

**Marcus Hall  
Civic Engagement Academy  
Session 2 – February 22, 2021  
via Zoom**

**Presented by**

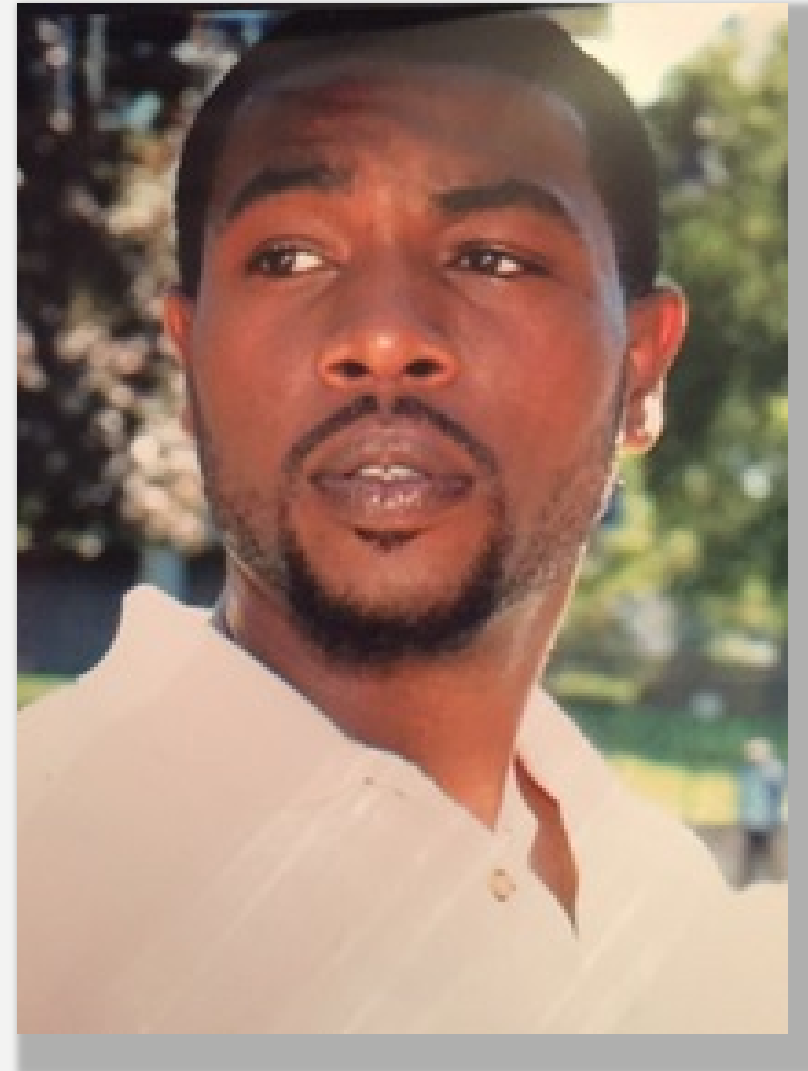
**the Black Economic Justice Institute**



Marcus Hall was dedicated to making positive changes in his community. Hall grew up in Dorchester and went to Charlestown High School.

Marcus and some of his friends had started a group called Brothers Out of the Hood, or BOOTH, to promote conflict resolution.

At 31, he had taken his four-year-old son, Yoda, for a haircut at a barbershop on Blue Hill Avenue on June 14, 2016 when he was shot and killed.



Marcus Hall Civic Engagement Academy **Sessions**

FEB

MAR

APR

MAY

8

22

**Orientation**

*Meet your cohorts  
Introductions and  
expectations*

**Historical Context**

*Black History Month  
BIPOC Histories  
Being a Citizen*

8

22

**Research!  
Research!**

*Understand your Community  
How to meet community  
needs*

**Money! Money!**

*Raising money  
Fundraising*

5

19

**Community During  
COVID**

**Building Community**  
*Advocacy and Organization*

**Press/Media/Comm.**

*The Role of mainstream press*

3

17

**Discussion**

*Topic to be determined*

**Graduation**

*Presentations by  
students*

# Session 2, February 22, 2021

## Marcus Hall Civic Engagement Academy

Check in - 10 minutes

**Announcements** – 10 minutes

Communication between sessions– text? Email?

Did everyone receive their gift card?

Google classroom — please accept invite.

If you have a school email can you create a Gmail instead for this class?

Overview of today's session (see page 6)

A change in original curriculum – develop rules of engagement

Moderator: Priscilla Flint Banks

Facilitator: CC Graham

Mentors Text: Georgia (978) 270-4174

Marcel (857) 346-8252

Support staff: Vikiana, Mary

### Introduction of Guest Speakers - Priscilla Flint Banks

The purpose of the historical context panel is to gain a better understanding of the history of Black, AAPI, Latinx and Indigenous communities in this country and the city.

### Professor Jemadari Kamaransert

*Associate Professor of Africana Studies, College of Liberal Arts*  
*Director of Center for African, Caribbean and Community Development*  
UMass Boston

### Luz Villar

*Community Engagement Manager*  
*U.S. House of Representatives For Congresswoman*  
Ayanna Pressley

### Karen Chen

*Executive Director*  
*Chinese Progressive Association*

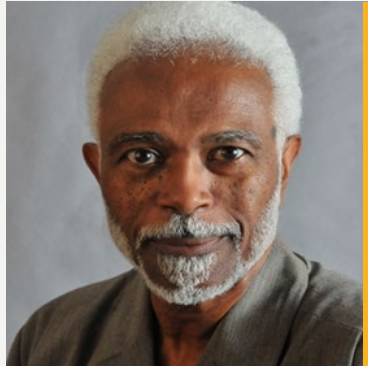
### Celebration of Black History Month - Celebrating People of Color

30 Minutes - Speakers

- How does your identity define your advocacy?
- Can you talk about the history of your ethnicity group in Boston?
- Can you speak on issues that are vital to your community?
- How have you advocated for them?
- What are some barriers that have been in your way?
- How do you seek support from other people?
- How have you overcome obstacles when you are pushing to change institution racism?
- Can you tell us about a racist encounter you had?

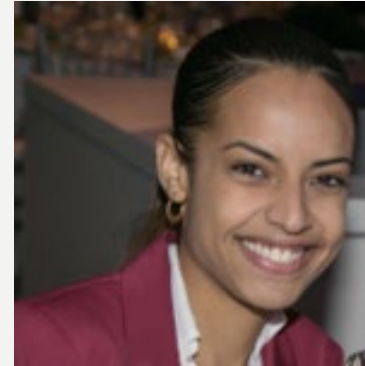
Q & A – By Students 15 Minutes

# Marcus Hall Civic Engagement Academy **Speakers**



[Professor Jemadari Kamaransert]

February 22  
Associate Professor of Africana Studies, College of Liberal Arts  
Director of Center for African, Caribbean and Community  
Development



[Luz Villar]

February 22  
Community Engagement Manager for United States  
Representative Ayanna Pressley



[Karen Chen]

February 22  
Executive Director Chinese Progressive Association

# SESSION 2, MARCUS HALL CIVIC ENGAGEMENT ACADEMY – FEB 22 – 2<sup>ND</sup> HALF

## RULES OF ENGAGEMENT

- **Break-out Sessions to Discuss (4) - CeCe, Georgia, Marcel, Priscilla – 10 Minutes**
- Creating expectations that allow everyone in the group to participate and feel respected.
- Step up, step back.
  - Recognize that the strongest group conversations include a balance of all voices.
  - Notice how much you are/are not speaking in group discussions.
  - Make an effort to share when your voice is not heard.
  - Create space for others to share for themselves so their voices are not lost.
- There are no stupid questions.
- Avoid side conversations when someone is speaking to the group.
- Use “I” statements when speaking.
- Be willing to share your ideas and experiences with others.
- Give each other the benefit of the doubt.
- Everything discussed during the session is confidential.
- **Report back to whole group. – 10 Minutes**

## TEACHING AND LEARNING SESSION

### Defining Yourself - 40 Minutes

- The Lesson this week is defining yourself, which is important to pair with historical context because you can't know who you are without knowing where you came from.

### Exercise:

1. What words or “labels” would you use to describe yourself?
2. What words might others use to describe you?
3. What words might others use to describe you that you would not choose for yourself?
4. What do you want people to know about you?

### Assignment

- What qualities do you think are needed for a leader?
- How do leaders “learn” the qualities to lead?

# Bio of Professor Jemadari Kamaransert

February 22

## Introducing

*Associate Professor of  
Africana Studies, College of  
Liberal Arts*

*Director of Center for  
African, Caribbean and  
Community Development*

U Mass Boston

Educator Jemadari Omowale Kamara was born William Cyrus Swan, II on November 25, 1948, in Detroit, Michigan. Graduated from Western Reserve Academy boarding school in 1967, and received his B.A. degree in political science, sociology, and African Studies from Tufts University in 1972. He later obtained his Ph.D. degree in technological and environmental planning from the University of Michigan in 1983. Kamara also attended Fourah Bay College in Freetown, Sierra Leone.

In the early 1970s, Kamara was hired in a faculty position at Brandeis University in Boston, Massachusetts, where he remained until 1975. In 1980, he served for two years as the director of the William Monroe Trotter House at the University of Michigan. Kamara then became assistant professor and chairman of the African and Afro-American Studies Department at the University of Michigan Flint, where he remained until 1988. From 1985 to 1987, he served as a Fulbright Scholar at the Universite Nationale du Benin in West Africa; and, in 1988, as the Development Consultant for the Societe Africaine de Technologie Approprie et Developpement (S.A.T.A.D) in Cotonou, Benin.

Kamara returned to the United States in 1988 and was hired as dean of the College of Public and Community Service at the University of Massachusetts Boston. He served as chairman of the University's Africana Studies Department from 1996 to 2001; and then again in 2007, 2008 and 2011. In 1999, Kamara became the founding director of the Center for African, Caribbean and Community Development at the University of Massachusetts Boston; and, from 2001 to 2002, was a Senior Fulbright Professor at the Universite Gaston Berger in Saint-Louis, Senegal.

In the 1990s, Kamara helped to found and continues to coordinate the Annual Martin Luther King, Jr. / Amilcar Cabral Commemorative Program. Also, he collaborated in developing the Community Action Information Network (CAIN), which assisted community-based organizations in applying technology and data-based information to community-defined purposes for development. In addition, Kamara serves as an international coordinator for the Youth Education and Sports (YES) with Africa Program, which has served nearly 3,000 African youth.

Among Kamara's numerous publications include *State of the Race - Creating Our 21st Century* (co-editor and contributor, 2004), which won the Charshee McIntrye Award and was named the African Heritage Studies Association's Outstanding Book of the Year. He was also editor of *Socially Responsible Investment and Economic Development* (1987).

## Bio of Luz Villar

February 22

Introducing

*Community Engagement Manager*

*U.S. House of Representatives*

*For*

Ayanna Pressley

Luz Villar is an Afro-Caribbean woman born and raised in Massachusetts. She currently serves as the Community Engagement Manager for United States Representative Ayanna Pressley. While working full-time, Luz obtained her bachelor's degree from Cambridge College in 2017 - making her the first in her family to graduate high school and college. Due to the adversity Luz faced in her life, she has dedicated herself to public service. Not only is Luz a mentor with Big Sister, she also leads the Youth Advisory Council out of the Congresswoman's office. Luz aspires to continue her work in government challenging the same systems that have disproportionately impacted marginalized communities and families like hers.



## Bio of Karen Chen

February 22

Introducing

*Executive Director*

*Chinese Progressive Association*

Chen immigrated to the U.S. at age 10, and first joined the CPA through its youth program. Her parents' experiences as low-wage workers in restaurant and garment industries inspired her social justice involvement and after college she became the worker rights organizer at CPA. In this role, she helped educate Chinese workers on their rights in the workplace and advocate on their behalf. Chen's previous roles also include work as a paralegal for the Asian outreach unit of Greater Boston Legal Services, and as tenant service coordinator for Castle Square Apartments, a 500-unit low-income housing complex at the edge of Chinatown and South End.

# CURRICULUM OUTLINE

- **February 8th Orientation**
  - *Introduction to Program*
- **February 22nd Session - Historical Context**
  - *The purpose of the historical context session is to gain a better understanding of the history of Black, AAPI, Latinx and Indigenous communities in this country and the city.*
- **March 8th Session - Research! Research! Research!**
  - *Grasp the importance of research in relation to understanding your community and using this as a tool to achieve your goals.*
- **March 22nd Session - Money! Money! Money!**
  - *This session is focused on financial literacy and fundraising. Money has been a tool to activate action within communities because it is a resource to render aid.*
- **April 5th - Community during COVID** (community organizing & advocacy)
  - *The students will learn how to advocate and organize from the testimonies of activists. They will have displays of how to contribute to the community through action and standing up for any issue they are passionate about. This session is based on turning your passion into purpose.*
- **April 19th Session - Press/Media/Communications**
  - *The participant will understand the effectiveness of both positive and negative of media. Understanding how to communicate and captivate an audience through speech and communication techniques are useful for organizing people.*
- **May 3rd Session - Group Discussion**
  - *Socratic dialogue is a formal method by which a small group (5-15 people), guided by a facilitator, finds a precise answer to a universal question "What is happiness?", "What is integrity?", "Can conflict be fruitful?" We will be focusing on the universal question; can the government be reformed; or does it have to be completely dismantled?*

# MARCUS HALL CIVIC ENGAGEMENT ACADEMY

## YOUR TEAM



**Priscilla Flint-Banks**

BEJI Co-Founder



**Brother Lo Banks**

BEJI Co-Founder



**CeCe Graham**

Facilitator



**Georgia Sessum**

Mentor



**Marcel Henderson**

Mentor

Marcus Hall Civic Engagement Academy

# YOUR SUPPORT

## TEAM



**Vikiana Petit  
Homme**

Technical Support and  
Communications



**Brianna Millor**

Curriculum  
Development  
Consultant



**Darlene Penrose**

BEJI Board



**Mary Malaszek**

BEJI Board

# What is Civic Engagement?

**Educating** the Community on the impact economic injustice has on all areas of their life, education, workforce development, criminal justice, and healthcare.

**Civic engagement** encouragement so families get involved in issues that are important to them, through volunteering, voting, contacting their elected officials, and attending public meetings.

**Informing** people who their elected officials are at the local, state and federal levels.

**Coaching** on advocating for legislation that impacts, economic and social development so they understand that they are entitled to economic justice and equity.

- ***Mission***

- *Center on people and community making sure that prosperity is broadly shared by educating, advocating and supporting BLACK and minoritized communities. Building POWER--- with knowledge through a proactive base of leadership, collaboration and accountability that will improve our community's quality of life.... as we celebrate our diasporic diversity.*

- ***Vision***

- *We envision the existence of generational wealth by creating good jobs and owning our own businesses. We want neighborhood schools that teach our own culture, history and civic engagement as part of the curriculum. We deserve lifestyles encompassing home ownership and safe neighborhoods for future generations.*

- ***Purpose***

- *BEJI serves the needs of economically and socially underserved people through advocacy and programs designed to help them secure well-paying jobs and influence the decisions that impact their lives.*

**BEJI's**

**Mission  
Vision  
and  
Purpose**