

**Lecture:** Monday 11:00am - 1:40pm, Hayes 402  
**Instructor:** Rob Silverman  
**Office:** Hayes 329  
**Office Hours:** Monday 2:00pm – 3:00pm (and by appointment)  
**Phone:** (716) 829-5882  
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**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 the 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 text is available at the University Medical Bookstore and is 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 UBLeans.

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

**Opportunity Neighborhood Essay:** On **January 30, 2017** the opportunity neighborhood essay will be discussed. This is an individual assignment for students enrolled in END406 and URP606. The assignment is due on **February 20, 2017**.

**Picture of Subsidized Housing Assignment:** On **February 27, 2017** 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 3, 2017**. The peer assessment will take place between **April 6 and 10, 2017**.

**Housing and Community Development Poster:** On **April 10, 2017** the housing and community development poster assignment will be discussed. This is a group assignment. The assignment is due on **May 8, 2017**.

**Simulations:** On **March 27, 2017** students will participate in the first simulation. Preparatory materials for simulation #1 are assigned on **March 13, 2017**. On **May 1, 2017** students will participate in a second simulation. Preparatory materials for simulation #2 are assigned on **April 24, 2017**.

**Discussion Boards:** Students will contribute to two discussion boards (DBs): **DB1 due 3/13** and **DB2 due 4/17**. Discussion boards 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 8 2017**. 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
<b>TOTAL POINTS POSSIBLE</b>	<b>100pts</b>	<b>100pts</b>	<b>120pts</b>

**Grading Scales:**

**Undergraduate Grading Scale (END406)**

GRADE	A	A-	B+	B	B-	C+	C	C-	D+	D	F
<b>PERCENT</b>	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)**

<b>GRADE</b>	A	A-	B+	B	B-	C+	C	D	F
<b>PERCENT</b>	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 Office of Disability Services (ODS), 25 Capen Hall, (716) 645-2608. ODS 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 211 Baldy Hall, Email: [writing@buffalo.edu](mailto: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) 645-8604; [gsa-editorial@buffalo.edu](mailto:gsa-editorial@buffalo.edu); <http://gsaedit.wixsite.com/gpa-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](mailto:elibuffalo@buffalo.edu); <http://wings.buffalo.edu/gse/eli> .

**READINGS AND ASSIGNMENTS**

**January 30: Introduction to the Course**

***Other Activities:***

- Opportunity Neighborhood Essay discussed

**February 6: NO CLASS, Clarkson Visiting Lecturer, john powell**

**Assigned Readings for END406 & URP606:**

- Goldsmith (conclusion, pp. 215-228)
- powell, j.a., Reece, J., Rogers, K. and Gambhir, S. 2007. Communities of opportunity: A framework for a more equitable and sustainable future for all. Columbus: Kirwan Institute for the Study of Race and Ethnicity.

**Other Activities:**

- Attend Clarkson lecture on February 8 at 6pm in Hayes 403

**February 13: 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.

**February 20: 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:**

- Opportunity Neighborhood Essay Due

**February 27: 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 UBLeans site)
- 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**

- Picture of Subsidized Housing Assignment Discussed

**March 6: Nonprofit Housing Systems**

***Assigned Readings END406 & URP606:***

- Adams Ch 4
- 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 Enterprising Communities: People and Places in the Global Economy*, 9(3), 253-276.

***Other Activities***

- Watch the film, *Gaining Ground: Rebuilding Community on Dudley Street* (available on Kanopy Streaming Video on the UB library website)
- Discussion board 1 Opens

**March 13: 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.
- 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 UBLeans site)

***Other Activities:***

- Discussion board 1 due by 11am

**March 20: SPRING BREAK – NO CLASS**

**March 27: Simulation #1**

**April 3: Picture of Subsidized Housing Assignment Due -NO CLASS**

***Other Activities:***

- Peer review of Picture of Subsidized Housing Assignment (peer assessment should be completed by April 6 and the group/student should respond to the peer assessment by April 10)

**April 10: 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.

***Additional 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 UBLearns site)

***Other Activities***

- Watch the film, *Separate and Unequal* (available on Kanopy Streaming Video on the UB library website)
- Discussion board 2 Opens
- Housing and Community Development Poster Discussed

**April 17: 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.

***Additional 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 24: NO CLASS**

***Assigned Readings END406 & URP606:***

- Scally, C.P. and Tighe, J.R. (2015). Democracy in action?: NIMBY as impediment to equitable affordable housing siting. *Housing Studies*, 30(5): 749-769.
- Schively, C. (2007). Understanding the NIMBY and LULU phenomena: Reassessing our knowledge base and informing future research. *Journal of Planning Literature*, 21(3): 255-266.

**Reserve**

***Other Activities:***

- Work on Housing and Community Development Posters

**May 1: Simulation #2**

***Other Activities:***

- Discussion board 2 due

**May 8: Poster Presentations**

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