

CRP 331

Social Justice & the City: Preparation for Fieldwork

Spring Semester 2007

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Learning Goals, Objectives, Format & Expectations

Course Description

The purpose of this course is to provide students with appropriate academic materials and developmental background to succeed in a supervised urban field work experience. The course is designed to: 1) advance issues of urban social justice by introducing students to problem-solving and community-building efforts of the non-profit organizations, citizens' groups, and government agencies serving the needs of low-income children, families and neighborhoods in New York City and other urban settings; 2) deepen students' comprehension of the historical and social contexts of urban social justice work; 3) acquaint students with qualitative methods of basic field research, analysis and evaluation of programs aimed at reducing urban poverty; 4) introduce students to approaches service-learning, organizing and participatory action research; and 5) involve students in social justice work. The course will cover the major fields embedded in urban social justice work: housing, education, health, employment, immigration, community development, organizing, civil and legal rights, and legislation/policy development.

This course consists of four modules:

- Module 1 Experiential Education & Service-Learning for Social Justice**
- Module 2 Non-Profit Sector: An Overview**
- Module 3: New York City: Current Issues and Challenges**
- Module 4: Urban Ethnography**

Course Format

The course is structured as a combined web-based course with face-to-face seminars that includes small and large group discussion, case studies, reflection activities, experiential exercises and other forms of expression such as stories, pictures, and film. The course will also consist of a seminar format facilitated by both students and the instructor. Students will also have the opportunity to dialogue with community development professionals who work in a variety of contexts. We will endeavor to create democratic and inclusive learning climate and community that allows for freedom of expression,

critical reflection, active listening, constructive dialogue, meaningful participation and enhanced understanding.

Course Expectations

It is expected that you will actively participate in all class and web-based activities, conversations and assignments. Active **individual and group** participation includes raising thoughtful questions, making useful observations about the course content and process, engaging in critical reflection on your own and others assumptions in a respectful manner, sharing ideas, providing useful feedback and undertaking ongoing evaluation of different aspects of the course and your own learning.

Each student in this course is expected to abide by Cornell University Code of Academic Integrity. Any work submitted by a student in this course for academic credit will be the students own work. You are expected to complete the assigned readings prior to class, engage in Web-based dialogue and hand in written assignments on time. If you are unable to attend class, please try and let me know in advance so that the appropriate course adjustments can be made. **In the event that you must miss class, it is your responsibility to make arrangements with your colleagues to review the session.**

Ongoing self-directed and collaborative evaluation is essential to the effectiveness the course. It is expected that everyone will provide constructive feedback on the quality of the course content, methods of instruction and learning processes. Efforts will be made to accommodate suggestions and resolve concerns. Changes may be negotiated providing that they do not compromise the core elements of the purpose, goals, and objectives of the course.

In compliance with the Cornell University policy and equal laws, I am available to discuss appropriate academic accommodations that may be required for students with disabilities. Requests for academic accommodations are to be made during the first three weeks of class of the semester, except for unusual circumstances, so arrangements can be made.

Course Texts

Required Texts are available at campus store:

Anyon, Jean. (2005). *Radical possibilities: Public policy, urban education, and a new social movement*. NY, NY: Routledge.

Canada, Geoffrey. (1996). *Fish, stick, knife, gun*. Boston: Beacon Press.

Hawkin, Paul (1993). *The ecology of commerce*. NY, NY: HarperCollins.

McCurdy, David, James Spradley and Dianna Shandy. (2004). *The cultural experience: Ethnography in complex society*, 2nd ed. Prospect Heights, IL: Waveland Press.

Shipler, David (2005). *The working poor: Invisible in America*. New York: Vintage.

Recommended Texts

Foner, Nancy, ed. New immigrants in New York. New York: Columbia University, 2001.

Gecan, Michael (2002). *Going public: An inside story of disrupting politics as usual*. Boston: Beacon Press.

Additional readings have been placed on Blackboard (see class schedule)

Assignments & Assessment		
<i>Assignments</i>	<i>% of Class Grade</i>	<i>Due Date</i>
Reflection Papers (3) 2-3 pages (see handout)	30	Module 1: Feb 14 Module 2: Mar 12 Module 3: April 23
Placement Learning Plan (see handout)	20	draft: Feb. 5 final: April 9
Group Project (see handout)		
Presentations	10	April 30, May 2
Portfolio	20	May 9
Class Facilitation (see handout)	10	TBA
Participation (F2F & Web)	10	
Total Points		100

To familiarize themselves with New York City news and policies, all students are encouraged to review and/or subscribe to the Gotham Gazette daily email newsletter at <http://www.gothamgazette.com/subscribe.shtml>. Students are also expected to read the Metro & City sections of the *New York Times* daily.

Students will be assigned approximately 100-150 pages of readings per week. All written assignments are to be double-spaced, computer-generated; and are due in class on the date indicated. Hard copies of late papers should be placed in Richard Kiely's mailbox located in 106 W. Sibley. Papers submitted after the due date will be graded a half letter grade lower for each day late.

The key to doing well in this course is simple. Come to class, actively participate in both F2F and web-based formats, complete the readings, follow the directions specified in assignments, don't hesitate to ask for clarification if needed, and remember that both content and quality of your written products are important. Let this class be a place to let your creative energies flow freely.

Class Schedule

Module 1 Experiential Education

Week 1: Introduction

1/22 Syllabus, Expectations & Assignments Review

NYC Sample Placements: Handout
NYC Placement Process: Handout
Social justice stories from the field...

For 1/24

Reflection Qs: What is social justice? What is socially unjust?
Reflection Assignment: *What aspect of urban social justice would you research and why? What questions would you like answered/issues addressed on this topic, and why?* Prepare to share a justice story as victim, ally, perpetrator and/or witness...

Read: Reardon, K (2005). The CUSP program: Cultivating NYC's Next Generation of Civic Leaders. *Journal of Higher Education, Outreach and Engagement*, 10(2), 127-139. <http://www.cusp.cornell.edu/about/history.mgi>

Review: CUSP Program: <http://www.cusp.cornell.edu/>
Skim: Social Justice Wiki – NYC social justice organizations
http://socialjustice.ccnmtl.columbia.edu/index.php/Main_Page
Wikipedia http://en.wikipedia.org/wiki/Social_justice
Social Justice Issues <http://www.osjspm.org/issues.aspx>
Michael Novak: Defining social justice
<http://www.firstthings.com/ftissues/ft0012/opinion/novak.html>
Walter Block Loyola U on whether Universities should support SJ
<http://www.lewrockwell.com/block/block37.html>

1/24 **Education for Social Justice: The Cornell Urban Scholars Program**

What is Social Justice? What is socially unjust?
Share a justice story as victim, ally, perpetrator and/or witness...
Class Moderator Sign-up & Group Project Sign-Up
Handout: NYC placement plan reflection draft guidelines
Review Placement Book in W. Sibley 108

For Week 2:

Read: Westheimer, J. & Kahne, J. (2004). [What Kind of Citizen? The Politics of Educating for Democracy](http://www.democraticdialogue.com/DDPublications.html). *American Educational Research Journal*. 41(2). This article available online at <http://www.democraticdialogue.com/DDPublications.html>
Read: Burbules, N. & Berk, R. (1999). Critical Thinking and Critical Pedagogy: Relations, Differences, and Limits. In *Critical Theories in Education*, T. Popkewitz & L Fendler, eds. (NY: Routledge) <http://faculty.ed.uiuc.edu/burbules/papers/critical.html>

Read: Issues in Freirean Pedagogy (Tom Heaney)

http://www.nl.edu/academics/cas/ace/facultypapers/ThomasHeaney_Freirean.cfm

Reflection: What constitutes citizenship? What is service? What does it mean to engage in social action? How can universities promote social justice?

Week 2: Banking Education vs Problem-Posing Education

1/ 29 University Engagement: Citizenship, Service-Learning & Social Justice

Reflection: What constitutes citizenship? What is service? What does it mean to engage in social action? How can universities promote social justice and scholarly engagement?

Handout: Review Dialogue Primer

1/31 Dialogue, Critical Reflection and Self-Directed Learning

Get to Know Activity: The good, the bad and the ugly

What is learning? What is self-directed learning? What is critical reflection?

Handout: Self-Directed Learning, Critical Reflection, Journaling

For Wk 3:

Read: Kiely (2004) and Kiely (2005), Clayton & Ash (2005) on Blackboard
What are different forms of learning? What is critical reflection? What does quality dialogue look like? How do universities generate knowledge?

Week 3:

2/5

Service-Learning as Counter-Normative, Critically Reflective Practice Placement plan reflection #1 draft due

Handout: Making sense of PAR approaches

Read: Strand, K. et. al. (2003). "Origins and Principles of Community-Based Research", "Methodological Principles of Community-Based Research". Community-Based Research and Higher Education. San Francisco, CA: John Wiley and Sons, pp. 1-16, 71-96on Blackboard.

2/7

Research Designs and Participatory Action Research (with CIPA students)

Discussion of Placements: Envisioning learning goals, objectives and projects

For Wk 4:

Read: Salamon, Lester, 2002. "The Resilient Sector: The State of Nonprofit America" in *The State of Nonprofit America*. Washington, DC: Brookings Institute, Ch. 1, pp: 3-61 on Blackboard

Review the following Non-Profit websites:

<http://www.indiana.edu/~nonprof/project/focus/definitionofnp.html>

http://www.independentsector.org/programs/research/Charitable_Fact_Sheet.pdf

<http://www.independentsector.org/programs/research/research.html>

Module 2 Non-Profit Sector: An Overview

Week 4: Introduction to the Non-Profit Sector

2/12 Scope and Structure of the Non-Profit Sector

Reflection Paper Module 1 Due.

Read: Boris, E., & Krehely, J. (2002). Civic Participation and Advocacy. In Salamon, Lester. "The Resilient Sector: The State of Nonprofit America" in *The State of Nonprofit America*. Washington, DC: Brookings Institute, Ch. 9, pp: 299-329 on Blackboard

Read: Fisher, R., & Shragge, E (2002). Organizing locally and globally: Bridging the divides. *Canadian Dimension*. 36(3), 38-42.

<http://www.brynmawr.edu/Acads/GSSW/schram/fischer.pdf>

2/14 Non-Profit Sector: Trends & Issues

For Wk 5: Shipler, The working poor, preface-p.142

Week 5: The working poor in the Face of Globalization

2/19 Film: The Corporation

2/21 Reflections

Secure Subway directions to Agencies

For Wk 6 Shipler, The working poor,142-311

Week 6: Urban Poverty

2/26 The working poor: Social and Economic disparities

Alinsky, Rules for Radicals (blackboard)

Coles, R (2006). Of tensions and tricksters: Grassroots democracy between theory and practice. *Perspectives on Politic*, 4(3).

<http://www.brynmawr.edu/Acads/GSSW/schram/coles.pdf>

2/28 Community Organizing Approaches: Challenges and Issues

For Wk 7: Wright, David, 1999. *Saving City Neighborhoods: New Findings, Trends, and Policies* in "Rockefeller Institute Bulletin" pp. 90-102.

http://www.rockinst.org/publications/urban_studies/SavingCityNeighborhoods.pdf

Lemann, N. The myth of community development

Korten, D. (1989). From Relief to People's Movements (Blackboard)

Week 7: Community Development

3/5 Community Development Approaches

Practice Interviews

3/7 **Community Development: Challenges and Issues**
Practice Interviews
NYC Preparation for 3/9 Bus Trip: What concerns you?
(See Handout – Itinerary)

3/9 **NYC Bus Trip**

For Wk 8: Canada, Fish Stick, Knife, Gun

Module 3: New York City: Current Issues and Challenges

Week 8: **Urban Youth & Families**

3/12: **Discussion, Fish, Stick, Knife, Gun**
NYC Trip debrief
Reflection Paper Module #2 Due

3/14: **Discussion, Fish, Stick, Knife, Gun**

For Wk 10 Anyon, Radical Possibilities, Part 1 & 2

Week 9: **Spring Break 3/17-3/25**

Week 10: **Urban Education**

3/26: **Radical Possibilities**

3/28: **Radical Possibilities**

For Wk 11 Read: Anyon, Radical Possibilities, Part 3
Kozol, J. (2005) Still Separate, Still Unequal: America's Educational Apartheid.
Harper's Magazine v.311, n.1864.
<http://www.mindfully.org/Reform/2005/American-Apartheid-Education1sep05.htm>

Week 11: **Urban Education**

4/2: **Radical Possibilities (part 3)**
Read Foner Ch. 1 & 2

4/4: **Immigrants: Legal and Civil Rights**

For Wk 12 Hawkin, The ecology of commerce

Week 12: Environmental Issues and Challenges

**4/9: Ecology of Commerce
Placement plan reflection #2 final due**

4/11: Ecology of Commerce

For Wk 13: Selected readings from Salomon, 2002. *The State of Nonprofit America*. Chapter 6: "Housing and Community Development" (Vidal) pp. 219-239

Von Hoffman, Alexander, 2003. "Miracle on 174th Street" in *House by House: Block by Block: The Rebirth of America's Urban Neighborhoods*. New York: Oxford University Press, Ch. 2, pp. 19-75.

Smith, Neil, 1996. "Class Struggle on Avenue B" in *The New Urban Frontier: Gentrification and the Revanchist City*. New York: Routledge, Ch. 1, pp.3-29.

Nye, N & Glickman, N. (2000). "Working Together: Building Capacity for Community Development". *Housing Policy Debate*. 11(1), pp. 163-198.
http://www.fanniemaefoundation.org/programs/hpd/pdf/hpd_1101_nye.pdf

Week 13: Housing & Community Economic Development

4/16: Housing & Community Economic Development: Issues and Challenges

4/18: Housing & Community Economic Development: Building Capacity

For Wk 14: McCurdy, Spradley and Shandy, Part I

Module 4: Urban Ethnography

Week 14: Ethnographic Fieldwork

**4/23: Intro to Ethnographic Fieldwork
McCurdy, Spradley and Shandy, Part II
Reflection Module #3 Due**

4/25: Observation and Fieldnotes

Week 15: Group Presentations

4/30: Group Presentations

5/2: Group Presentations

5/9 Group Portfolios Due