Neighborhood Development and Social Entrepreneurship - Fall 2012
ANTH 4412/6412
PADM 4412/6412
Wednesdays – 5:30-8:30
Manning 320

Dr. Katherine Lambert-Pennington
302B Manning Hall
Phone: 678-3328
Email: almbrtpn@memphis.edu
Office Hours: By Appointment

Graduate Assistant: April Steele
Email: asteele@memphis.edu

Course Description
This course examines the role of various institutions and their relationships to development opportunities in neighborhoods. It explores the evolution of American cities as a context for understanding trends in urban development, poverty, and strategies of community problem solving. Particular attention is given to the role of anchor institutions such as families, churches, schools & universities, government, corporations and foundations in shaping community change and policy at the local level. The role of the engaged scholar in contributing to a better understanding of neighborhoods and various intervention strategies will be highlighted. The need for entrepreneurial approaches addressing social problems is explored. This course emphasizes community-based research.

Course Objectives
1. To build a knowledge base of community-based initiatives and the role of various institutions, non-profits, and local government in neighborhood development;
2. To develop a context for the analysis of these initiatives in light of national, state and local policy and discuss how policy affects neighborhoods and in turn how community activists attempt to influence policy;
3. To examine various approaches to building/rebuilding communities within the city;
4. To examine the role of social entrepreneurs in creating new approaches to neighborhood revitalization;
5. To examine the types of activities and programs including university-based efforts that are implemented to improve neighborhoods;
6. To discuss methods of data collection and involve students in the analysis and design of programs.

Student Competencies
1. Critical thinking and writing skills on urban issues.
2. Understanding of civic engagement and participatory research.

REQUIRED READINGS
All readings should be completed before class on the day they are listed on the syllabus.

4. Other required readings are noted on the course schedule and will be available on E-Courseware.

RECOMMENDED BOOKS (Optional)
2. Streets of Hope by Peter Medoff, 1999. South End Press. (Chapters assigned from this book will be available on e-courseware).

BACKGROUND READING (Optional)

ASSIGNMENTS

Exams (all students) – Midterm (take-home, due: October 17th) & Final (December 12th). One of the essays on the final exam will ask you to reflect on your community based research experiences, describing what you did in the field and connecting it with the course and your overall academic trajectory.

Paper (all students) - Profile of activism and/or social entrepreneurship in a Greater Memphis neighborhood (Due November 14th)

Graduate students will be paired up with an undergraduate student to develop a 5-page profile of a neighborhood activist and/or social entrepreneur. The profile should be a biography of activism or social entrepreneurship focused on one key community leader, summary of their major activities and outcomes, and an analysis of key opponents and/or challenges to community revitalization/stability.

Students should do an interview with the activist/social entrepreneur and use a combination of the following to conduct their research: archival research on history of neighborhood (Memphis Room, etc.), windshield tour of neighborhood, and/or site visits to key neighborhood organizations/institutions.

Your profile should also include: a description of the neighborhood, issues the neighborhood has/is facing, an inventory of critical stakeholders involved community activism (e.g. neighborhood associations, school based groups, blocks clubs, faith-based organization, other non-profits, etc.); and make connections with course materials, themes, and topics.

Community-Based Research Project (all students) – South Memphis Revitalization Action Plan Partnership

Students will be engaged in service learning and community based research to support the on-going work of the South Memphis Revitalization Action Plan. The class will be working with the Works, Inc. and the SoMe RAP resident committee on three projects related to building a healthy community: South Memphis Farmers Market & South Memphis Trails. Students will have the opportunity to choose which project they would like to work on.
While more details on specific assignments, key dates, activities, and final products are forthcoming, field-based Service Learning Activities will include:

- Assist in the outreach for the SoMe RAP meetings
- Attend SoMe RAP meetings in South Memphis (tentatively scheduled for Thursday Sept. 20th @ 6 pm and Saturday, November 10th at 10 am)
- Assist with the Fall 5k Run (pre-run prep, November 2nd & run day November 3rd)

South Memphis Farmers Market (Sarah)
- Volunteer for the South Memphis Farmer’s market (Thursdays 12-6 pm)
- Assist with research activities at the South Memphis Farmers Market (Thursdays 12-6 pm).
- Assist with analysis of market data

South Memphis Greenline (Curtis/Gayle)
- Inventory/survey other greenlines around Memphis
- Work with residents, particularly youths, to generate a vision for a greenline in their neighborhood (how they will use it, what it would look like, reservations about it, etc.)
- Identify ways to link SM Greenline to existing assets and address any residents’ concerns.

South Memphis Local History Trail (April)
- Inventory and document current historical markers in neighborhood
- Archival research on neighborhood history to identify potential places and/or people for new historical markers - particularly, but not limited to the SM greenline area.
- Work with residents to identify places and/or people - for new historical markers - particularly, but not limited to the SM greenline area.
- Identify how other neighborhoods (Memphis and beyond) have used historical markers to enhance their community identity and aesthetic.

Expectations: Undergraduate students are expected to do a minimum of 10 hours of community based work. Graduate students are expected to do a minimum of 15 hours of community based work. Throughout the semester, we will take time during class to debrief on students’ experiences and for the teams to meet to coordinate and/or update the class on their progress.

Products: Throughout the semester, students should keep a log of their hours and brief, but substantive, notes on what you did, and what you learned. You will be asked to turn a log of your hours and a description of your contributions to the report.

Students working on the South Memphis Farmers Market will write up a report assessing the farmers market (drawing on participant observation at the market and other research activities) and make recommendations for improvements to be given to the SMFM advisory committee.

Students working on the South Memphis Greenline will write a report on research findings and make recommendations for a potential trail design, and budget for implementation.

Students working on the Local History Trail will write up a report on their research findings and make recommendations on the content and placement of historical markers, and a budget for implementation.

<table>
<thead>
<tr>
<th>GRADING</th>
<th>UG</th>
<th>Grads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Profile</td>
<td>200</td>
<td>150</td>
</tr>
<tr>
<td>Midterm</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>Final</td>
<td>250</td>
<td>250</td>
</tr>
<tr>
<td>Community-based research Product (+ log of hours)</td>
<td>250</td>
<td>300</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>900</strong></td>
<td><strong>900</strong></td>
</tr>
</tbody>
</table>
Student Responsibilities
This course applies an interdisciplinary and holistic framework and applies an active learning model. In
the classroom, lectures and films will be complemented by group discussions, guest speakers, and
student-led discussions. Please read the following list of responsibilities carefully.

1. It is the student’s responsibility to read and understand the syllabus. Special circumstances may
   require modifications in the syllabus and in the assignments. If this occurs, advance notice will
   be given in class and these changes will become part of the syllabus.

2. Students are expected to attend class regularly and complete all assignments. Success in this
class requires consistent attendance, regular class participation, note taking, and keeping up on
all reading and work assignments.

3. Students are required to have a University of Memphis email account and access to
eCourseware and to check both daily for communication regarding course content. All emails
from me to you will use the University of Memphis system and eCourseware. If you use a
different email system, be sure to forward your U of M account to that other address.

4. Cell phones need to be turned off or set to vibrate during class. Likewise, emailing, text
messaging, facebooking, tweeting, etc. during class are very distracting and are strictly
forbidden in the classroom. Please do not test me on this.

5. Late assignments will only be permitted for medical reasons, family emergencies, or official
University business. Written documentation is required.

6. Excused absences for religious holidays and other events must be cleared with the instructor in
advance.

7. Whenever you use another person’s words or ideas you must properly cite them. Word for word
copying of another person’s words without proper attribution is known as plagiarism and is a
serious form of academic dishonesty. Plagiarism and academic dishonesty will not be tolerated.
Please do not test me on this.
Refer to the University of Memphis’ Office of Judicial and Ethical Programs for its policy on

Students with Disabilities
The University encourages the full participation of students with disabilities. Students with disabilities
are invited to meet individually with the instructor to discuss any accommodations that may be needed for
successful participation in this course.

Inclement Weather
In the event that inclement weather requires the cancellation of classes at the University of Memphis,
local radio and television media will be immediately notified. Additionally, the University of Memphis
has established an inclement Weather Hotline at 678-0888.
CLASS SCHEDULE (Subject to Change)

August 29th – Week 1: History & Purpose of the Course
- Syllabus review
- Critical Anthropological Questions
- Critical Public Administration/Non-profit Questions
- History of the course
- Engaged Scholarship – Bridging Classroom and Community

- Industrial capitalism – a global perspective
- Transformation of the US landscape
- Reasons for the decline of neighborhoods
- Issues of governance
- Mapping the landscape
- The pursuit of community

READ
- Selections from Jane Jacobs, “Dark Age Ahead” and Life and Death of the American City
- Grogan & Proscio, Introduction (pgs 1 – 9) and Chapter 2 (pgs. 31-47).

In-Class: Discussion of Community-Based Research/Service Learning Project

September 12th – Week 3: The Rise of Memphis as a City: Understanding Neighborhood Decline & New Approaches to Community Development
- Memphis neighborhoods
- Rise of community-based activism in Memphis
- The role of non-profit agencies
- Social entrepreneurial approaches to complex problems

READ
- S. Hyland et.al, “Memphis Neighborhood Timeline”.
- Grogan & Proscio, Chapter 4 (pgs. 65 – 126).
- Putnam, Chapter 1 from Bowling Alone.

Guest Speaker: Susan Schmidt, Executive Director, Institute for Philanthropy and Nonprofit Leadership

In Class: Introduction of Community Activist Profile

September 19th – Week 4: Poverty, Family, and Urban Life
- The Economics of Poverty
- Social Capital & Survival
- Anti-Poverty Paradigms and Policies
READ

- Shipler, The Working Poor: Invisible in America – Chapter you signed up for and Chapter 9-Epilogue
- Explore The Saguaro Seminar pages on Social Capital - http://www.hks.harvard.edu/saguaro/socialcapitalprimer.htm

Film: History of Alinsky

**September 26th – Week 5: Anchors for Urban Redevelopment**

- Economic Comeback of Cities
- Role of commerce
- Role of Government
- Downtown revitalization
- Metropolitan Universities and Hospitals

READ

- Grogan & Proscio, Chapter 6 (pgs. 127 – 145).
- John Kretzmann, Community-Based Development And Local Schools: A Promising Partnership, p. 1-20.

Guest Speaker: Lorie Chapman (Urban Planner), Center City Commission

**October 3rd – Week 6: Strengthening Communities and Revitalizing Neighborhoods Part IV – Public Housing & Urban Relocation in Chicago and St. Louis**

READ

- Grogan & Proscio, Deregulating the City and The Fall (and Rise) of Public Housing (pgs. 175 – 208).
- Venkatesh, “A Place to Call Home” (Chapter 1) and “The Beginning of the End” (Chapter 6), American Project, Harvard University Press, 2000.

Film: The Pruitt Igoe Myth: An Urban History

**October 10th – Week 7: Strengthening Communities and Revitalizing Neighborhoods Part I – Citizens’ approaches to change – community organizing and civic engagement in Rochester**

READ

- Medoff and Sklar, Streets of Hope, Chapters 7 & 8 (Holistic Development & The Power of Youth)
- Grogan & Proscio, Chapter 1 (pgs. 12 – 30) and Chapter 3 (pgs. 48 – 64).
- Explore Dudley Street Initiative Webpage - http://www.dsni.org/
Film: Holding Ground

October 17th – Week 8: Midterm Due – No Class
 Begin Reading Tough, Whatever it Takes
 Focus on Community Based Project

October 24th – Week 9: Strengthening Communities and Revitalizing Neighborhoods Part II – Educational Reform Efforts - the Harlem Children’s Zone

READ
- Explore Harlem Children Zone Website - [http://www.hez.org/](http://www.hez.org/)

Choose one of the programs on the “Our Results” page - [http://www.hez.org/our-results](http://www.hez.org/our-results)

Guest Speaker: Beverly Cross, Chair of Excellence in Urban Education, College of Education

October 31st - Week 10: Strengthening Communities and Revitalizing Neighborhoods Part III - Faith Based Initiatives – Comparing Models

READ

November 7th – Week 11: Strengthening Communities and Revitalizing Neighborhoods Part V – Social Entrepreneurship and Healthcare
 Neighborhoods & Food Access
 Residents and Health Promotion
 Community-Based Research

READ
- Thomas Philpott, 2006 A Farm Grows in Brooklyn, Sojourners 35 no5.

November 14th - Week 12: Strengthening Communities and Revitalizing Neighborhoods Part VI – Cultivating Creativity: Museums & the arts as initiators of revitalization

READ
TBA

**Guest Speakers:** Dr. Robert Connolly, Department of Anthropology and Director of C.H. Nash Museum & Dr. Charlie Santo, Associate Professor, Graduate Program in City and Regional Planning

**DUE:** Neighborhood Activist Profile Paper

---

**November 21st - Week 13: No Class**

**November 28th – Week 14: Strengthening Communities and Revitalizing Neighborhoods Part VII – Social Entrepreneurship – Environmental Justice and City Planning and Design**

**READ**
- Explore the Mill Creek Project Website - [http://www.annewhistonspirn.com/teacher/mill-creek.html](http://www.annewhistonspirn.com/teacher/mill-creek.html)
- Explore West Philadelphia Landscape Project Website - [http://www.wplp.net/](http://www.wplp.net/)

**Guest Speakers:** Dr. Laura Saija, University of Catania, Marie Curie Visiting Fellow at the University of Memphis & Guisy Pappalardo, Fulbright Fellow, Mississippi State University

**December 5th – Week 15: Conclusions**

**READ**

**DUE:** Service Learning Products & Brief in-class presentation

**December 6th – Study Day**

**December 12th – Final Exam Due**