

Class Meetings

Spring Semester 2012

W 1:10-4:00

112 Payne

Faculty

Dr. James Curtis Fraser (Urban Geographer), Vanderbilt University, HOD & the Institute for Energy & the Environment

Make Contact! 102B Mayborn → Phone: (615) 343-7638 → Email: pavement@vanderbilt.edu

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Course Description

This course aims to introduce students to concepts of community development in the context of urban change in the United States. In this context, the course helps students understand the context in which community development work operates (i.e., public policy, structures of disadvantage, and economics). Theory around the nature of urban development, neighborhood change and community organizing/development will be discussed as they pertain to the practical knowledge and skills needed to operate effectively in the broad field of urban community development.

Course Goals

By the end of this course, we hope you will be able to do the following:

1. Define, in multiple ways, the process of urban redevelopment and neighborhood change in all their complexity, contradictions, and paradoxes
2. Understand in some detail the actors (individuals, organizations, and government) and ideological and theoretical perspectives that are both driving and resisting these processes
3. Understand the impact that urban public policy has on communities and development in urban areas across the United States, surveying a range of domains (i.e., human-environment relations, social welfare, ability to claim home space in the city)
4. Lead a class discussion, demonstrating an in-depth understanding of and producing potential solutions for community problems, using resources beyond those covered in the course

Readings (Books)

In addition to these core books, additional readings will be provided on OAK.

O'Connor, Alice. (2001). *Poverty knowledge: Social science, social policy, and the poor in 20th century American history*. Princeton University Press.

Fox Gotham, Kevin. (2002). *Race, Real Estate, And Uneven Development: The Kansas City Experience, 1900-2000*. Albany: State University of New York Press.

Jackson, Mandi Isaacs. (2008). *Model city blues: Urban space and organized resistance in New Haven*. Philadelphia: Temple University Press.

Patillo, Mary. (2007). *Black on the block: The politics of race and class in the city*. Chicago: University of Chicago Press.

Joseph, Miranda. (2002). *Against the romance of Community*. Minneapolis: University of Minnesota Press.

Commitments

Discussion Leader and Essays

Throughout the semester you will be responsible for taking a lead on covering readings. This will entail a 5-7 minute discussion that highlights what you found to be salient themes from the chapter. Please provide specific passages that illustrate your points. This is not a formal presentation (no power points, please). Everyone will have done the reading so go beyond a summary of the material. Your presentation needs to facilitate conversation in class connecting theory and practice (praxis). In preparation for the As part of this task you will need to write a three-page essay that demonstrates clarity of understanding and a synthesis of the material highlighting the themes you will be discussing in class. Please submit your essays to me at pavement@vanderbilt.edu by 5:00 pm the evening prior to the class.

Topic-Driven Writing

During the semester we will occasionally write papers exploring specific topics. These will be developed during our class discussions. For example, it would be nice to produce a working paper on the development of the fairgrounds and how, over time, this has affected South Nashville.

Class Projects and Products

While in-class discussions are a significant component of the course, experiential learning provides an opportunity to embody the material. This project work will be focused on issues that localize in and around Chestnut Hill. We will form workgroup teams around topics that have been salient to the Chestnut Hill neighborhood, and these will include working in collaboration with nonprofits, government agencies, private sector entities, and residents. Some anticipated project opportunities include: developing proposals to address access to food with Castanea, Vanderbilt School of and Math, Vanderbilt's Owen Business School, metro agencies; the production of affordable housing with The Housing Fund, Urban Housing Solutions, and MDHA; expanding opportunities for youth in education, after school programming and related topic with Harvest Hands and other relevant entities (possibly the Head Start folks in the neighborhood, as well as other community resources like Trevecca and local churches; and, working on neighborhood design to create healthy environmental conditions that will support residents and others operating in the neighborhood.

The goal of this experience is to do good work and also document how the work unfolds, what you learn about the different stakeholders involved, how people frame the issues as well as potential interventions, and how you see people connecting their own biographies to their work (including ourselves). The output will be two-fold including an artifact for the stakeholders with whom you are working, and a class paper that synthesizes your understanding of community development as it pertains to the area you choose to focus upon. This paper will incorporate a range of materials beyond the class readings, and we will discuss this further throughout the semester.

Bio

Dr. James Fraser is an Associate Professor in the Department of Human and Organizational Development in Peabody College at Vanderbilt University, a member of the graduate faculty at Duke University, and a steering committee member of the Vanderbilt Institute on Energy and the Environment. He was previously a Senior Associate Research at the Center for Urban and Regional Studies (CURS) and an Associate Research Professor in the Department of Geography at the University of North Carolina at Chapel Hill.

Dr. Jason Adkins has worked on a farm for men in recovery from drug and alcohol addiction for three years before working for Sonfarm, an educational farm for at-risk youth that teaches food self-sufficiency skills. Presently, Jason works for the J. V. Morsch Center for Social Justice at Trevecca Nazarene University where he teaches Environmental Justice and serves as the Environmental Projects Coordinator for the campus. Through gardening and education, he works with students and neighbors to build food sources on Trevecca's campus and in the food desert outside the campus where he lives. Jason is a fairly polite Christian anarchist with five beautiful children and a beautiful wife named Stephani--journeying together with some radical friends in an abandoned suburb of empire who get excited about discovering skills and tactics to live outside the death-dealing powers of this broken world and who, on some days, believe that a new world on the way. He holds a BA in Religion and in English, Trevecca Nazarene University; MLitt

in Religion from University of Newcastle, Newcastle-upon-Tyne, United Kingdom; is the Vice-president of Tennessee Organic Growers Association; and, most importantly, is a member of the Chestnut Hill Cornhole championship team.

Class Schedule: Spring 2012

Date	Topic	Readings	Deliverable
11 January	BEGINNINGS	<p>Ferguson, Ronald F. & Stoutland, Sara E. (1999). Reconceiving the community development field. In Ferguson, R.F. & Dickens, W.T. (Eds.), <i>Urban problems and community development</i>, pp33-75. Washington: Brookings Institution Press.</p> <p><i>Poverty Knowledge: Social Science, Social Policy, And The Poor In Twentieth-Century U.S. History</i> (Introduction, Chapters 1&2)</p>	
18 January 25 January	SOCIO-SPATIAL IDENTITIES, MODERNITY AND POVERTY POLICY	<p><i>Poverty Knowledge: Social Science, Social Policy, And The Poor In Twentieth-Century U.S. History</i> (remaining chapters)</p> <p>Wednesday 18 Ben 3 Amanda 4 Alicia 5 Robbie 6 Lauren 7</p> <p>Wednesday 25 Walker 8 Laura 9 Donald 10 Nikki, Juliet 11</p>	Essay
February 1 February 8 February 15	THE EMERGING HOUSING INDUSTRY AND INSTITUTIONAL SEGREGATION	<p>Fox Gotham, Kevin. (2002). <i>Race, Real Estate, And Uneven Development: The Kansas City Experience, 1900-2000</i>. Albany: State University of New York Press.</p> <p>Dreier, Peter. 2006. Federal Housing Subsidies: Who Benefits and Why. In Bratt, R., Stone, M. and C. Hartman (eds.), <i>A right To Housing</i>, pp. 104-138. Philadelphia: Routledge.</p> <p>Schwartz, A. 2006. State and Local Housing Policy and the Nonprofit Sector. In <i>Housing Policy in the United States</i>. New York: Routledge.</p> <p>Wednesday 8 Lauren 1 Amanda 2 Robbie 3 Nikki 4</p> <p>Wednesday 15 Alicia 5 Laura/Juliet 6 Donald (Schwartz) Walker (Dreier)</p>	Essay

Date	Topic	Readings	Deliverable
22 February 29 February	COMMUNITY ORGANIZING AND CLAIMING RIGHTS TO THE CITY	<p>Jackson, Mandi Isaacs. (2008). <i>Model city blues: Urban space and organized resistance in New Haven</i>. Philadelphia: Temple University Press.</p> <p>Wednesday 22 Nikki 1 Amanda 2 Robbie 3</p> <p>Wednesday 29 Ben 4 5 Lauren 6</p>	Essay
14 March	TRANSFORMING NEIGHBORHOOD SPACE THROUGH HOUSING AND EDUCATION	<p>Patillo, Mary. (2007). <i>Black on the block: The politics of race and class in the city</i>. Chicago: University of Chicago Press.</p> <p>Wednesday 14 Laura 1 Alicia 2 Walker 3</p> <p>Ben 4 Nikki 5 Amanda 6</p>	Essay
21 March	NON PROFITS, PHILANTHROPY, AND COMMUNITY DEVELOPMENT	<p>Boris, E. 2006. Nonprofit Organizations in a Democracy: Roles and Responsibilities pps. 1-35 in <i>Nonprofits and Government, Second Edition</i>, Edited by Elizabeth T. Boris and C. Eugene Steuerle, is available from the Urban Institute Press.</p> <p>Eikenberry, A. M. (2009). Refusing the market: A democratic discourse for voluntary and nonprofit organizations. <i>Nonprofit and voluntary sector quarterly</i>, 38(4), 582-596.</p> <p>Wagner, D. (2000). The sanctified sector: The "nonprofit". In D. Wagner (Ed.) <i>What's love got to do with it? A critical look at American charity</i>. New York: The New Press. pp. 116-146</p> <p>Kirkpatrick, L. O. (2007). "The two "logics" of community development: Neighborhoods, markets, and Community Development Corporations." <i>Politics & Society</i> 35(2): 329-359.</p>	Fairgrounds papers

Date	Topic	Readings	Deliverable
28 March	COMMUNITY, CAPITALISM AND NOT FOR PROFITS	<p>Joseph, Miranda. (2002). <i>Against the Romance of Community</i>. Minneapolis: University of Minnesota Press.</p> <p>Ben 1 Robbie 2 Lauren 3</p> <p>Write a draft story from project work and discussions about the work (these could be discussions with anyone including conversations and interviews with people you worked around.</p>	Present essay for feedback (and turn it in to other students (writing groups))
11 April	COMMUNITY, CAPITALISM AND NOT FOR PROFITS	<p>Joseph, Miranda. (2002). <i>Against the Romance of Community</i>. Minneapolis: University of Minnesota Press.</p> <p>Laura 4 Walker 5</p> <p>Write a draft of an essay including literature you have engaged to understand the project experience.</p>	<p>Present essay for feedback (and turn it in to other students (writing groups))</p> <p>Discuss final products for community partners</p>
18 April	NEW POVERTY KNOWLEDGE: ESSAYS	<p>Hyatt, Susan. (2001). From Citizen to Volunteer: Neoliberal Governance and the Erasure of Poverty. In Goode, Judith, and Jeff Maskovsky (eds.) <i>The New Poverty Studies</i>, pp201-235. New York: New York University Press. (Lauren/Alicia)</p> <p>Stack, Carol. (2001). Coming of Age in Oakland. In Goode, Judith, and Jeff Maskovsky (eds.) <i>The New Poverty Studies</i>, pp179-200. New York: New York University Press. (Ben/Laura)</p> <p>Maskovsky, Jeff. (2001). Afterword: Beyond the Privatist Consensus. In Goode, Judith, and Jeff Maskovsky (eds.) <i>The New Poverty Studies</i>, pp470-482. New York: New York University Press. (Jason/Jim)</p>	<p>Final drafts of essays</p> <p>Presentation of final products for partners</p> <p>Planning community BBQ event for Saturday, April 28th.</p>
14 April	BBQ	Let's have fun with this event. It is a way to express gratitude for each other and to celebrate a great semester.	