**PRE-ENGAGEMENT TRAINING**

**SUPPORT STUDENTS AND COMMUNITY PARTNERS: *Set mutually beneficial expectations***

   

Providing students (and partners) with some structured trainings before starting the engagement work is important; this guide is a collection of materials intended to help you plan class sessions specifically on service learning and community engagement and important related topics.

Even students who have taken community-engaged courses will need an orientation to the partner site and information about how your course’s specific engagement goals map on to academic content. This guide is meant to be a scaffolded resource: if you need a one-hour, simple pre-engagement training, it offers a number of tips and resources; or, if you want to incorporate community engagement lessons throughout your course it provides a number of options. For each of the 4 “lessons”, we’ve included: an overview, topics to consider covering, reading assignments to assign, an example of a linked reflection activity, and additional resources for you. However, these readings and topics can be mixed and matched to meet your specific curriculum plans as well.

If you only have time to dedicate one class session to engagement content, we suggest you: run a pre-engagement training in class or conduct a site-visit to your community engagement partner where you also go over the engagement goals and expectations.

**Lesson 1: Pre-engagement Training**

Including a pre-engagement training session for students and with partners will help set expectations, establish a shared set of guidelines for working together, and anticipate and collectively work through possible challenges.

**Topics (consider covering some or all of these, in a lecture or through readings):**

* What is service learning?
* What are non-traditional ways of knowing and how do we treat them equally to traditional (e.g. academic) ways of knowing?
* What is community engagement?
* Expectations for students in relation to the community-engagement work (e.g. communication with partner, final deliverable, weekly reflections)
* Information on effective cross-cultural/class communication and conflict resolution (see Guide to Conflict Resolution)
* Any base knowledge required
* Understanding and identifying community partner expectations
* SLS Learning Outcomes
* Reflection and evaluation
* If not covering these in a separate lesson, consider incorporating some of the material from the lessons on socioeconomic background and history and power and privilege (see lessons below) into your pre-training
* For those new to service learning, consider a guest lecture from Dr. Ruthie Yow, our Service Learning and Partnerships Specialist. You can reach Dr. Yow for more information at her email.

**Possible Reading Assignments:**

Arnstein, Sherry R.(1969) 'A Ladder Of Citizen Participation', Journal of the American Planning Association, 35: 4, 216 — 224, [http://www.participatorymethods.org/sites/participatorymethods.org/files/Arnstein%20ladder%201969.pdf](http://www.participatorymethods.org/sites/participatorymethods.org/files/Ar%09nstein%20ladder%201969.pdf)

Davis, A. (2006). What we don’t talk about when we don’t talk about service. In A. Davis & E. Lynn (Eds.), The Civically Engaged Reader. Chicago: Great Books Foundation.

Eby, John, "Why Service-Learning Is Bad" (1998). *Service Learning, General*. 27.  <http://digitalcommons.unomaha.edu/slceslgen/27>

Serve-Learn-Sustain, Georgia Tech, ["Big Ideas."](http://serve-learn-sustain.gatech.edu/big-ideas)

Selection from: Stoecker, Randy. *Liberating Service Learning and the Rest of Higher Education Civic Engagement*. Philadelphia, PA: Temple University Press, 2016.

**Reflection Activity:**

Ask students to write a 1-2-page reflection on their expectations (e.g. What do you expect to observe and learn during your community-engaged work? What assumptions do you have going in?)

See: Serve-Learn-Sustain’s [“Community Engagement Reflection” tool](http://serve-learn-sustain.gatech.edu/community-engagement-reflection) for additional pre-service reflection activity ideas.

**Additional Resources:**

Cress, Christine M., and David M. Donahue. *Democratic Dilemmas of Teaching Service-learning: Curricular Strategies for Success*. Sterling, VA: Stylus Pub, 2011.

Dolgon, Corey, Tania D. Mitchell, and Timothy K. Eatman. 2017. *The Cambridge Handbook of Service Learning and Community Engagement*. New York, NY: Cambridge University Press, 2017.

Haas Center for Public Service, Stanford, [Principles of Ethical and Effective Service](https://haas.stanford.edu/about/about-our-work/principles-ethical-and-effective-service).

Review [a syllabus from an introduction to Civic Engagement Course](http://www.uh.edu/honors/Programs-Minors/honors-minors-programs/Bonner-Leaders/civic-engagement-class.pdf)

**Lesson 2: Community Partner Orientation**

Orientations with partners are important, in helping to make students and partners feel more comfortable, and in establishing the partner as co-leader of the course. Talk with the partner beforehand to plan out this lesson but defer to them if they already have volunteer trainings they can tweak for your students.

Sometimes partners will say that an orientation won’t be necessary (possibly because of restrictions on their time); in these cases, we suggest that you insist on at least a short orientation—if necessary you can lead the session with just quick introductions/comments from the important contacts at the site. When partners are excited about leading an orientation, speak with them about the possible topics to cover and share any relevant readings you’ll be assigning or resources you’ve consulted.

**Topics:**

* An introduction to the organization and community/communities
* A structured conversation about the history of engagement with the community/organization and Georgia Tech/students
* Any relevant organizational policies, procedures, safety and workplace rules
* Discussion with the community organization about the goals and expectations for final projects
* Partner-led review of the logistical details—timeline, expected hours, plan, communication preferences, etc.
* Partner-led discussion about their expectations for professionalism (e.g. appropriate dress, cell phone usage, etc.).
* Structured conversation about power, privilege, and histories of oppression when community partner is comfortable leading or co-leading this conversation (some organizations are experienced in leading popular education or critical pedagogy on these topics)

**Possible Reading Assignments:**

Blouin, D.D., and E.M. Perry. "Whom Does Service Learning Really Serve? Community-Based Organizations' Perspectives on Service Learning." *Teaching Sociology.*37 (2009): 120-135 <http://nfjcl.depaul.edu/Resources/Blouin-PerryWhom%20Does%20Service%20Learning%20Really%20Serve.pdf>.

Selection from: Calderón, José Z. *Race, Poverty, and Social Justice: Multidisciplinary Perspectives through Service Learning*. Sterling, VA: Stylus, 2007.

Petri, Alexis. “Service-Learning from the Perspective of Community Organizations.” Journal of Public Scholarship in Higher Education, Volume 5, (2015). <https://jpshe.missouristate.edu/assets/missouricompact/Article-PetriFINAL_1.pdf>.

Worrall, L. "Asking the Community: A Case Study of Community Partner Perspectives". *Michigan Journal of Community Service Learning.*14, 1 (2007): 5-17. [http://nfjcl.depaul.edu/Resources/Worrall%20asking-the-community-a-case-study-of-community-partner.pdf](http://nfjcl.depaul.edu/Resources/Worrall%20asking-the-%09community-a-case-study-of-community-partner.pdf)

**Reflection Activity:**

Ask students to write a 1-2-page reflection on how they will make room for diverse ways of knowing and meaning making in their engagement. Alternatively, ask students to take photographs that represent diverse ways of knowing and write 1-2 sentences on each.

**Additional Resources:**

See the plays in Serve-Learn-Sustain, “Community-engaged Teaching Playbook.” (link).

Tryon, Elizabeth A., Amy Hilgendorf, and Randy Stoecker. 2009. *The Unheard Voices: Community Organizations and Service Learning*. Temple University.

**Lesson 3: Socio-economic and Historical Context**

**Topics:**

* Relevant local Atlanta histories/contexts
* History and socio-economic context of the specific community you’ll be working with
* Role of the university in larger structural conditions (e.g. university as gentrifier)
* Histories and anecdotes from your community partner about overall experiences with Georgia Tech (as a developer/educational institution/powerful institution) and from working with GT students—positive and negative experiences

**Possible Reading Assignments/Additional Resources:**

Serve-Learn-Sustain Resource, Course Materials Available: [ENGL 1101: "If Not Us Then Who?": Student Activism 1960-Present](http://serve-learn-sustain.gatech.edu/if-not-us-then-who), Fall 2015, Dr. Ruthie Yow

Emory has an excellent research guide on Atlanta with a diverse set of resources: <http://guides.main.library.emory.edu/c.php?g=50184&p=324551>

Neighborhood Nexus offers maps and demographic data in a user-friendly format, <http://neighborhoodnexus.org/>

**On the history of Atlanta:**

See Serve-Learn Sustain’s Case Studies for teaching toolkits on select topics: <http://serve-learn-sustain.gatech.edu/tool-category/case-study>

Bayor, Ronald H. *Race and the Shaping of Twentieth-Century Atlanta*. Chapel Hill, NC: University of North Carolina Press, 1996.

Brown-Nagin, Tomiko. *Courage to Dissent: Atlanta and the Long History of the Civil Rights Movement*. Oxford: Oxford University Press, 2011.

Immergluck, Daniel and Balan, Tharunya, “Sustainable for Whom? Green Urban Development, Environmental Gentrification, and the Atlanta Beltline,” Urban Geography (2017), 5.

Kruse, Kevin M. 2013. *White Flight: Atlanta and the Making of Modern Conservatism*. Princeton: Princeton University Press. <http://public.eblib.com/choice/publicfullrecord.aspx?p=1218572>.

Lands, LeeAnn. 2009. *The culture of property: race, class, and housing landscapes in Atlanta, 1880-1950*. Athens: University of Georgia Press. <http://site.ebrary.com/id/10493754>.

Monroe, Doug. “Where it all Went Wrong: If only we Could Undo the MARTA Compromise of 1971.” Atlanta Magazine, August 1, 2012. <http://www.atlantamagazine.com/great-reads/marta-tsplost-transportation/>

**On the role of the university:**

Democracy Collaborative, Anchor Institutions, <http://democracycollaborative.org/democracycollaborative/anchorinstitutions/Anchor%20Institutions>

Hodges, R. A. & Dubb, S. *The Road Half Traveled: University Engagement at a Crossroads.* East Lansing: Michigan State University Press, 2012.

Jackson, Laur M. “The Hypocrisy of Revitalization: Universities in Black Communities.” *The Atlantic*, December 15, 2014. [https://www.theatlantic.com/education/archive/2014/12/no-its-not-gentrification-its-something-else/383645/](https://www.theatlantic.com/education/archive/2014/12/no-its-not-%09gentrification-its-something-else/383645/).

J.D. Capelouto, “Georgia Tech Fraternity Under Investigation for Alleged Racial Harassment.” USA Today College, August 27, 2015, <http://college.usatoday.com/2015/08/27/georgia-tech-fraternity-under-investigation-for-alleged-racial-harrassment/>

Lowrey, Annie. “Take away Harvard’s Nonprofit Status,” *New York Magazine*, September 9, 2014, <http://nymag.com/daily/intelligencer/2014/09/take-away-harvards-nonprofit-status.html>

Perry, David C., and Wim Wiewel. 2005. *The University as Urban Developer: Case Studies and Analysis*. Cambridge, Mass: Lincoln Institute of Land Policy.

Vidal, John and Provost, Claire. “US Universities in Africa ‘land grab.’” *The Guardian*, June 11, 2011. <https://www.theguardian.com/world/2011/jun/08/us-universities-africa-land-grab>.

**Reflection Activity:**

Ask students to write a 1-2-page reflection on one of the following questions (or a related one): What is your understanding of how the socio-economic and historical context might shape your engagement work? How do you see the position of Georgia Tech (and other colleges/universities) in shaping communities and cities? Should their role change? If so, how?

**Lesson 4: Power and Privilege**

This lesson does not have to be created out of the box. There is a lot to cover in just one class and you can’t do it all. Consult your colleagues in social science fields who are experts in this area, teaching entire courses on related topics, and craft a lesson and set of readings that is appropriate for your discipline and students.

**Topics:**

* Intersectionality
* Relevant histories and socio-economic contexts (see lesson 3 above)
* Power differentials and dynamics
* Work across-class and culture
* Conflict resolution (see Guide to Conflict Resolution)

**Possible Reading/Viewing Assignments:**

Bonilla-Silva, Eduardo. *Racism Without Racists: Color-blind Racism and the Persistence of Racial Inequality in America*. Rowman and Littlefield, 2014.

Border Crossers, various resources and readings: <http://www.bordercrossers.org/what-we-do/>

Class Action, various resources on Class: <https://www.classaction.org/>

hooks, bell. *Outlaw culture: Resisting Representations*. New York: Routledge, 2008.

Johnson, Allan G. *Privilege, Power, and Difference*. New York: McGraw Hill Education, 2001.[http://csgenderstudies.weebly.com/uploads/2/0/2/1/20211125/johnson-powerprivdifference.pdf](http://csgenderstudies.weebly.com/uploads/2/0/2/1/20211125/johnson-%09powerprivdifference.pdf)

USF Urban Education & Social Justice, The Color of Fear Documentary Clips, <https://www.youtube.com/watch?v=AzLTyp0ZBx4>

The White Privilege Conference, “White Benefits Checklist.” <http://www.whiteprivilegeconference.com/resources/10-White-Benefits-Checklist.pdf>

**Reflection Activity:**

Ask students to write a 1-2-page personal response to one of the readings/vides/activities assigned. If you can take additional class time, consider doing an in-class activity and then ask students to write up a response to the experience. For activity ideas, see: [Campus Compact, “Intercultural Border Crossing, Power and Privilege."](https://compact.org/global-sl/gsl-tools-and-syllabi/reflection-intercultural-border-crossing-power-and-privilege/)

**Additional Resources:**

See tried and tested workshops on these topics. For example: The Rainbow Health Network’s “Practical Tools for Intersectional Workshops.” <http://www.oaith.ca/assets/files/Publications/Intersectionality/Practical-tools-intersectional-workshops.pdf>.

Consult your colleagues who teach entire courses on this topic to find the right set of readings, lecture and/or discussions for your content, for instance: <https://hts.gatech.edu/sites/default/files/syllabi/hts3008b.pdf>

Allen, Ricky Lee and Rossatto, César Augusto. “Does Critical Pedagogy Work with Privileged Students?” <http://files.eric.ed.gov/fulltext/EJ851035.pdf>

Berger, Michele Tracy, and Kathleen Guidroz. *The Intersectional Approach: Transforming the Academy through Race, Class, and Gender*. Chapel Hill: University of North Carolina Press, 2009.