



# **BUILDING COMMUNITY FOR SOCIAL CHANGE AND INCLUSIVE EXCELLENCE: CURRICULUM, OUTREACH, AND APPLIED RESEARCH**

Metro/Urban Institutions  
Friday, November 8, 2019  
9:00 a.m. – 10:15 a.m.

Kim Martin Long  
Roy Barnes

Pamela E. Scott-Johnson and Hengchun (Haley) Ye



# Creating Social Change through Curricular Revision: PhD Justice Studies

Kim Martin Long

University of New Orleans

Dean of the College of Liberal Arts, Education and Human Development

# What do I mean by “social change”?

- ▶ In sociology, this refers to the change in ways the social structure works, the rules for human behavior, or even value systems.
- ▶ Social change has borrowed from other disciplines, such as science (evolution) and linguistics (structuralism).
- ▶ Broadly speaking, social change is the change in **social relations**, how human beings interact with each other in society.



# Social Change and Curriculum

- ▶ For my purposes, social change refers to **positive** changes in behavior among people resulting in a **better quality of life** for those within society.
- ▶ In higher education, we can effect social change in a number of ways, as we have been presenting.
- ▶ Changing curriculum, developing new programs, and even altering pedagogy can bring about changes in attitudes and behaviors.

# New Orleans: A Social Change Laboratory

- ▶ The city of New Orleans, like many metropolitan areas of the US, faces multiple social challenges, such as crime, inequities in various forms, and poverty (perhaps the root of many others).
- ▶ Unlike many cities, however, New Orleans suffered a catastrophic event, the devastation caused by Hurricane Katrina, 2005.
- ▶ Katrina caused the city to go through a kind of reboot.
- ▶ Climate change has compounded the challenges in a city already struggling with historical racism, educational achievement gaps, and societal shifts.

## PhD in Justice Studies

- ▶ Beginning in the spring of 2018, many of us, led by the provost, began talking about a PhD in Justice Studies, a doctoral degree designed to study many of these social problems.
- ▶ We felt that no city more than New Orleans could provide a rich environment for getting to the roots of these inequities across many areas.
- ▶ We began talking with community partners and businesses about the demand for such a degree, one without a clear “career path.”
- ▶ As a result, we will be beginning, fall 2020, a PhD in Justice Studies

# Curriculum Overview

- ▶ The four (at least initial) tracks in the degree are
  - ▶ Social Justice
  - ▶ Criminal Justice
  - ▶ Educational Justice
  - ▶ Environment Justice

## Social Justice

- ▶ This track will allow students interested in studying various issues related to social justice to do a deep dive into them.
- ▶ These issues may include racism, sexism, xenophobia, poverty, gender issues, among others.
- ▶ Our strong master's in Sociology already has a number of students for whom this PhD will be attractive.
- ▶ With 9 four-year institutions in the city, we anticipate this track will be one of our most robust.



# Criminal Justice

- ▶ With Louisiana claiming the dubious distinction of having the most incarcerated individuals per capita in the nation (719 per 100K, 2017), and with New Orleans leading all other cities by a landslide, this track is greatly needed.
- ▶ The University of New Orleans already has an MPA program that educates a large number of law enforcement officers, and many of them want to continue their education.
- ▶ We expect that our degree will attract a diverse group of individuals from the law enforcement community, from different political perspectives. We see this as a good thing.

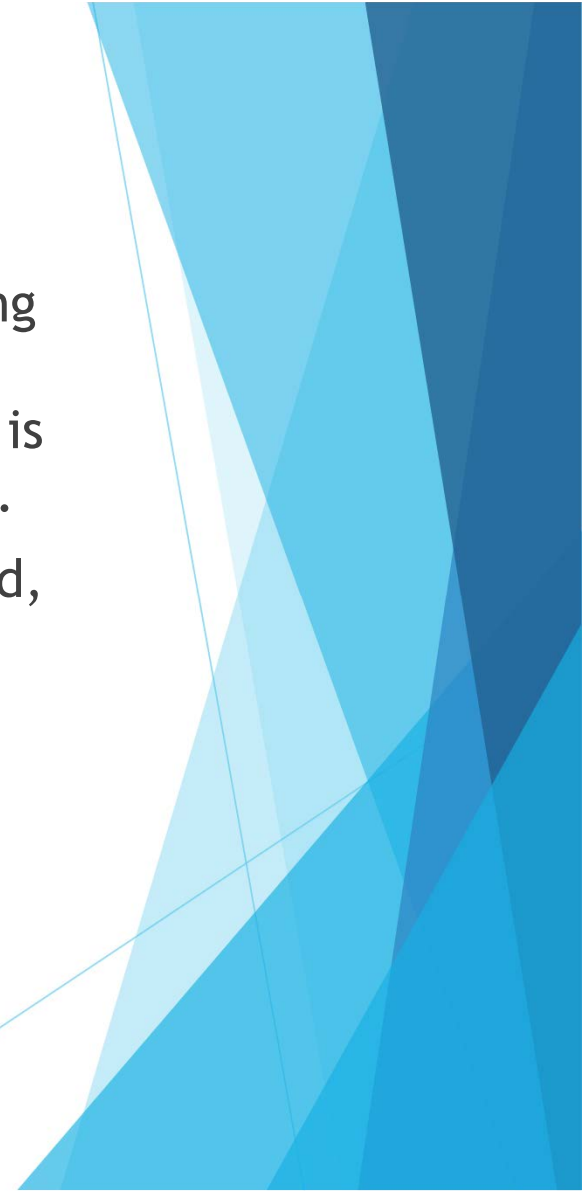
# Educational Justice

- ▶ New Orleans is the only major city without a traditional school district. All of the public schools in New Orleans are charter schools.
- ▶ This “wild west” environment, which came along after “the storm,” has created disparities among schools.
- ▶ Some charters are highly selective, with waiting lists above 1500, while others are struggling to survive (what some call “failing schools”).
- ▶ Issues also of access, disabilities education, teacher burnout and turnover, and funding are topics that need serious study, especially in the city’s context.



# Environmental Justice

- ▶ Given the damage still being repaired from Katrina, along with the coastal location, the Mississippi River, Lake Ponchartrain, and the swamps and bayous, New Orleans is losing coastline at alarming rates due to climate change.
- ▶ Other environmental changes, natural and human-caused, impact people differently.
- ▶ Inequities exist related to how the environment is changing people's lives.
- ▶ Issues such as gentrification, policies that affect low-income homeowners, etc., relate to this area.



# PhD Justice Studies—Some Logistical Details

- ▶ This new degree will allow students to focus on theoretical or applied research related to one of the focus tracks.
- ▶ It will use mostly existing coursework in an interdisciplinary way, making the most of our resources across campus.
- ▶ It will reside in our new School, to come on board at the same time, Cultural, Urban, and Public Affairs. (We already have a PhD in Planning and Urban Studies.)
- ▶ We still have many issues to resolve before it begins, but we are excited about the possibilities of contributing to **social change**.



# Place-Based Education as Community Engagement

Roy Barnes

Associate Dean

College of Arts and Sciences

University of Michigan-Flint

# Place-based Education Pedagogy



a “process of using local community and the environment...



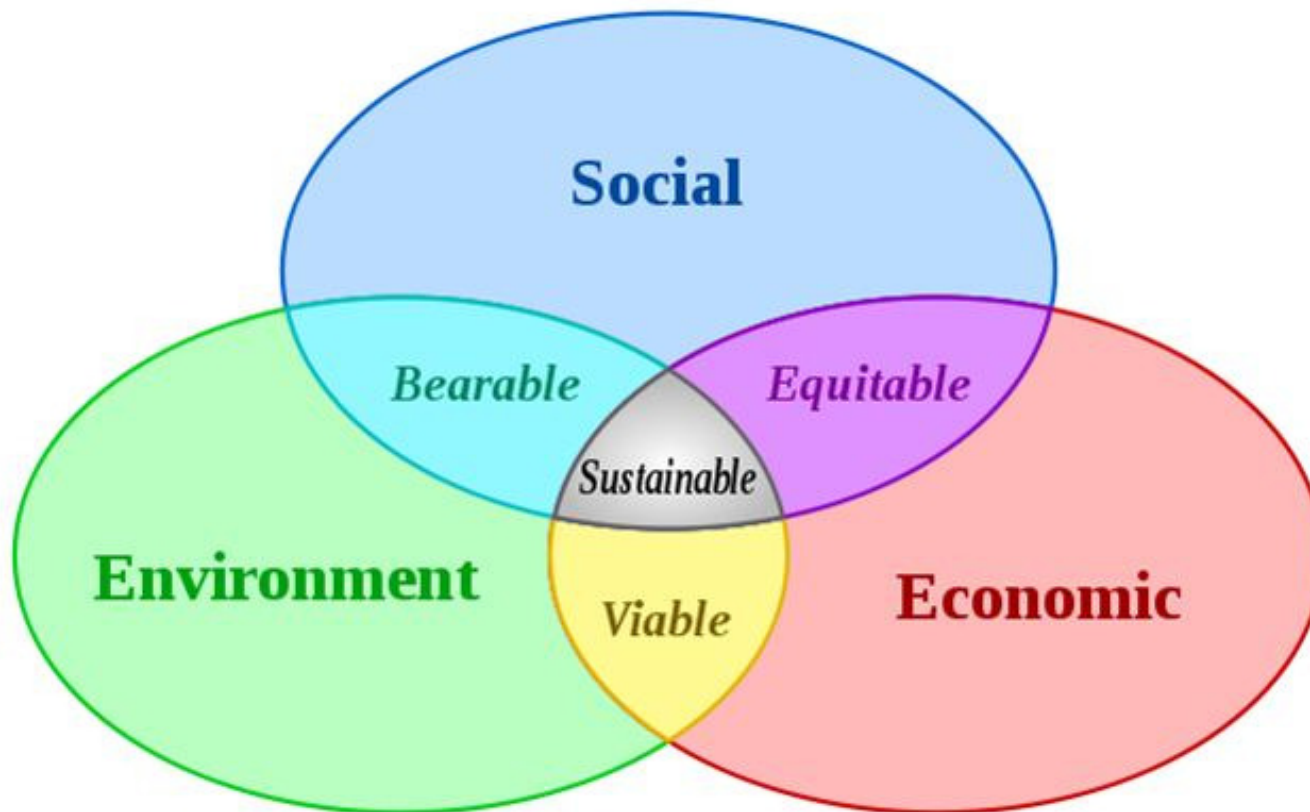
# Place-based Education Pedagogy



“... as a starting point to teach concepts in language arts, mathematics, social studies, science, and other subjects across the curriculum.”



# Discovering Place: A Larger Conceptual Framework





# Discovering Place



## Lake Superior Stewardship Initiative

Western Upper Peninsula Center for Science, Mathematics and Environmental Education

## Upper Great Lakes Stewardship Initiative

Central Lake Superior Watershed Partnership

## Grand Traverse Stewardship Initiative

Grand Traverse Conservation District

## Northeast Michigan Great Lakes Stewardship Initiative

Community Foundation for Northeast Michigan

## West Michigan Great Lakes Stewardship Initiative

Muskegon Area Intermediate School District

## Discovering PLACE

University of Michigan-Flint

## Groundswell

Grand Valley State University

## GRAND Learning Network

Michigan State University

## Southeast Michigan Stewardship Coalition

Eastern Michigan University

*Discovering PLACE*

# Part of a State-Wide Initiative



**50,000** students  
**938** teachers  
**215** schools



# To Recap the Principles of PBE



## Foundation

- Inquiry-based Learning
- Project-based Learning

## Plus ....

- Academic Service Learning / Civic Engagement

ALL IN A LOCAL CONTEXT  
“PLACE”



Which emphasizes hands-on, real-world learning experiences



# Two Stories from Flint Southwestern Academy



## Vernal Pool Restoration



## Secondary Education Certification & Mott- Warsh Gallery Partnership

April 25

Mott-Warsh Gallery  
815 S. Saginaw St.

5:15 p.m.



Stephanie James  
Director, Curator, &  
Collection Educator  
Mott-Warsh Gallery



Suzanne Knight, Ph.D.  
Associate Professor  
of English  
UM-Flint

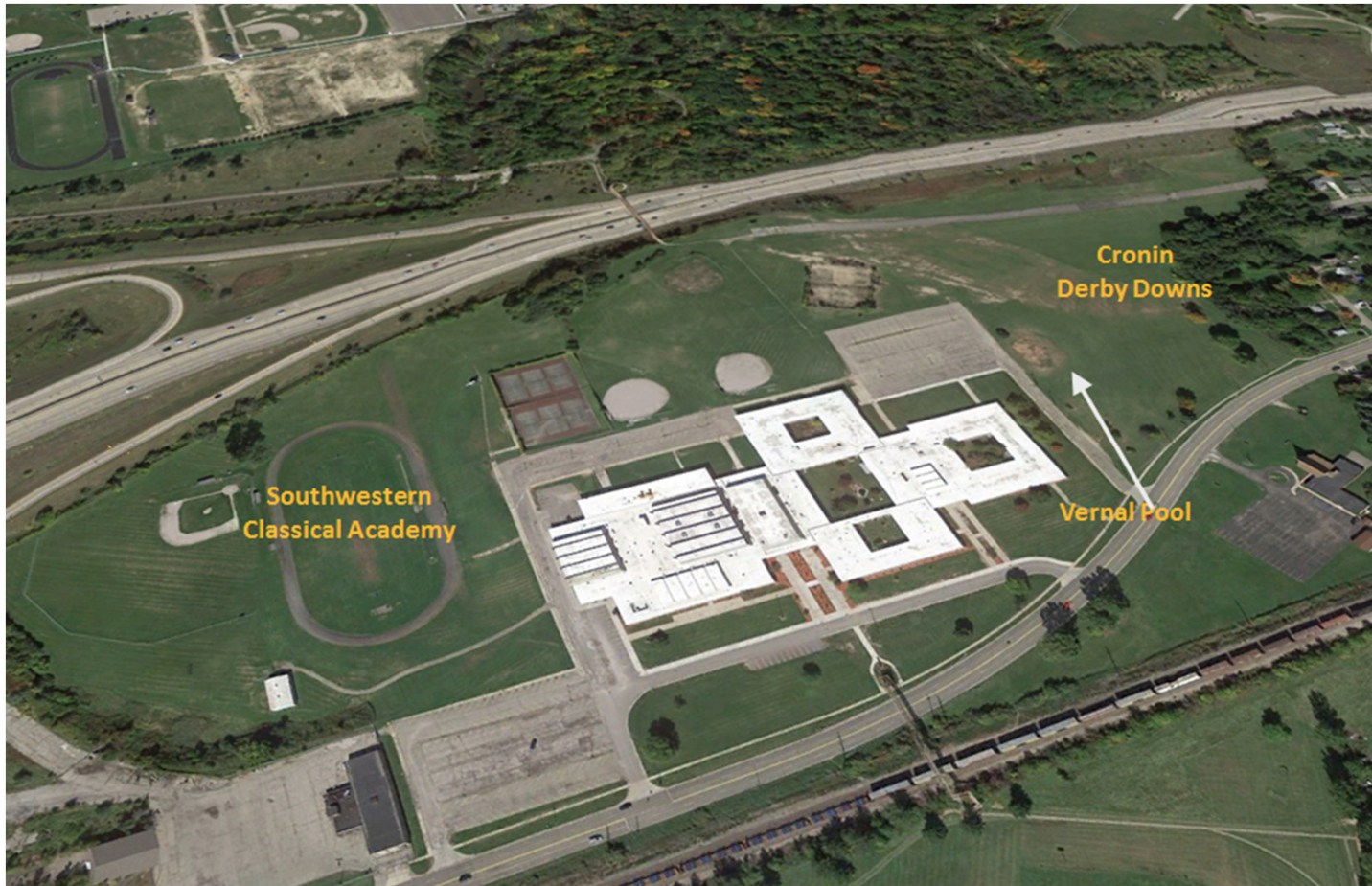


Gina Morris-Cicalo  
English Language  
Arts Teacher  
Flint Southwestern



Jordan Barnett  
Secondary Art  
Education Major  
UM-Flint

# Southwestern Classical Academy



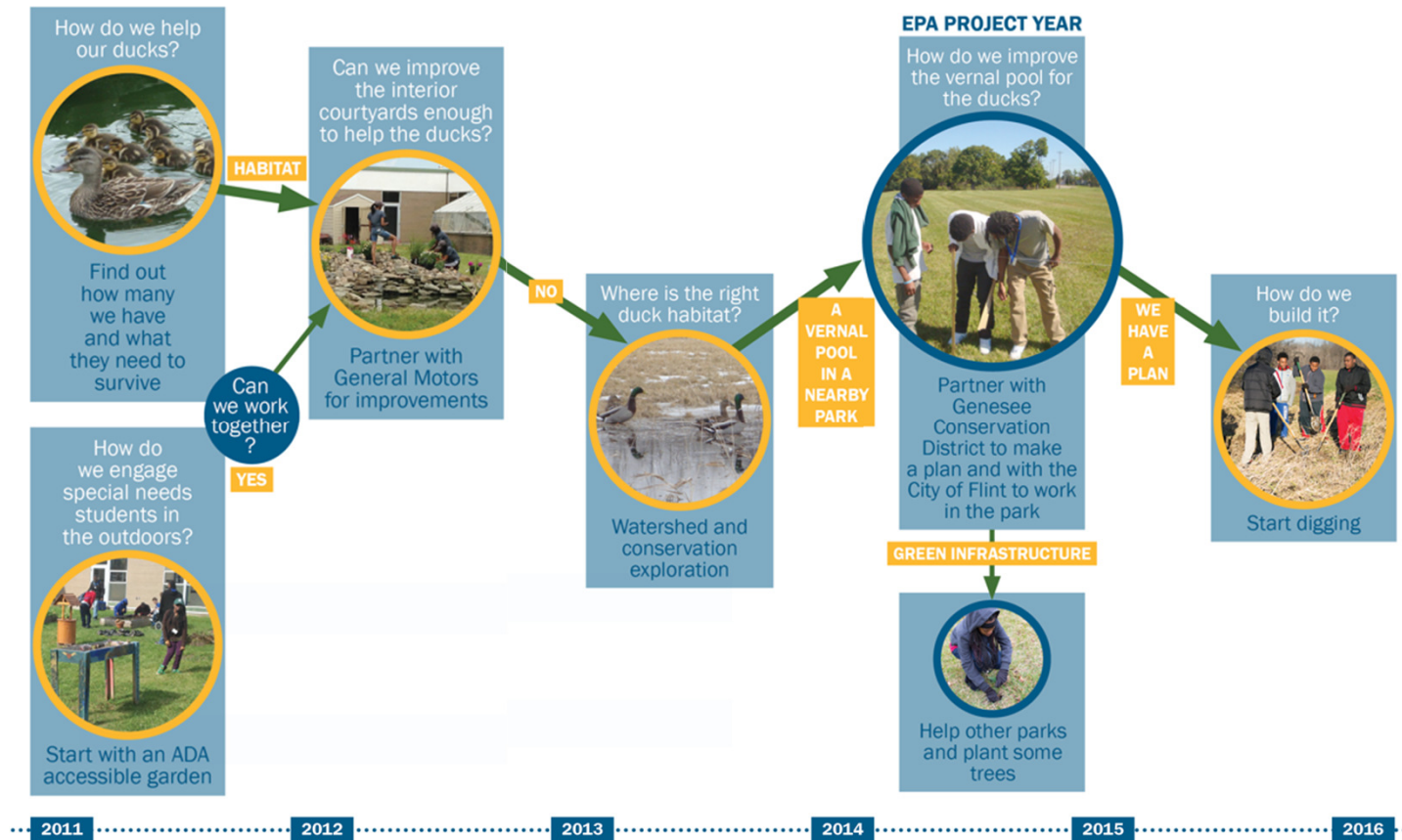


# Southwestern Classical Academy



The Beginning - FALL 2016

# Vernal Pool Restoration: 2011-2016



# Post excavation: vernal pool and spillway





# Secondary Education Certification



**LLE  
2.0**

**HUMANIZING  
EDUCATION**

April 25

Mott-Warsh Gallery  
815 S. Saginaw St.

5:15 p.m.



Stephanie James  
Director, Curator, &  
Collection Educator  
Mott-Warsh Gallery



Suzanne Knight, Ph.D.  
Associate Professor  
of English  
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Gina Morris-Cicalo  
English Language  
Arts Teacher  
Flint Southwestern



Jordan Barnett  
Secondary Art  
Education Major  
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# Secondary Education Certification: Place



# Secondary Education Certification: Project





# Secondary Education Certification: Outcomes



# And as we meet...



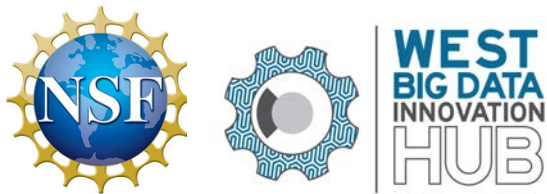
**PLACE-BASED  
EDUCATION  
CONFERENCE**

Building Strong &  
Transformative Communities  
Together

**NOVEMBER 7-9, 2019**  
FLINT, MICHIGAN

[placebasedconference.org](http://placebasedconference.org)





# IMPACTING LOS ANGELES THROUGH BIG DATA

Pamela E. Scott-Johnson, Dean

Haley Ye, Associate Dean (Presenter)

California State University Los Angeles

College of Natural and Social Sciences

Los Angeles, CA 91106



# IMPACTING THE ECONOMIC AND SOCIAL FABRIC OF LOS ANGELES

NSF project: Big Data Spokes: Big  
Data to Promote Community  
Learning and Impact



Principal  
Investigators

Pamela E. Scott-Johnson  
Haley Ye  
Rene Vellanoweth



Cal State LA  
Team

Jessica Bodoh-Creed (Project  
Manager)  
Preston Mills (Liaison for Cal  
State LA and the City of Los  
Angeles)



Community  
Partners

Phyllis Owens (Program  
Manager)  
Ravi Shah (Operations)

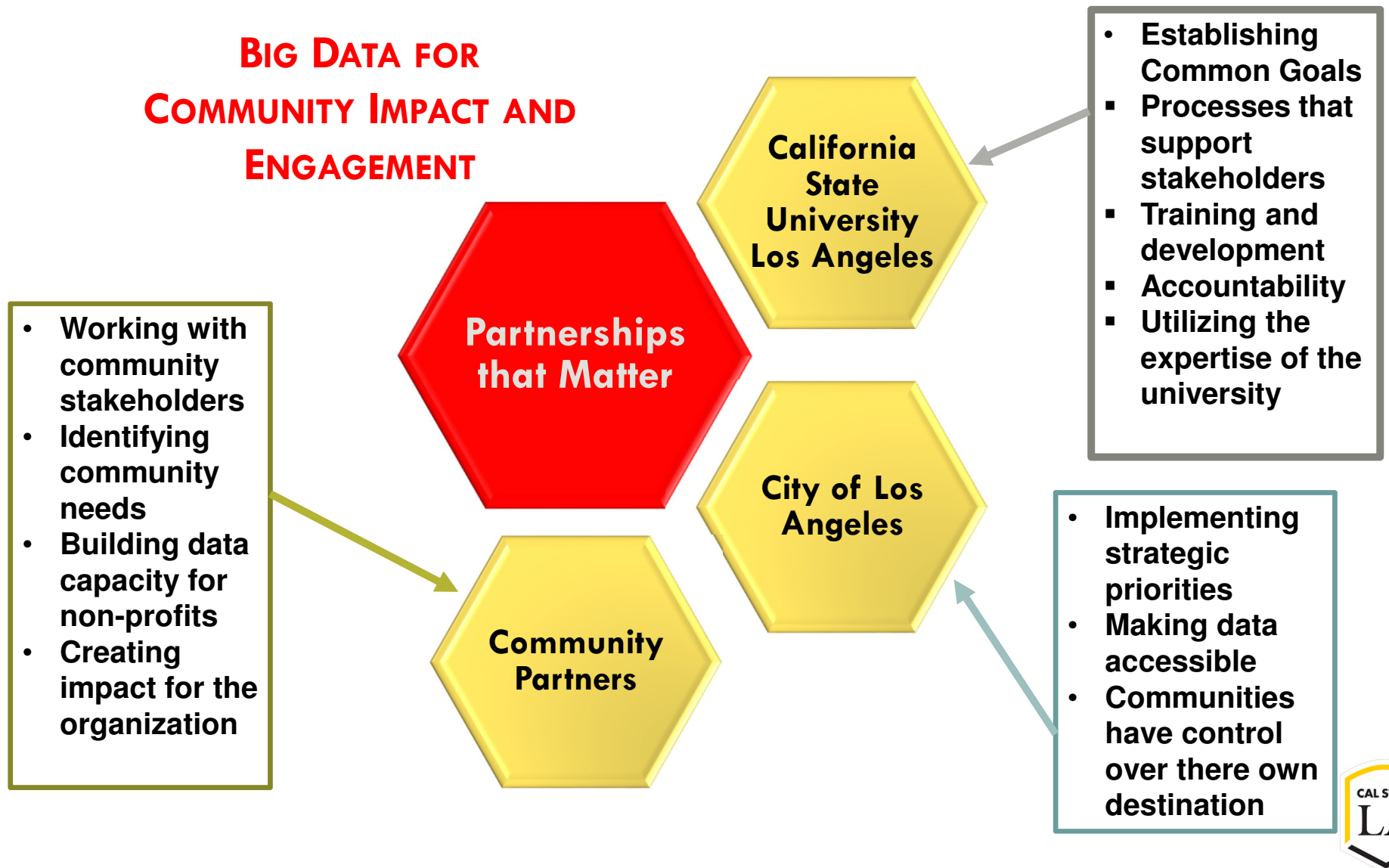


City of  
Los Angeles

Sari Ladin Sienne (Chief Data  
Officer)



## **BIG DATA FOR COMMUNITY IMPACT AND ENGAGEMENT**





# OPEN DATA SOURCES



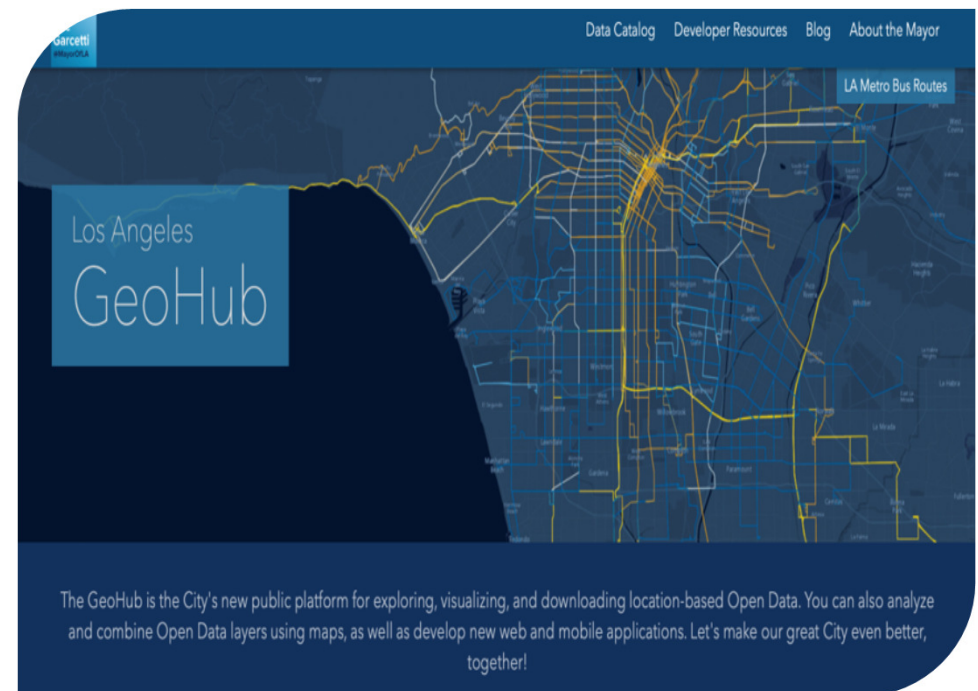
## ArcGIS and ESRI

### Data and Mapping

- <http://geohub.lacity.org>
- <https://lahub.maps.arcgis.com/home/index.html>

### Open Data

- <https://data.lacity.org/>



# THE GOALS



- Increase students' quantitative reasoning skills by providing culturally relevant investigative opportunities
- Provide new opportunities to influence curriculum and future career-readiness of students
- Build and increase capacity for non-profit organizations to manage and use information (i.e., data)
- Utilize the City of Los Angeles' open data portals to address and implement the strategic priorities of the city
- Offer additional and innovative options for faculty research through technology



# CAL STATE LA: ANCHOR INSTITUTION



Impacting the economic outcomes of the city and region through strategic partnerships

Supporting the impact of non-profits as a proxy for supporting our students' interests and commitment to their families and communities



# FLOW OF PROJECT



## Course Infusions/Re-design

- Spring 2019: 5 major courses with 104 students, working with 28 nonprofits, 41 team projects (Social sciences, Anthropology, Geography)
- Fall 2019: 4 sections of Introduction to Higher Education course with 99 students (introduce freshman with data and data project)
- Spring 2020: 6 course with an estimated enrollment of 200 students (Business, Arts, Education, Sociology)

## Internships for Students

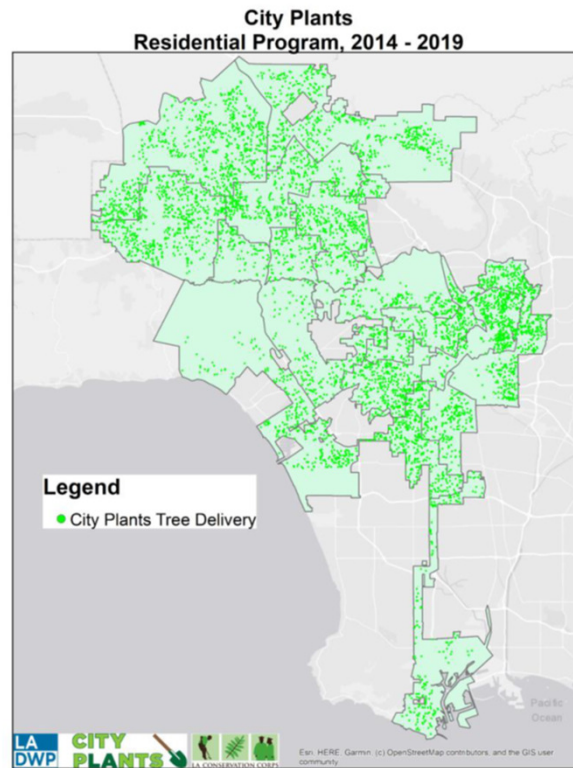
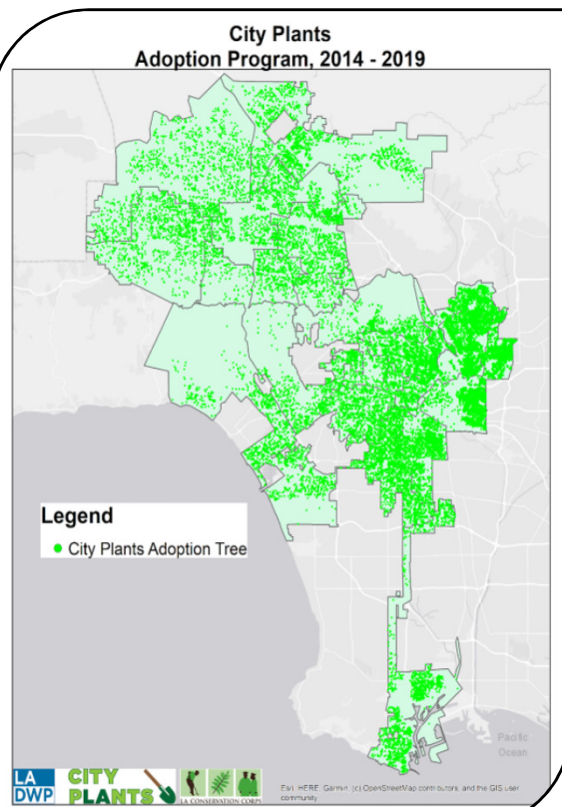
- Social Equity-Engaged geo-Data Scholars (SEEDS) are chosen for paid data internships with non-profits that participated in the Spring
- 2019 summer: 7 SEEDS working for 7 Non-Profits worked more than 1,440 hours on their projects





# EXAMPLE OF A SEED SCHOLAR PROJECT: CITY PLANTS

## Greening Los Angeles: Mapping City Plants' Impact & Establishing a Database By Alfredo Estrada (first gen, low income, Hispanic male, Sophomore)

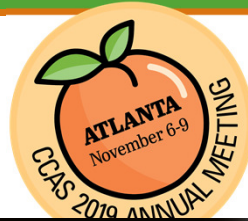


- Re-structured over 100K excel data entries and mapped the different types of data
- Trained nonprofit for efficient data and mapping update structure



## Another Example of SEEDS project with LARRP (the Los Angeles Regional Reentry Partnership)

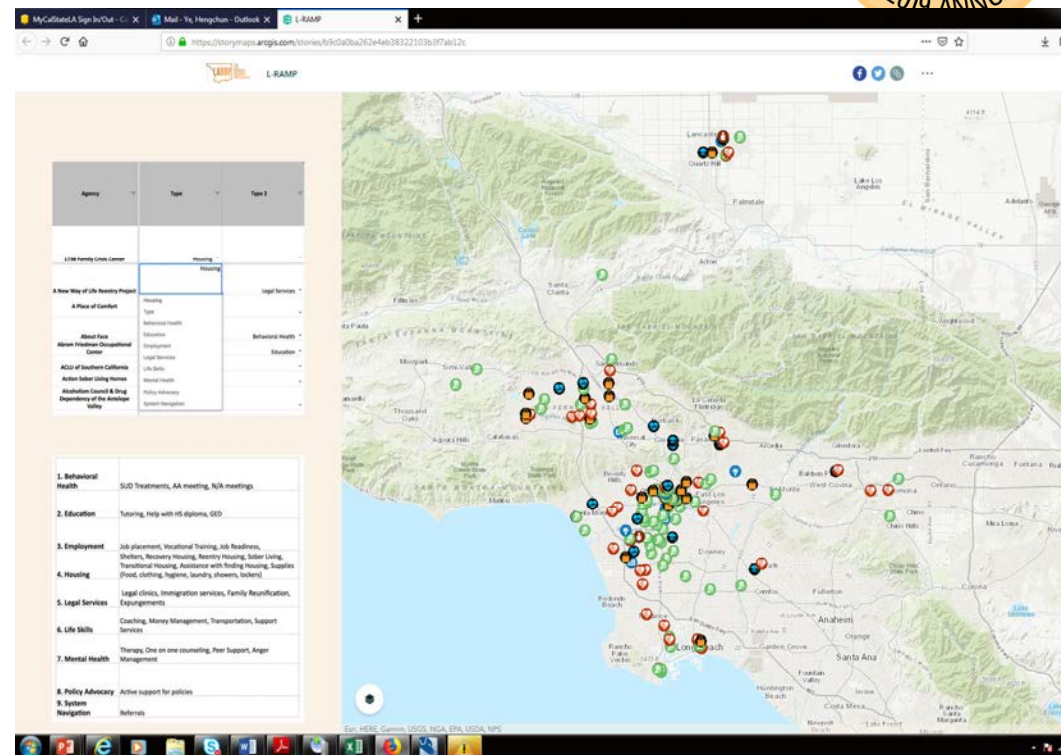
## Develop L-RAMP: An Interactive Map of Collection Assets and Resources for the Reentry Community by Takouhi Tarkhanyan (immigrant, first gen, junior)



LARRP is the only countywide network of reentry focused non-profit organizations, public agencies, and advocates that works to ensure that our reentry system meets the needs of our agencies, communities, and the people we serve. However, resources are scattered among various agencies and providers, and they do not have an efficient way of communicating and resource finding.

Goal: What can we develop to provide a more efficient way of finding resources?

This helped LARRP to secure a LA County 211 grant recently and Takouhi Tarkhanyan has been hired as a part time employee while finishing school



THANK YOU!



## Contact Us

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