

Lecture: Tuesday 2:20pm - 5pm, Online
Instructor: Robert Silverman
Office: Hayes 329
Office Hours: Tuesday 12:30pm-1:30pm on Zoom (and by appointment)
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The Course:

The study of housing and community development encompasses a variety of 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 applied 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 attend class and participate on a weekly basis.

If you have any questions during the semester, bring them to the instructor's attention. He will be available during office hours and by appointment. Also, you can contact him using e-mail.

Course Objective:

The course objectives for END406 / END606 / URP606 are listed below. The course assignments will be used to assess 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.

¹ During the fall 2020 semester, offices hours will be scheduled on Zoom. The best way to contact the professor outside of scheduled office hours is via email.

Required Text and Required Reserve Readings:

The required texts were ordered 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) Mallach, A. (2018). *The divided city: Poverty and prosperity in urban America*. Washington: Island Press.
- 3) Additional Required Readings are available on UBLearns.

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

Suburban Package Deal Essay: On **September 17** the suburban package deal essay will be discussed. This is an individual assignment. The essay is due on **October 1**.

Picture of Subsidized Housing Assignment: On **October 1** the picture of subsidized housing assignment will be discussed. This is a group assignment. Each group will be assigned subsidized properties to examine, create a PowerPoint, and present it in class on **October 29**.

Subsidized Housing Myths Essay: On **October 29** the subsidized housing myths essay will be discussed. This is an individual assignment. Drawing from class materials and the picture of subsidized housing PowerPoints, each student will write a reflective essay. The essay is due on **November 12**.

Planning Simulations In-Class Exercise: On **October 22** students will participate in a planning simulation. On **October 8** the group assignments and preparation instructions for the simulation will become available on UBLearns.

Community Development Roundtable: On **October 29** the community development roundtable will be discussed. This is a group assignment. Each group will be assigned readings, prepare a PowerPoint, and lead a class discussion. The roundtable discussion and PowerPoint are due on **November 19**.

Public Education Policy Briefing: On **November 12** the public education policy briefing will be discussed. This is a group assignment. Each group will be assigned a topic related to public education. Each group will create a PowerPoint summarizing its topic and use it to hold a policy briefing in class. The PowerPoint and policy briefing are due on **December 3**.

PhD Students Only

Critical Essay: PhD students enrolled in the course will write a critical essay (8 pages / 2000-2500 words). The Critical Essay is due on **December 3**. 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	END606 / URP606	END606 / URP606 (PhD Students)
Suburban Package Deal Essay	15pts	15pts	15pts
Picture of Subsidized Housing Assignment	20pts	20pts	20pts
Subsidized Housing Myths Essay	15pts	15pts	15pts
Community Development Roundtable	15pts	15pts	15pts
Public Education Policy Briefing	20pts	20pts	20pts
Planning Simulation In-Class Exercise	15pts	15pts	15pts
Critical Essay (PhD students only)	--	--	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 (END606 / 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 ASSIGNMENTS²

September 3: Introduction to the Course

September 10: Race, Segregation and Urban Inequality

Assigned Readings END406, END606 & 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.
- Seamster, L. (2015). The white city: Race and Urban Politics. *Sociological Compass*, 9(12): 1049-1065.

September 17: The New Reality

Assigned Readings END406, END606 & URP606::

- Goldsmith (conclusion, pp. 215-228)
- Mallach: Introduction, and Ch 1, 2 & 7
- Harris, R. (2015). Using Toronto to explore three suburban stereotypes, and vice versa. *Environment and Planning A*, 47: 30-49.

Other Activities:

- Suburban Package Deal Essay discussed

September 24: US Affordable Housing Policy

Assigned Readings END406, END606 & URP606:

- Goldsmith: Ch 2
- Freeman, L. and Schuetz, J. (2017). Producing affordable housing in rising markets: What works? *Cityscape*, 19(1): 217-236.
- Landis, J.D. and McClure, K. (2010). Rethinking federal housing policy. *Journal of the American Planning Association*, 76(3): 319-347.

October 1: Fair Housing Policy, Gentrification, and Displacement

Assigned Readings END406, END606 & URP606:

- Mallach: Ch 4, 5 & 6
- Menendian, S. (2017). Affirmatively furthering fair housing: A reckoning with government-sponsored segregation in the 21st Century. *National Civic Review*, Fall: 20-27.

Other Activities:

- Suburban Package Deal Essay Due by 2pm on October 1
- Picture of Subsidized Housing Assignment Discussed

² During fall 2020, lecture materials will be made available on UBLeads on Mondays prior to the class meetings listed in the syllabus. Students should review those materials (PowerPoints and videos) before coming to class.

October 8: Nonprofit Housing Systems***Assigned Readings END406, END606 & URP606:***

- Mallach: Ch 8
- 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.
- Grey, K.A. (2008). Community land trusts in the United States. *Journal of Community Practice*, 16(1): 65-78.

Other Activities:

- Planning Simulation In-Class Exercise: groups and preparation instructions open on UBLearns

October 15: Mega-Projects and Anchor Institutions***Assigned Readings END406, END606 & URP606:***

- Mallach: Ch 3 & 10
- 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.

October 22: Planning Simulation In-Class Exercise**October 29: Picture of Subsidized Housing PowerPoint Due and Presentations*****Other Activities:***

- Presentations of Picture of Subsidized Housing (upload .pdf version of the PowerPoints by 2pm on October 29)
- Subsidized Housing Myths Essay Discussed
- Roundtable Assignment Discussed

November 5: Association of Collegiate Schools of Planning (ACSP) Conference

- **NO CLASS MEETING – work on assignments**

November 12: Education Finance and Reform***Assigned Readings END406, END606 & URP606:***

- Goldsmith Ch 3 & 4
- Mallach: Ch 9 & 11
- Lewis-McCoy, R.L. (2018). Suburban black lives matter. *Urban Education*, 53(2): 145-161.
- 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.

Other Activities

- Public Education Policy Briefing Discussed
- Subsidized Housing Myths Essay Due November 12 by 2pm

November 19: Community Development Roundtables***Other Activities:***

- Community Development Roundtable PowerPoints (upload .pdf version of the PowerPoints by 2pm on November 19)

November 26: *THANKSGIVING*

- **NO CLASS MEETING – work on assignments**

December 3: Public Education Policy Briefings***Other Activities:***

- Presentations of Public Education Policy Briefing PowerPoints (upload .pdf version of the PowerPoints by 2pm on December 3)
- Critical Essay Due (PhD Students only) by 2pm on December 3