higher mortality rates, and limited access to education. These conditions were utilized by White lawmakers, particularly in the South, as a scapegoat for the imprisonment of many African American males following the Emancipation Proclamation. Known as Vagrancy Laws, Blacks were punished for miniscule indictments, such as not having a job. All of such factors have had major implications in the following decades.

While some may argue that slavery no longer impacts American society, the discrimination of African Americans as well as racial profiling have direct connections to previous systems of oppression utilized in the South during the Antebellum Era. Effects such as the school-to-prison pipeline and imprisonment disparities, and events in American history like the Crack Epidemic demonstrate the implications of slavery on the current political and criminal justice system. Understanding such connections are imperative in amending the current racial inequality prevalent in this country between African Americans and Whites, by erasing current stereotypes and eliminating cultural ignorance.

Keywords: Criminal Justice, Politics, Legislation, Racial Disparities

Tools and Digital Resources

For our final project, we will be using Wordpress, at the url:

<http://afacriminaljustice.wordpress.com>

Timeline

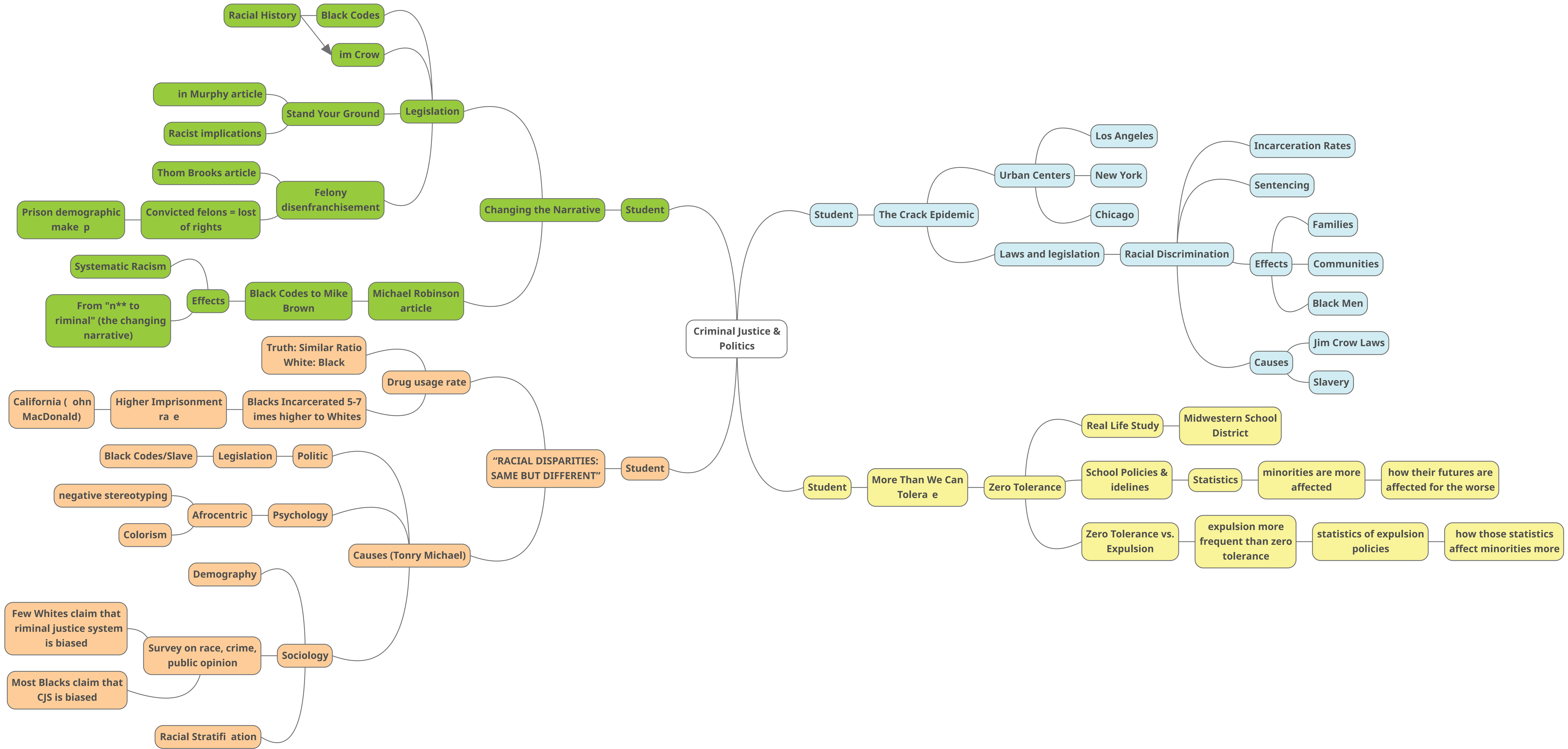
- March 16, 2019: Project Charter Due
- March 27, 2019: Group Edit of First Draft Due
- April 1, 2019: First Draft Due to Professor Felima
- May 2, 2019: Final Project Due

Division of Labor

- a. **Main Point Person:** Student A
- b. **Citation Checker:** Student B
- c. **Editor:** Student C
- d. **Designer:** Student D

MindMup

See attached.



“Changing the Narrative” Student

Abstract

An in depth analysis of the transition of legislation proposed in the Florida state legislature, and inherently across many state legislatures in the southern United States. This project will be exploring the effects of Black Codes and Jim Crow laws and how they helped to cultivate contemporary legislations such as Stand Your Ground and felony disenfranchisement. Michael A. Brown’s academic journal titled *Black Codes on the Ground: Policing Disparities in the African American Community*, an analysis on policing in African American communities, will serve as the base of the research. Time period covered in the project will include the post-Civil War era, Post-Reconstruction era, the Civil Rights Movement, and the turn of the 21st century (contemporary American society). Questions this project attempts to answer: Is the passage of such laws due to the “changing narrative” of what a criminal looks like and what it means to be a criminal/ex-con? And, are these laws racist in nature and targeted towards African Americans and/or specific minority groups? Changing the Narrative is a modern way of justifying systematic acts of racism within communities of color and the criminal justice system, and understanding this phenomena can lead to end of systematic racism in the United States.

Annotated Bibliography

Murphy, Justin. 2005-2013. Are “Stand Your Ground” Laws Racist and Sexist? A Statistical Analysis of Cases in Florida.

- Statistical analysis of the effects of Stand Your Ground on the different racial and ethnic groups of Florida. (peer reviewed article)

Brooks, Thom. 2017. Punitive Restoration and Restorative Justice.

- This article will provide a great counter argument against the restoration of rights, and why some political leaders were hesitant in passing the legislation. Could also mention how Gov. DeSantis was slow to pass the final bill into action. (peer reviewed article)

Robinson, Michael. 2015. “From the Slave Codes to Mike Brown: the brutal history of African Americans and law enforcement.” *Black Bodies on the Ground: Policing Disparities in the African American Community— An Analysis of Newsprint From January 1, 2015, Through December 31, 2015*

- A brief analysis of policing in African American communities. The history of legislation like black codes and slave patrols. This article attempts to make an argument about the recurring history of the killing of unarmed African American men in American society by police officers. (peer reviewed article)

“Spotlight: The Crack Epidemic” Student

Abstract

One aspect of the project will be exploring the Crack Epidemic, a time during the 1980s and 1990s known for its high death rates from Crack Cocaine, and its implications on the African American community. Because of racially discriminatory laws and legislature put forth by the American government, Blacks were targeted as criminals and imprisoned at much higher rates than White Americans, causing severe disruptions of the familial structure in African American households, specifically in regards to the high incarceration rates of youth and adult Black males. Understanding such effects are imperative in progressing as a society towards complete racial equality. Incorporating research done by African American criminology scholars Janice Joseph and Patricia Pearson, as well as journals written by Black psychologists Angie Wilson and LaVelle Hendricks, creates an extensive and cohesive framework in comprehending the different effects of the Crack Epidemic on African American communities by considering a multitude of factors, including socioeconomic background, environment, education, etc. Examining this time period in American history is crucial because it demonstrates the ramifications that slavery, Jim Crow laws, and the early criminalization of Blacks have on modern society.

Annotated Bibliography

James, Keturah, and Ayana Jordan. “The Opioid Crisis in Black Communities.” *The Journal of Law, Medicine & Ethics* 46, no. 2 (2018): 404–21.

- Scholarly article published in the Journal of Law, Medicine, and Ethics detailing how the African American community is impacted by the opioid crisis and connecting it to the 1980s crack epidemic.

Hendricks, LaVelle, and Angie Wilson. "The Impact of Crack Cocaine on Black America." *National Forum Journal of Counseling and Addiction*, no. 1 (2013): 1-6.

- Scholarly article published by assistant professors from Texas A&M University, demonstrating the implications of laws created during the crack epidemic and how they were discriminatory towards African Americans.

Joseph, Janice, and Patricia G. Pearson. "Black Youths and Illegal Drugs." *Journal of Black Studies* 32, no. 4 (2002): 422-38.

- Scholarly article written by two criminology professors illustrating the effect drug addiction has on a community, in particular its effect on Black youths living in poor, inner-city areas.

“RACIAL DISPARITIES: SAME BUT DIFFERENT”

Student

Abstract

The reasons of high imprisonment rates of African Americans compared to Whites' are already known: high levels of black imprisonment resulting in part from higher black than white arrest rates for violent crime and vastly higher black drug arrest rates. The main focus of this research is going to examine the racial disparities in the criminal justice system and how the disparities constantly impact the daily lives of African Americans. Understanding the effects of the racial practices in political, sociological, and psychological perspectives, would be essential for taking the next step to racial equality. Primarily applying the analysis of American criminologist Michael Tonry as well as research by John MacDonald and Aliya Saperstein would establish the fundamentals to understand the causes of the racial disparities and the influence on the African Americans by viewing in various perspectives and fields. Investigating the racial disparities in the criminal justice system is essential because the research would display continual discrimination since the slavery era and how it changed in the form that impacts the modern African Americans.

Annotated Bibliography

- Tonry, Michael. "The Social, Psychological, and Political Causes of Racial Disparities in the American Criminal Justice System." *Crime and Justice* 39, no. 1 (2010): 273-312.
 - This scholarly article published in *Crime and Justice* demonstrating the major causes of the racial disparities in criminal justice will be employed to assist my knowledge and argument that African Americans face recurring discrimination in different forms.
- MacDonald, John, Jeremy Arkes, Nancy Nicosia, and Rosalie Liccardo Pacula. "Decomposing Racial Disparities in Prison and Drug Treatment Commitments for Criminal Offenders in California." *The Journal of Legal Studies* 43, no. 1 (2014): 155-87.
 - This scholarly article published in *The Journal of Legal Studies* displaying the common disparities in California will be applied as an evidence to support for my argument that African Americans constantly face discrimination even today.
- Saperstein, Aliya, Andrew M. Penner, and Jessica M. Kizer. "The Criminal Justice System and the Racialization of Perceptions." *The Annals of the American Academy of Political and Social Science* 651 (2014): 104-21.
 - This scholarly article published in *The Annals of the American Academy of Political and Social Science* detailing the mass incarceration on racialization and stereotyping will assist the analysis to comprehend consequences on social interaction and political attitudes from the racial disparities.

“More Than We Can Tolerate”

Student

Abstract

For generations, black and brown people have been subjugated to prejudice in the classroom setting. Zero Tolerance policies have been used to specifically target black children in the education system. There are used not only to punish African American individuals more harshly but to also submit more kids into the Juvenile system and eventually prison. Dr. Dorinda Carter Andrews from the University of Michigan State defines Zero Tolerance policies as unjust and unfair guidelines that are enforced disproportionately and used to criminalize young black adolescent as a result. If these are policies are not eradicated black individuals will be continued to have their education stripped from them. Not being in school results in more adolescent African Americans being incarcerated and hinders their future immensely. Removing these guidelines and implementing more interactive programs will better improve the behavior of the student. This will also keep them in the classroom which they will be able to refine their skills to use in the outside world.

Annotated Bibliography

Byrd, Christy M. Carter Andrews, Dordina. 2016. “Variations in students' perceived reasons for, sources of, and forms of in-school discrimination: A latent class analysis”. *Journal of School Psychology*. Volume

- This article examines a real-life study of a Midwestern School District and the discrimination within that system

Curran, F. Chris. 2019. “The Law, Policy, and Portrayal of Zero Tolerance School Discipline: Examining Prevalence and Characteristics Across Levels of Governance and School Districts.” *Educational Policy*. Vol. 33. Issue 2. P319-349.

- Curran details the difference between zero-tolerance policies and mandatory expulsion laws, which are more frequent in the education system of today.

Triplett, Nicholas P. Allen, Ayana. Lewis, Chance W. 2014. “Zero Tolerance, School Shootings, and the Post-Brown Quest for Equity in Discipline Policy: An Examination of How Urban Minorities Are Punished for White Suburban Violence.” *Journal of Negro Education*. Vol. 83 Issue 3, p352-370.

- In this article, Triplett, Allen, and Lewis define the basics of Zero Tolerance and how minority students are more likely to be affected by these guidelines