

SYLLABUS
HUB XC 433—High Stakes: Social Equity in the Cannabis Industry
Tuesdays: 12:30-3:15

FLR 206

Professor Mashiter

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The Cross-College Challenge (XCC) offers a unique project-based learning experience in which interdisciplinary student teams from across BU's undergraduate colleges tackle real-world problems and develop leadership, team work and communication skills. Led by 2 faculty members from different disciplines, students from different schools and majors will be assigned to a project team where they will conduct significant research and address a current challenge. In collaboration with both on- and-off campus partners, student teams work on issues that impact our communities in areas such as the arts, management, technology, entrepreneurship, and sustainability, or explore enduring human questions such as inequality, social justice or human creativity.

Project Description:

As Massachusetts recently opened the first year of its legal cannabis industry, policy makers, industry leaders and public health experts are hoping to gain insight from research on this incipient market and point to the best direction forward. In particular, the historically disproportionate impact of cannabis prohibition on people of color and in their communities continues to raise questions about whether legalization will benefit these same populations.

This project intends to match students with members of the Massachusetts's regulatory leadership or with entrepreneurial interests and investigate this issue. Thus, the focus for these groups will be to encourage social justice opportunities in the industry and in policy to make the "adult use" marijuana business in Massachusetts more equitable.

***See Appendix for Project Proposals and Clients

Each team will complete:

- team contract and project proposal
- preliminary bibliography
- final report
- an oral presentation to the class and relevant partners
- a reflection on their experiences

Learning Outcomes:

1. Creativity/Innovation

As teams work on their XCC 433 projects and address specific challenges throughout the semester. The Cannabis industry is new to Massachusetts and is growing rapidly. There was a major desire when the legislation passed to have social equity participants share in the wealth created. This has not happened and Government and interest groups are looking for new creative and innovative solutions to right this wrong/

- Students learn creativity as an iterative process of imagining new possibilities that involves risk-taking, use of multiple strategies, and reconceiving in response to feedback. They will be able to identify individual and institutional factors that promote and inhibit creativity.
- Students engage in creative activity by conceiving and executing original work and proposing this to their clients as part of their team.

2. Oral and/or Signed Communication

In communicating with team members, sponsors and other constituents of the project, and through their final team project presentations:

- Students will craft and deliver responsible, considered and well-structured oral and/or signed arguments using media and modes of expression appropriate to the situation.
- Students will interact, attend and respond thoughtfully to others.
- Students will be able to speak/sign effectively in situations ranging from the formal to the extemporaneous and interact comfortably with diverse audiences.
- Students will receive training in professional and respectful communication with the clients in advocacy and their students with whom they will come into contact with during interviews in observations and interviews
- Students will receive training on respectful and responsive communication with team members.
- Students will receive training and engage in practice presentations of their Showcase at the end of the semester.
- Students will continuously reflect through peer review and informal writing on what they are learning about oral/signed communication.

3. Research and Information Literacy

- Students will learn and demonstrate the ability to search for, select, and use a range of publicly available and discipline-specific information sources ethically and strategically to address research questions.
- Students will conduct research on other case studies and best practices in other states/nations that have legalized cannabis.
- Students will receive training in data research in order to aggregate and interpret data from clients and draw meaningful insights.
- By producing their project proposal, final report, and intermediate assignments in a series of iterative phases, students will demonstrate an understanding of the overall research process and

its component parts, and be able to formulate good research questions or hypotheses, gather and analyze information, and critique, interpret, and communicate findings.

- Throughout the semester, students will reflect on the research process and build towards a deep understanding of the critical importance of selecting and citing respected research findings

4. Teamwork/Collaboration

Students are assigned to a team and will receive explicit training in teamwork. This teaming will be taught using the GRPI method and students will set SMART goals for the project. Using these frameworks will give the teams structure and discipline. The teams in this class be assigned a client which could be government or an associated cannabis industry group. They will have to perform as a team to meet their client objectives Through this sustained collaboration on the project, and through the completion of a team contract and project plan:

- Students will learn the characteristics of a well-functioning team.
- Students will engage the tools and strategies for working successfully on a diverse team, including assigning roles and responsibilities, giving and receiving feedback, and engaging in meaningful group reflection that inspires collective ownership of results.

Students will also learn how to give direct and constructive feedback to their team mates

BE SURE TO READ AND COMPLY WITH B.U.'s UNIVERSAL ACADEMIC CONDUCT CODE FOR UNDERGRADUATE STUDENTS. It is available at:

<http://www.bu.edu/academics/resources/academic-conduct-code/>

Please note the following, which are of particular relevance to the XCC:

Plagiarism: the presentation of another's work as your own, even by mistake -- is a violation of BU's Academic Conduct Code. Plagiarism may result in failing this course and possible additional penalties.

Rules governing teamwork: 1. No team member shall intentionally restrict or inhibit another team member's access to team meetings, team work-in-progress, or other team activities without the express authorization of the instructor. 2. All team members shall be held responsible for the content of all teamwork submitted for evaluation as if each team member had individually submitted the entire work product of their team as their own work.

If you have any questions or doubts, consult the professors.

Please note that classroom proceedings for this course may be recorded for purposes including, but not limited to, student illness, religious holidays, disability accommodations, or student course review. Note also that you may not use a recording device in the classroom except with the instructor's permission.

Use of laptops (and other digital devices) is not permitted in class unless authorized by the instructors.

ASSIGNED READINGS:

In addition to course and project-specific materials selected by the instructors, most teams will use:

Alexander, M. (2010). The new Jim Crow : Mass incarceration in the age of colorblindness. New York: New Press.

Websites: For the Sentencing Project data, see Marc Mauer, *The Changing Racial Dynamics of the War on Drugs* (Washington, 2009), http://www.sentencingproject.org/doc/dp_raceanddrugs.pdf. Human Rights Watch, "Punishment and Prejudice: Racial Disparities in the War on Drugs," May 2000, <http://www.hrw.org/reports/2000/usa/>. Jay P. Greene and Greg Forster, "Sex, Drugs, and Delinquency in Urban and Suburban High Schools," Jan. 2004, Manhattan Institute for Policy Research, http://www.manhattan-institute.org/html/ewp_04.htm; American Civil Liberties Union, "The War on Marijuana in Black and White," June 2013, <https://www.aclu.org/files/assets/aclu-thewaronmarijuana-rel2.pdf>.

- Sandra Deacon Carr et al., *The Team Learning Assistant (web application and pdf)*
- William M. Doll, *Speak*.
- *Designer's Workbook*

COURSE REQUIREMENTS:

--Team Contract (Due February 11th)	5%
--Research proposals and Project contracts (Due February 18th)	25%
--Preliminary Bibliography (Due March 18)	10%
--Open and Closed Peer Feedback (March 17th)	10%
--Final Client presentation (April 21st)	10%
--Final Report and/or Other Final Deliverables (April 28th)	35%
--Reflection Questionnaire (Due April 30th)	5%

SCHEDULE OF MEETINGS

Week 1 January 21

Session 1 -- Introduction to the Course: Course Expectations and Introduce Projects and Clients

In Class Map Activity: Understanding Marijuana Demographics and Politics Today
 “Cannabis” vs. “Marijuana”: History of Marijuana Prohibition and *Reefer Madness* (1936)

Session 2 -- Creativity Exercise

Week 2 January 28

Session 3 - War on Drugs Reparations?

- Discuss Readings

Session 4—Teamwork: First Steps and Team Contracts

- Projects Assigned to Teams
- Initial Meetings with Project Clients

Readings/Assignments due for this class on 1/28:

ACLU 2016 Report: The War on Marijuana in Black and White:

<https://www.aclum.org/sites/default/files/tr-report-10-2016-final-with-cover.pdf>

Michelle Alexander, *The New Jim Crow* : Introduction and Chapter 1

Watch: <https://prezi.com/sa9ecjeuxf4q/team-contracts/>

Week 3 February 4

Session 5— Introduction to Research and Information Literacy

- Reading “Big Data”
- Discuss Readings

Session 6—Work on Projects/Developing Project Contracts. Students will develop a description of their project and preliminary outline (“Statement of Work”)

- Student groups meet with Questrom teaming experts to discuss teaming

Assignments for this class (February 4):

Clark Davis, Joshua, “The business of getting high: head shops, countercultural capitalism, and the marijuana legalization movement”, *Sixties: A Journal of History, Politics & Culture*, January, 2015 8(1), 27-49.

Michelle Alexander, *The New Jim Crow* : Chapter 2 “The Lockdown”

Naomi Martin, “‘The window is closing’: Why black entrepreneurs are disappointed with Mass. marijuana legalization”, *Boston Globe*, August 30, 2019.

<https://www.bostonglobe.com/news/marijuana/2019/08/30/the-window-closing-why-black-entrepreneurs-are-disappointed-with-mass-marijuana-legalization/K5CsWnDG8bexG5tU8RwilL/story.html>

Zeninor Enwemeka, “Black Entrepreneurs Call For More Equity In Mass. Cannabis Industry”, WBUR, September 5, 2019.

<https://www.wbur.org/bostonmix/2019/09/05/minority-entrepreneurs-recreational-marijuana-massachusetts>

Edmonson, Amy. “Teamwork on the fly: How to master the new art of teaming”, *Harvard Business Review*, April 2012.

Week 4 February 11

Session 7- Information Literacy Workshop with Donald Altschuller, Mugar Library

- **Topics include electronic search strategies, evaluation of sources, data collection**

Session 8--Work on Projects/Check Ins with Faculty

Assignment due on this class, February 11:

- Louder Than Words: Using Infographics to Teach the Value of Information and Authority (On Blackboard)

**DUE February 11:
Team Contract Due**

RESEARCH PROPOSALS AND PROJECT CONTRACTS DUE February 18

Week 5 February 18 Monday Schedule: No Class

RESEARCH PROPOSALS AND PROJECT CONTRACTS DUE

Week 6 February 25

Session 9—Project Work Time/Creativity

- Ideation exercises

Session 10—Oral Presentation Strategies: Speaking and Listening.

- Discuss appropriate skills for listening and oral presentation. Practice sessions for public speaking.
- Bibliography format and research

Assignments and Readings due for this class, 2/25:

Read: William M. Doll, *Speak*

Watch Video on Elevator Pitch for this class:

<https://www.youtube.com/watch?v=bZTWx2bftaw> *Composition ?????*

Read “the Basics” and “Writing the Speech” from University of Pittsburgh Guide to Speechwriting

<https://www.comm.pitt.edu/oral-comm-lab/public-speaking>

<https://www.comm.pitt.edu/charting-out-process-speechwriting>

Week 7 March 3

Session 13 - Work on Projects/Check Ins with Faculty

Session 14 - Teamwork: Peer Feedback. Mid-term contract evaluation: Revise Team Agreement/Contract

- Students meet with Questrom Teaming Faculty; they learn and practice the process of giving and receiving peer feedback within their teams.

Due for this class March 3:

Rough Draft of Bibliography

Week 8 March 10 Spring Break: No Class

Week 9 March 17

Session 15 Creativity/Innovation Discussion

- Discussion of Project Area-Appropriate Approaches to Creativity/Innovation. This session may also include readings on and/or consultation with on-campus or off-campus experts in the arts, creative writing, innovation, design thinking, or the creative process.

Guest Speaker

Session 16 - Work on Projects/Check Ins with Faculty

Assignment due this class, March 17:

PRELIMINARY BIBLIOGRAPHY DUE

Watch: this series of videos explaining how to design effective PowerPoint slides, poster design, communicating data to non-experts, 3-minute thesis videos, and presentation skills
<https://www.cmu.edu/gcc/video-resources/index.html>

Read: “Video and Audio Do’s and Don’ts” from American Association for the Advancement of Science

<https://www.aaas.org/resources/communication-toolkit/using-multimedia-visuals>

Week 10 March 24

Session 17 - Work on Projects/Check Ins with Faculty (and/or Clients)

Session 18 - Communication: Oral Arguments and Extemporaneous Presentation

- In this session students will practice both making and evaluating oral arguments and participating in informal, extemporaneous oral communication (such as, for example, answering questions from an audience, conducting an interview in front of an audience, participating in a panel discussion).

Assignment due this class, March 25:

Read: University of Pittsburgh, Oral Communication Lab, “Reading Audience”,
<https://www.comm.pitt.edu/audience-adaptation>

- Videos/Audio on Interviews

Guest Speaker on Interviews

Week 11 March 31

Session 19 - Work on Projects/Check Ins with Faculty

Session 20 - Work on Projects/Check Ins with Faculty

- Student teams present (to the faculty and class) an initial outline of their deliverable product (i.e. website, report, proposal, poster) and report on what they will share at their next check-in with the project client

Week 12 April 7

Session 21 - Check Ins with Clients (In class or Zoom)

Session 22 - Teamwork/Collaboration: After Action Review

- This session focuses on how teams can deploy an after action review process to reflect upon their work and learn from their process.

Week 13 April 14

Session 24 - Work on Projects/Check Ins with Faculty

Session 25 - Teamwork/Collaboration: Evaluation

Week 14 April 21

Session 26 - Oral Communication: Dress Rehearsals of and Feedback on Final Presentations

Session 27 - Presentations to Clients

Week 15 April 28

Session 28 - Conclusions and Reflections/Course Evaluations

XCC SHOWCASE AT TRUSTEES BALLROOM: Date TBD (????)

PROJECT FINAL REPORT/OTHER DELIVERABLES DUE: April 28

REFLECTION ON PROJECT DUE: April 30

Appendix: Clients and Projects

Projects

Project 1

Client: MRCC

Client Contact:

Title: Educating Social Equity Candidates

Project Details:

- What skills need to be taught to social equity candidates for example familiarity with zoning impact plans, and how should we teach them?
- Candidates need: Business Planning skills. Finance skills, sales skills, legal,
- How to build diverse teams

Methodology

Important for students to understand the historical context and current political policy

Interviews with the client to understand their objectives

Primary research into what has worked in other social advocacy training

Deliverable: Generate educational video for MRCC website, produce an educational plan and app game (<https://www.wbur.org/artery/2018/10/30/the-gentrification-game-tory-bullock>)

Project 2 a)

Client: Vicente Sederberg

Client Contact:

Title: Funding Social Equity Candidates

Project Details;

How do we get funding for Social Equity candidates?

Current funding and access are predatory. Need business models that work with national groups and local social equity concerns (current regulations state 51% by local company and 75% employees with previous cannabis conviction or live in 29 cities.

Methodology

Interview experts on current practises

Study funding methods for social equity candidates in other parts of the USA.

Deliverable: Presentation on how a fairer funding environment could be established for social equity candidates. This should show alternatives and present a pathway to a fairer funding environment

Project 2 b)

Client: Vicente Sederberg

Client Contact:

Title: Helping Social Equity candidates apply for a license

Project Details

Part of the current license application is a section that asks the applicant to prepare a plan that demonstrates the positive impact this project will have on an area that had been disproportionately affected by the war on drugs. This is proving to be a very difficult section to write.

Methodology

Primary research with experts in the field.

Researching case studies and examples of this effort in Massachusetts and other states

Deliverable

This project will focus on providing a template along with “how to fill it out” notes.

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Project 3

Client: C3RN

Client Contact: Marion

Title: Social Activism

Project Details;

Social Media and marketing plan to communicate advocacy and help social equity candidates. Create an engagement plan and construct a social media campaign. Focusing on advocacy and social justice

Methodology

Interviews with the client understanding the needs. Research on how to run a successful social advocacy campaign using social media

Deliverable

- Produce content such as short videos and a one year social media plan

Project 4 a)

Client: CCC

Client Contact:

Title: Improving the current social equity training

Project Details;

The Cannabis Control Commission is currently delivering through a network of partners training to social equity and economic empowerment candidates. These courses are

1. Entrepreneurship (14 courses)
2. Re-entry (9 courses plus 4 skills based sessions)
3. Ancillary Cannabis Products (7 sessions)
4. Managerial (9 courses plus 4 skills based sessions)

The CCC would like to study how to make the training more effective.

Research Methodology

1. Study current curricula and delivery methodology
2. Interviewing
 - a. Current students
 - b. Current instructors
 - c. Teaching Professionals

Deliverable

Recommendations for CCC around delivery and content of courses

Project 4 b)

Client: CCC

Client Contact:

Title: What is the correct policy for delivery and social consumption licenses.

Project Details;

Work on a plan to roll out implementation of the delivery, social consumption licenses which have been reserved for social equity candidates.

investigate implementation issues such as:

- Zoning
- Numbers of clients
- How many clients
- Medical vs. rec.

Outline a Promotional Plan for Targeted Communities: e.g Sample Business Plans

Research Methodology

Comparative models: Case studies in other states/countries
Interviews with experts
Understand why this is of social equity significance

Deliverable

Students will create a Launch Plan for the CCC for Delivery and social equity candidates. This should include a promotional plan to enlarge the pool of candidates for these licenses.

Ex.: <https://cannabusinessplans.com/start-cannabis-delivery-service/>

Project 5

Client: Elevate

Client Contact: TaShonda Vincent Lee

Title: Why is the equity licensing process so slow and non-transparent?

Project Details;

Develop findings and suggestions to CCC about improving communication and efficiency in equity license process and social media campaign to publicize its findings

Investigate licensing process issues:

- Applicants concerns
- Process for evaluating applicants
- Creating more transparent and consistent, accessible communication about status

Research Methodology

- Evidence and data from CCC (they have offered it to Elevate):
- Interview
- Examine efficiency/ frequency and summary of status
- Interviews with experts and applicants

Deliverable:

Written or electronic report/ Social media campaign/recommendations to CCC for improvement

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