**Course Syllabus**

# HTS 4814: HTS Seminar “Equity and Community Engagement”

# Fall 2021

*Instructor: Allen Hyde*

*Georgia Institute of Technology*

*Class Time: M 12:30pm-3:15pm*

*Classroom: Old Civil Engineering (OCE) Building, Room 104*

*Office: OCE 136*

*Office Hours: Tuesdays 2pm-4pm;*

*NOTE: To meet students' requirements, needs, and comfort levels, meetings and office hours will be offered in-person, virtually, or outdoors. Appointment may be needed for virtual meetings outside times listed above.*

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**Course Description:** Inequalities between and within communities across the United States have become glaringly obvious in the last several years due to intersecting disasters like poverty, pollution, climate change, and COVID-19. In this course, students will use historical and sociological approaches to explore community assets, vulnerabilities, and inequalities related to these intersecting disasters, as well as learn and apply respectful and appropriate ways to engage with communities during these disastrous times. Course projects will be group community engagement activities with local partners on issues to support thriving and resilient communities and residents, as well group reports and presentations based on these activities. Potential partners and communities include: The Office of Sustainability of the City of Savannah and The Harambee House for environmental justice on the west side of Savannah, and UPPER90 for refugee youth and mobility in Clarkston, GA. *A note on community engagement during COVID: you will not be required to do any in person engagement, especially when it is potentially risky for your health and the health of those in marginalized communities, but there may be opportunities to meet outside in Clarkston. We will do our best with the situation that we have, though.*

**This course counts towards one of the required HTS Seminars for HTS majors.**

# Course Prerequisites: None

**Course Format**: In-person

# Course Objectives:

* To understand basic perspectives on social stratification in sociology, economics, and political science, as well as critically analyze them.
* To understand the class structure of US society and compare it to that of other nations.
* To better understand the intersections of class, race, and gender
* To see how social class and mobility potentially affects one’s own life, as well as the lives of those around you.
* To develop a variety of writing skills, from grammatical to descriptive to analytical, that can be used in future classes and potentially in future jobs

# Required Readings:

No course textbook! Other readings will be required; however, they will be posted to Canvas as PDFs or hyperlinks to web readings.

**Course Learning Outcomes:**

• Students will describe major concepts and best practices in the discipline of sociology and other social sciences and humanities related to community engagement and equity.

• Students will apply their knowledge working with 1 to 2 community engaged projects in either Clarkston or Savannah, GA.

• Students will deliver their group project based on the needs of the community that they work with.

**Recordings of Class Sessions and Required Permissions:**

Classes may not be recorded by students without the express consent of the instructor unless it is pursuant to an accommodation granted by the Office of Disability services. Class recordings, lectures, presentations, and other materials posted on Canvas are for the sole purpose of educating the students currently enrolled in the course.

Students may not record or share the materials or recordings, including screen capturing or automated bots, unless the instructor gives permission. Digitally proctored exams may require students to engage the video camera, but those recordings will not be shared with or disclosed to others without consent unless legally permitted.

For classes where participation is voluntary, students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded.

For classes requiring class participation, if students are identifiable by their names, facial images, voices, and/ or comments, written consent must be obtained before sharing the recording with persons outside of currently enrolled students in the class.

# Grades and Assignments (Points used to calculate final grade)

**Class Participation** (100pts): Students are expected to be in class whenever possible and participate in discussion of the readings and assignments. Discussing the readings and your work will help to improve your writing, your grades for the assignments, and most importantly your learning.

**Reading Key Points and Discussion Questions** (180 pts total): Each week, students have the opportunity to post two key points and two discussion questions on the Canvas discussion board by Tuesday at 11pm related to the readings that could be potentially discussed in class. Each student should post 6 weeks (12 key points and questions in 6 separate postings) throughout the semester. These questions should involve critical thinking skills thus critical questions of the authors’ arguments are allowed. In addition to the actual question, you should provide a brief discussion of the background to your question. Weekly questions will receive a 30 for excellent questions, a 15 average questions, and a zero (0) for extremely poor questions or no questions at all. *Late discussion questions will not be accepted.* For example, a good question would be: “In the Some Principles of Stratification by Davis and Moore, the authors outline several logical premises that ultimately lead one to believe that inequality is functional, necessary, and inevitable. In what ways is their logic flawed? Are rewards always distributed by their ‘functional importance’?” An example of a poor question would be “What is the bourgeoisie according to Marx?” (Note: You are welcome to ask clarifying questions during class or by email. They just will not work for the weekly questions portion of your grade.) If students are not reading, I reserve the right to change this portion of the grade to random pop quizzes on the readings.

**Community Engaged Group Project: A Multi-Stage Assignment** (500pts total): This multi-stage assignment will require you to think about the equity and community engagement in a variety of ways throughout the semester. The intention is for you to first elaborate your views on the importance of community engagement in your major or possible future career early in the semester (100pts, 2-3 pages, Due 9/16 by 11pm). Second, you will do a group project to create a community profile of one of the communities of focus in Clarkston or Savannah (150pts, 7-10 pages, Due 10/21 by 11pm). Third, you will complete a group project based on the needs identified by community partners (thus the nature of this project may vary), which will be provided to the partner in the form of a report (150pts, Due 11/23 by 11pm). Finally, you will present your community engaged project on the final day of class (100 points), which is December 6th. More information on this multi-stage assignment will be provided as the semester progresses.

**IRB Training Completion** (70 points): Because we may be doing student and community engaged research, you will need to complete the Group 2 Social / Behavioral Research Investigators and Key Personnel Basic IRB CITI training course in order to understand the ethics associated with doing research, particularly in relation to human subjects. This guided process should take around 2 hours to complete and should be finished by October 20th by 11pm at the latest (preferably earlier). Please save a PDF version of the confirmation page and upload to Canvas for credit. If you have already completed IRB CITI training, please upload that confirmation page to Canvas, as well.) Go to the website and click on Log in Through My Institution (Georgia Institute of Technology):

https://www.citiprogram.org/index.cfm?pageID=14&languagePreference=English&region=1

Once you log in, click add a new course, choose the option for Human Subjects, choose the option for the basic course (No, I have not completed basic course), and then click on Group 2 Social/Behavioral). You do not need to do the Clinical Trials or Health options. More information about how to complete IRB training can be found here:

http://researchintegrity.gatech.edu/sites/default/files/documents/citi\_gt\_users.pdf (Links to an external site.)

# Final Reflection Paper (150pts): Students will reflect on the activities of the semester, what they learned about the opportunities and challenges of community engagement, especially during a pandemic, as well as how this may shape their future coursework or careers. The Final Paper, 5-7 pages, will also be due on Friday, Dec 10 at 5:30PM via Canvas. More information about this assignment will appear later in the semester.

# Policy for Exams, Missed Exams, Late Assignments, and Extra Credit:

*Late assignments*: Normally, the policy for late assignments is that you will need a documented health, funeral, or university sponsored excuse for completing late assignments at full credit. Assignments completed after their due dates without an excuse will receive a drop-in letter grade for every two days beyond their due date. Given the hectic nature of Fall 2021, if you need an extension on an assignment, please reach out at least 24 hours before the due date, and we can negotiate something.

*Extra credit:* For up to 15 points of extra credit on your final exam, students can watch an outside documentary about material related to the class; and then write 1-2 pages describing how this event/documentary is related to or informs knowledge learned in this course. This extra credit can only be done once. Extra credit is due on 11/23.

**Communication Center:** The Communication Center (CommLab) can provide assistance on communication related assignments, regardless of discipline, including the written papers and presentation assignments in this course. For more information, go to Clough Commons 447 or <http://communicationcenter.gatech.edu/>.

**Academic Integrity:** In this course, we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another’s ideas, language, or syntax. You are encouraged to study together, discuss readings outside of class, share your drafts during peer review and outside of class, and go to the Communication Center with your drafts. In this course, those activities are well within the bounds of academic honesty. However, when you use another’s ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. Even one occasion of academic dishonesty, large or small, on any assignment, large or small, can result in failure for the entire course and referral to Student Judicial Affairs.

**Office of Disability Services:** Students with disabilities that need accommodations for class are asked to first contact and inform the Office of Disability Services to arrange accommodations before the semester starts or within the first two weeks of class. Students should receive a letter from the Office of Disability Services outlining the accommodations needed. Before I can grant accommodations, I will need to receive this letter. For more information, please see <http://disabilityservices.gatech.edu/>.

**Dean of Students Office, CARE Center, Counseling Center, Stamps Health Services, and the Student Center:**

The CARE Center and the Counseling Center, Stamps Health Services, and the Dean of Students Office will offer both in-person and virtual appointments. Student Center services and operations are available on the Student Center website. For more information on these and other student services, contact the Dean of Students or the Division of Student Life.

The following guidance addresses practices that were common during AY2020-2021 and may still be relevant to some courses for Fall 2021, such as online courses. If applicable to a given course, this information may be inserted into the syllabus.

**Information Related to Covid-19:** Students are expected to be familiar with and abide by the Institute guidelines, information, and updates related to Covid-19. Find campus operational updates, Frequently Asked Questions, and details on campus surveillance testing and vaccine appointments on the Tech Moving Forward site.

**Guidelines for Class Discussions (Open and Small Group):**

1. Feel free to speak your mind; however, be respectful of other students and the instructors. We will be discussing potentially controversial topics at times.
2. If someone is speaking, let them finish speaking before the next person begins.
3. If you have a thought, try to raise your hand before speaking. I will do my best to give everyone who has something to say chance to contribute.
4. If you disagree with someone, respond to the argument or idea and not to the person who said it. This keeps the discussions from getting personal.
5. Be careful of generalizing from personal experience. While our personal experiences can inform our sociological discussions, the way we experience or perceive a particular event or experience may vary.

**Course Expectations for Students:**

Students are expected to keep up with readings from week to week, which are tentatively listed in the course outline. Students are also expected to attend lectures and participate in classroom discussions. I would expect, on average, between 4-7 hours a week of work dedicated to this class. Most importantly, I expect students to put in high quality work into their assignments.

In class, students are expected to arrive on time whenever possible. If you anticipate being late because you have back to back classes, or something of that nature, please let me know ahead of time, and it should be no problem.

**IAC Statement of Diversity and Inclusion:** The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology’s commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in the broader society.

***TENTATIVE COURSE OUTLINE***

**NOTE: The instructor reserves the right to change the syllabus as needed throughout the semester. If a change must occur, the instructor will inform the students in advance.**

***Week 1 (August 23): Go over Syllabus; Introduction to Equity and Community Engagement***

Readings: 1) Syllabus

1. [What Is Community Engagement?](https://aese.psu.edu/research/centers/cecd/engagement-toolbox/engagement/what-is-community-engagement)
2. [Why Community Engagement Matters?](https://aese.psu.edu/research/centers/cecd/engagement-toolbox/engagement/why-community-engagement-matters)

Possible guest visit: Nick Deffley, Office of Sustainability at the City of Savannah

***Week 2 (August 30): Inequality in the 21st Century and the COVID Era***

Readings: 1) “[Racial Capitalism: A Fundamental Cause of Novel Coronavirus (COVID-19) Pandemic Inequities in the United States](https://journals.sagepub.com/doi/full/10.1177/1090198120922942)” by Pirtle

1. “Bringing Inequalities to the Fore: The Effects of the Coronavirus Pandemic and Other Disasters on Educational Inequalities in the United States” by Hyde, Li, and Maltbie (CANVAS)
2. “Climate Change Vulnerability Assessment in Georgia” by Binita, Shepard, and Gaither (CANVAS)

Possible guest visit: Ruthie Yow, SLS (12:30pm) and then possibly Angran Li and Amanda Maltbie

***Week 3 (September 6): Labor Day, no classes***

***Week 4 (September 13): Why Community Engagement? Why Does It Matter for History, Sociology, and Other Fields?***

Readings: 1) “A Ladder of Citizen Participation” by Arnstein (CANVAS)

 2) “[Community-Initiated Student-Engaged Research: Expanding Undergraduate Teaching and Learning through Public Sociology](https://escholarship.org/content/qt0607x4r8/qt0607x4r8.pdf?t=q0uphq)” by Greenberg, London, and McKay.

* Part 1 of Community Engaged Project Papers due Friday 9/16 by 11pm on Canvas

***Week 5 (September 20): Deep Dive: Savannah and Environmental Justice***

Readings: 1) “Differential Vulnerabilities: Environmental and Economic Inequality and

 Government Response to Unnatural Disasters” by Bullard (CANVAS)

1. “[Gullah Geechee Heritage](https://www.visitsavannah.com/episode-6-gullah-geechee-heritage)”, Podcast about Pin Point in Savannah
2. “Resilience, Path Dependence, and the Port: The Case of Savannah” by Ramos (CANVAS)

Possible guest visit: Meaghan McSorley; and Dawud Shabaka from the Harambee House

***Week 6 (September 27): Deep Dive: Clarkston and Immigration and Refugees***

*Readings: 1) “*Refuge city: Creating places of welcome in the suburban U.S. South” by Kim and Bozarth (CANVAS)

1. “[Welcoming Spaces: Voices of Clarkston Youth](https://serve-learn-sustain.gatech.edu/welcoming-spaces-voices-clarkston-youth)” by Hyde and Watts-Hull
2. “[The South’s Ellis Island](https://bittersoutherner.com/the-souths-ellis-island-clarkston-georgia-refugees)” by Berlin

Possible guest visit: TBA

**Week 7 (October 4): *Social Explorer and Community Profiles***

*Readings: 1)* Community Profile Report: Hudson Hill Community (Skim if needed)

2) Explore [Social Explorer website](https://www.socialexplorer.com/explore-maps), best to access through Databases in GA Tech library website; We will do an in-class activity based on Social Explorer

***Week 8 (October 11): No classes! Fall Break!***

***Week 9 (October 18): How Can Research and Planning Engage Communities in an Equitable Way?***

Readings: 1) “[Beyond Inclusion: Equity in Public Engagement, A Guide for Practitioners](https://www.sfu.ca/content/dam/sfu/dialogue/ImagesAndFiles/ProgramsPage/EDI/BeyondInclusion/Beyond%20Inclusion%20-%20Equity%20in%20Public%20Engagement.pdf)” by Arnos et al

* *IRB Training Completion due by 10/20 by 11pm on Canvas*

***Week 10 (October 25): Ethics in Community Engaged Research***

*Readings: 1)* “Research Ethics Education for Community-Engaged Research: A Review and Research Agenda” by Anderson et al. (CANVAS)

* *Part 2 of Community Engaged Project Papers due by 10/28 by 11pm on Canvas*

***Week 11 (November 1): Engaging and Planning with the Most Vulnerable***

Readings: 1) “[Youth Participatory Approaches and Health Equity: Conceptualization](https://drive.google.com/file/d/10KnGfodjR5y3nXvNoc0USg6la56DvFDA/view)

 [and Integrative Review](https://drive.google.com/file/d/10KnGfodjR5y3nXvNoc0USg6la56DvFDA/view)” by Ozer et al. (CANVAS)

1. “The use of community-driven environmental decision making to address environmental justice and revitalization issues in a port community in South Carolina” by Wilson, Rice, and Fraser-Rahim (CANVAS)
2. “Including Youth in the Ladder of Citizen Participation: Adding Rungs of Consent, Advocacy, and Incorporation” by Botchwey, Johnson, O’Connell, and Kim (Canvas)

***Week 12 (November 8): IN CLASS WORK ON PROJECTS***

Readings: 1) NO READINGS!

***Week 13 (November 15): Climate Justice and Resilience Continued***

Readings: 1) “New approaches to facilitate learning from youth: Exploring the use of Photovoice in identifying local watershed issues” by Chanse et al. (CANVAS)

 2) “Learning from Arnstein, Meadows, Boggs and Lorde: Propositions on Building Collective Power for Climate Justice and Resilience” by Walsh and Wilson (CANVAS)

***Week 14 (November 22): STUDENTS’ CHOICE IN TOPIC***

Moe TBA and then voted on; could try to meet in Clarkston on this day

* Part 3 of Community Engaged Papers, Final Report, due Wednesday 11/23 by 11pm on Canvas

***Week 15 (December 6): Project Presentations***

Readings: NA

**Final Exams/Papers tentatively due by Wednesday, Dec 10 at 5:30 PM via Canvas**