

Course Last Updated 9/30/2024



Community Engaged Global Learning: Society, Inequality & Social Exclusion

Section I: Course Overview

Course Code: SOC396/SVL396BCN

Subject Area(s): Sociology, Community Engagement, Urban Studies, Anthropology

Prerequisites: For non-English speaking placements: Two years of university study & advanced language skills in the host tongue.

Language of Instruction: English

Total Contact Hours: 45

Credits: 3

Hours at placement: 45 (minimum)

Course Description

This multi-disciplinary course helps students to better understand and examine the causes of social inequality and exclusion within the context of the accelerated demographic transformation of today's urban space. They will study theories and pedagogy which aim to empower people and bridge social and cultural capital. The course will be beneficial for any student but will particularly benefit students studying in fields such as Education, Youth, Community and Social Work, Urban Studies, Health Sciences, and those wishing to work in the NGO and not for profit sectors.

This course enables students to engage with a community-based organisation at least once per week. While student engagement at the organisation is valuable, the placement also serves as a gateway into the community for students to understand the lives of their co-workers, local volunteers and the daily realities of the clients that they serve. Engaging with marginalized communities is challenging. Within a traditional course setting and in support of their placement across the term, students will undergo initial in-depth orientation that will help prepare them for what can be

emotionally challenging and life-changing and helps develop their emotional and intercultural intelligences. They will study the variety of working conditions, work practices and cultural norms in the host city and placement communities. They will be introduced to group work skills and activities beneficial to their placements.

Learning Objectives

Upon successful completion of this course, students are able to:

- Identify the relationship between social disadvantage and spatial exclusion.
- Distinguish the causes of 'poverty traps' and the challenges associated with breaking free from welfare dependence.
- Identify the role community-based organizations and the non-formal education sector play in individual and community development.
- Describe the effects of gentrification, regeneration and migration on community identity.
- Demonstrate an ability to empathize & interact with different sub-groups.

Cross-Listed Course

Due to the interdisciplinary nature of the content, this course is cross-listed with Service Learning (SVL396) as well as Sociology (SOC396). The instructor will provide directions during the first week of class regarding how to choose your desired course code.

Section II: Instructor & Course Details

Instructor Details

Name: TBC

Contact Information: TBC

Term: TBC

Course Day and Time: TBC

Office Hours: TBC

Grading & Assessment

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

Engagement - 20%

Community Research Google Map - 15%

Essay on Social Exclusion - 20%

Field Journals - 15%

Final Research Project & Presentation - 30%

Assessment Overview

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

**Along with assessments, students must complete all mandatory placement hours to pass this course*

Class and Placement Engagement (20%): Students are expected to be engaged in class, to have read the CEA CAPA Engagement Policy, and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded. The class is a safe space for students to unpack and discuss their experiences at their community engagement placements.

Placement Engagement This grade will be based on a number of factors. Firstly, you will report on your engagement with the placement during your onsite meetings with the instructor and through your field journal and time sheet document. Secondly, the instructor and CIP team will consult with the person responsible for your placement throughout the semester regarding your attendance, time-keeping, amenability to and interaction with the staff and users of the service, and your diligence to the specific tasks undertaken.

Placement:

- Attendance and timekeeping are essential. Students are expected to submit timely and accurate on-line timesheets
- Students must undertake all tasks assigned in a caring and diligent manner and report as required to their supervisors
- While students will aid the work of the organization, an explicit aim of the placement is to observe and learn from the other staff and volunteers

Community Research Google Map (15%)

Before they start their placement, students must do a trial commute to consider their first impressions and complete initial research of the neighborhood where they will have their placement. Students will document their explorations through photography and field notes. They will continue their exploration and research to develop their map during the first three weeks to gain a holistic understanding of the placement, neighborhood and the clients that they serve.

Midterm Essay on Social Exclusion (25%): (1,500 words)

This essay will include an analysis of the relevant literature discussed in class and extra assignment-specific recommended readings. It should include an analysis of disadvantage and exclusion in relation to the students' placement neighborhood including census data where relevant and available.

Field Journal (15%): (periodically students will present material from their journals in class)

Field Journal should include the following: Submission dates are set by the instructor in each location and clearly indicated on Canvas

- Weekly notes on tasks undertaken and Personal reflections on the work of the organization (documented from home and not at and or visible to clients at the placement location)
- 3 planning and reflection meetings with placement supervisor - first, mid-term and final week

The instructor reserves the right to make changes or modifications to this syllabus as needed

- Accumulation of data and images for the final research project
- Interview: Conduct and write-up an interview and present findings
- Presentation of student placement organization (depending on class size, this may include bringing classmates to their placement site) on weekly session which most relates to your placement

Final Research Project & Presentation (30%):

This in-depth research project will discuss the remit and daily operations of students' placement organizations and include relevant statistics and staff interviews. The students will discuss the role of the organization within a broader framework of the neighborhoods in which they are located, including for example, census data such as unemployment figures. Finally, students will include a discussion of the relevant issues such as segregation and social policy.

Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city and host placement location using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

- A *guided city orientation* to students' neighborhood and key parts of the city. This helps students learn how to commute and navigate their city both logistically and socially. Before starting their placements, students are required to travel alone to their placement location to familiarize themselves with the area surrounding it, the transport network and commuting etiquette.
- A pre-placement neighborhood location self-guided research assignment informs the class digital map assignment. This exercise begins the process of self-reflection by which students examine their preconceived and initial thoughts and feelings about working in a global, complex, foreign environment.
- A central learning component of the CEGL placement is the students' engagement with their location, onsite supervisor and colleagues. In addition to the ongoing learning that takes place at the placement through daily tasks and observations, students must meet with their supervisor 3 times during the semester to plan, evaluate, re-evaluate, and assess their experiences and learning. These meetings also facilitate students' understanding of the work-life of their colleagues within the context of local and regional norms, as well as the effects of global factors on the placement's work and employees.

Required Readings

The below readings and resources are representative of what will be assigned as required in this course, but may vary slightly in the term syllabus with current location and theme-specific readings

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

Required Text(s): N.B. Due to the interdisciplinary nature and content of this course there is not one or two core readings but a number of smaller readings from selected texts. However, CEA CAPA will ensure that all the required readings will be made available on Canvas.

Selected Reading(s): The selected readings for this course are listed below.
Readings for individual research papers will be added, depending on the study abroad location, placement and neighborhood.

Chimamanda Ngozi Adichie (2009): "The Danger of a Single Story", TED talk,
<https://www.youtube.com/watch?v=D9lhs241zeg>

Baker, John, Lynch Kathleen, Cantillon Sara, and Walsh. Judy. *Equality from Theory to Action*. Hampshire: Palgrave, 2004.

Belbin, R.M. The Art of Building a Team, in *Team Roles at Work (2nd ed.)*. New York: Routledge, 97-106, 2002.

Boal, Augusto. *Theatre of the Oppressed*. UK, Pluto Press, 2019.

Brewer, Elizabeth and Cunningham, Kiran. Eds. "Integrating Study Abroad into the Curriculum: Theories and Practice Across the Disciplines". Virginia: Stylus, 2009, pp 191-209.

Bourdieu, Pierre *The Forms of Capital*. 1986.

Bridge, G and Watson, S. Eds. *A Companion Guide to The City*. Oxford, Blackwell, 2002.

Calderón, José Z. Ed. *Race, Poverty, and Social Justice: Multidisciplinary Perspectives Through Service Learning*. Virginia: Stylus, 2007.

Cress, C.M. (2005): "What is Service Learning?" in C.M. Cress, P.J. Collier et al., *Learning through Serving: A Student Guidebook*, Stylus, Stirling, VA, peps. 7-14,
https://osw.sunyconnect.suny.edu:4479/F?func=direct&doc_number=000518545

Denscombe, Martin. *The Good Research Guide for Small-Scale Social Research Projects (3rd Ed)* Maidenhead, Berks: Open University Press, 2007.

Foucault, Michele. *Discipline and Punish: The Birth of the Prison*. London: Penguin, 1991.

Freire, Paulo. *Pedagogy of the Oppressed*. Hamondsworth: Penguin, 1972.

Harvey, David: "The Right to the City", *The New Left Review Vol 53*, pp.23-40, London, Sept-Oct 2008.

Hartman, Eric et al. *Community-Based Global Learning: The Theory and Practice of Ethical Engagement at Home and Abroad*. New York: Routledge, 2023.

Klein, M. (2017): "Social Change Wheel Analysis: Beyond the Dichotomy of Charity or Justice", in C. Colon, A. Gristwood & M. Woolf, eds., *Civil Rights and Inequalities*, CAPA Occasional Publications 6: 177-188, Boston, MA, available at: <https://info.capa.org/capas-civil-rights-and-inequalities-occasional-publication>

Middleton, Julia *Cultural Intelligence CQ: The Competitive Edge for Leaders Crossing Borders*. London: Bloomsbury Publishing, 2014.

Robinson, Ken TED Talk: "[Changing Educational Paradigms](#)"

Serbulo, Leanne. *Urban Literacy: Learning to Read the City Around You*.

Savage, M. and Ward, Alan. *Urban Sociology, Capitalism & Modernity*. London: MacMillan, 1993.

Sibley, David. *Geographies of Exclusion*. London: Routledge, 1995.

Spradley, James. *Participant Observation*. London: Holt, Rinehart and Winston, 1980.

Note: Most weekly sessions and assignment work will have additional host location specific reading and research material assigned in the local term syllabi and available on Canvas.

Course Calendar

Session 1	
Topics	<p>Course Introduction Review Syllabus, Classroom Policies and est. class social contract The purpose associated with community projects.</p> <p>Focus: Discussion of students' sites and projects, initial location research and the role and function of journaling and reflection. Intercultural Competence. Discussion of Intercultural Intelligence - ethnocentric and ethno-relative world views – cognitive dissonance (conflict prevention). Health, safety and wellbeing considerations. Ethics and volunteering.</p>
Activity	<p>Course Overview - Lecture & Discussion Google Map Workshop</p>
Readings & Assignments	<p>Supervisor meeting 1.</p> <p>Chimamanda Ngozi Adichie (2009): "The Danger of a Single Story", TED talk, https://www.youtube.com/watch?v=D9lhs241zeg</p> <p>Serbulo, Leanne. <i>Urban Literacy: Learning to Read the City Around You</i></p>

Session 2	
Topics	<p>Participant observation and ethical considerations. Community engagement and working in the non-profit sector; managing frustrations and ambiguity in the workplace. Training in pertinent and effective research methods which can be utilised at – and by - the site. Ethics of being an agent of change in another society. What are some of the ethical considerations for working with communities? What are some of the tensions we encounter in working with communities?</p>

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	<p>Focus: How does the site and community with which you are working regard you as a foreigner serving in your host location and what you are trying to achieve? Do they see this as beneficial, or detrimental? Power in the community organization: How is this divided? How is your group funded? What support does your organization have from government, the community or from individuals? What challenges does your organization face on a daily basis?</p>
Activity	Lecture and Discussion
Readings & Assignments	<p>The CASE Foundation (2011): “The Pros and Cons of Working in the Non-Profit Sector”, 11 February, <i>casefoundation.org</i>, online, available at: https://casefoundation.org/blog/pros-and-cons-working-nonprofit-sector/</p> <p>Reitenauer, V.L., A. Spring, K. Kecskes et. al. (2005): ‘Building and Maintaining Community Partnerships’, in C.M. Cress, P.J. Collier et al., <i>Learning through Serving: A Student Guidebook</i>, Stylus, Stirling, VA, pp. 17-31, https://osw.sunyconnect.suny.edu:4479/F?func=direct&doc_number=000518545</p> <p>Storti, C.: “The Art of Crossing Cultures”,</p> <p>Spradley, J.: “Participant Observation”,</p>

Session 3	
Topics	<p>The Host City: Understanding the city and its historical development; overview of the impacts of neoliberal globalization on society and economy. Social dynamics and urban geography.</p> <p>Focus: What are the main challenges currently facing the city (region / Nation) and its communities, and how are they being addressed? What are the forces currently re-shaping the city and community relations generally and your host neighbourhood and organization specifically?</p> <p>Intercultural Competence</p> <p>Doing community / ethnographic research</p>
Activity	Lecture and Workshop
Readings & Assignments	<p>Middleton, Julia <i>Cultural Intelligence CQ: The Competitive Edge for Leaders Crossing Borders</i>.</p> <p>Denscombe, Martin. <i>The Good Research Guide for Small-Scale Social Research Projects</i></p> <p>Field Journal 1 & informal Google Map presentation</p>

Session 4

Topics	Field studies to local community non-profit
Activity	Field Studies
Readings & Assignments	Readings on local organization and theme on Canvas Google Map Due

Session 5	
Topics	Field Studies Review. Reading and Mapping Social and Spatial Exclusion and Isolation at home and abroad... Focus: To what extent is 'place' a dependent variable – does this concept differ between America and the host location. Mapping the statistical City.
Activity	Student Presentations
Readings & Assignments	Sibley, David. <i>Geographies of Exclusion</i> . Harvey, D. (2008): "The Right to the City", <i>New Left Review</i> , 53 (Sept/Oct), online, available at: https://newleftreview.org/11/53/david-harvey-the-right-to-the-city

Session 6	
Topics	Guest Speaker
Activity	Lecture & Discussion
Readings & Assignments	Local contextual readings on Canvas Supervisor meeting 2. Mid-Term Assignment Due by Friday - before Mid-Term

Session 7	
Topics	Pedagogy and Critical Thinking in Education The Poverty Trap: Community Development and Bridging Social Capital. Focus: What is the role of non-profits in general, and your specific host organization, in helping their clients to increase their mobility – social and cultural capital. How does your understanding of Freire's Pedagogy of the Oppressed

	relate to the work of your placement organization to empower its clients and give them agency / a voice i.e., Bridging Capital?
Activity	Lecture and Workshop
Readings & Assignments	Bourdieu, Pierre. <i>The Forms of Capital</i> . Freire, Paulo. <i>Pedagogy of the Oppressed</i> . Augusto Boal, <i>Theatre of the Oppressed</i> . <i>Robinson, Ken TED Talk: "Changing Educational Paradigms"</i> Local contextual readings on Canvas

Session 8	
Topics	Working in Diverse Teams Focus: What are the challenges paid employees face in the non-profit sector when working with and managing volunteers. What communication and high-touch management skills - emotional and intercultural intelligence - are required to create successful diverse employee-volunteer teams. How do you promote 'autonomy' with volunteers when the 'responsibility' for delivery rests on the employee?
Activity	Lecture and Workshop
Readings & Assignments	Belbin, R.M. (2010). The Art of Building a Team, in <i>Team Roles at Work (2nd ed.)</i> .

Session 9	
Topics	Gentrification and the City Focus: To what extent does Gentrification in your host location effect 'indigenous' communities' sense of space and place. What might the future of these communities look like in 5-10-15years; what does the future look like for young inhabitants of these spaces – does the rising tide lift all boats?
Activity	Field Studies
Readings & Assignments	Local contextual readings on Canvas Savage and Warde: "Inequality and Social Organisation in the City" pp 70-104. Harvey, David, "The Right to the City", <i>The New Left Review Vol 53</i> , pp 23-40.

	Hamnett, Chris. "Gentrification, Postindustrialism, and Industrial and Occupational Restructuring in Global Cities In: Bridge and Watson 2003 pp 331-342
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Session 10	
Topics	Gender, Identity and the City Focus: What is the historical role of power, gender and inequality in the macro and micro realities of everyday life in the host location. What national policies have been enacted to create increased equality and agency for marginalized groups based on gender. Case study on gender in the host location including for example, childcare costs, pay gaps and the issue of re-entry into the workforce for women after career breaks.
Activity	Lecture and Discussion
Readings & Assignments	Local contextual readings on Canvas Bondi, L and Christie, H. "Working out the Urban: Gender Relations and the City. In: Bridge and Watson, 2003 pp 292-307

Session 11	
Topics	Health and the City: Public and Private Healthcare Focus: Comparing US Health Care Vs National Social Healthcare in Europe. Poverty and obesity case study and analysis of the role of sports (health and fitness) organizations at grass roots levels. Final Presentation Workshop
Activity	
Readings & Assignments	Local contextual readings on Canvas

Session 12	
Topics	Field Study to local non-profit organisation
Activity	Field Study
Readings & Assignments	Readings on local organization and theme on Canvas

Session 13	
Topics	<p>Career Development and Re-Entry workshop.</p> <p>Focus: Unpacking and Articulating your Community Engagement to inc. making the invisible visible - transferable skills; updating resume and interviews.</p>
Activity	
Readings & Assignments	Brewer and Cunningham, Ch 11, "Synthesis and Career Preparation: The International Relations Senior Thesis", pp 191-209

Session 14	
Topics	Final Student Placement Research Presentations
Activity	Student Presentations and Q&A
Readings & Assignments	<p>Supervisor meeting 3.</p> <p>Final Student Placement Research presentations and write-up Due</p>

Session 15	
Topics	Course Review and Celebration
Activity	
Readings & Assignments	

Section III: Academic Policies and Standards

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or

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amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

Student Learning & Development Objectives

CEA CAPA has identified Student Learning and Development Objectives (SLDOs) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration.

These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.