

**George Mason University**  
**College of Education and Human Development**  
**PhD Education, Program in Education Policy**

EDUC 887 001– Neighborhoods, Community Development, and Education Policy  
3 Credits, Spring 2017  
Tuesdays, 4:30-7:10pm West 1008 – Fairfax Campus

**Faculty**

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**Teaching Assistants**

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**Prerequisites/Corequisites**

Admission to PhD program, successful completion of EDRS 810, or permission of instructor. Prior completion of EDRS 811 and 812 helpful but not required.

**University Catalog Course Description**

Explores the intersection of historical, social, political, and economic policies and conditions and communities in the US. Focuses on understanding trends in the formation of neighborhoods and the development of American cities, schools, and communities. Examine the politics and policies of selected neighborhoods and communities through developing community development profiles and proposals.

**Course Overview**

This course will explore the intersection of historical, social, political, and economic policies and conditions of neighborhoods and communities in the United States. By focusing domestically, the course intends to understand historical and contemporary trends in the formation of urban neighborhoods and the development of American cities and communities. Students will have the opportunity to examine the politics and policies of particular neighborhoods and communities, including understanding the dynamic realities and changes around topics such as education, health, immigration, citizenship, crime, religion, wealth, housing and poverty. Of particular focus will be those individuals and groups who tend to be minoritized, marginalized, and/or vulnerable in the context of incredible wealth, privilege, and status in the U.S.

**Course Delivery Method**

This course will be delivered using a lecture or hybrid format.

**Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. Identify and analyze salient historical, social, political, and economic factors that affect neighborhoods and communities domestically in the United States, especially as they influence educational issues and conditions;
2. Apply understanding and interpretation of policy to contextual and historical understanding of neighborhoods and communities and the educational settings and institutions they serve;
3. Identify, distinguish, and apply theoretical and methodological approaches to study of neighborhoods and communities;
4. Understand and appreciate the complexity and formation of neighborhoods and communities in the United States, with particular focus to how those minoritized, marginalized, and/or vulnerable served through schools and educational institutions.

### **Professional Standards**

The course is a required course of the PhD in Education (Education Policy specialization) and is linked to the goals of the Graduate School of Education (GSE) and the mission of the Center for Education Policy and Evaluation (CEPE). Additionally, student outcomes are both linked to the mission and values of GSE and CEPE. Refer to the GSE website (<http://cehd.gmu.edu/values/>) and the CEPE website (<http://cehd.gmu.edu/centers/edpolicy/home>) for more information about their goals, core values, and mission

### **Required Texts**

Cashin, S. (2014). *Place, not race: A new vision of opportunity in America*. Boston: Beacon.

Desmond, M. (2016). *Evicted: Poverty and profit in the American city*. NY: Crown.

Hill, M.L. (2016). *Nobody: Casualties of America's war on the vulnerable, from Ferguson to Filnt and Beyond*. NY: Atria.

Hyra, D. & Prince, S. (2016). *Capital dilemma: Growth and inequality in Washington, DC*. NY: Routledge.

MacLeod, J. (2009). *Ain't no makin' it: Aspirations and attainment in a low-income neighborhood*. Boulder, CO: Westview.

Posey-Maddox, L. (2014). *When middle-class parents chose urban schools: Class, race, and the challenge in public education*. Chicago: University of Chicago Press.

Razack, S.H. (2002.) *Race, space, and the law: Unmapping a white settler society*. Toronto: Between the lines.

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor in hard copy or Blackboard as designated in class presentations and Blackboard.

- **Assignments and/or Examinations**

You will be expected to complete several assignments that will constitute your course grade.

They include a chapter summary/critique presentation, course participation, and a research

paper/project. Each of the following is described briefly below, with more discussion and additional specifics as questions arise in class:

\* Chapter summary/critique presentations. As part of this assignment, you will be expected to provide a summary or analysis of assigned book chapters from course readings in the form of a visual presentation to the class during the semester. Chapter summary/critique presentations will constitute 20% of your course grade.

\* Course Participation. Course participation is a critical aspect of the course and will be important in maintaining an informed and critical analysis of issues and material that arise in the course. Early in the semester, typically by the second class, we will develop criteria for course participation collectively for consensus agreement by you and your classmates. At the end of the semester, you will be requested to provide a self-evaluation of your course grade based on criteria determined in class. Course Participation will constitute 20% of your course grade.

\* Research Paper. You will be expected to prepare a paper about a specific neighborhood or community in the United States related to a theme, issue, or idea within the course content and/or objectives. The paper should pose a question and show evidence of scholarly research related to the neighborhoods and communities as described during course discussions and your own developing dissertation and research interests. Sections of the paper will be collected through 3-4 class blogs collected based on written/discussion prompts to assist in the paper development.

The blog aspect of the paper assignment is designed to capture your developing paper assignment. Together with Prof. Johanna Bockman's SOCI 804: Sociology of Globalization class, you will have opportunity to publish one blog entry in the Cities and Globalization workgroup blog (<http://citiesandglobalization.org/about/>) as part of the assignment. Each of your 3-5 page double-spaced blogs should contain images, figures, or tables and appropriately cited references.

The final paper should be prepared in the latest version of APA, be 20-25 pages in length (not including references and appendices or tables/figures), and turned in near the end of the semester. An outline of the paper will be expected at the midpoint of the course. Research papers will constitute 40% of your course grade and blog entries academic will constitute 20% of your course grade.

- **Grading**

The following grading scale will be used for all class assignments:

A	94 - 100
A-	90 - 93
B+	87 - 89
B	83 - 86
B-	80 - 82
C+	77 - 79

C 70 – 76  
F Below 70

### Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

### Class Schedule

Date	Topic/Learning Experiences	Book Readings and Assignments (not including add'l assigned readings)
January 24 – Class 1	Topic 1: Course Introduction/Why Neighborhoods, Communities, and Education Policy?	Hill, Ch. 1 – 4
January 31 – Class 2	Topic 1A: Building rationale and historical sections of neighborhood study – Preliminary discussion of neighborhood areas and study topics * SOCI 804/Cities & Globalization workgroup meeting (Merten 1202)*	Hill, Ch. 5 – 7ff; <i>HW: Blog Prompt 1</i>
February 7 – Class 3	Topic 1B: Building rationale and historical sections of neighborhood study – Continued discussion of neighborhood areas and topics of study * Gumberg Library services & resources/visual mapping training, Pt.1 (Fenwick 1014B) *	Cashin, Ch. 1 – 3; Razack, Introduction
February 14 – Class 4	Topic 2: Historical and Contextual Understandings of Neighborhoods and Communities	Cashin, Ch. 4 – 5ff Hyra & Prince, Ch. 1 <i>HW: Blog Prompt 2</i>
February 21 – Class 5	Topic 2A: Situating historical context of neighborhoods and communities * With SOCI 804 class	Hyra & Prince, Part 1 – 2
February 28 – Class 6	Topic 2B: Situating a policy context of neighborhoods and communities	Hyra & Prince, Part 3 <i>HW: Blog Prompt 3</i>
March 7 – Class 7	Topic 3: Theoretical and Methodological Approaches to Study of Neighborhoods and Communities	Razack, Ch. 1 - 5 <i>HW: Draft Paper Outline</i>
March 21 – Class 8	* Gumberg Library visual mapping training, Pt. 2 * Topic 3A: Developing theoretical frameworks in neighborhood research and study	MacLeod, Part 1 Razack, Ch. 6 – 9
March 28 – Class 9	Topic 4: Communities, Neighborhoods and the Minoritized, Marginalized, and Vulnerable	MacLeod, Part 2 Possey-Maddox, Ch. 1 – 3
April 4 – Class 10	* Global cities, local neighborhoods in displacement, migration, and promise @ Woodrow Wilson International Center for Scholars *	Possey-Maddox, Ch. 4 – 5 <i>HW: Blog Prompt 4</i>
April 11 – Class 11	Topic 4A: Building contexts and frameworks for understanding the poor and marginalized in neighborhood research study	Possey-Maddox, Ch. 6 – 7 Desmond, Part 1
April 18 – Class 12	Site Visit of Neighborhood, Community Age Writing/Reading Day – NO CLASS	<i>HW: Final Papers Due</i>
April 25 – Class 13	Site Visit of Neighborhood of Study	<u>Desmond, Parts 2 – 3</u>
May 2 – Class 14	Course Summary	<i>HW: Final Class Evaluations</i>

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

**Assessment Rubric:**

	<b>Levels of Performance</b>			
	<b>(F) Unsatisfactory</b>	<b>© Basic</b>	<b>(B) Proficient</b>	<b>(A) Distinguished</b>
<b>Quality of Work</b>	Unacceptable	Lower graduate level and quality; unsophisticated; assignments show little or no connection to course content or concepts.	Competent; provides credible evidence of understanding and application; some lapses in organization, citations and/or writing clarity.  Evidence of understanding presented but incomplete; writing indicates gaps in logic; grammar and/or spelling errors distract the reader. Weak or insufficient citations.	Exceptional quality and insight; a rare & valuable contribution to the field.  Convincingly on target; demonstrates evidence of understanding and application; clear and concise writing; the reader is not distracted by grammar and/or spelling and citation errors.
<b>Completeness of Work</b>	Difficult to recognize as the assigned task.	Insufficient evidence of understanding and application; important elements missing or difficult to find.	Moderate shortcomings; minor elements missing that distract the instructor’s ability to see the product as a whole.  Evidence of effort but one or more significant and important points are missed or not addressed.	100% complete and error free. Accurate & seamless writing; virtually a complete product.
<b>Timeliness</b>	Missed or not submitted. Incompletes not made up.	Excessively or repeatedly late.	Assignments late more than once or without prior conversation with instructor; not necessarily chronic.  More than half the assignments are late, but none are excessively late.	100% on time. Almost always on time; rare but forgivable tardiness (such as serious personal or family illness).  Instructor is notified in advance that a paper may be late.

**Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

**GMU Policies and Resources for Students**

*Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**