

Lecture: Monday 11:00am - 1:40pm, Hayes 402
Instructor: Rob Silverman
Office: Hayes 329
Office Hours: Monday and Friday 2:00pm – 3:00pm (and by appointment)
Phone: (716) 829-5882
E-Mail: rms35@buffalo.edu

The Course:

The study of housing and community development encompasses issues related to: neighborhood planning, citizen participation, grassroots organizing, housing policy, economic development, social welfare, public safety, health, education, recreation, the environment and other aspects of community life. During the semester these issues will be examined in relation to institutional constraints in US cities. The course applies a critical framework to the examination of housing and community development systems in the US, focusing on historic patterns of discrimination and societal inequality that have been reinforced and perpetuated through urban social institutions. A substantial portion of the semester will focus on how institutions shape: housing systems, public schools, and mega-projects. Course content and activities include: readings, lectures, discussions, and applies analysis.

As we explore linkages between community development and urban institutions, you should maintain a holistic view and remain conscious of how each dimension interacts with others. In addition to examining substantive issues in community development, this course focuses on critical thinking.

During the semester we will discuss the assigned readings and do other activities. Everyone should be prepared to participate on a weekly basis.

If you have any questions during the semester, bring them to my attention. I will be available during office hours and by appointment. Also, you may contact me using e-mail.

Course Objective:

The course objectives for END406 / URP606 are listed below. The course assignments will be used to assess students' knowledge of the course objectives. Course assignments that assess specific course objectives are identified in the course requirements section of this syllabus.

Course Objective 1: Increase awareness of how historical and contemporaneous patterns of race, class, gender and other forms of inequality influence the structure, implementation and effectiveness of housing and community development policy in the United States.

Course Objective 2: Develop relevant writing, analytic, presentation and graphic skills to apply course object 1 to planning analysis, practice, and advocacy.

Required Text and Required Reserve Readings:

The required texts are available at the University Medical Bookstore and are part of the e-books collection on the UB libraries website:

- 1) Goldsmith, W.W. (2016). *Saving our cities: A progressive plan to transform urban America*. New York: Rutledge.
- 2) Other Required Readings are available on UBLearn.

Course Requirements [each is designed to meet course objectives 1 & 2]:

Revitalizing Inner-Ring Suburbs Essay: On **February 12** the revitalizing inner-ring suburbs essay will be discussed. This is an individual assignment for students enrolled in END406 and URP606. The assignment is due on **February 26**.

Picture of Subsidized Housing Assignment: On **February 26** the picture of subsidized housing assignment will be discussed. This is a group assignment for students enrolled in END406 and an individual assignment for students enrolled in URP606. Each group/student will be assigned a subsidized property to examine, create a PowerPoint, and present a virtual summary of the findings from the analysis. Students will also participate in an online peer assessment of the work submitted. The assignment is due on **April 2**. Post a peer assessment to the discussion board by 11am on **April 9**.

Housing and Community Development Poster: On **April 9** the housing and community development poster assignment will be discussed. This is a group assignment. The assignment is due on **May 7**.

Simulations:

On **March 26** students will participate in the first simulation. On **April 30** students will participate in a second simulation. Preparatory materials for the simulations will be available in the UBLearn assignment folder on **March 12** (simulation 1) and **April 16** (simulation 2).

Discussion Boards:

Students will contribute to two discussion boards (DBs): **DB1 due March 12** and **DB2 due April 16**. Discussion board will open one week before the due dates listed in the syllabus.

Critical Essay:

PhD students enrolled in the course will write a critical essay (8 pages / 2000-2500 words). The Critical Essay is due on **May 7**. It will discuss how to rectify housing and community development policy under the two governance models described in the following books:

Greer, S.A. (1962). *Governing the metropolis*. New York: John Wiley and Son.

Kotler, M. (1969). *Neighborhood government: The local foundations of political life*. Indianapolis: Bobbs-Merrill Co.

Grading Policy: Your grade will be based on the following:

ASSIGNMENT	END406	URP606 (MUP)	URP606 (PHD)
Opportunity Neighborhood Essay	30pts	30pts	30pts
Picture of Subsidized Housing Assignment	30pts	30pts	30pts
Poster	20pts	20pts	20pts
Simulations	12pts	12pts	12pts
Discussion Boards	8pts	8pts	8pts
Critical Essay	--	--	20pts
TOTAL POINTS POSSIBLE	100pts	100pts	120pts

Grading Scales:

Undergraduate Grading Scale (END406)

GRADE	A	A-	B+	B	B-	C+	C	C-	D+	D	F
PERCENT	96-100	90-95.99	87-89.99	84-86.99	80-83.99	77-79.99	74-76.99	70-73.99	67-69.99	66-60.99	0-59.99

Graduate Grading Scale (URP606)

GRADE	A	A-	B+	B	B-	C+	C	D	F
PERCENT	96-100	90-95.99	87-89.99	84-86.99	80-83.99	77-79.99	70-76.99	60-69.99	0-59.99

Academic Integrity:

Students are expected to approach the course with seriousness and integrity. It is important to complete assignments on time, attend class regularly, and foster a collegial learning environment. Plagiarism and other instances of academic misconduct will result in a failing grade on a respective assignment, exam, or paper. Students should refer to the *University at Buffalo Undergraduate Catalog* and the *University at Buffalo Graduate Catalog* for clarification on the University's policies and procedures.

Accommodations for Disabilities:

If you have a disability (physical, learning, or psychological) that impacts your course work please contact the Accessibility Resources Office (ARO), 60 Capen Hall, (716) 645-2608. ARO will provide you with information and review appropriate arrangements for reasonable accommodation (such as recruiting note-takers, readers, or extended time on assignments). You must bring requests for accommodations for a disability to the professor's attention within the first two weeks of class.

Writing Centers:

The University at Buffalo has a number of writing center where students can get assistance with essays, term papers, and thesis projects. Students should contact one of the following if they would like to access these campus resources:

- Undergraduate students can go to the Center for Excellence in Writing for assistance. It is located at 209 Baldy Hall, Email: writing@buffalo.edu; <http://writing.buffalo.edu/>,

- Graduate students can contact the Graduate Student Association (GSA) about their Editorial Assistance Program. For information about this program go to the GSA office in 310 Student Union, (716) 645-2960; gsaedit@buffalo.edu; <https://ubgsaedit.wixsite.com/gsa-editorial> ,
- International students can contact the English Language Institute. The English Language Institute is located at 320 Baldy Hall; (716) 645-2077; elibuffalo@buffalo.edu; <http://www.buffalo.edu/english-language-institute.html> .

READINGS AND ASSIGNMENTS

January 29: Introduction to the Course

February 5: Race, Segregation and Urban Inequality

Assigned Readings END406 & URP606:

- Goldsmith: Introduction (Looking Upstream) and Ch 1
- Blauner, R. (1969). Internal Colonialism and Ghetto Revolt, *Social Problems*, 16(4): 393-408.
- Pinderhughes, C. (2011). Toward a new theory of internal colonialism. *Socialism and Democracy*, 25(1): 235-256.

Additional Assigned Readings URP606:

- Seamster, L. (2015). The white city: Race and Urban Politics. *Sociological Compass*, 9(12): 1049-1065.

February 12: US Affordable Housing Policy

Assigned Readings END406 & URP606:

- Goldsmith: Ch 2
- Landis, J.D. and McClure, K. (2010). Rethinking federal housing policy. *Journal of the American Planning Association*, 76(3): 319-347.
- National Low Income Housing Coalition. (2016). *The gap: The affordable housing gap analysis 2016*. Washington, DC: National Low Income Housing Coalition.

Additional Assigned Readings URP606:

- Popkin, S.J. (2016). The future of housing in America: *A comparison of the United Kingdom and the United States model for affordable housing*. Washington DC: US House of Representatives Committee on Financial Services.

Other Activities:

- Revitalizing Inner-Ring Suburbs Essay discussed

February 19: Clarkson Visiting Lecturer Week, Ann Forsyth Clarkson Chair – No Class

Assigned Readings for END406 & URP606:

- Goldsmith (conclusion, pp. 215-228)
- Forsyth, A. (2012). Defining Suburbs. *Journal of Planning Literature*, 27(3): 270-281.
- Harris, R. (2015). Using Toronto to explore three suburban stereotypes, and vice versa. *Environment and Planning A*, 47: 30-49.
- Vicino, T.A. (2008). The quest to confront suburban decline: Political realities and lessons. *Urban Affairs Review*, 43(4): 553-581.

Other Activities:

- Attend Clarkson lecture on February 21

February 26: Fair Housing Policy***Assigned Readings END406 & URP606:***

- “Inclusionary housing and fair housing”, by Dennis Keating, pp. 143-156 in *Fair and Affordable Housing in the US* (Ebook in UBLibraries and on the UBLearns site)
- Menendian, S. (2017). Affirmatively furthering fair housing: A reckoning with government-sponsored segregation in the 21st Century. *National Civic Review*, Fall: 20-27.
- Silverman, R.M. and Patterson, K.L. (2012). The four horsemen of the fair housing apocalypse: A critique of fair housing policy in the USA. *Critical Sociology*, 38(1): 123-140.

Other Activities:

- Revitalizing Inner-Ring Suburbs Essay Due
- Picture of Subsidized Housing Assignment Discussed

March 5: Nonprofit Housing Systems***Assigned Readings END406 & URP606:***

- Adams Ch. 4. **Reserve**
- Frisch, M. and Servon, L.J. (2006). CDCs and the changing context for urban community development: A review of the field and the environment. *Community Development*, 37(4): 88-108.

Additional Assigned Readings URP606:

- Fyall, R. (2016). The power of nonprofits: Mechanisms for nonprofit policy influence. *Public Administration Review*, 76(6): 938-948.
- Varady, D., Klienhas, R. and van Ham, M. (2015). The potential of community entrepreneurship for neighbourhood revitalization in the United Kingdom and the United States. *Journal of Community Enterprising Communities: People and Places in the Global Economy*, 9(3), 253-276.

Other Activities

- Watch the film, *Holding Ground: The Rebirth of Dudley Street* (available on Kanopy Streaming Video on the UB library website)
- Discussion board 1 Opens

March 12: Mega-Projects and Anchor Institutions***Assigned Readings END406 & URP606:***

- Birch, E.L. (2009). Downtown in the “New American City.” *The ANNALS of the American Academy of Political and Social Science*, 626: 134-153.
- Bornstein, L. (2010). Mega-projects, city-building and community benefits. *City, Culture and Society*, 1(4): 199-206.
- Florida, R. (2016). Hip, cool & unaffordable: The double-edged sword of big city living. *alternativesjournal.ca*, 42(2): 42-46.
- Parks, V. and Warren, D. (2009). The politics and practice of economic justice: Community benefits agreements as tactic of the new accountable development movement. *Journal of Community Practice*, 17: 88-106.
- “Anchor driven redevelopment in a very weak market: The case of Midtown, Detroit”, by Avis C. Vidal, pp. 54-70 in *Schools and Urban Revitalization* (Ebook in UBLibraries and on the UBLearns site)

Other Activities:

- Discussion board 1 due by 11am

March 19: SPRING BREAK – NO CLASS**March 26: Simulation 1**

April 2: Picture of Subsidized Housing Assignment Due -NO CLASS***Other Activities:***

- Peer assessment of Picture of Subsidized Housing Assignment (due on the discussion board by 11am on April 9)

April 9: Education Finance and School-Community Organizing***Assigned Readings END406 & URP606:***

- Goldsmith Ch 3&4
- Silvean, R.M. (2011). How unwavering is support for the local property tax?: Voting on school district budgets in New York, 2003-2010. *Journal of Education Finance*, 36(3): 294-311.
- Silverman, R.M. (2014). Urban, suburban and rural contexts of school districts and neighborhood revitalization strategies: Rediscovering equity in education policy and urban planning. *Leadership and Policy in Schools*, 13(1): 3-27.
- Rhodes, A. and Warkentien, S. (2017). Unwrapping the suburban “package deal”: Race, class, and school access. *American Education Research Journal*, 54(1S): 168S-189S.

Assigned Readings URP606:

- “Building schools and community connections: Outreach and activism for new schools in southeast Los Angeles”, by Greta Kirchenbaum Brownlow, pp. 185-203 in *Schools and Urban Revitalization* (Ebook in UBlibraries and on the UBLeans site)

Other Activities

- Watch the film, *American Teacher* (available on Kanopy Streaming Video on the UB library website)
- Discussion Board 2 Opens
- Picture of Subsidized Housing Peer Assessment Due on the Discussion Board
- Housing and Community Development Poster Discussed

April 16: School Choice and Education Reform***Assigned Readings END406 & URP606:***

- Silverman, R.M. (2012). The nonprofitization of public education: Implications of requiring charter schools to be nonprofits in New York. *Nonprofit Policy Forum*, 3(1): 1-22.

Assigned Readings URP606:

- Brent, B.O. (2010). Expanding support through district education foundations: A tale of two states. *Leadership and Policy in Schools*, 1(1): 30-51.
- Su, C. and Jagninski, I. (2013). From toxic tours to growing the grassroots: Tensions in critical pedagogy and community development. *Journal of Urban Affairs*, 35(1): 103-121.

Other Activities

- Discussion board 2 due by 11am

April 23: NO CLASS***Other Activities:***

- Work on Housing and Community Development Posters

April 30: Simulation 2***Other Activities:***

- Discussion board 2 due

May 7: Poster Presentations

- Housing and Community Development Poster Due
- Critical Essay Due (PhD Students)