

## **ECON 3215 Bronx Urban Economic Development (Interdisciplinary Capstone and Service Learning Course)**

Mary Beth Combs, Ph.D., Associate Professor of Economics, Fordham University

### **Course Description:**

Bronx Urban Economic Development, an interdisciplinary capstone service learning course, will use economics, urban studies, and social service policy to examine economic, political, and social issues that impact the local Bronx community. Topics covered will include: (1) The Political Economy of Urban Education: This section of the course will focus on budgetary priorities that begin in Albany and trickle down to the city, borough, and local Bronx levels; the stakeholders in budgetary agendas; and how budgetary priorities impact education policy and local Bronx school quality and outcomes; (2) Bronx Economic Development and Community Investment: This section will focus on the relationship between community development and small businesses and/or big box stores, living wage, banking access, healthcare access, food deserts, and affordable housing; (3) University/Neighborhood Relations: this section will focus generally on the various ways in which universities impact their local communities, and specifically on the relationship between Fordham University and the local Bronx community.

By using multiple methodologies from economics, urban studies, and social service policy, the course aims to help students achieve a higher level of understanding about major socio-economic issues that face the local Bronx community, as well as gain a deeper understanding about the stakeholders and the variety of potential solutions. Original sources, published academic articles, interviews with community members, panel discussions with academics and activists, and mentoring work with youth from the Bronx High School for Law and Community Service will help students gain a panoramic view of complex subject matter from the point of view of more than one discipline and mode of learning.

As a service-learning course, we also will be working in the community to understand these issues as they continue to impact the world today, as well as how economic decisions intersect with them. Our community partner in this experiential-learning will be Liberty Partnerships Program,

[http://www.fordham.edu/campus\\_resources/student\\_services/special\\_programs/liberty\\_partnerships/](http://www.fordham.edu/campus_resources/student_services/special_programs/liberty_partnerships/)

The service learning component will enable a student in the course to engage directly with the community, make connections with the economically marginalized, and deepen the student's understanding of economic concepts, the structures of injustice, and contemporary social problems. The service experience will then be brought into the classroom as a learning-resource, allowing us as a class to better engage economics and social service policy in theory and in practice.

### **Course Requirements:**

All course readings are available online or via other multi-media access.

**Readings and Discussion:** The class will be run as a discussion-based seminar. We shall read several chapters and/or articles per week. We expect you to complete assigned readings before class and come prepared for class discussions. At the beginning of each class we will provide an introduction to the topic, including background such as historical context, and then we will facilitate class discussion of the readings.

The class discussion will be built on this base. Your participation grade in the course depends on your attendance and your overall participation, both in class and with the service learning partner. To earn an A level grade for participation you must participate in and contribute regularly to class discussions in a way that conveys that you have been keeping up with the readings and reflecting on how the readings relate to the economic, social, and political issues discussed in class and at the service learning location. You must be dedicated to the service learning component of the course and your mentoring work with the students from the Bronx Leadership Program. Class participation is worth 20% of your final grade.

This class is based on a cooperative learning model, which views learning not as a passive process of digesting and storing given information, but as an active process of developing one's understanding of the world and of oneself. Reading, writing, and discussion with others—within an atmosphere of equality, mutual respect, and with recognition of differences as well as similarities among discussants—are central parts of this kind of learning. While the teacher and community partners have special training in the subject matter—and will act as a resource when needed—all members of the class have knowledge, formal as well as informal, which they are expected to share.

All political and theoretical persuasions are welcome in this class, and lively debate and discussion is expected. You are encouraged to discuss the readings and assignments with each other outside of class. You also are welcome to contact us to talk with us about the readings or the course.

**Service Learning:** Work in the community through service is balanced with other aspects of the course, recognizing service as a different type of learning resource. The on-going service commitment is approximately 3 hours each week, for a total of approximately 15 hours during the semester. To accommodate these hours, we will meet in the classroom two days each week (Monday and Wednesday), meet to work with and mentor high school students from the Bronx Leadership Program one day each week (Thursday), and engage in relevant field work and/or community-based group research projects (Tuesday).

**Presentations, Policy Brief, Debate, and Essays:** You will be required to participate in one class debate, one group policy presentation, one group oral budget analysis, and one individual budget analysis. You also will be required to write one service learning integrative essay and write one budget proposal. Late assignments will be accepted with penalty: 10 points deducted if the assignment is not turned in on time (when they are collected at the beginning of class) and 5 points deducted for each additional day the assignment is late. I happily will accept any paper turned in earlier than the assigned date.

### **Grading:**

Your final grade will be based on your performance on your policy briefs, budget analyses, service learning integrative essay, participation, service learning work, and budget proposal. Points will be distributed as follows:

Group policy brief (June 6); group budget analysis presentation (June 18); debate (June 20)	15%
Class Participation	20%
Service Learning Work (June 1, 7, 14, 21, 28)	25%
Service Learning Essay (June 25)	20%
Individual final budget presentation (June 27) and final written budget proposal & narrative (June 28)	20%

Grades are earned according to the following point scale: 95 – 100 = A; 90 – 94 = A— ; 87 – 89 = B+; 83 – 86 = B; 80 – 82 = B—; 77 – 79 = C+; 73 – 76 = C; 70 – 72 = C—; 60 – 69 = D; grade < 60 = F

**ADA Notice:** Under the Americans with Disabilities Act and Section 504 of the Vocational Rehabilitation Act of 1973, all students, with or without disabilities, are entitled to equal access to the programs and activities of Fordham University. If you believe that you have a disabling condition that may interfere with your ability to participate in activities, coursework, or assessment in this course, you may be entitled to accommodations. Please schedule an appointment with the Office of Disability Services, located on the

### **Course Schedule:**

## **Week One: Bronx History/Bronx Economic History**

### **Required Reading for Tuesday May 29<sup>th</sup>:**

"'It Takes a Village to Raise a Child': Growing up in Patterson Houses in the 1950s and Early 1960s: An Interview with Victoria Archiblad-Good by Dr. Mark Naison." *The Bronx County Historical Society Journal*, Vol. XL, No. 1 (Spring 2003).

"Nowhere to Go: A Crisis of Affordability in the Bronx," University Neighborhood Housing Program 30<sup>th</sup> Anniversary Report, May 1, 2013. <http://unhp.org/pdf/NowhereToGo.pdf>

Wilson, William Julius. "Structural and Cultural Forces that Contribute to Racial Inequality," in *More than Just Race: Being Black and Poor in the Inner City (Issues of Our Time)*. W. W. Norton & Company (March 22, 2010; pp. 1-23).

Ultan, Lloyd. "Crisis," in *The Northern Borough: A History Of The Bronx*. BookSurge Publishing (August 12, 2009; pp. 282-301).

Ultan, Lloyd. "Renaissance," in *The Northern Borough: A History Of The Bronx*. BookSurge Publishing (August 12, 2009; pp. 302-327).

## **Week Two: Community Investment and Development**

### **Required Reading for Monday June 4<sup>th</sup>:**

Jones, C.P. "Levels of racism: a theoretic framework and a gardener's tale." *Am J Public Health*. 2000 August; 90(8): 1212–1215.

Su, Celina, *Streetwise for Book Smarts: Grassroots Organizing and Education Reform in the Bronx*. Cornell University Press (2009). Chapters 1, 2, 3, 4, and 6.

Glickman, Norman J., and Lisa J. Servon, "Strengthening the Connections between Communities and External Resources," in DeFilippis, James, and Susan Saegert eds., *The Community Development Reader*. Routledge, 2nd edition (2012); pp. 46-61.

Sites, William, Robert Chaskin, and Virginia Parks (2007). "Reframing Community Development for the 21<sup>st</sup> Century: Multiple Traditions, Multiple Challenges," *Journal of Urban Affairs*, Volume 29, Number 5, pages 519–541. <http://onlinelibrary.wiley.com/doi/10.1111/j.1467-9906.2007.00363.x/pdf>

Kubisch, Anne, Auspos, Patricia, Brown, Prudence, Chaskin, Robert, Fulbright-Anderson, Karen, and Hamilton, Ralph "More than Bricks and Sticks: Five Components of CDC Capacity," in DeFilippis, James, and Susan Saegert eds., *The Community Development Reader*. Routledge, 2nd edition (2012).

**Tuesday June 5<sup>th</sup> Policy Brief Assignment:** Use the information that you have learned from the class discussion and required readings to answer the following policy questions: "How do we preserve and maintain a certain level of housing affordability in the Bronx with neighborhoods that actually work well? What do we want to create going forward, and what policy initiatives, partnerships, and community development projects would your policy team recommend and why?"

## **Week 3: Education Policy and Budget Priorities**

### **Required Reading for Monday, June 11<sup>th</sup>:**

Kozol, Jonathan, *The Shame of the Nation: The Restoration of Apartheid Schooling in America*. Broadway Books (September 13, 2005). Introduction and Chapters 3, 4, and 5.

Roza, Marguerite and Hill, Paul T. 2003. "How Within-District Spending Inequities Help Some Schools Fail." Paper prepared for Brookings Institution Conference The Teachers We Need, Washington DC, May 2003

Stiefel, Leanna, Rubenstein, Ross and Schwartz, Amy Ellen. 2004. "From Districts to Schools: The Distribution of Resources Across Schools in Big City School Districts." Proceedings from the Symposium on Education Finance and Organizational Structure in NYS Schools, (Albany NY: Education Finance Research Consortium): 61-88.

Current Budgets for student analysis: <http://www.decidenyc.com/issues/the-new-york-city-budget/nyc-doe-budget/>

<http://schools.nyc.gov/AboutUs/funding/schoolbudgets/fy14SchoolBudgetOverview.htm?schoolcode=X439>

[http://schools.nyc.gov/offices/d\\_chanc\\_oper/budget/dbor//Budget\\_Publication/2013\\_Budget\\_Publication/2013\\_Guide\\_to\\_Budget\\_English.pdf](http://schools.nyc.gov/offices/d_chanc_oper/budget/dbor//Budget_Publication/2013_Budget_Publication/2013_Guide_to_Budget_English.pdf)

**Group Budget Proposal & Justification Presentation:** Your second group assignment in this course is a school budget with an oral justification presentation. Your school has 400 students and you have 4.1 million dollars to allocate. The budget should follow the format used in the class presentations and in Galaxy.

Your budget justification presentation should begin with an introduction that gives the school name and discusses the school philosophy, mission statement, and goals.

The remainder of your presentation needs to justify each of your budget items by using quotes from (a) the readings, (b) class discussions, and (c) the student leaders. Your budget allocations should support the philosophy and mission statement, and your presentation should clearly explain how the items in your budget will support your school's philosophy and mission and help your school accomplish its educational mission and goals.

Your presentation should justify every increase, decrease, or addition in the budget (relative to past budgets discussed in class) and use quotes from the above listed sources.

Do not assume that the professor knows what is motivating your budget decisions. This is "your school" and your presentation, and thus is your opportunity to demonstrate your mastery of the material covered to date!

#### **Week 4: School Budget/Community Development Connection**

##### **Required Reading for Monday June 18<sup>th</sup>:**

Kozol, Jonathan, *The Shame of the Nation: The Restoration of Apartheid Schooling in America*. Broadway Books (September 13, 2005), Chapter 6.

**Class debate assignment** on previous week's readings related to education, education budgets, and selections from Kozol's *The Shame of the Nation: The Restoration of Apartheid Schooling in America*. Your group will be assigned to argue either in favor of or against East Meadow absorbing Roosevelt. Your team argument should: (1) Consider the stakeholders and weave these into your arguments (using relevant quotes from the assigned readings where appropriate); and (2) Share at least 3 compelling arguments to support your position (using relevant quotes from the assigned readings where appropriate).

#### **Week 5: University/Community Relationships (service learning essay due on Monday at 1 p.m.)**

##### **Required Reading for Monday June 25<sup>th</sup>:**

Hill-Fletcher, Jeannine. "Companions, Prophets, and Martyrs: Jesuit Education as Justice Education," in Mary Beth Combs and Patricia Ruggiano Schmidt, eds., Fordham University Press: 2013, 298-315.

von Arx, Jeffrey, S.J. "Opening Remarks to Jesuit Justice Conference, June 18, 2009," in Mary Beth Combs and Patricia Ruggiano Schmidt, eds., Fordham University Press: 2013, 226-240.

Ignacio Ellacuría, S.J.'s June 1982 Commencement Address at Santa Clara University

**On Wednesday, June 27<sup>th</sup>, using material learned from course readings, class discussions, and from their service learning experience with local Bronx high school students, the students registered for this course will present proposals for alternate budgets with justifications.**

### **June 28: Individual Final Written Budget Proposal Due**

Final Budget Proposal & Justification Narrative Assignment

Due: by 1 p.m. on Thursday June 28<sup>th</sup> via email to [mcombs@fordham.edu](mailto:mcombs@fordham.edu)

Your final assignment in this course is a school budget with a written budget justification narrative. Your school has 400 students and you have 4 million dollars to allocate. The budget should follow the format used in the class presentations and in Galaxy.

Your budget justification narrative should begin with an introduction that gives the school name and discusses the school philosophy, mission statement, and goals.

In addition, you also need to connect your school philosophy, mission statement, and goals to a specific community development goal or community development project. You have been given ample examples of community development goals and projects in the readings, our class discussions, and by your Future Leaders. Pick one goal or project and explain how your school philosophy, mission statement, and goals connect to and support the community development goal/project.

The body of your narrative needs to justify each of your budget items by using quotes from (a) the readings, (b) class discussions, and (c) the student leaders. Your budget allocations should support the philosophy, mission statement, and community development goal/project, and your narrative should clearly explain how the items in your budget will support your school's philosophy and mission and community goal/project and help your school accomplish its educational mission and goals.

Your narrative should justify every increase, decrease, or addition in the budget (relative to past budgets discussed in class) and use quotes from the above listed sources. If you make no changes to the budget, you still must justify your decision and use quotes from the above listed sources to support your choices.

Do not assume that the professor knows what is motivating your budget decisions. This is your final exam and thus is your final opportunity to demonstrate your mastery of all of the material covered. Thus, this is your final opportunity to show that you have (a) read all of the readings, (b) listened to your Future Leaders, (c) listened to what was discussed in class, and (d) that you can pull together all of this material and connect it holistically.

Your paper should end with a concluding paragraph.

## **Appendix: Recommended Reading:**

### **Week 1: Bronx History/Bronx Economic History**

Wilson, William Julius. "Framing the Issues: Uniting Structure and Culture," in *More than Just Race: Being Black and Poor in the Inner City (Issues of Our Time)*. W. W. Norton & Company (March 22, 2010; pp. 133-154).

Naison, Mark, and Henry Taylor Jr., "African Americans and the Dawning of the Post Industrial Era," in Henry Louis Taylor Jr. and Walter Hill eds. *Historical Roots of the Urban Crisis*. (New

York: Garland, 2000; pp. 275-286). Available online at:

[http://books.google.com/books?id=LZOXAmbyHt0C&pg=PA275&lpg=PA275&dq=African+Americans+and+the+Dawning+of+the+Post+Industrial+Era&source=bl&ots=0CbotzSD11&sig=Pi3SfrgnQSHERKwK-DniM9GVZYM&hl=en&sa=X&ei=iGKxU\\_bGErOssQTM3IHADw&ved=0CB8Q6AEwAA#v=onepage&q=African%20Americans%20and%20the%20Dawning%20of%20the%20Post%20Industrial%20Era&f=false](http://books.google.com/books?id=LZOXAmbyHt0C&pg=PA275&lpg=PA275&dq=African+Americans+and+the+Dawning+of+the+Post+Industrial+Era&source=bl&ots=0CbotzSD11&sig=Pi3SfrgnQSHERKwK-DniM9GVZYM&hl=en&sa=X&ei=iGKxU_bGErOssQTM3IHADw&ved=0CB8Q6AEwAA#v=onepage&q=African%20Americans%20and%20the%20Dawning%20of%20the%20Post%20Industrial%20Era&f=false)

"The Hidden History of a Borough." *New York Amsterdam News*, June 23-29, 2005, p.33

"The Bronx African American History Project." *Organization of American Historians Newsletter*, Vol. 33, No. 3, August 2005

Naison, Mark. "A Bronx Tale: Development Without Gentrification" *OAH Newsletter* 36 (February 2008).

Prezi: "Bronx History: Bronx Civic Scholars," [http://prezi.com/iupy\\_zmqtm3k/copy-of-bronx-history-bronx-civic-scholars/](http://prezi.com/iupy_zmqtm3k/copy-of-bronx-history-bronx-civic-scholars/)

### **Week Two: Community Investment and Development**

Ladner, Peter, *The Urban Food Revolution: Changing the Way We Feed Cities*. New Society Publishers (2011). Chapters 7, 8, 15, and 17.

### **Week 3: Education Policy and Budget Priorities**

Anyon, Jean. *Radical Possibilities: Public Policy, Urban Education, and a New Social Movement*. Routledge: 2<sup>nd</sup> Edition (March 20, 2014). Chapters 4, 7.

Kozol, Jonathan, *Fire in the Ashes: Twenty-Five Years Among the Poorest Children in America*, Broadway Books (September 3, 2013). Chapters 1, 2, 8, and 9.

Evans, William N., Shelia E. Murray, and Robert M. Schwab. 1997. "Schoolhouses, Courthouses, and Statehouses After Serrano." *Journal of Policy Analysis and Management* 16, (1), 10-31

Committee for Economic Development. 2004. "Investing in Learning: School Funding Policies to Foster High performance: A Statement on National Policy." Washington, DC: Committee for Economic Development.

Burke, Sarah, M. 1999. "An Analysis of Resource Inequality at the State, District, and School Levels." *Journal of Education Finance*, 24, 4, 435-458. Available at:

<http://www.jstor.org/discover/10.2307/40704077?uid=44790&uid=3739832&uid=2134&uid=2&uid=70&uid=3&uid=67&uid=62&uid=3739256&uid=24313&sid=21104172379407>

Common Core and Inequality: [http://hechingerreport.org/content/what-does-a-common-core-curriculum-mean-to-students-at-risk-of-being-shot\\_14041/](http://hechingerreport.org/content/what-does-a-common-core-curriculum-mean-to-students-at-risk-of-being-shot_14041/)

Jansson, Bruce S. *Becoming an Effective Policy Advocate*. Cengage Learning (January 7, 2013) chapter 4, 7.

## **Recommended Reading (continued)**

### **Week 4: School Budget/Community Development Connection**

Urban economic policy/economic education: <http://www.nytimes.com/roomfordebate/2012/09/11/must-teachers-and-school-officials-be-foes/a-battle-between-education-and-business-goals>

### **Week 5: University/Community Relationships**

Cruz, N and Giles, D.E., Jr., Where's the Community in Service-Learning? Michigan Journal of Community Service Learning (MJCSL), University of Michigan, Special issue, Fall 2000.

Holland, Barbara A., Sherril Gelmon, Lawrence W. Green, Ella Greene-Moton, and Timothy K. Stanton, "Community-University Partnerships: What Do We Know?" Prepared for Discussion at A National Symposium Jointly Sponsored by Community-Campus Partnerships for Health and HUD's Office of University Partnerships. [http://depts.washington.edu/ccph/pdf\\_files/symposium\\_report.pdf](http://depts.washington.edu/ccph/pdf_files/symposium_report.pdf)