

HHS 376 - Race, Class, and Health Equity:  
Examining Systems, Power, and Institutions in Society

Final Project (45% of grade in course)

**POWER ANALYSIS**

***“How did race shape the development of the organizational system?”***

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**Purpose of Assignment**

- Addressing Student Learning Outcomes 5 & 6
  - Conduct a power analysis that examines how explicit and subtle ways that racialized patterns in American culture, policies, and practices currently (a) permeate political, economic, and social structures and (b) impact inequitable outcomes in education, wealth, health, and life expectancy
  - Apply an anti-racism framework to HHS disciplines and a local organization (related to your specific discipline) to identify and consider ways of addressing power, privilege, and oppression at the institutional and community levels with the goal of enhancing equity in outcomes for all.

<b>Assignment Parts</b>	<b>Percentage</b>	<b>Grade</b>
Bibliography #1	35%	Group Grade
Bibliography #2	40%	Group + Individual Grade
Final Oral Presentation and 1-page summary	25%	Individual Grade <b>(Only those who participated in 1.5 - 2 days of training can participate in this part of the assignment)</b>
	100%	

**Local Systems that influence Health Equity to Consider Analyzing in Greensboro**

- Education (High Schools and/or Colleges)
- Local Churches
- Neighborhoods / Housing

- Banks

### **Group Roles and Group Assignments:**

We will be using groups or teams to complete a few assignments. Students are asked to familiarize themselves with the various roles needed for effective group work. We can use the example of roles established using the POGIL Method:

- Manager or Facilitator: Manages the group – keeping group on task, scheduling meetings (if needed), and making sure everyone has an opportunity to participate.
- Recorder: Keeps a record of what is being said and completed – records critical findings and points.
- Spokesperson or Presenter: Presents ideas on behalf of the group to the rest of the class, using the notes recorded by the recorder.
- Reflector or Analyst: Observes dynamics and builds consensus from the group discussion.
- Fact Checker: Double - checks group's findings with course materials and other resources.

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Overview of Bibliographies <<https://guides.library.cornell.edu/annotatedbibliography>>

An **annotated bibliography** is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.

#### **Annotations vs. Abstracts**

Abstracts are the purely descriptive summaries often found at the beginning of scholarly journal articles or in periodical indexes. Annotations are descriptive and critical; they may describe the author's point of view, authority, or clarity and appropriateness of expression.

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### **Assignment Instructions**

#### **Bibliography #1 (due Friday, March 19th)**

**Create a table of 10 sources, including annotated bibliography on each source, to answer this questions:**

- **How does racial differences show-up in your organizational system today?** (data or stories from the last 5 years)

**Bibliography #2 (due Friday, April 6th)**

Create a table of 10 sources, including annotated bibliography on each source, to answer this questions:

- **What caused those racial differences in your organizational system?** (data or examples / evidence from causes of differences from more than 50 years ago)

Answer a survey that provides a self-evaluation of your contributions, and an evaluation of your group members' contributions to Bibliographies #1 and #2.

	<b>Date of Publication</b>	<b>Author</b>	<b>Title of Article</b>	<b>Title of Journal or Webpage</b>	<b>Volume, Issue, Pgs.</b>	<b>Brief Summary of Article (150 words max)</b>
1						
2						
3						
...						
10						

**Power Analysis (Due April 21st)**

Create and deliver a (1) group presentation (7-10 minutes) and (2) 1-page summary (infographic) that walks through a comprehensive racial analysis of your organizational system. Your goal is to answer the question, "*How did race shape the development of the organizational system?*"

The following descriptions should be included:

1. Description of your organization system; identifying gatekeeper roles
2. Summary of current racial differences in your organizational system
3. Summary of historical causes for those differences
4. Description of how race shaped the development of your organizational system, and where there are areas for systemic changes to occur