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| C:\Users\bjaco\AppData\Local\Microsoft\Windows\INetCache\Content.Word\SLS-Teaching-Toolkit-Logo_Stacked-Initials.jpg | Centering Racial Equity in Equitable and Sustainable Development | | |
| **Discipline:** All | **Type:**  Discussion; Take-home assignment | **Time Commitment: ~**90 minutes | **Category:** Equitable Development |
| **Big Ideas:** [Asset-based Community Development](http://serve-learn-sustain.gatech.edu/asset-based-community-development); [Valuing Community Impact](http://serve-learn-sustain.gatech.edu/valuing-community-impact); [Sustainable Urban Development](http://serve-learn-sustain.gatech.edu/sustainable-urban-development-1); [Collaborative Community Innovations;](https://serve-learn-sustain.gatech.edu/big-idea/collaborative-community-innovations) [Inequality, Poverty, and Sustainable Development](https://serve-learn-sustain.gatech.edu/big-idea/inequality-poverty-and-sustainable-development); [Voice and Agency](https://serve-learn-sustain.gatech.edu/big-idea/voice-agency) | | | |
| **OVERVIEW:**  In July 2020, Serve-Learn-Sustain held a virtual panel discussion entitled “[Centering Racial Equity in Equitable and Sustainable Development](https://www.youtube.com/watch?v=r-kbxQ6NiGQ&feature=youtu.be)." Panel guests included Nicole Moore, Director of Education at the National Center for Civil and Human Rights; Odetta MacLeish-White, Managing Director of the TransFormation Alliance; and Carol Hunter, Executive Director of the Truly Living Well Center for Natural Urban Agriculture, with discussion facilitated by Rebecca Watts Hull, Service Learning and Partnerships Specialist with Serve-Learn-Sustain. During the event, the panelists discussed the organizations they are a part of and their work advancing racial equity within the communities they serve. A viewing of the event recording will prepare students for a take-home writing assignment that asks them to reflect on the discussion and how it connects racial equity with equitable and sustainable development.  This tool was contributed by Bonnie Lapwood and Rebecca Watts Hull. | | | |
| **INSTRUCTIONS:**  This tool includes a viewing of the event video and a writing assignment, followed by an in-class activity and a take-home writing assignment. See below for detailed instructions. It may be modified easily if your course schedule does not have room for the take-home assignment. | | | |
| **SLS STUDENT LEARNING OUTCOMES & ASSESSMENT:**  The Serve-Learn-Sustain toolkit teaching tools are designed to help students achieve not only SLS student learning outcomes (SLOs), but the unique learning outcomes for your own courses. Reflection, concept maps, rubrics, and other assessment methods are shown to improve student learning. For resources that may be used to assess student work on this assignment, please review SLS Assessment Tools here: <http://serve-learn-sustain.gatech.edu/tool-category/assessment>.  **This tool achieves SLOs 1 and 3. See the end of this tool for further details.**  **Want Help?**  Bonnie Lapwood is the contact for this tool. You can reach her at [bvlapwood@gatech.edu](mailto:bvlapwood@gatech.edu) | | | |

Centering Racial Equity in Equitable and Sustainable Development

**Instructions: Overview**

1. Review the video “[Centering Racial Equity in Equitable and Sustainable Development](https://www.youtube.com/watch?v=r-kbxQ6NiGQ&feature=youtu.be)” yourself, and assign it to students as homework.
2. In preparation for class, students should identify **one question that arises** from the panelists’ contributions to the discussion. If your class uses Twitter or an online discussion forum such as Piazza, you may want to have students live-tweet or post their question to the class forum; otherwise they may bring their questions to the next class to start the discussion.
3. Discuss the questions that students brought to class and fill in any gaps in key concepts from the video. [Facilitate further discussion](https://ctl.gatech.edu/best-practices/engaging-students/discussion) that extends student understanding and makes connections with related concepts and examples from your course.
4. Assign a short multimedia blog post that asks students to reflect on how the panelists conceptualize racial equity and how that, in turn, has influenced their own evolving understanding of equitable and sustainable development. See sample prompt below. If class time allows, provide students with 15 minutes to free-write and outline their initial response to the prompt before leaving class.

**Video Summary**

During the “Centering Racial Equity in Equitable and Sustainable Development” event, three panelists – Carol Hunter, Odetta MacLeish-White, and Nicole Moore – discuss their community-engaged organizations and their experiences working for racial justice, with facilitation by SLS’ Rebecca Watts Hull.

Carol Hunter, Executive Director of the Truly Living Well Center for Natural Urban Agriculture, describes the role that urban agriculture can play in fostering sustainable communities, while increasing access to healthy food. She emphasizes the racial inequities inherent in contemporary agriculture, pointing out that “former slaves and their descendants held about 14 million acres of land, but by the turn of the 21st century, 90% of that had been lost.” She sees Truly Living Well’s recent purchase of a lot upon which community members can grow their own food as an equitable and empowering approach to urban agriculture. Further she explains that this participation can change attitudes in the African-American community towards food production that have been shaped by the injustice of enslaved agricultural labor. She describes the way that food access depends not only on location, but also on affordability and cultural appropriateness.

Odetta MacLeish-White, Managing Director of the TransFormation Alliance, describes her organization’s goal as “strengthening communities through transit.” TFA was formed in response to gentrification and displacement along the BeltLine and concerns that similar outcomes would result from MARTA’s transit-oriented development program. According to MacLeish-White, racial equity is a “north star” – an unequivocal part of TFA’s mission, along with transit equity. The organization has a diverse membership, with initiatives that acknowledge the intersections between racial justice, transit, food access, mobility, economic opportunity, and public health.

Nicole Moore, Director of Education at the National Center for Civil and Human Rights, details the purpose of the Center in educating people about the Civil Rights Movement and its connection to the ongoing global fight for human rights, so that they then feel empowered to change their own communities. She describes how an understanding of how white supremacy is manifested in laws, policies, and leadership, and a concomitant awareness of historical efforts to dismantle it, can empower people to fight for racial justice and create change today.

The three panelists stress the importance of understanding the systemic nature of racial injustice and the way that history has shaped the inequitable outcomes we see today. Odetta MacLeish-White cautions against idealizing “innovation” and urges people to be authentic when engaging with communities, while Carol Hunter recommends listening and learning first when coming into a community intending to enter into a partnership. Nicole Moore encourages those who want to get involved to be guided by their passions, as sincere passion can be a bridge to building trust.

**Detailed Suggestions: Class Discussion and Essay Preparation**

1. After previewing the video ahead of the class discussion, compose four to five questions that consider different aspects of racial equity, sustainable communities, and the built environment. These questions can help guide your facilitation of the class discussion, and also may be used to shape the essay assignment instructions you provide to your students. Here are four suggested questions:

* How does the principle of racial justice inform and guide the work of Nicole Moore, Carol Hunter and Odetta MacLeish-White?
* What are the missions of the National Center for Civil and Human Rights, TransFormation Alliance, and Truly Living Well and how do they relate to sustainable development?
* Why is education and advocacy key to work that furthers racial equity?
* How has this discussion influenced your understanding of how racial inequities have shaped and continue to shape the built environment?

1. Start class by spending 10–15 minutes discussing the questions that students brought to class. Depending on class size and composition, use [Think-Pair-Share](https://ctl.gatech.edu/discussion/best-practices/engaging-students/encouraging-broad-participation) or [alternative discussion techniques](https://ctl.gatech.edu/best-practices/engaging-students/discussion) to encourage students to share and build on the ideas they formed in response to the video.
2. Provide a structure for additional student discussion (20-30 minutes). Depending on the format and size of your class, consider alternative ways to structure a discussion that extends the discussion of their ideas and makes connections to relevant class materials and examples. For example, you might have three different extension questions and divide students into groups to work on them. In large classes it may work better to have students work in pairs.
3. Spend 10 minutes inviting students to share further ideas and synthesizing the collective insights from the discussion.
4. Read the blog post prompt and give students 10-15 minutes to free-write or outline their response before leaving class.

**Multimodal Writing Reflection**

Here are two sample prompts to follow the class discussion of the “Centering Racial Equity in Equitable and Sustainable Development” video*.* Students should use one of these prompts to draft a multimodal writing reflection.

One way to do this is through a blog posting. You can create a WordPress blog site for the students’ multimedia posts by using [Sites@GeorgiaTech](https://sites.gatech.edu/). Click the “Create a Website” option to the right, scroll down, and click on “+Create a New Website.”

You might also consider having your students create a multimedia essay by embedding screen shots from the film in a traditional word-processing software document (Word, Pages, etc.). Ask students to include a brief explanatory caption for any screenshots.

**Sample Prompt A**

You have now watched SLS’ “Centering Racial Equity in Equitable and Sustainable Development” panel event. In class you have considered and discussed several questions about racial equity and how it can be a guiding principle in building sustainable communities.

Write a 300-word blog post about how you have revised or refined your understanding of racial equity and its relationship to sustainable development, based on the contributions of Nicole Moore, Odetta MacLeish-White, and Carol Hunter. Review the video, noting relevant and exemplary quotes that justify, or warrant, your revised definition. Incorporate and attribute the most relevant quotations into your blog post.

You must have a clear claim about how this video has revised or refined your understanding of racial equity, as well as relevant citations from the speakers. Include a screen shot with an explanatory caption in your post.

**Sample Prompt B**

You have now watched SLS’ “Centering Racial Equity in Equitable and Sustainable Development” panel event. In class we have considered and discussed several questions about racial equity and how it can be a guiding principle in building sustainable communities.

Now write a 300-word blog post in which you assert and develop a claim that answers the following question: How can the speakers’ definitions of racial equity guide work with and within communities to dismantle systems of oppression and build sustainable communities? Your response may incorporate discussion of the work that the panelists and their organizations are engaged in as well as the panelists’ guidelines for respectfully and thoughtfully partnering with communities as an outsider.

* Your argument must incorporate your interpretation of the panelists’ conception of racial equity somewhere in your post.
* Support your claim with at least one direct citation (quoted passage) from the video and one citation from an outside source (a course reading or authoritative source you locate on your own). Make sure to explain the relevance of the cited evidence to the argument you are developing.
* Include a Works Cited section at the bottom of your post. It should comprise a correctly styled entry for the movie and the other sources you cite.

**Resources for Further Reading**

**Resources directly related to the video:**

[National Center for Civil and Human Rights](https://www.civilandhumanrights.org/)

[TransFormation Alliance](https://atltransformationalliance.org/)

[Truly Living Well](https://www.trulylivingwell.com/)

Musmanno, Isabelle. “[Centering Racial Equity: Listen, Learn, Lament, Leverage, Love](https://serve-learn-sustain.gatech.edu/centering-racial-equity-listen-learn-lament-leverage-love).”

Watts Hull, Rebecca. “[Serve-Learn-Sustain and Georgia Tech’s iGniTe program present a BlueJeans Live Event: “Centering Racial Equity in Equitable and Sustainable Development.”](https://serve-learn-sustain.gatech.edu/serve-learn-sustain-and-georgia-techs-ignite-program-present-bluejeans-live-event-centering-racial)

**Further reading on racial equity and sustainability in Atlanta—and beyond:**

Sonam Vashi for *Atlanta* magazine: “[All Eyes on Equity: How Nonprofits are Mobilizing to Solve Atlanta’s Structural Inequities](https://www.atlantamagazine.com/news-culture-articles/all-eyes-on-equity/).” This is a great local resource by a local journalist on how issues of society, equity, and sustainability play out in the city of Atlanta. Vashi highlights the Grove Park Foundation, Partnership for Southern Equity, and other local groups to talk about the complex nature of sustainability and equity in an urban space.

[SLS recommended resources on racial justice and the sustainable built environment](https://vip.gatech.edu/wiki/index.php/Additional_Resources#Racial_Justice_and_Sustainable_Built_Environment)

SLS Student Learning Outcomes

1. Identify relationships among ecological, social, and economic systems.
2. Demonstrate skills needed to work effectively in different types of communities.
3. Evaluate how decisions impact the sustainability of communities.
4. Describe how to use their discipline to make communities more sustainable.\*

\* *Note:* SLO 4 is intended to be used by upper division, project-based courses such as Capstone.