

Community Development, Organizations, and Policies
HOD 2610
Syllabus

Spring Semester 2011

TR 9:35-10:50

Payne 111

Instructor

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Office Hours: Thursday 11:00-12:50

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 is having on communities and development in urban areas across the United States, surveying a range of domains (For 2011, we have chosen non-profits and philanthropy, urban economic development, urban food security, housing, and a short module on education and community development)
4. Create a high-quality presentation and paper demonstrating an in-depth understanding and evaluation of the nature of a community problem and potential solutions

Course Expectations

Attendance

Attendance at all class sessions is mandatory. If a student is unable to attend, he or she should communicate the reason for the absence well in advance of the start of class; in such cases, the absence may be (but will not automatically be) excused. Absences justified after the fact will not

be excused without appropriate documentation from the Office of the Assistant Dean for Student Affairs. Unexcused absences will be grounds for reducing your final grade (see attendance and participation in the grading and assessment section).

Participation

This course will not proceed well without significant student input and involvement.

Participation in course activities, and especially class discussions, is essential.

- a) Students need to come to class prepared. Such preparation will be accomplished through thorough reading of the class material in advance of the class session. Students can expect to read between approximately 40 to 60 pages of material for each session.
- b) Prior to each class meeting, students must write two paragraphs (one typed page) identifying and critically analyzing the main concepts discussed in that session's reading and to reflect on potential ramifications of the author's thesis. These reading reflections should help students prepare for the tests.
- c) **Technology Policy:** effective participation also means not distracting yourself or others. Please devote your full attention to the class. Use of computers, phones, or other material not related to course work is not permitted. Playing video games, checking e-mail, surfing the web, texting, and other such activities during class time will result in reductions in your final grade consistent with the participation grading policy.

Assignments

- a) Students are required to keep copies of all assignments turned in for the class, especially those submitted electronically. Retain copies of e-mail communication where you submit assignments. OAK and e-mail messages sometimes fail to arrive, computers fail, documents get deleted. Protect yourself by maintaining separate copies of your submissions.
- b) Late assignments will be penalized at a rate of 5 percent per day late, not including Saturdays or Sundays. If a student has difficulty meeting course deadlines, please contact an instructor well in advance of the due date (a minimum of 48 hours) to make arrangements and possibly negotiate an extension. Extension requests are not guaranteed to be approved.
- c) Students are expected to abide by the tenets of the Honor Code for all assignments in this course. Plagiarism (the presentation of work in any quantity completed by other people as your own), omission of necessary citations, fabrication of citations or references, unauthorized collaboration with classmates on course assignments, and cheating on the final exam are all forms of academic dishonesty relevant to this course. If you have any questions about any feature of the honor code or academic dishonesty as it applies to this course, please do not hesitate to contact the instructor.
- d) To help students avoid unintentional plagiarism or omission of sources, the SafeAssign feature on OAK, in which you upload your assignment and it is scanned for potential problems, is available for all assignments; please review your scored assignment and make any changes necessary when using this tool. The intention of the tool is not to catch and punish plagiarism but rather to help you avoid the problem.
- e) Students who require accommodations because of learning difference, disability or other reasons are encouraged to speak with both the instructor and the Equal Opportunity,

Affirmative Action, and Disability Services Department to make satisfactory arrangements.

Readings

In addition to these core books, additional readings will be provided on OAK. Following the bibliographic information, I explain the learning objectives I had in mind when choosing these titles. Use these points as a means to guide and direct your reading.

Halpern, Robert. (1995). *Rebuilding the inner city: A history of neighborhood initiatives to address poverty in the United States*. New York: Columbia University Press.

Rebuilding the Inner City learning objectives:

- To gain an understanding of how federal urban policy has evolved over time
- To examine how those changing policies have affected urban neighborhoods and the people that live in them
- To understand the emergence of professionalized and technically sophisticated cadre of experts has come to dominate community develop
- To understand how community development has shifted from being a local and grassroots response to local needs to a profession, discipline, and industry
- To understand the relationship between the academy, government, and philanthropic sectors around community development

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

Black on the Block learning objectives:

- To gain an understanding of how race and class shape urban redevelopment in low income neighborhoods
- To examine the tensions that surround neighborhood revitalization and processes of gentrification
- To understand how community development leaders must simultaneously manage place-based and people-based outcomes, including poverty amelioration to serve the needs of existing low income populations as well as developers, government, and other power brokers
- To understand how neighborhoods are sites of multiple policy initiatives that occur concurrently and to examine the ramifications of these overlapping initiatives for community development
- To critically examine the ways in which housing policy shape both the physical aspects of community and the people who live there

Assignments and Assessment

Reflection Papers (4@12.5% each = 50%)

At the conclusion of each module, you will be required to prepare a short reflection paper critically integrating the course content with your lived experience either in your hometown or at Vanderbilt. Papers should be double spaced, 4-5 pages long, and include citations and a reference list following APA format (full APA formatting elements such as a running head and cover page are not necessary, though page numbers are). Prompts for specific topics are included in the schedule. Speak with Dr Fraser if you would like to deviate from the assigned prompt. Evaluation will be based on writing quality and a critical application of the concepts and texts used in class to your case study.

Group Presentation and Class Facilitation (15%)

Three groups will organize a presentation / lecture and facilitate class discussion on a topic related to the topical module currently being explored in that period in class. The group should do research into the topic to a) identify its scope, prevalence, and nature as currently experienced in the United States, and b) to present, compare, and evaluate a range of interventions which have been implemented to mitigate or solve this problem. Groups should, at least one week before the presentation, provide Dr Fraser with several articles (no more than 60 pages of reading) and websites for the class to read prior to the presentation. Presentations will be evaluated for the content relating to the community development issue, the quality of the oral presentation and any visuals you use (if you use a short film clip or other visual produced outside of class, you will be assessed on your success in integrating it into the presentation), and the quality of your class activity or discussion which follow the presentation. There is some flexibility in the format and content of the presentation, so please consult with Dr Fraser throughout the process of preparing your presentation.

Group Paper (15%)

15-20 page paper (double spaced) on the topic of the student presentation your group is working on. Approximately 5-8 pages of the paper should be presenting the general dynamics of the problem as it exists in the United States: how many people are affected by it? Are different groups (men versus women, racial and ethnic minorities, etc) affected in different ways? What do experts say are the cause(s) of the problem? The remaining 10-15 pages should be a comparative analysis of three to six different programs or projects which have attempted to solve or mitigate the problem. What are these programs' underlying theories about the causes of the problem? What kind of interventions do they have? What are their relative efficacy? The paper should draw both upon academic and practitioner literature with a *minimum* of twenty references (more, obviously, is better...you're trying to get as complete a picture of the issue as possible). Prioritize the most recent literature that you can find. One paper per group. Due before class the day of your presentation.

Final Exam (20%)

An essay exam to be completed in class during the scheduled final exam period. More information will be provided.

Attendance and Participation (can adjust your grade by up to seven percent in either direction) Rather than being a portion of your final grade, participation presents an opportunity for the instructor to adjust your grade up or down to reflect the frequency of your attendance and the quality of your participation. Initially, all students have a baseline adjustment of zero, meaning that their grade will be determined solely by performance on the quizzes and assessments of the policy briefs. However, students who make excellent contributions to class discussions, demonstrate consistent evidence of being prepared for class by regularly turning in discussion questions, and otherwise help foster an atmosphere of respectful discussion and learning could receive up to seven bonus points over the grade earned by performance on quizzes and assignments to reflect their efforts. Conversely, students who are absent, demonstrate lack of preparedness for class, or inappropriately use technology during class time could receive up to a seven point penalty to the grade earned by quizzes and policy briefs. We expect the median adjustment to remain at or near zero. Rather than a pleasant or unpleasant surprise at the end of the semester, the instructor will communicate reasons for any participation-related grade adjustments as they occur over the course of a semester.

Class Schedule

Date	Topic	Readings	Deliverable
13 January 2011	Introduction to the course, to students, and to the instructor: Building a framework to understand community development	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> , pp. 33-75. Washington: Brookings Institution Press.	Assignment: Based on the reading, write a one page paper reflecting on your own experience as a volunteer, beneficiary, or member of an organization involved in community development work [due in class]
18 January	History of urban community development policy: Introduction	O'Connor, Alice. (1999). Swimming against the tide: A brief history of federal policy in poor communities. In Ferguson, R.F. & Dickens, W.T. (Eds.), <i>Urban problems and community development</i> , pp. 77-138. Washington: Brookings Institution Press.	Topic sign up for class facilitation / presentations
20 January	History of urban community development policy: The emergence of neighborhood initiatives	<i>Rebuilding the Inner City</i> : Introduction and Chapter One	
25 January	History of urban community development policy: Urban renewal and community development policy	<i>Rebuilding the Inner City</i> : Chapters 2 & 3	
27 January	History of urban community development policy: Economic development and social services	<i>Rebuilding the Inner City</i> : Chapters 4 & 5	
1 February	History of urban community development policy: Moving into the current era Speaker: Mike Hodge, Neighborhoods Resource Center	<i>Rebuilding the Inner City</i> : Chapters 6, 7, Conclusions	

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3 February	Non-profits, Philanthropy, and Community Development: Social Entrepreneurship	<p>Dart, Raymond. (2004). The legitimacy of social enterprise. <i>Nonprofit Management and Leadership</i>, 14(4), 411-424.</p> <p>Van Slake, David M & Newman, Harvey K. (2006). Venture philanthropy and social entrepreneurship in community redevelopment. <i>Nonprofit Management and Leadership</i>, 16(3), 345-368.</p> <p>Gutner, Toddi. (2010). Growing pains for social entrepreneurs. <i>Entrepreneur</i>. Retrieved December 10, 2010, from http://www.entrepreneur.com/article/217702.</p> <p>Eikenberry, Angela 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>	
8 February	Non-profits, Philanthropy, and Community Development: Critical lenses	<p>Wagner, David. (2000). Philanthropy: For the greater glory of the rich. In <i>What's love got to do with it? A critical look at American charity</i>, pp. 89-115. New York: The New Press.</p> <p>Wagner, David. (2000). The sanctified sector: The "nonprofit". In <i>What's love got to do with it? A critical look at American charity</i>, pp. 116-146. New York: The New Press.</p> <p>Ahn, Christine E. (2007). Democratizing American philanthropy. In INCITE! Women of color against racism (Eds.), <i>The revolution will not be funded: Beyond the non-profit industrial complex</i>, pp. 63-78. Southend Press.</p>	
10 February	<p>Non-profits in Nashville: Diverse models</p> <p>Speaker: Lisa Pote, Director of Consulting Services, Center for Non-Profit Management</p>	<p>Nashville's Poverty Reduction Initiative (available on OAK)</p> <p>http://www.nashville.gov/sservices/docs/newsletters/PC/2011_winter.pdf</p> <p>http://www.nashville.gov/sservices/planningcoordination/2010cne.asp</p> <p>http://www.cnm.org</p> <p>http://www.nashville.gov/mayor/docs/news/NashvillesPovertyReductionPlan.pdf</p> <p>http://www.nashville.gov/sservices/planningcoordination/2010cne.asp</p>	<p>Reflection paper: Describe the culture of philanthropy among undergraduates at Vanderbilt using the frameworks from the readings in this section. What are the strengths and weaknesses of how Vanderbilt student engage with philanthropic efforts and non-profits?</p>

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15 February	Economic development and the city in an era of globalization	<p>Hess, David J. (2009). Economic development and localist knowledge. In <i>Localist movements in a global economy</i>, pp. 68-93. Cambridge, MA: MIT Press.</p> <p>Anglin, Robert. (2011). What is community economic development and Searching for sustainable community economic development. <i>Promoting sustainable local and community economic development</i>. Boca Raton, FL: CRC Press.</p> <p><i>Suggested additional reading</i></p> <p>Cummings, Scott. (2002). Community economic development as progressive politics: Towards a grassroots movement for economic justice. <i>Stanford Law Review</i>, 54, 399-493.</p>	
17 February	Economic development: Developing local economies	<p>Hess, David & Winner, Langdon. (2006). <i>Enhancing justice and sustainability at the local level: Affordable policies for urban governments</i>. Report.</p> <p>Rothschild, Joyce. (2009). Workers' cooperatives and social enterprise: A forgotten route to social equity and democracy. <i>American Behavioral Scientist</i>, 52(7), 1023-1041.</p> <p>Collom, Ed. (2005). Community currency in the United States: The social environments in which it emerges and survives. <i>Environment and Planning A</i>, 37, 1565-1587.</p> <p>Marcello, David A. (2007). Community benefits agreements: New vehicle for investment in America's neighborhoods. <i>The Urban Lawyer</i>, 39(3), 657-669.</p> <p><i>Suggested additional readings</i></p> <p>Bezdek, Barbara L. (2007). To attain "the just rewards of so much struggle": Local-resident equity participation in urban revitalization. <i>Hofstra Law Review</i>, 35, 37-114.</p> <p>Collom, Ed & Trafton, Sara. (~2005). <i>Where have all the "hours" gone? The status of community currency in the United States</i>. Unpublished manuscript.</p> <p>Schussman, Alan Thomas. (2007). <i>Making real money: Local currencies and social economies in the United States</i>. University of Arizona.</p>	

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22 February	Economic development: Comparative strategies on workforce development and employment promotion in low income communities	Selected by presenters (A suggestion: Jacobs, Ronald L. & Hawley, Joshua D. (2007). Emergence of Workforce Development: Definition, Conceptual Boundaries, and Implications. In R. MacLean & D. Wilson (eds.), <i>International Handbook of Technical and Vocational Education and Training</i> , Amsterdam: Kluwer.	Student presentation and guided class facilitation
24 February	Economic development: Solutions in Nashville Guest speakers: Jonathan Rodgers, Co-Founder, The Green Wagon, Program Specialist, Communities Putting Prevention To Work, Owner, Jonathan Rodgers Photography; TBA from Halcyon Bikes	http://www.smallisbeautiful.org/ http://transitionculture.org/ http://www.nashvillechamber.com/Homepage.aspx http://entrepreneurcenter.com/ http://www.state.tn.us/ecd/ http://www.nashville.gov/dmsba/index.asp http://www.nashville.gov/ecdev/index.asp http://www.nashvilleblackchamber.org/ http://halcyonbike.com/ http://www.riversidevillagenashville.com/history.html http://www.nashville.gov/ncac/ http://www.state.tn.us/labor-wfd/ http://findarticles.com/p/articles/mi_m3092/is_n16_v32/ai_14300901/ http://www.the-wood-family.org/Tom/Journalism/Unrest_in_housing_project--NYT_1997.pdf http://www.timebanks.org http://www.smallisbeautiful.org/local_currencies/currency_groups.html	Write a reflection paper thinking about your hometown consumer behavior. Where do you shop? How does that fit in with local and global economies? What alternatives exist if you wanted to change your habits?
1 March	Neighborhood Revitalization and Housing	<i>Black on the block</i> : Introduction and chapter one	
3 March	Neighborhood Revitalization and Housing: Mixed income neighborhoods	<i>Black on the block</i> : Chapter 2 DeFilippis, James & Fraser, James. (2010). Why do we want mixed-income housing and neighborhoods? In Davies, J. & Imbroscio, D. (Eds.), <i>Critical urban studies: New directions</i> . Albany: SUNY Press	
8 March	Spring break; no class		
10 March	Spring break; no class		

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Date	Topic	Readings	Deliverable
15 March	Neighborhood Revitalization and Housing: Race, Class, and the City	<i>Black on the block</i> : Chapter 3	
17 March*	Neighborhood Revitalization and Housing: Gentrification Guest Lecturer: Josh Bazuin	Kennedy, Maureen & Leonard, Paul. (2001). <i>Dealing with neighborhood change: A primer on gentrification and policy choices</i> . Washington: The Brookings Institution Center on Urban and Metropolitan Policy. Levy, Diane K, Comey, Jennifer, & Padilla, Sandra. (2006). <i>Keeping the neighborhood affordable: Handbook of housing strategies for gentrification areas</i> . Washington: Urban Institute.	
22 March	Neighborhood Revitalization and Housing: Public Housing	<i>Black on the block</i> : Chapters 5 & 6	
24 March	Neighborhood Revitalization and Housing: Alternate Models of Housing	Stone, Michael E. (2008). Social housing. In Saegert , S. C. & Defilippis, J. (Eds.), <i>The Community Development Reader</i> , pp. 67-80. New York: Routledge. Tempkin, Kenneth, Theodos, Brett, and Price, David. (2010). <i>Balancing affordability and opportunity: An evaluation of affordable homeownership programs with long-term affordability controls</i> . Washington: The Urban Institute. Kirkpatrick, L. Owen. (2007). The two “logics” of community development: Neighborhoods, markets, and community development corporations. <i>Politics & Society</i> , 35(2), 329-359. <i>Suggested additional readings</i> Saegert, Susan C. et al. (2009). <i>Informing the development of Nashville’s shared equity housing program: A review of case studies</i> . http://www.urban.org/sharedequity/index.cfm	
29 March	Neighborhood Revitalization and Housing: Comparative strategies on homelessness	Chosen by presenters	Student presentation and guided class facilitation

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31 March	<p>Neighborhood Revitalization and Housing: Solutions in Nashville</p> <p>Guest Speaker: Jason Adkins, Environmental Projects Coordinator at Trevecca Nazarene University</p>	<p>http://www.habitatnashville.org/ http://www.nashville-mdha.org/ http://www.newlevelcdc.org/ http://sprucestreetcdc.org/home.html http://castaneacommunity.wordpress.com/</p>	<p>Reflection paper: describe low income neighborhoods in your hometown. What are your perceptions about what they are like? What kinds of people live there? What kinds of neighborhood revitalization initiatives may exist? How may those initiatives affect existing residents?</p>
5 April	<p>Food Security in the City</p>	<p>Kenner, Robert. (2009). Exploring the corporate powers behind the way we eat. In Karl Weber (Ed.), <i>Food Inc.: How industrial food is making us sicker, fatter, and poorer, and what you can do about it</i>, pp. 27-46. New York: PublicAffairs.</p> <p>Rodriguez, Arturo, Delwich, Alexa, and Kaoosji, Sheheryar. (2009). Cheap food: Workers pay the price. In Karl Weber (Ed.), <i>Food Inc.: How industrial food is making us sicker, fatter, and poorer, and what you can do about it</i>, pp. 123-148. New York: PublicAffairs.</p> <p>Shenot, Christine & Salomon, Emily. (2006). <i>Community health and food access: The local government role</i>. ICMA Press.</p> <p><i>Further suggested reading</i> Morgan, Kevin. (2010). Local and green, global and fair: The ethical foodscape and the politics of care. <i>Environment and Planning A</i>, 42(8), 1852-1867.</p>	<p>Watch <i>Food Inc</i> outside of class; <i>Dirt</i> the Movie may also be of interest</p>

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7 April	Food Security: Local food systems	<p>Macias, Thomas. (2008). Working towards a just, equitable, and local food system: The social impact of community-based agriculture. <i>Social Science Quarterly</i>, 89(5), 1086-1101.</p> <p>Little, Ruth, Maye, Damian, & Ilberty, Brian. (2010). Collective purchase: moving local and organic foods beyond the niche market. <i>Environment and Planning A</i>, 42(8), 1797-1813.</p> <p>DeLind, Laura B. (2010). Are local food and the local food movement taking us where we want to go? Or are we hitching our wagons to the wrong stars? <i>Agriculture and Human Values</i>. [online only]</p> <p><i>Further suggested reading</i></p> <p>Hinrichs, C. Claire and Allen, Patricia. (2008). Selective patronage and social justice: Local food consumer campaigns in historical context. <i>Journal of Agricultural and Environmental Ethics</i>, 21, 329-352.</p>	
12 April*	<p>Education and Community Development</p> <p>Guest Speaker: Bernadette Doykos (formerly of Harlem Children Zone)</p>	<p><i>Black on the block</i>: Chapter 4</p> <p>Stone, Clarence, Doherty, Kathryn, Jones, Cheryl, & Ross, Timothy. (1999). Schools and disadvantaged neighborhoods: The community development challenge. In Ferguson, R.F. & Dickens, W.T. (Eds.), <i>Urban problems and community development</i>, pp339-380. Washington: Brookings Institution Press. [On OAK]</p> <p>Darling-Hammond, Linda. (2006). No Child Left Behind and high school review. <i>Harvard Educational Review</i>, 76(4), 642-677.</p> <p><i>Suggested additional reading</i></p> <p>http://www.brookings.edu/reports/2010/0720_hcz_whitehurst.aspx</p> <p>http://www.hcz.org/images/stories/pdfs/Brookings%20Institute%20study%20response.pdf</p> <p>http://www.brookings.edu/opinions/2010/0728_hcz_whitehurst.aspx</p> <p>http://voices.washingtonpost.com/class-struggle/2010/07/post_6.html</p>	

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14 April*	<p>Education and Community Development: School and Community Gardens</p> <p>Guest speaker: Liz Aleman, Healthy Children Manager at Vanderbilt Children’s Hospital</p>	<p>Schukose, Jane E. (2000). Community development through gardening: State and local policies transforming urban open space. <i>Legislation and Public Policy</i>, 3, 351-390.</p> <p>Pudup, Mary Beth. (2008). It takes a garden: Cultivating citizen-subjects in organized garden projects. <i>Geoforum</i>, 39, 1228-1240.</p> <p>Honigman, Adam. (2003). The citizen gardener: Politics 101 for folks who would rather be turning compost. <i>Community Greening Review</i>, 24-26.</p> <p>Drake, Luke. (2010). <i>Community gardens in Miami, Florida: Toward Community Development</i>. Unpublished manuscript.</p> <p>Blair, Dorothy. (2009). The child in the garden: An evaluative review of the benefits of school gardening. <i>The Journal of Environmental Education</i>, 40(2), 15-40.</p> <p>http://assoc.garden.org/ http://www.ahs.org/youth_gardening/index.htm http://www.mrsc.org/subjects/parks/comgarden.aspx#About http://www.communitygarden.org/learn/starting-a-community-garden.php</p>	
19 April	<p>Food Security: Comparative strategies on bringing healthy and local food solutions to low income communities</p>	<p>Selected by presenters</p>	<p>Student presentation and guided class facilitation</p>

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Date	Topic	Readings	Deliverable
21 April	<p>Food Security: Solutions in Nashville</p> <p>Guest speaker: Sizwe Herring, Senior Staff at Community Food Advocates and Executive Director of Earthmatters and George W. Carver Food Park; Jason Adkins, Trevecca Nazarene University</p>	<p>http://www.communityfoodadvocates.org/ http://www.nashville.gov/community_gardens/ http://www.communitygarden.org/ http://www.slowfoodusa.org http://www.foodincmovie.com http://www.blueshoenashville.org/nashvillegardens http://www.localharvest.org/csa http://cropmob.org/ http://www.sare.org http://www.marketplaceco-op.org/ http://www.nashvillefarmersmarket.org/ http://www.coopdirectory.org/ http://www.carrborofarmersmarket.com/about.shtml https://wholesale.frontiercoop.com/whslpubl/FrontierWholesaleCatalog.pdf</p>	<p>Reflection paper describing your family's food purchasing habits, and an analysis of alternative sources of food in your home town</p>
26 April	<p>Critical lenses on the whole notion of community</p>	<p>Defilippis, James, Fisher, Robert, & Shragge, Eric. (2006). Neither romance nor regulation: Re-evaluating community. <i>International Journal of Urban and Regional Research</i>, 30(3), 673-689.</p> <p>Fraser, James C., Lepofsky, Jonathan, Kick, Edward L., & Williams, J. Patrick. The construction of the local and the limits of contemporary community building in the United States. <i>Urban Affairs Review</i>, 38(3), 417-445.</p> <p><i>Suggested additional reading</i> Defilippis, James, Fisher, Robert, & Shragge, Eric. (2007). What's left in the community? Oppositional politics in contemporary practice. <i>Community Development Journal</i>, 44(1), 38-52.</p>	
4 May @ 3pm	<p>Final Exam</p>		

*Dr Fraser will be gone these dates; please plan for his absence as you complete your assignments