

MIT Department of Urban Studies & Planning
11.401 Intro to Housing, Community, and Economic Development
Fall 2020

The Power of Protest & the Quest for Justice & Equity in the American City
[Vision + Community + Housing + Development = Revitalized Cities]



Image: Miguel Luciano, "Mapping Resistance: The Young Lords in El Barrio"

Class: Tuesdays, 5:30pm - 7:00pm (EST) & Thursdays, 8:00am - 9:30am (EST)

Location: <https://mit.zoom.us/j/97462722128>

Faculty: Karilyn Crockett kcrock@mit.edu

Office Hours: Thursdays, 7:00pm - 8:30pm (EST)

Sign up: <http://dusp.mit.edu/oh>

TA: Enjoli Hall enjoli@mit.edu

Drop-in Office Hours: Thursdays, 11:00am - 12:30pm (EST)

Location: <https://mit.zoom.us/j/91822123923>

Please email to schedule an appointment outside office hours.

The Power of Protest: What is your vision for the cities we need to build?

"(W)e discovered that what was missing from our school, from other schools, from the journals and exhibitions and manifestos, was missing not because it had been neglected, but because it had been expelled. We discovered that during a specific period of the recent past, amidst the turmoil of the 1960s, a struggle had arisen within the academy over the social role of the architectural profession. Students and their mentors among the planning-oriented faculty confronted the proponents of aesthetic purity and the holders of institutional power." *Perspecta* 29 (1998, MIT Press)

Course Description:

More than 80% of Americans live in cities yet the jury is out on whether these forms of built environment are just and equitable for the people who depend on them most for their promise of economic opportunity, safety and social connectivity. This course asks what kinds of cities are we planning to build, for whom and to what end? The current moment of racial revolt and coronavirus pandemic requires bold commitments to anti-racist academic analysis and urban planning practice. The production of academic and technocratic knowledge systems has historically been a lead enabler of economic, social and racial disparities.

By centering a range of theorists, critics and activists both inside and outside of the academy and examining the role of protest, critique and dissent as essential vectors for expanding the possibilities for everyday life, this course will introduce multiple modes for understanding how policy, direct action, research, institutional forms and old-fashioned conversation hold the keys to lasting social change, racial reconciliation and economic repair. *Each of these modes of knowing and acting has transformed the creation of housing, community and economic development plans across the United States.* Yet, the neo-colonial legacy of urban planners' practice of viewing urban environments and their inhabitants as problems to be solved by powerful decision-makers and experts located elsewhere and often racially identified as "white" has canonized a narrow set of approaches and values. And, while blackness and African-American populations, in particular, take center stage within many classic U.S. studies and formal discourses of the field, black people themselves are strangely absent as actors, theorists and problem-solvers. These are tendencies that we will note and critique in an on-going effort to strengthen the revelatory power and interpretive ethics of our epistemological framework.

The course is divided into four parts all framed by "the power of protest" as a value claim contextualizing action, critique and debate as constitutive of the urban imaginary and its material, political and cultural expression. The lessons of history will also inform our understanding of the present moment while hopefully pointing toward new, unrealized possibilities for a future of collective action. Cities have always been imagined as offering an alternative to another way of life; the question before us remains: "What *new* alternative do we imagine we need today?"

Class Participation:

This is a discussion-based, rather than lecture-based, course. Students should be well prepared to participate actively in class discussions, with well-supported arguments based on the readings (not just opinions), and should make an effort to build on and react to the arguments of classmates and faculty. The quality of your participation will make up 20% of your final course grade.

Assignments:

Requirements and grading are as follows:

- In-class participation (20%). Be prepared, ask questions, make arguments supported by the readings, listen to each other.
- A brief weekly response paper of roughly 500 words each (35%). These should present a critical assessment of the assigned material and *not* a mere restatement of content. Resist the urge to summarize. The responses give you an opportunity to analyze key ideas that cut across readings, identify questions the readings prompt you to ask, suggest critiques of the data, methodology, or conclusions, or raise concepts you want to clarify. For at least two of your responses during the semester, we'd like you to respond to and engage with the post of a classmate. You will be expected to submit ONE response per week via the "Discussions" tab of the Canvas course site either on Monday (by 9:00pm EST), discussing the Tuesday readings, OR Wednesday (by 9:00pm EST), discussing the Thursday readings. No response paper is expected in the first or last weeks and you can choose not to submit in one week of your choice. Therefore, a total of 10 responses should be submitted. The responses will be graded on a $\sqrt{+}$, $\sqrt{}$, $\sqrt{-}$ scale. A " $\sqrt{+}$ " will count for 5 out of 5 points, a " $\sqrt{}$ " 4 out of 5 points, and a " $\sqrt{-}$ " 3 out of 5 points.

- **Historical/Current Event Presentation (10%).** Pick two weeks to present, possibly in pairs. Briefly present a historical or current event relevant to that week's readings and facilitate a 10-12 minute discussion exploring how the readings shed light on that event. Please do not create slides, but you are welcome to share a relevant article or image with the class the day before the presentation (email to class list by 9pm EST).

- **Equity in Practice Proposal (35%).** Beginning in week four, students should form groups to work collaboratively on a proposal for a project that responds to a contemporary equity issue in Greater Boston. The equity in practice project will be designed in collaboration with a public agency in the City of Boston. A proposal is due on Friday, October 16 at midnight (EST). The proposal should be 1 page (single- or double-spaced, format does not matter) to indicate to us that your team has started looking up relevant news articles, reports, and websites to gain some understanding of what the local challenge seems to be, what questions you have, and what aspect of this challenge you might want to focus on for the remainder of the semester (based on your interests and experiences). **Expectations for the final deliverable will be discussed and finalized by the end of October. Please contact city liaison Carolyn Yang carolyny@mit.edu with any questions.**

- **Final Presentation (5%).** Over the last 3 days of class, each group will present their research to the class in a prepared presentation. Presentations will be evaluated on their content, organization, delivery, and feasibility.

Grading Scale

Grades are assigned using the following scale:

A	96-100
A-	91-95
B+	86-90
B	81-85
B-	76-80
C+	71-75
C	66-70
C-	61-65
D+	56-60

Optional community meetings you could attend:

To provide context for the materials discussed in class, you may be interested in attending some community meetings. Below are several that could be particularly interesting, but any meetings would be worthwhile.

Boston City Council – Wednesdays at 12:00pm (VIRTUAL, SEE LINK)

<https://www.boston.gov/departments/city-council>

Cambridge City Council – Select Mondays at 5:30pm (VIRTUAL, SEE LINK)

<https://www.cambridgema.gov/departments/citycouncil>

Somerville City Council – Every other Thursday at 7:00pm (VIRTUAL, SEE LINK)

<http://somervillecityma.igmp2.com/Citizens/Default.aspx>

City Life/Vida Urbana – Every Tuesday at 6:30pm (VIRTUAL, SEE LINK)

<http://www.clvu.org/virtualmeetings>

Course Policies:

Course Site

The Canvas course site will be an important resource for accessing readings, completing and submitting assignments, keeping track of due dates, and communicating with one another. Please take a bit of time to familiarize yourself with it: <https://canvas.mit.edu/courses/3211>.

Late Submissions

All submissions should be submitted via Stellar. In the event that medical or other personal circumstances arise that interfere with your ability to complete assignments on time, extension requests can be made to the Office of the Dean of Graduate Education (<http://odge.mit.edu>). If the ODGE decides that an extension is warranted, they will send a generic note that your assignment deadline should be extended without penalty. This policy is intended to preserve your privacy. Any assignment submitted after the deadline, without a request for an extension that was approved by ODGE, will be

marked down 5 points out of 100. Any assignment more than 3 hours late will be marked down a further 10 points. A further 10 points will be deducted for each day the assignment is late.

Academic Integrity

Fundamental to the academic work you do at MIT is an expectation that you will make choices that reflect integrity and responsible behavior. Honesty is the foundation of good academic work. Do trust the value of your own intellect and credit others for their work. Do not copy ideas or phrases without citing them appropriately. Do not submit projects or papers that have been written for a previous class. See <https://integrity.mit.edu/>.

Title IX Resources and Mandated Reporting

Faculty members and graduate teaching assistants are considered mandated reporters, or “Individuals with Title IX Reporting Responsibilities.” This means that if you disclose to us incidences of sexual assault, sexual harassment, other sexual misconduct, dating violence, domestic violence, or stalking, we are required to share this information with the Institute Discrimination and Harassment Report (IDHR) Office. IDHR will follow up with you via email to ask if you would like to meet with their staff to discuss available options and resources. If you need someone to talk to who is not a mandated reporter, you can reach out to any of these confidential resources:

Violence Prevention and Response

Hotline: 617-253-2300 (M-F 9am-5pm)

Email: vpradvocate@mit.edu

<http://studentlife.mit.edu/vpr>

MIT Medical

24-hour line: 617-253-4481

Urgent Care: 617-253-1311

<https://medical.mit.edu/>

Student Mental Health and Counseling

Weekdays: 617-253-2916

Nights/weekends: 617-253-4481

<https://medical.mit.edu/services/mental-health-counseling>

MIT Chaplains

<https://studentlife.mit.edu/orse/>

Ombuds Office

<http://ombudsoffice.mit.edu/>

See <https://idhr.mit.edu/> for more information on reporting options and other resources.

Accommodations

It is important that everyone is fully able to participate in this class to the best of their ability, and that we work together to make that happen. If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in class, complete course requirements, or benefit from the Institute’s programs or services, please contact Disability and Access Services (DAS) as soon as possible. You can email the office at das-all@mit.edu, or visit the website at <https://studentlife.mit.edu/das>. If you need any accommodations for this course, please provide a copy of your Accommodation Letter (provided to you by the Disability and Access Services office) so that we can discuss the best ways to implement them.

Mental Health

Many of us face issues with our mental health over the course of our lives, and sometimes being a student can create or exacerbate these issues. If you are struggling, your mental health is suffering, or you just need someone to talk to, I encourage you to make an appointment with Student Mental Health and Counseling Services by calling 617-253-2916 or visiting <https://medical.mit.edu/services/mental-health-counseling>. Please don’t wait until you reach a state of crisis to ask for help. It’s hard to do, but important. These services are free and confidential.

Schedule, Assignments, and Readings:

All readings and URL links are available on the "Modules" tab of the Canvas course site. If you have any difficulties accessing any readings, please notify the TA right away via email.

PART I. THE POWER OF PROTEST: VISIONS FOR U.S. COMMUNITY AFTER URBAN CRISIS



Installation view of Cauleen Smith, "We Already Have What We Need" (2019) at Mass MoCA (image courtesy Mass MoCA)

Week 1: Intro to Visions for Community

September 1

- Kerner Commission. 1968. *Report of the National Advisory Commission on Civil Disorders*. Washington: Government Printing Office. 1-16 and 77-93.
- Ture, Kwame, and Charles V. Hamilton. 1967. *Black Power: The Politics of Liberation in America*. New York: Vintage Books. Preface.
- Combahee River Collective. 1977. *The Combahee River Collective Statement*.
<https://www.blackpast.org/african-american-history/combahee-river-collective-statement-1977/>.
- Graham, Stephen, and Simon Marvin. 2001. *Splintering Urbanism: Networked Infrastructures, Technological Mobilities, and the Urban Condition*. London: Routledge. Chapter 2.

Optional:

- Johnson, Akilah. "The Forgotten Riot That Sparked Boston's Racial Unrest." *The Boston Globe*, June 1, 2017.
<https://www.bostonglobe.com/metro/2017/06/01/the-forgotten-protest-that-sparked-city-racial-unrest/0ry39I37z87TwdBfrqUnTP/story.html>.
- Lebeau, Jordan. "When This Group of Black Mothers Locked Themselves in a Government Office, Boston Erupted in Riots." *Medium*, June 2, 2017.
<https://timeline.com/when-this-group-of-black-mothers-locked-themselves-in-a-government-office-boston-erupted-in-riots-eaad1e64b92d>.
- "Rodney King Riot: Timeline of Key Events." *The Associated Press*, April 26, 2017.
<https://apnews.com/fa4d04d8281443fc8db0e27d6be52081>.

Background (Optional):

- "United States Declaration of Independence." <https://www.archives.gov/founding-docs/declaration-transcript>.
- "Constitution of the United States." <https://www.archives.gov/founding-docs/constitution-transcript>.
- "United States Bill of Rights." <https://www.archives.gov/founding-docs/bill-of-rights>.
- Jefferson, Thomas. 1787. *Notes on The State of Virginia*. <http://xroads.virginia.edu/~hyper/JEFFERSON/ch14.html>.

September 3

- Mumford, Eric. 2000. *The CIAM Discourse on Urbanism, 1928–1960*. Cambridge: MIT Press. Foreword and Chapter 2.
- (Film) *Architects' Congress* (1933) dir. László Moholy-Nagy. <https://vimeo.com/283726259>.
- Hayden, Dolores. 1982. *The Grand Domestic Revolution: A History of Feminist Designs for American Homes, Neighborhoods, and Cities*. Cambridge: MIT Press. Introduction.
- Goetz, Edward G., Rashad A. Williams, and Anthony Damiano. 2020. "Whiteness and Urban Planning." *Journal of the American Planning Association* 86(2): 142-156.
- Lowe, Lisa. 2010. "Reckoning Nation and Empire: Asian American Critique." In *A Concise Companion to American Studies*, edited by John Carlos Rowe. Oxford: Wiley-Blackwell. 229-244.

Optional:

- Coates, Ta-Nehisi. "The Enduring Solidarity of Whiteness." *The Atlantic*, February 8, 2016.
- Oliver, Melvin L., and Thomas M. Shapiro. 1995. *Black Wealth/White Wealth: A New Perspective on Racial Inequality*. New York: Routledge. Chapter 5.

No reading response due this week.

Week 2: Justice And the City — Which Path Is Forward?

September 8

- (Audio) Martin Luther King, Jr. 1967. "Where Do We Go from Here: Chaos or Community?" August 16, 1967. (1hr+) https://www.youtube.com/watch?v=5m1PRN9VCfw&feature=emb_title.
- Fainstein, Susan S. 2010. *The Just City*. Ithaca: Cornell University Press. Introduction and Chapter 1.
- Fernandez, Johanna. 2003. "Between Social Service Reform and Revolutionary Politics: The Young Lords, Late Sixties Radicalism, and Community Organizing in New York City." In *Freedom North: Black Freedom Struggles Outside the South 1940-1980*, edited by Jeanne F. Theoharis and Komozi Woodard, 255-285. New York: Palgrave Macmillan.
- Kelley, Robin D. G. 2002. *Freedom Dreams: The Black Radical Imagination*. Boston: Beacon Press. Chapter 6.

Reflect on the following question in preparation for in-class discussion: What did your hometown teach you about yourself and what was possible for you? Where could you/did you go? Where couldn't you go?

September 10

- Farrell, Liam. "City of Hope." *TERP*, January 23, 2018. <https://terp.umd.edu/city-of-hope/#.X0tXPZNKjlX>.
- (Video) "Resurrection City and the Poor People's Campaign: MLK's Final Protest." <https://www.youtube.com/watch?v=sl7A4PVHUVw>.
- (Film, no audio) "Resurrection City Closed - 1968." https://www.youtube.com/watch?v=E_s_CQNQonU.
- Harvey, David. 1973. *Social Justice and the City*. Athens: University of Georgia Press. Chapter 7.
- King, Mel. 1981. *Chain of Change: Struggles for Black Community Development*. Boston: South End Press. Introduction and Chapter 19.
- Pulido, Laura. 2006. *Black, Brown, Yellow, and Left: Radical Activism in Los Angeles*. Berkeley: University of California Press. Chapter 1.

Optional:

- Cave, Damien & Darcy Eveleigh. 2017. "In 1968 a 'Resurrection City' of Tents, Erected to Fight Poverty." *The New York Times*, February 18, 2017. <https://www.nytimes.com/2017/02/18/us/martin-luther-king-resurrection-city.html>.
- (Video) Roland Freeman (photographer) on the Poor People's Campaign. https://www.youtube.com/watch?v=XO_Qj5tP6dA.
- Teitz, Michael B., and Karen Chapple. 2013. "Planning and Poverty: An Uneasy Relationship." In *Policy, Planning, and People: Promoting Justice in Urban Development*, edited by Naomi Carmon and Susan S. Fainstein, Philadelphia: University of Pennsylvania Press. 205-223.

Week 3: City as Inequity Machine and the Production of Marginality

September 15

U.S. Urban Planning Education at the Crossroads: Historic and Contemporary Reflections

- Goldstein, Brian. 2011. "Planning's End? Urban Renewal in New Haven, the Yale School of Art and Architecture, and the Fall of the New Deal Spatial Order." *Journal of Urban History* 37(3): 400-422.
- Zucker, Meesh, and Gina Hanhee Lee. 2020. "Unearthing the YaleBlackworkshop," Hacking the Archive Project.
- M. David Lee to the membership of the Boston Society of Architects, 4 May 1992, private collection.
- M. David Lee to GSD Dean Sarah Whiting, 15 June 2020, private collection.
- (Image) "Questions to MIT, 1968." <https://www.blackhistory.mit.edu/archive/questions-mit-1968>.
- Agbalajobi, K., T. Allen, B. Bridgers, M. Davis, S. Diby, M. Fall, S. Gulaid, E. Hall, M. Hill, R. Hoyle, M. Isidor, R. James, A. Josiah-Faeduwor, S. Lakew, J. Martin, K. McLean, S. Rege, R. St. Hilaire, M. Wahid, D. Williams (aka Black DUSP Magic) and K. Manymules, in solidarity with Black DUSP Magic. July 2020. "(Black DUSP Thesis) Planning Ideas That Matter: Blackness, Indigeneity, Redistribution, and Reparative Practice." tinyurl.com/blackduspthesis.
- (Skim) Wynter, Sylvia. 1995. "1492: A New World View." In *Race, Discourse, and the Origin of the Americas: A New World View*, edited by Vera Lawrence Hyatt and Rex Nettleford. Washington: Smithsonian Institution Press.

Optional:

- Davidoff, Paul. 1965. "Advocacy and Pluralism In Planning." *Journal of the American Institute of Planners* 31(4): 331-338.
- (Website) "Paul Davidoff Tapes Project." <https://pauldavidoff.com/advocacy-planning/>.
- Harris, Frederick. 2002. "Collective Memory, Collective Action, and Black Activism in the 1960s." In *Breaking the Cycle of Hatred*, eds Martha Minow & Nancy L. Rosenblum. Princeton: Princeton University Press. Chapter 6.
- Fazzare, Elizabeth. 2020. "15 Architects on Being Black in Architecture." *Cultured*, August, 6, 2020. <https://www.culturedmag.com/15-architects-on-being-black-in-architecture/>.
- (Website) "Howard University Master of Architecture Program." <http://www.arch.cea.howard.edu/march-program>.

September 17

- Kemp-Habib, Alice. 2016. "How Bad Urban Planning Led to the Birth of a Billion-Dollar Genre." *Fader*, August 18, 2016. <http://www.thefader.com/2016/08/18/hip-hop-architecture-mike-ford-interview>.
- Lee, Christina. 2017. "Can Rap Shine a Light on America's Social Housing Crisis?" *The Guardian*, September 15, 2017. <https://www.theguardian.com/music/2017/sep/15/open-mike-eagle-rap-chicago-social-housing>.
- (Video) "Open Mike Eagle - Brick Body Complex." <https://www.youtube.com/watch?v=wQxXublTIBw>.
- Harrington, Brooke. 2016. "To Have and Have More: Wealth Management and the Growth of Global Inequality." *OECD Observer*, July 6, 2016. <https://doi.org/10.1787/dcd271c1-en>.
- Alvaredo, Facundo, Anthony B. Atkinson, Thomas Piketty, and Emmanuel Saez. 2013. "The Top 1 Percent in International and Historical Perspective." *Journal of Economic Perspectives* 27(3): 3-20.
- Autor, David H. 2014. "Skills, Education, and the Rise of Earnings Inequality Among the 'Other 99 Percent.'" *Science* 344(6186): 843-851.

Optional:

- Harvey, David. 2005. *A Brief History of Neoliberalism*. Oxford: Oxford University Press. Introduction and Chapter 1.
- MacDonald, Michael Patrick. 1999. *All Souls: A Family Story From Southie*. Boston: Beacon Press. Chapters 1, 3, & 4.
- (Website) "Hip Hop Architecture Camp." <http://hiphoparchitecture.com>.
- (Website) "Hip hop Archive & Research Institute." <http://hiphoparchive.org>.
- Wolff, Edward N. 2017. *Household Wealth Trends in the United States, 1962 to 2016: Has Middle Class Wealth Recovered?* (NBER Working Paper No. 24085). Cambridge: National Bureau of Economic Research.
- Muñoz, Ana Patricia, Marlene Kim, Mariko Chang, Regine O. Jackson, Darrick Hamilton, and William A. Darity Jr. 2015. *The Color of Wealth in Boston*. Boston: Federal Reserve Bank of Boston. <https://www.bostonfed.org/publications/one-time-pubs/color-of-wealth.aspx>.

PART II. THE POWER OF PROTEST: SHELTER, HOUSING AND THE QUEST FOR HOME

Week 4: Residents Looking for Home in the City

September 22

- (Film) *Mission Hill and the Miracle of Boston* (1978) dir. Richard Broadman.
- Wright, Gwendolyn. 1981. *Building the Dream: A Social History of Housing in America*. New York: Pantheon Books. Introduction.
- Pattillo, Mary. 2013. "Housing: Commodity versus Right." *Annual Review of Sociology* 39(1): 509-531.
- Tiece, Mary E. 2016. *Urban Renewal and Resistance: Race, Space, and the City in the Late Twentieth to the Early Twenty-First Century*. Lanham: Lexington Books. Chapter 1.

Optional:

- Desmond, Matthew. 2017. "How Homeownership Became the Engine of American Inequality." *The New York Times*, May 9, 2017.
<https://www.nytimes.com/2017/05/09/magazine/how-homeownership-became-the-engine-of-american-inequality.html>.

September 24

Guest Lecture: Bob Terrell, Fair Housing, Equity and Inclusion Officer, Boston Housing Authority

- Jennings, James, Bob Terrell, Jen Douglas, Kalila Barnett, and Ashley E. Harding. 2016. *Understanding Gentrification and Displacement: Community Voices and Changing Neighborhoods*. Parts I-III.
<https://sites.tufts.edu/jamesjennings/files/2018/06/reportsUnderstandingGentrificationDisplacement2016.pdf>.
- Kothari, Miloon, and Shivani Chaudhry. 2009. "Taking the Right to the City Forward: Obstacles and Promises." In *State of the World's Cities 2010/11*, edited by UN Habitat.
http://www.hic-sarp.org/documents/Right_to_the_City_final.pdf.
- Chetty, Raj, David Grusky, Maximilian Hell, Nathaniel Hendren, Robert Manduca, and Jimmy Narang. 2017. *The Fading American Dream: Trends in Absolute Income Mobility Since 1940*. (NBER Working Paper No. 22910). Cambridge: National Bureau of Economic Research.

Week 5: New Directions in Affordable Housing Policy

September 29

Guest Lecture: Taylor Cain, Director, Housing Innovation Lab, City of Boston

- Glaeser, Edward L., and Joseph Gyourko. 2008. *Rethinking Federal Housing Policy: How to Make Housing Plentiful and Affordable*. Washington: AEI Press. Introduction and Conclusion.
- Achtenberg, Emily Paradise, and Peter Marcuse. 1986. "Toward the Decommmodification of Housing." In *Critical Perspectives on Housing*, edited by Rachel G. Bratt, Chester Hartman, and Ann Meyerson. Philadelphia: Temple University Press. 474-483.
- O'Neill, Kathryn M. 2014. "3-D Printed Buildings for A Developing World." *MIT Spectrum*, Winter 2014.
<https://spectrum.mit.edu/winter-2014/3-d-printed-buildings-for-a-developing-world/>.
- Shearer, Chad, and Alan Berube. "The Surprisingly Short List of US Metro Areas Achieving Inclusive Economic Growth." *The Avenue*, April 27, 2017.
<https://www.brookings.edu/blog/the-avenue/2017/04/27/the-surprisingly-short-list-of-u-s-metro-areas-achieving-inclusive-economic-growth/>.

October 1

Guest Lecture: Nick Kelly, Housing Opportunities Research Fellow, Boston Housing Authority & MIT DUSP PhD Candidate

- Diamond, Rebecca, and Tim McQuade. 2019. "Who Wants Affordable Housing in Their Backyard? An Equilibrium Analysis of Low-Income Property Development." *Journal of Political Economy* 127(3): 1063-1117.
- O'Regan, Katherine M., and Keren M. Horn. 2012. "What Can We Learn about the Low-Income Housing Tax Credit Program by Looking at the Tenants?"
<https://furmancenter.org/research/publication/what-can-we-learn-about-the-lihtc-program-by-looking-at-the-tenants>.

- Armstrong, Amy, Vicki Been, Rachel Meltzer, and Jenny Schuetz. 2008. "The Effects of Inclusionary Zoning on Local Housing Markets: Lessons from the San Francisco, Washington DC and Suburban Boston Areas." <https://furmancenter.org/files/publications/IzPolicyBrief.pdf>.
- Blumgart, Jake. "Four Public Housing Lessons the U.S. Could Learn From the Rest of the World." *Next City*, August 26, 2014. <https://nextcity.org/daily/entry/better-public-housing-lessons-failure-success-us-world>.

Due Date: Preliminary outline or description for research paper or equity in practice project is due on Friday, Oct 2.

Week 6: Public Housing Matters, Still

October 6

Guest Lecture: Larry Vale, MIT DUSP Professor of Urban Design and Planning

- Herbert, Christopher E., Daniel T. McCue, and Rocio Sanchez-Moyano. 2013. "Is Homeownership Still an Effective Means of Building Wealth for Low-Income and Minority Households? (Was it Ever?)" <https://www.jchs.harvard.edu/sites/default/files/hbtl-06.pdf>. 1-15, 42-50.
- Mallach, Alan. 2009. *A Decent Home: Planning, Building, and Preserving Affordable Housing*. New York: Routledge. Chapters 1 and 2.
- Vale, Lawrence J. 2015. "Myth #6: Mixed-Income Redevelopment Is the Only Way to Fix Failed Public Housing." In *Public Housing Myths: Perception, Reality, and Social Policy*, edited by Nicholas Dagen Bloom, Fritz Umbach, and Lawrence J. Vale. Ithaca: Cornell University Press. 139-153.
- Vale, Lawrence J., Nicholas F. Kelly, Robert J. Chaskin, Nathaniel Hendren, and John A. Powell. 2019. "Discussion 20: Public Housing and Deconcentrating Poverty." *The Dream Revisited: Contemporary Debates About Housing, Segregation, and Opportunity*, edited by Ingrid Gould Ellen and Justin Peter Steil. New York: Columbia University Press. 275-286.

Before you come to class on October 6, please look closely at this cover from the Boston Globe Magazine from 1981 (see Canvas 10/6 module). It depicts Harry Spence, the 33-year-old Harvard Law School graduate who had been named as the court-ordered Receiver of the highly-dysfunctional Boston Housing Authority. The headline asks: "Can This Man Save Boston Public Housing?" What questions does this magazine cover raise for you?

October 8: STUDENT-LED SESSION



Watts, Los Angeles, 1966. Bill Ray/Life Pictures/Getty Images

PART III. THE POWER OF PROTEST: WHAT IS COMMUNITY DEVELOPMENT? WHAT IS ECONOMIC DEVELOPMENT?

Week 7: Does Economic Growth = Community Development?

October 13 (NO CLASS; READINGS OPTIONAL)

- Crockett, Karilyn. 2018. *People before Highways: Boston Activists, Urban Planners, and a New Movement for City Making*. Amherst: University of Massachusetts Press. Chapter 5.
- Vidal, Avis C., and W. Dennis Keating. 2004. "Community Development: Current Issues and Emerging Challenges." *Journal of Urban Affairs* 26(2): 125-137.
- Taylor, Keeanga-Yamahatta. "We Should Still Defund the Police." *The New Yorker*, August 14, 2020.
- Stoecker, Randy. 2012. "The CDC Model of Urban Development: A Critique and an Alternative." In *The Community Development Reader*, edited by James DeFilippis and Susan Saegert. New York: Routledge. 361-368.
- O'Connor, Alice. 2012. "Swimming against the Tide: A Brief History of Federal Policy in Poor Communities." In *The Community Development Reader*, edited by James DeFilippis and Susan Saegert. New York: Routledge. 11-29.
- Storper, Michael, Thomas Kemeny, Naji Makarem, and Taner Osman. 2015. *The Rise and Fall of Urban Economies: Lessons from San Francisco and Los Angeles*. Stanford: Stanford University Press. Chapter 2.

October 15

Guest Lecture: Karen Chen, Executive Director, Chinese Progressive Association

- Harvey, David. 1989. "From Managerialism to Entrepreneurialism: The Transformation in Urban Governance in Late Capitalism." *Geografiska Annaler: Series B, Human Geography* 71(1): 3-17.
- Thompson, J. Phillip. 2006. *Double Trouble: Black Mayors, Black Communities, and the Call for a Deep Democracy*. New York: Oxford University Press. 19-26.
- DeFilippis, James. 2004. *Unmaking Goliath: Community Control in the Face of Global Capital*. New York: Routledge. Chapter 2.

Week 8: Community Development & Health

October 20

Guest Lecture: Enjoli Hall, MIT DUSP PhD Student

- Corburn, Jason. 2015. "City Planning as Preventive Medicine." *Preventive Medicine* 77: 48-51.
- Geiger, H. Jack. 2016. "The First Community Health Center in Mississippi: Communities Empowering Themselves." *American Journal of Public Health* 106(10): 1738-1740.

October 22: STUDENT-LED SESSION

For this session, students will be broken into groups to provide "presentations" to each other on a place that has shaped and influenced their interests in urban planning and housing, community and economic development. The place can be real or fictional, it can be a country, city/town, a street, a building, a green or open space, etc. You might consider preparing a set of slides, but you can also share images or short video clips, or just talk about it—anything that helps you tell your story. Feel free to be creative in your interpretation of "place" and the format of your presentation.

Week 9: Local Control and Remaking the American Dream of "Ownership"

October 27

- (Film) *Holding Ground: The Rebirth of Dudley Street* (1996) dir. Mark Lipman & Leah Mahan.
- Medoff, Peter, and Holly Sklar. 1994. *Streets of Hope: The Fall and Rise of an Urban Neighborhood*. Boston: South End Press. Introduction and Chapter 1.
- (Film) *El Barrio Tours: Gentrification in East Harlem* (2012) dir. Andrew Padilla.
https://www.youtube.com/watch?v=J_sj7vxHc3A.
- Stone, Michael E. 2006. "Social Ownership." In *A Right to Housing: Foundation for a New Social Agenda*, edited by Rachel G. Bratt, Michael E. Stone, and Chester Hartman, Philadelphia: Temple University Press. 240-260.

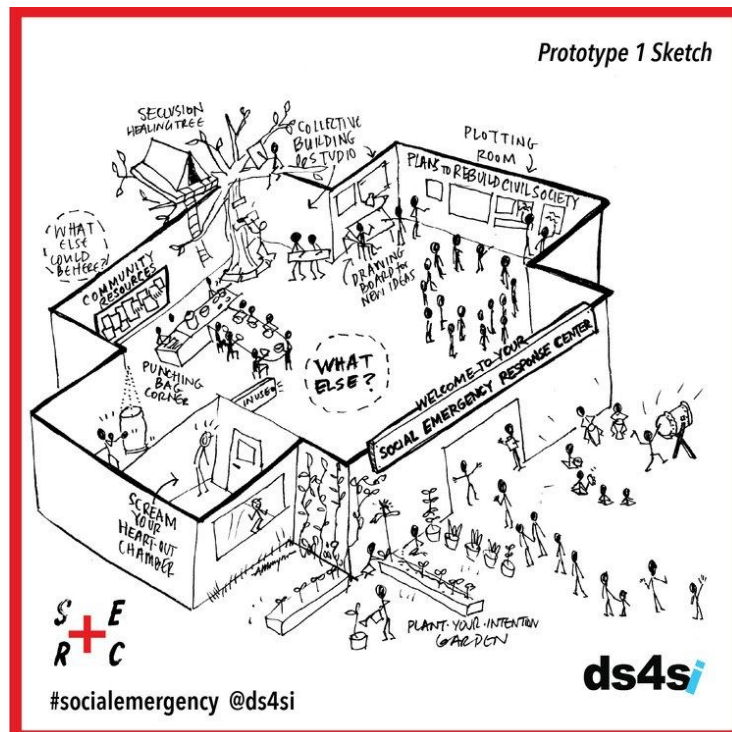
Optional:

- Huron, Amanda. 2014. "Creating a Commons in the Capital: The Emergence of Limited-Equity Housing Cooperatives in Washington, D.C." *Washington History* 26(2): 57-67.

October 29

Guest Lecture: John Smith, Executive Director, Dudley Street Neighborhood Initiative; & Tony Hernandez, Managing Director, Dudley Neighbors Incorporated

- Medoff, Peter, and Holly Sklar. 1994. *Streets of Hope: The Fall and Rise of an Urban Neighborhood*. Boston: South End Press. Chapters 4 and 5.
- Curtin, Julie Farrell, and Lance Bocarsly. 2008. "CLTs: A Growing Trend in Affordable Home Ownership." *Journal of Affordable Housing and Community Development Law* 17(4): 367-394.
- Johnston, Katie. 2016. "Half of City Residents Make Less than \$35,000 a Year, Study Says." *The Boston Globe*, March 15, 2016.
<https://www.bostonglobe.com/business/2016/03/14/city-divided/Wt6EnHNIwmNaUnWGgYLMcK/story.html>.
- Tienda, Marta, and Norma Fuentes. 2014. "Hispanics in Metropolitan America: New Realities and Old Debates." *Annual Review of Sociology* 40: 499-520.
- Pattillo, Mary, Sherrilyn Ifill, Rucker C. Johnson, and Patrick Sharkey. 2019. "Discussion 1: Why Integration?" *The Dream Revisited: Contemporary Debates About Housing, Segregation, and Opportunity*, edited by Ingrid Gould Ellen and Justin Peter Steil. New York: Columbia University Press. 29-43.



Design Studio for Social Innovation, "Social Emergency Tool Kit"

PART IV. THE POWER OF PROTEST: THE FUTURE OF U.S. CITIES -- BEYOND DEVELOPMENT; TOWARD EQUITY & SUSTAINABILITY

Week 10

November 3

Guest Lecture: Lor Holmes, General Manager, CERO Cooperative

- Sites, William, Robert J. Chaskin, and Virginia Parks. 2012. "Reframing Community Practice for the 21st Century: Multiple Traditions, Multiple Challenges." In *The Community Development Reader*, edited by James DeFilippis and Susan Saegert. New York: Routledge. 38-47.
- Camou, Michelle. 2016. "Cities Developing Worker Co-ops: Efforts in Ten Cities." http://imaginedeconomy.org/wp-content/uploads/2016/08/report3_citycoops.pdf.
- Loh, Penn, and Boone Shear. 2015. "Solidarity Economy and Community Development: Emerging Cases in Three Massachusetts Cities." *Community Development* 46(3): 244-260.
- Abello, Oscar Perry. 2016. "How East Harlem Wrote Its Own Development Plan." *Next City*, June 20, 2016.

Optional:

- Gindin, Sam. 2016. "Chasing Utopia." *Jacobin*, March 10, 2016. <https://jacobinmag.com/2016/03/workers-control-coops-wright-wolff-alperovitz>.

November 5

- DeFilippis, James, and Susan Saegert. 2012. "Communities Develop: The Question is, How?" In *The Community Development Reader*, edited by James DeFilippis and Susan Saegert. New York: Routledge, 1-8.
- Ransby, Barbara. 2018. *Making All Black Lives Matter: Reimagining Freedom in the 21st Century*. Oakland: University of California Press. Conclusion.
- Carruthers, Charlene A. 2018. *Unapologetic: A Black, Queer, and Feminist Mandate for Radical Movements*. Boston: Beacon Press. Chapter 4.
- Habal, Estella. 2007. *San Francisco's International Hotel: Mobilizing the Filipino American Community in the Anti-Eviction Movement*. Philadelphia: Temple University Press. Introduction and Conclusion.

Optional:

- Blakely, Edward J., and Nancey Green Leigh. 2009. *Planning Local Economic Development: Theory and Practice*, 4th edition. Thousand Oaks: SAGE Publications. Chapter 9.
- Zepeda-Millán, Chris. 2016. "Weapons of the (Not So) Weak: Immigrant Mass Mobilization in the US South." *Critical Sociology* 42(2): 269-287.
- Williamson, Vanessa, and Theda Skocpol. 2017. "What Can (or Should) Activists Learn from the Tea Party?" *The Washington Post*, May 11, 2017. <https://www.washingtonpost.com/news/monkey-cage/wp/2017/05/11/what-can-or-should-activists-learn-from-the-tea-party/>.
- Ganz, Marshall. 2009. *Why David Sometimes Wins: Leadership, Organization, and Strategy in the California Farm Worker Movement*. Oxford: Oxford University Press. Chapter 1.

Week 11: Analyzing Equity as Innovative Government Pledge, Policy and Practice, How can this work?

November 10

EQUITY IN PRACTICE (PART 1) — Equity Chiefs Across America: Learning from Other U.S. Cities

- Berg, Nate. "It's Stressful, Lonely Work. The Newest Job at City Hall is Also the Most Important." *Fast Company*, August 3, 2020. <https://www.fastcompany.com/90535252/its-stressful-lonely-work-the-newest-job-at-city-hall-is-also-the-most-important>.
- Declarations of Racism as a Public Health Issue by U.S. Local and State Leaders (2020) <https://www.apha.org/topics-and-issues/health-equity/racism-and-health/racism-declarations>.
- Mayor Walsh Executive Order Declaring Racism an Emergency and Public Health Crisis in the City of Boston (June 2020) <https://www.boston.gov/news/mayor-walsh-declares-racism-public-health-crisis>.
- Mayor Walsh Executive Order Relative to Racial Equity and Leadership (January 2019) <https://www.boston.gov/news/executive-order-promote-racial-equality-and-resilience-signed-mayor-walsh>.

November 12

EQUITY IN PRACTICE (Part 2) — Tackling the Racial Wealth Gap

Guest Lecture: Constance Martin, Deputy Director, Mayor's Office of Financial Empowerment

- Stepan, Alfred, and Juan J. Linz. 2011. "Comparative Perspectives on Inequality and the Quality of Democracy in the United States." *Perspectives on Politics* 9(4): 841-856.
- Dean, Amy B. 2013. "How Domestic Workers Won Their Rights: Five Big Lessons." *YES!*, October 10, 2013. <https://www.yesmagazine.org/democracy/2013/10/10/how-domestic-workers-won-their-rights-five-big-lessons/>.
- Massachusetts Constitution, Article LXXXIX (Home Rule Amendment). https://www.mma.org/wp-content/uploads/2018/07/article89_0.pdf.
- Tyler, Samuel R., Benjamin Stuart, Elaine Beattie, and Diane Smith. 2014. *A City in Transition: Managing Change and Retaining Financial Stability in Boston*. Chapter 2. Boston Municipal Research Bureau. <https://www.bmr.org/wp-content/uploads/2014/10/TRANSITION20141.pdf>.

Optional:

- Barron, David J., Gerald E. Frug, and Rick T. Su. 2004. *Dispelling the Myth of Home Rule: Local Power in Greater Boston*. Cambridge: Rappaport Institute for Greater Boston. Chapter 1.
- Du Bois, W. E. B. 1935. *Black Reconstruction in America: An Essay Toward a History of the Part Which Black Folk Played in the Attempt to Reconstruct Democracy in America, 1860–1880*. New York: Harcourt, Brace and Company. Chapter 2 and Chapter 14.
- Ransby, Barbara. 2003. *Ella Baker and the Black Freedom Movement: A Radical Democratic Vision*. Chapel Hill: UNC Press. Chapter 12.
- Somers, Margaret R., and Fred Block. 2005. "From Poverty to Perversity: Ideas, Markets, and Institutions over 200 Years of Welfare Debate." *American Sociological Review* 70(2): 260-287.

Week 12: Looking to the Future

November 17

EQUITY IN PRACTICE (PART 3)

- City of Boston. 2014. *Housing A Changing City: Boston 2030*. <http://www.cityofboston.gov/dnd/boston2030.asp>.
- Dillon, Liam. 2017. "California Lawmakers Have Tried for 50 Years to Fix the State's Housing Crisis. Here's Why They've Failed." *Los Angeles Times*, June 29, 2017. <https://www.latimes.com/projects/la-pol-ca-housing-supply/>.
- Murphy, Jarrett. 2018. "A Toolkit to Fight Displacement in NYC Neighborhoods, Other U.S. Cities." *City Limits*, August 6, 2018. <https://citylimits.org/2018/08/06/a-toolkit-to-fight-displacement-in-nyc-neighborhoods-other-u-s-cities/>.
- Spicer, Jason. 2017. "How Shared Ownership Reforms Can Address Popular Anger About an Unequal Economy." *Scholars Strategy Network*, June 16, 2017. <https://scholars.org/contribution/how-shared-ownership-reforms-can-address-popular-anger-about-unequal-economy>.
- Massachusetts Association of Community Development Corporations (MACDC). 2019. "MACDC 2019-2020 Advocacy Agenda." <https://www.macdc.org/content/macdc-2019-2020-advocacy-agenda-overview>.
- Trickey, Erick. 2016. "Will Urban Renewal Ever End?" *Next City*, August 1, 2016. <https://nextcity.org/features/view/boston-city-hall-urban-renewal-redevelopment-authority>.

November 19

Guest Lecture: Cate Mingoya, Director of Capacity Building, Groundwork USA

- (Video) "Green Space Action for Community Health: Manchester Wall, Groundwork RVA" <https://groundworkusa.org/story/manchester-wall/>.
- (Video) "Green Space Action for Community Health: Unity Park, Groundwork Richmond" <https://groundworkusa.org/story/unity-park/>.
- Engler, Mark, and Paul Engler. 2016. *This Is an Uprising: How Nonviolent Revolt Is Shaping the Twenty-First Century*. New York: Bold Type Books. Chapters 2, 3, and Conclusion.
- (Website) "Mapping Inequality: Redlining in New Deal America." <https://dsl.richmond.edu/panorama/redlining/#loc=4/36.71/-96.93&text=intro>.
- Plumer, Brad, and Nadja Popovich. 2020. "How Decades of Racist Housing Policy Left Neighborhoods Sweltering." *The New York Times*, August 24, 2020. <https://www.nytimes.com/interactive/2020/08/24/climate/racism-redlining-cities-global-warming.html>.

- H.Res.109: Green New Deal (2019). <https://www.congress.gov/116/bills/hres109/BILLS-116hres109ih.pdf>.

Week 13

December 1: Final Presentations

December 3: Final Presentations

Week 14

December 8: Final Presentations