CRP 3310: Social Justice & the City - Preparation for Fieldwork
Department of City and Regional Planning
Cornell University
Spring 2015, Wednesdays, 1:25-4:25pm, Caldwell 282

Instructor: Dr. Richard C. Kiely (rck6)
TAs: Gideon Ponio (gep72) & Melissa Strelec (mcs387)
Coordinator: Marsha Jean-Charles (mbj42),

Office Hours: By Appointment. Please contact Wendy Treat (wgt2, 254-4240) to schedule meeting with Dr. Kiely

Course Overview
The purpose of this course is to provide students with the appropriate academic preparation to succeed in a supervised fieldwork experience working for a civil society organization in New York City. Students will learn about the problem-solving, planning and community-building efforts of non-profit organizations, citizens’ groups, and government agencies serving marginalized groups in urban settings. Students will have an opportunity to further their understanding of the major fields embedded in urban social justice work: education, health, immigration, planning, community development, organizing, civil and legal rights, and legislation/policy development. These issue-based discussions will be grounded in theoretical examinations of service-learning as an alternative pedagogy; potential sources and solutions to urban inequality; community development and organizing practice; and ethnographic fieldwork.

Learning Objectives
Upon completion of the course you will be able to:
- Describe, explain and apply concepts and approaches to social justice, service-learning, reflection and dialogue;
- Identify and discuss organizing, planning and community development theories and models;
- Collaborate effectively with peers and course instructors by co-leading a seminar discussion and providing constructive feedback on the work of others
- Examine the contextual (i.e., socio-economic, political, cultural, historical and ethical) factors that influence practitioners, policymakers, and urban planners and the problems they address;
- Construct a Placement Learning Plan;
- Design and deliver written, oral and visual forms of critical reflection;
- Discuss and apply approaches to community-based research
- Create an electronic portfolio to document, explain and communicate learning outcomes.

Course Structure
This course consists of three modules:

Module 1: Experiential Education & Service-Learning for Social Justice
Module 2: Urban Issues & Challenges
Module 3: Nonprofits, Community Development & Community-Based Research
The course structure is based on seminars that include small and large group discussion, as well as a significant web-based component through the Blackboard for documenting coursework and learning. Learning will take place through individual and group analyses of academic literature, case studies, reflection activities, experiential exercises, and other forms of expression such as stories, pictures, and film. Seminars will be co-facilitated by student facilitators, TAs and the instructor. Students will also have the opportunity to dialogue with community development professionals who work in a variety of contexts. We will endeavor to create a democratic and inclusive learning climate and community that allows for freedom of expression, critical reflection, active listening, constructive dialogue, meaningful participation and enhanced understanding.

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

Class discussion will afford students the opportunity to become familiar with the literatures relating to the issues and approaches to social justice work they will be undertaking in the summer. Students are expected to arrive prepared to discuss each of the week's readings (all of the reading listed on the syllabus should be considered mandatory). For each weekly seminar (as noted on the syllabus), students will be asked to submit a brief response, which will help to prepare for the discussion. Discussion will help the class work together as a “learning community” in preparation for the summer fieldwork experience.

Each student will be asked to co-facilitate one seminar with the instructor, to gain experience directing an academic discussion and to have the opportunity to become more deeply familiar with the content of that week's readings. Students should review the readings for each week and sign up for the week you would like to lead. We encourage you to think creatively about alternative learning materials you may want to introduce during the seminar you are leading (i.e., visual aids such as video clips or sound bites, different formats and types of questions for small and large group discussions, reflection exercises that synthesize readings with personal experience, or other learning methods you would like to experiment with).

You are expected to complete the assigned readings prior to class, engage in web-based dialogue, and hand in written assignments on time. If you are unable to attend class, please let me know in advance so that the appropriate course adjustments can be made. **In the event that you must miss class, it is your responsibility to make arrangements with your colleagues to review the session and bring yourself up to date.**

**Ongoing self-directed and collaborative evaluation is essential** to the effectiveness of this course. This course is uniquely geared towards preparing students for experiential learning as practitioners in a civil society organization, therefore one of its main objectives is to help students develop the skill of working collaboratively with their peers and with their instructors. It is expected that everyone take responsibility for establishing a climate for learning and for providing ongoing constructive feedback on the quality of the course content, methods of instruction and learning processes – including the quality of your own
(and your colleagues) learning and participation. Efforts will be made to accommodate suggestions and resolve concerns. We encourage you to look at the readings on the course syllabus in advance and to make suggestions for alternative or additional readings. Changes to the syllabus can be made upon students’ recommendations, providing that they do not compromise the core elements of the purpose, goals, and objectives of the course.

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

The key to doing well in this course is simple. Come to class, participate actively in both F2F and web-based formats, complete the readings, follow the directions specified in the assignments, don’t hesitate to ask for clarification if needed, and remember that both the academic content and depth of critical reflection of your written products are important. Let this class be a place to reflect and engage in meaningful dialogue.

**Code of Academic Integrity**
Each student in this course is expected to abide by the Cornell University Code of Academic Integrity. Any work submitted by a student in this course for academic credit will be the student’s own work. For more information, please refer to the Cornell University Code of Academic Integrity, located online at [http://cuinfo.cornell.edu/Academic/AIC.html](http://cuinfo.cornell.edu/Academic/AIC.html).

**Required Text and Readings**

**Course Web Site**
We will make use of the course web site on Blackboard. We will use Blackboard to archive readings, engage in dialogue, post completed assignments, make selected notes available and communicate with you.

**Grading**
Your final grade will be based on a number of components, including class participation, weekly reflective responses, module papers, a Placement Learning Plan (PLP), quizzes and a final presentation. [Please refer to the end of the syllabus for writing assignment and presentation guidelines.](#)

- **Class participation:**
  - Each student will be asked to co-facilitate one seminar with the instructor. Please have a close look at the readings and sign up for the week you would like to lead during the second class. As part of this exercise you will be asked to submit a facilitation proposal that includes a seminar prompt/question that your peers will provide a written response via the Blackboard discussion board. The proposal is to be submitted seven days in advance of the class for approval.
  - Students will provide a 250-300 word reflective essays that respond to the prompt/questions posed by each week’s facilitators. Responses are due by Noon the day
before class via the Blackboard discussion thread.

- **Module Response Papers** and all written assignments are to follow APA style guidelines, be double-spaced, computer-generated and are due in class on the date assigned. The response papers should be 4 pages in length, double-spaced, and present a well-structured analysis of the key issues within the Module. The assignment is relatively open-ended, to allow students to take a critical relationship to the body of literature presented in each module. Late papers will be graded one-half letter grade lower for each day late.

- Students will present a “bio” and develop an individualized **Placement Learning Plan (PLP)** that describes their personal, academic and professional goals. Importantly, the PLP not only provides an opportunity for you to take an active role in structuring the direction of your learning experience, it also assists with the selection of their summer internship placement.

- **Final Presentations** offer students an opportunity to synthesize the various dimensions of their learning from course content and work.

*Guidelines will be provided for each assignment above*

Your final grade will be based on the following:

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<thead>
<tr>
<th>Category</th>
<th>Grade %</th>
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<tbody>
<tr>
<td>Class Participation</td>
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<tr>
<td>Seminar co-facilitation</td>
<td>15%</td>
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<tr>
<td>Weekly Reflection Responses</td>
<td>15% (Due by Noon, Tuesday before class)</td>
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<tr>
<td>Quizzes</td>
<td>10%</td>
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<tr>
<td>Module Response Papers (3)</td>
<td>30%</td>
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<tr>
<td>Bio and Placement Learning Plan</td>
<td>10%</td>
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<tr>
<td>Final Presentations</td>
<td>20%</td>
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## COURSE OUTLINE

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<tr>
<th>Week</th>
<th>Week of</th>
<th>Topic</th>
<th>Assigned Readings</th>
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<tbody>
<tr>
<td>Module I</td>
<td>Experience Education &amp; Service-Learning for Social Justice</td>
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<tr>
<td>Module II</td>
<td>Urban Issues and Challenges</td>
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<tr>
<td>6</td>
<td>Feb 25</td>
<td>Speaker?</td>
<td>(5)</td>
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<tr>
<td>Module III</td>
<td>Nonprofits, Community Development, Organizing</td>
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<tr>
<td>9</td>
<td>Mar 18</td>
<td>Introduction to the Non-Profit Sector Review of NYC Field Trip Itinerary</td>
<td>(1) Crutchfield &amp; Grant (2012) Part 1 and Part 2; Ch. 1-5</td>
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<tr>
<td>11</td>
<td>Apr 01</td>
<td>NO CLASS – Spring Break</td>
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<td>F Apr 10</td>
<td>NYC Field Trip</td>
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<td>13</td>
<td>Apr 15</td>
<td>Community Development: Models &amp; Approaches, Relief to People’s Movements, Asset-Based Approaches</td>
<td>(1) Korton (1990) (2) Green &amp; Haines (2002) (3) Reardon, K.</td>
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<td>15</td>
<td>Apr 29</td>
<td>Presentation</td>
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<td>16</td>
<td>May 06</td>
<td>Presentations</td>
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<tr>
<td>16</td>
<td>May 06</td>
<td>DUE:</td>
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WRITING AND PRESENTATION ASSIGNMENT GUIDELINES

Placement Learning Plan (PLP) (DUE Feb 11)

Submission Guidelines:
Develop a 2-page narrative synopsis of the most crucial learning you want to accomplish during the semester. The two-page synopsis should be an essay.

In preparation for the narrative essay, you might outline what you’d like to learn from the service-learning internship:

- New knowledge you wish to create/acquire
- Skills you hope to develop
- Values and ethical concepts you will identify and put in practice
- Professional practices you’ll perform
- Personal growth you’ll achieve
- Multicultural issues to be identified as well as the skills of inclusion/exclusion you plan to master

Please state your personal, professional and academic goals and objectives by using the suggested areas above.

Placement Learning Plan and the Agency Match
You should conduct as much research on the agency as possible (please see binders and review agency websites) and then select TWO agencies that you think make a good match with your PLP Objectives and explain why you believe each of the agencies will benefit your personal, professional learning and growth.

The outline should include as much information as possible to that you can have a meaningful conversation with CUSP and agency faculty and staff about your PLP objectives and expectations for the internship. If you engage deeply in this reflective process there is at the very least a clear plan for learning and at best, a greater likelihood of a good match, a meaningful internship, and a more fulfilling summer!

Placement Learning Plan Objectives

1) Name of organization #1 and why it’s a match with your objectives, pros/cons etc…

2) Name of organization #2 and why it’s a match with your objectives, pros/cons etc…

(Adapted with appreciation to incorporate earlier outlines by Profs. John Nettleton, Ken Reardon and the late Don Barr)
Seminar Facilitation Guidelines

Submission Instructions:

Prepare a 1-page proposal (as noted below) and submit to Marsha for review and comment at least seven days before your scheduled seminar. This will allow some time for feedback and for posting, so your colleagues have a chance to respond and prepare prior to class.

Description:
Exercising intellectual leadership; creative development of learning strategies; communications and working in teams under deadline; and critical, reflexive assessment are generic professional competencies that we would like to stress in our course, on top of the module topics.

Therefore, students in the class will have responsibility for leading selected course elements. Together with other students who assume joint leadership in your chosen session, you will be responsible for conceptualizing and producing specific seminar materials for the chosen week.

Your task is to provide a 1-page proposal of your proposed facilitate class discussion that includes the following:

1. Specify 1-2 focused learning objectives based on the module theme and readings.

2. Prepare a prompt or question(s) for your peers to provide a written response via the Blackboard discussion board in preparation for your facilitated session.

3. Prepare a class activity (or activities).
   i. The class activity can take on a variety of formats including: a tour of internet-based resources; a video/you-tube to structure a focused discussion; organize an in-class interactive exercise. Interactive activities and exercises that foster participation and dialogue are highly encouraged.
Response Papers

Submission Guidelines
The Module response paper should meet the following criteria and be 4 pages in length. Response papers are due by the beginning of class. Please bring one hard copy to submitted in class and post response on Blackboard discussion board.

a. Format and Structure (overall style, flow and quality):
   i. Includes the title and name of the author at the beginning of the paper
   ii. Clearly identifies the purpose, problem and/or question(s) being addressed
   iii. Provides an overview of the structure and organization of the paper in the introduction
   iv. Is well-written (follows APA, accurate syntax, spelling, word choice, and paragraph structure)
   v. Includes only those concepts and ideas that support the purpose of the paper
   vi. Provides a clear introduction, a rich narrative description and a strong summary conclusion

b. Description (The WHAT?):
   i. Identifies important background information
   ii. Describes specific elements of the context, problem, processes and/or findings (i.e., who, what, when, where, how, why?)
   iii. Provides definitions of technical terms, key concepts and essential characteristics
   iv. Offers examples and illustrations to clarify and enhance understanding

c. Substance and Analysis: (The SO WHAT?):
   i. Provides an analysis from a variety of perspectives
   ii. Supports statements, knowledge claims, and opinions with concrete examples
   iii. Connects with pertinent literature, conceptual material and course work

d. Impact or Discussion (The NOW WHAT?):
   i. Describes practical and theoretical implications and consequences
   ii. Discusses how findings and/or knowledge claims have confirmed, differed and/or enhanced our theoretical and/or practical understanding of an issue or phenomenon (i.e., interpretation)
   iii. Offers practical insights (i.e., lessons learned) and recommendations for improvement of theory and practice

e. Conclusion.