

Description of Lynton Award

Application Instructions

Nomination Application: Section One

Untitled Page

Please provide the following information about the nominee:

First Name

Malo

Last Name

Hutson

Department

Department of City & Regional Planning

Institution

University of California Berkeley

Section One: Nominee's Community Engagement

1. Describe and give examples of the nominee's innovative teaching, research/creative activity, and service tied to community engagement. (Word limit: 500)

Professor Malo Hutson's teaching, research and service are all closely tied to community engagement, as can be seen in the way he develops and organizes his courses. In the Fall 2009, he began conversations with The California Endowment about integrating their new Building Healthy Communities initiative into the Community Development Studio course at UC Berkeley. These conversations led to the "Building Healthy Communities: The Oakland and Richmond Studio" course offered in Spring 2010. This studio had 17 upper-level undergraduate, masters, and doctoral students from various departments on campus and from a diverse array of ethnic, cultural, and professional backgrounds. In this studio, students not only partnered with two philanthropic agencies--The California Endowment and the Mitchell Kapor Foundation--but also cultivated relationships with several community agencies who were part of the initiative, including the Alameda County Public Health Department, Contra Costa Health Services, The City of Oakland, The City of Richmond, Youth Uprising, East Oakland Youth Development Center, Allen Temple Baptist Church, and many more. The studio exemplifies Malo's commitment to supporting his students in their community-based experiential learning. This course gives students the opportunity to learn first hand about the opportunities and challenges of Comprehensive Community Initiatives. By analyzing local efforts to implement the Endowment's Initiative, students are able to explore place-based community development strategies and learn about the way that in which economic development, the built environment, and health are being addressed in a highly participatory and complex planning environment. Likewise, the community partners benefit from the research and technical expertise that students bring through the studio work. In Spring 2011, this course is being offered again. The evolution of the level of community-engagement is note-worthy. Students have working

Survey Review

relationships with The California Endowment and the Mitchell Kapor Foundation, as well as several community-based organizations. These relationships have been "wins" for all parties involved. The students have nurtured these relationships into internship and consultancy opportunities, and the foundations and community-based organizations benefit from the level of analysis and research resources from an academic institution.

2. Describe how the nominee's teaching, research/creative activity, and service overlap and are mutually reinforcing. (Word limit: 500)

Through his research and teaching, Malo bridges the divide between health and community development. He emphasizes that public health and city planning are not mutually exclusive, but are instead complementary fields. Through an interdisciplinary framework, he teaches students that community development is complex, affecting communities on various levels and requiring multifaceted solutions. He strongly encourages community engagement as part of the learning process and believes that students learn best through hands on research and interaction with community practitioners. He is a strong proponent of programs that offer local practitioners and community activists the opportunity to engage in learning at the university level, learning skills that they can then take back to their respective communities. Malo's teaching, research and community service all center on promoting equitable community development and bridging the divide between institutional and community knowledge. In his role as an educator, researcher, and practitioner, Malo strives to help his students understand the intersections between research and practice. He frequently supplements his class lectures by bringing in community development practitioners, who are able to give students a sense of what the community development field is like in practice. In addition to introducing students to current practitioners, Malo also engages students in the learning process by encouraging open dialogue in his classes and in this way allowing students to learn from one another.

3. Over the period of time that you have known the nominee, how have you seen his or her community-based teaching, research/creative activity, and service evolve? (Word limit: 500)

The greatest evolution in Malo's work has been in the continued growth of his vision over the years. Two examples come to mind: his efforts to institutionalize the work with the California Endowment, and his vision to develop a community scholars program. Malo has put a tremendous amount of energy and thought into developing a new community development studio with the California Endowment and other community partners. However, he refuses to stop there, with just one class. Malo has been in conversation with the Endowment about formalizing this partnership by allowing the University to serve as an institutional memory for work undertaken in surrounding Bay Area communities. Not only will such a relationship provide learning opportunities for future planners, it will also assist local practitioners in contextualizing and temporally understanding neighborhood development. This project would be piloted at Berkeley, with the intention of extending the model throughout California at various Universities of California, which are spatially linked to the communities chosen to participate in the Endowment's Healthy Communities Initiative. In the courses he teaches, Malo strives to bring community voices in the room. While both students and community leaders alike benefit from the co-learning and relationship building environment that Malo fosters, he envisions taking this effort further by establishing a community scholars program at UC Berkeley. Such a program would help promote civic leadership and help to directly bring the knowledge of UC Berkeley to community members, while enabling students to engage with experienced community activists in the classroom. Both of these examples show how Malo continues to push himself and the people and institutions around him to integrate community engagement and social justice more deeply into the university. Malo's vision inspires students to push ourselves further in our own communities and vision for social justice.

4. How does the nominee's community engagement reflect the values of social justice in a diverse democracy? (Word limit: 500)

Malo's community-engagement reflects the values of social justice in a diverse democracy because he is dedicated to knocking down the walls, actual or perceived, between the "ivory tower" of UC Berkeley and communities near the campus. He encourages students from diverse ethnic, professional, and academic backgrounds to take his classes. He also is committed to supporting the professional development of students of color and non-traditional students. For Malo, theory must be married with practice in order to impact our most underserved communities. In the classroom, Malo

1. Describe and give examples of the nominee's innovative teaching, research/creative activity, and service tied to community

Survey Review

oftentimes brings in guest lecturers who are leaders in their communities. When he lectures, he uses community voices as the basis for his arguments and will oftentimes defer to local expertise in teaching concepts. He will expose students to the official theories and history, but also recognizes and encourages students to share their diverse personal or professional experiences to ground the "official" story. Within the department, Malo has had dramatic impacts on student life and the direction of scholarly research. He is one of only a few faculty of color within the department, and is one of those rare mentors who honors both students' needs and community relationships. He actively cultivates leadership amongst students who bring a social justice lens to their work, helping them build both the skills and professional networks to be leaders in their communities. He provided key faculty support for the re-establishment of Students of Color, a social justice-oriented student group that had been dormant for years before he arrived. He also has been both the faculty sponsor and an incredibly mentor for a cross-disciplinary Equitable Community Development Graduate Reading Group that began this last Spring. In both of these endeavors, he challenged students to grow their understanding of social justice by moving outside of the university walls and engaging directly with community partners and allies. Finally, Malo is a respected and trusted partner in the community. He serves on the board of several community organization. He works tirelessly to connect community-based campaigns with resources in the university; the new studio series on The California Endowment's Healthy Communities Initiative is one great example of these efforts. He also recognizes that historically, lower-income neighborhoods near universities have been used as laboratories for students learn academic concepts, and actively changes that dynamic to make sure meeting the community's needs has equal weight with the students' learning experience. Malo sees this as an essential part of the learning process. Ultimately, it has led to better experiences for both the students and the community groups. From Malo's teaching style to student mentorship to community leadership, his efforts to move forward a social justice agenda in the Bay Area will be felt for decades to come.

Section One: Impacts and Change

1. Describe any impacts that the nominee's community engagement has had. Your response should consider the following, where relevant: (Word limit: 600) Intellectual contributions (i.e., impact on knowledge, theory, and practice) Institutionalization of community engagement (i.e., deepening and increasing community-based practice; involvement of undergraduate/graduate students) Department College/School Colleagues External community (For examples of the types of impacts listed above, visit the Lynton Award FAQs web page.)

As students, we see Malo's impact most clearly within the department. Malo has actively recruited students from a range of backgrounds through his role on the admissions committee, his mentorship of undergraduate students, and his respected role as a community ally. Many students who may not have otherwise considered a Masters in City Planning are currently enrolled in the program specifically because of his mentorship. Malo's impact in diversifying the student body was recognized by the University this year in their selection of our department to pilot an Equity & Inclusion Strategic Plan, headed by Malo and one other faculty member. This plan will be used as a model for departments throughout campus. Particularly within the context of the California public university system, Malo's accomplishments in diversifying the student body is no small feat. On a personal level, as a teacher and mentor, Malo identifies student potential and fosters our personal and academic growth. He is among the most committed and available teachers in the department. Malo enables undergraduates, master-level and PhD students to participate in research opportunities, which is a unique and valuable experience at UC Berkeley. In addition to providing students with academic opportunities, Malo is an excellent mentor who is always willing to assist students with career decisions and recognizes leadership in students who may not see it in themselves. Malo serves on the Chancellor's Community Partnership Fund advisory board. The fund has distributed nearly \$1 million in the last five years to foster mutually beneficial partnerships between community groups and students. Past projects have included a new playground for homeless youth and a student tutoring program for low-income youth to improve reading and writing skills. Perhaps the best measure of Malo's impact in the community is in the stories of the partners he has worked with. The supporting documentation in this nomination packet includes 8 letters of support from community partners, students and colleagues. The outpouring of letters was truly touching and speaks to the wide impact Malo has had in the few short years as a faculty member at UC Berkeley.

4. How does the nominee's community engagement reflect the values of social justice in a diverse democracy? (Word

Supporting Documentation

Nomination Application: Section Two

Section Two: Foundational Questions

1. Describe your commitment to connecting teaching, research/creative activity, and service to community engagement. (Word Limit: 500)

As an assistant professor in the Department of City and Regional Planning at the University of California at Berkeley, we are expected to be exceptional in our teaching, research, and service. Upon completing my doctorate at the Massachusetts Institute of Technology in the field of housing, community, and economic development, my goal was to land a faculty position at a large, public research university. I believe that all universities have a responsibility to provide a public good to society in the form of teaching, research, and service. This is especially the case for public universities where a significant portion of their funding comes from taxpayers. As a result, I have designed all three of my courses (two graduate and one undergraduate), for which I am responsible for teaching at Berkeley, to combine both theory and practice. The combination of theory and practice provides students with a solid theoretical perspective of urban theory and the practice side of the courses helps my students to be more engaged in the process of finding solutions to address complex urban issues such as high unemployment, homelessness/lack of affordable housing, health disparities, and the increase in the number of urban residents involved in the criminal justice system. My research in many ways is the foundation of my courses. My primary research is in the areas of community and economic development, urban health, regional planning, and urban policy and politics. For example, I am working on a number of 'real world' projects that I bring into my class. One such project is an effort in San Francisco, CA to rehabilitate and renovate the Sunnydale housing developments without displacing any residents. Moreover, the overall goal is to increase residents' overall health by connecting them to better social services, a more integrated transportation network, creating open space/recreational facilities, creating better performing schools, and linking them to economic opportunities so they do not participate in the illegal underground economy. I have presented this Sunnydale case to my students to encourage them to think of the barriers and come up with solutions to helping create a healthy community within the Sunnydale housing developments. In terms of service, I have been involved with a number of organizations and activities at the national, state, and local levels as well as on the Berkeley campus. This includes being on the boards of Urban Habitat, a non-profit social and environmental justice organization based in the Bay Area, and the Pacific Institute, a national and international non-profit organization focused on water resources, and environmental and social justice. In both of these cases I have been able to involve my students in research and learning projects.

2. Is your community-based teaching, research/creative activity, service grounded in any theoretical/conceptual frameworks? If so, what are they? (Word Limit: 500)

My teaching, research, and service are grounded in the basic principle that as researchers and teachers at a public university, you have a responsibility to provide a service back to society. This means conducting rigorous empirical research, in my case research that is geared towards solving problems that impact low-income, vulnerable communities. A significant portion of my community research uses the basic principles of community-based participatory research (CBPR). CBPR is usually thought of as research that is conducted in equal partnership between academics and members of a community. In the most pure examples of CBPR, community members are equal partners in the research process' from data collection to analysis to publication and dissemination.

3. How does your relationship with community partners characterize reciprocity? (Word Limit: 500)

In all aspects of my teaching, research, and service I strive to involve community members and organizations. For example, in my graduate course' City Planning 260: The History, Theory, and Practice of Community Development' I

Survey Review

invite outside community members to serve as guest lecturers and share their experiences and knowledge with my students. In other cases such as with my graduate student community development studio class, community members are our partners. In my City Planning 268 Community Development Studio, my students and I have been working in partnership with The California Endowment (TCE) and Mitchell Kapor Foundation around TCE's Building Healthy Communities initiative—a 10-year, \$1 billion investment in 14 vulnerable and underserved communities across California. In my studio class my students are working in the communities of East Oakland and Richmond. This course is centered around the community's research needs and challenges. My students and I frequently meet with community residents, leaders, and elected officials to gather data and to share our findings. We often have meetings and opportunities for community members, students, and myself to co-present our findings.

Section Two: Faculty Roles -- Teaching and Learning

a. Describe and provide examples of innovative practices in your community-based teaching and learning.

My teaching focuses on community-based learning. As I mentioned in the above sections, my research strives to incorporate the principle of CBPR so that community members are equal partners in my research and in some cases, in my teaching process. The best example is my community development studio class, which focused on building healthy communities in East Oakland and Richmond, CA. In this course I have community partners come to my class to share their "local knowledge" that often times is rooted in the history, culture, and traditions of a place. In other instances I have class out in the communities my students and I are working in so that we are better able to combine theory and practice. I have found taking students to the actual places where we are working helps them to "see it, feel it, and smell it" — meaning seeing things from the community's perspective and not as a "sterile" researcher/student removed from the context.

b. If applicable, provide examples of courses in which students have been or are collaborators in community-based teaching and learning.

Please see example above.

c. If applicable, provide examples of courses in which community members have been or are collaborators in community-based teaching and learning.

Please see example in 1a above.

Permission: *

I give my permission to NERCHE to post my syllabi to the NERCHE website.

Section Two: Faculty Roles -- Research/Creative Activity

a. Describe and provide examples of innovation in your community-based research/creative activity. (Word Limit: 400)

I do not necessarily think of my community-based research as innovative, as much as it is necessary. All too often, academics and others who live outside of communities, especially vulnerable communities of color, tend to have the power to define those same communities. Their research shapes public opinion and ultimately public policy. Unfortunately, not enough academics spend the necessary time getting to know a place or its residents. In my research I try to not only study a particular place or urban issue through empirical research, but I partner with community residents and organizations in collaborative research. For example, in my most recent research with The California Endowment in

Survey Review

East Oakland, one of my community partners needed some survey analysis done from door-to-door neighborhood research project. I assisted in that analysis, along with my graduate student researchers, and together we presented the findings at a community meeting.

b. If applicable, provide examples of research/creative activity in which students are or have been collaborators. (Word Limit: 300)

A number of my students have been collaborators with community partners. For example in my graduate community development studio class and undergraduate course, students have worked with community groups to solve problems and conduct research. Several students from my undergraduate course are teaming up with the West Oakland Indicators Project, an environmental justice-based research group, to better understand the air quality and other environmental conditions in the community (which happens to be adjacent to the Port of Oakland, the Oakland Army Base, and that has numerous industrial plants that spew pollutants into the community). As a result, residents of West Oakland have some of the highest cancer and asthma rates in Alameda County and within California. In my graduate course, graduate students are conducting research with community partners to better understand how to improve East Oakland and Richmond residents' access to fresh food. They are analyzing the food system from production to consumption.

c. If applicable, provide examples of research/creative activity in which community partners are or have been collaborators. (Word Limit: 300)

Please see discussion above in section b.

d. Please provide citations of your community-based scholarship. (Word Limit: 300)

â Power, Politics and Community Development,â Journal of Community Development and Society. Under review.
â Ethical Planning for Equitable Development.â Journal of Ethics at Berkeley. University of California at Berkeley. Vol. 1, No. 1. April 2011. "The Contribution of Place and Place-Based Factors to Health Disparities and Inequalities In Health," with Mahasin S. Mujahid. Annual Review of Public Health. Vol. 33, 2012. â Mercy Housing: A Case Study of a Community Development and Health Collaboration.â with Janet Falk, Douglass Jutte, and Kaja LeWinn. Health Affairs. 2011. Forthcoming. (Summer/Fall). â The Role of Community-Based Strategies in Addressing Metropolitan Segregation and Racial Health Disparities.â with Sacoby Wilson. Journal of Community Development and Society. Spring 2011. Forthcoming. â City Planning 268 Community Development Studio: Building Healthy Communities: The East Oakland and Richmond Studio.â Malo Hutson, graduate students, The California Endowment, and Mitchell Kapor Foundation. Spring 2010. <http://www.mediafire.com/file/31pe8xi2r3xq4uq/CP268-report-august26.pdf> â How Planning and Zoning Contribute to Inequitable Development, Neighborhood Health, and Environmental (In)Justiceâ with Mahasin Mujahid and Sacoby Wilson. Environmental Justice. Vol. 1. No. 4. December 2008. "A Workforce Development Triad: Federal Education Tax Credits, Community-Based Organizations, and Community Colleges," with Victoria Choitz. Annie E. Casey Foundation. Baltimore, Maryland. December 2006. "Higher Learning: Knowledge Economies Drive Partnerships between Chambers and University." with Erin Flynn. Chamber Executive: Economic & Community Development Issue. Vol. 32, No.6. November/December 2005. "Who Cares? Examining Greater Washingtonâs Healthcare Workforce." with Victoria Choitz. Greater Washington Board of Trade. Washington, D.C. 2005. "CTC AmericCorps Vista Project Assessment Report." with Richard Oâ Bryant. Boston, MA: University of Massachusetts, Boston, MA. 2002 "Workforce Development Institutions for Adult Low-Skilled Workers." Projections. MIT Student Journal of Planning. Volume 2, Spring 2001. Cambridge, MA. "Summary of Community-based Internships with Homelessness Programs in Berkeley." University of California, Institute of Urban and Regional Development. Working Paper 98-10. Berkeley, CA. 1998.

Section Two: Faculty Roles -- Service

a. Describe and provide examples of innovation in your community-based research/creative activity. (Word Limit: 400)

a. Describe and provide examples of innovative practice in your community-based service. (Word Limit: 300)

I have had a number of opportunities to work as an adviser, researcher, or board member on a number of community-based projects. One project on campus has been serving as a committee member of the Chancellor's Community Partnership Fund. As a committee member we select innovative community projects between faculty members, staff, and students at U.C. Berkeley with community-based organizations in Berkeley. This has been a tremendously rewarding experience not only being someone who helps select these grant recipients but to also to participate as a faculty member on several projects. The most recent is agreeing to partner with the East Bay Community Law Center and Berkeley law and business schools to have students in my studio class work with the East Bay Community Law Center's Green Collaborative Clinic (GC3), an effort to provide local green business owners with free legal, business, and planning advice about how to start and grow their own businesses. The main focus of GC3 is to support and create cooperatives and minority-owned businesses that are based or will be based in underserved communities.

Section Two: Integration and Impact

1. What is/are the public issue(s) that your community engagement addresses and how is/are the issues(s) identified? (Word Limit: 400)

My community-engagement and research attempts to address a number of structural inequalities in our society, namely, health inequities by race/ethnicity, class, gender, and sexual orientation. I also attempt to address inequities that result in poorer residents within urban areas living in communities with little access to economic opportunities, good quality housing, high-performing schools, efficient, affordable transportation as well as decreasing the level of community violence.

2. If there are results from your community-based teaching, research/creative activity, and service, how are they shared? (Word Limit: 400)

All of my research is shared online via my own personal website (which is being reconstituted), sometimes through our department's website, and sometimes through public presentations either by myself or with community partners.

3. Describe how the three dimensions of your faculty role overlap in ways that are mutually reinforcing. (Word Limit: 400)

My teaching, research, and service are all in alignment with each other. I never set out to become a university professor. I was always interested in better understanding poverty and inequality. Once I was an undergraduate in college I began volunteering and getting involved in local community issues. It was from that experience that I decided I wanted to work with communities to conduct research that would help shape policy at the local, state, and federal level. My thinking then, as it is now, is that solid empirical research can help shape public policy in important areas such as addressing built environment issues that contribute to health disparities/inequities, community and economic development, and so many other important areas that impact poor and vulnerable communities. Therefore, my teaching, research, and service reinforce each other and are consistent. I joke with my students when they ask where all my energy comes from when teaching. I say, 'I eat, breathe, and sleep this stuff. It's part of who I am. I grew up poor, in a single-female headed household and my mother didn't want me to be a statistic so I figured out a way to try to bring about positive change to communities with so little hope at times.'

4. As your community-engaged scholarship develops, what impact is it currently having and do you anticipate it having on any or all of the following: (Word Limit: 1,800) Intellectual contributions (i.e., impact on knowledge, theory and practice) Institutionalization of community engagement (i.e., deepening and increasing community-based practice; involvement of undergraduate/graduate students) Department (e.g., workshops, formal and informal mentoring) College/School Colleagues External community (For examples of the types of impacts listed above, visit the Lynton Award FAQs web page.)

â'¢ Intellectual Contributions So far my research has begun to attract a broader audience. When I finished my doctorate at MIT, I was selected as a Robert Wood Johnson Health & Society Scholar (RWJ HSS) where I spent two-years at the University of Michiganâ' s Center for Social Epidemiology and Population Health in the School of Public Health. As an alumni of the RWJ HSS program, I have been fortunate enough to have presented my research in front of policymakers, federal officials, and other scholars. Most recently, I was invited to The White House Forum on Environmental Justice, which included Obama Administration Cabinet Secretaries (Kathleen Sebelius, Hilda Solis, Eric Holder, Ken Salazar, Janet Napolitano, and Lisa Jackson from EPA), senior level government officials, and community leaders from across the country working in the area of environmental justice. In addition, I was recently approached by the Federal Reserve Bank to write an article on urban sustainability and community development, which will be published in early May 2011. I have also been fortunate to have the findings of my research accepted to a number of journals and picked up by the local press in the Bay Area. I have also been invited to attend a number of meetings, workshops, and academic conferences to present my work. The most recent meeting I was invited to, to share my expertise, was hosted by Enterprise Community Partners, a national non-profit affordable housing developer, which wanted me to speak about my work in the field of housing and community development. â'¢ Institutionalization of Community Engagement Through my research, teaching, and service I have been able to solidify a strong relationship with The California Endowment (TCE) and Mitchell Kapor Foundation around TCEâ' s Building Healthy Communities initiative. This has enabled my students and me to partner with community-based organizations based in East Oakland and Richmond, CA. The most exciting part of this is that many of my students are now getting jobs at these organizations and I am also getting students entering the graduate program in City Planning and Public Health from these communities. It is turning into a â' cycleâ' of creating community change agents. I have also been in discussion with TCE, Mitchell Kapor Foundation, and U.C. Berkeley to establish a community fellows program, which would allow community leaders to be in residence at Berkeley for free for a semester or year, where they can take classes, present their work, and engage with faculty, staff, and students. We have also been in discussion about establishing a Center for Place and Health, which would be focused on conducting community-based research. â'¢ College/School I have participated in a number of seminars and talks hosted by our department (e.g. Institute of Urban and Regional Development, Center for Cities and Schools, and Center for Community Innovation). This has enabled me to present my work to community members, students, staff, and fellow faculty. My graduate community development studio course also presents once a year to the campus community and beyond our findings from our most recent semester of research. â'¢ Colleagues I invite my colleagues to all my presentations as well as student presentations. I also provide them with my studio class reports and project updates. This is the normal practice in my department. Faculty often serve as discussants for student, faculty, or community presentations. â'¢ External Community I am constantly invited and participate in a number of community events, always for free. I have participated in the Affordable Housing Week major seminar sponsored by East Bay Community Housing Organizations. I was the keynote this past year at the Bay Area Blacks in Philanthropy meeting where I talked about the need to build healthy communities based on my research and the research with my students and community partners. This type of activity is what led to being invited to join the boards of a number of nonprofit community-based organizations.

5. How do you contextualize your community-based teaching, research/creative activity, and service within a framework of social justice in a diverse democracy? (Word Limit: 500)

All of my teaching, research, and service are rooted in addressing issues of social justice in a diverse democracy. In fact, I just completed an article for the Journal of Ethics at Berkeley which discusses the importance of city planners to be

4. As your community-engaged scholarship develops, what impact is it currently having and do you anticipate it having

Survey Review

mindful of ethical principles in their work especially when we look at the growth of metropolitan regions and the increased urbanization in the U.S. and globally. As urban areas become more diverse along the lines of race/ethnicity, socio-economic position, and sexual orientation, it is critical that we look at development through a lens of social equity to be sure that all people are engaged in the planning process and have a voiceâ this is the backbone of any democracy.

6. To what extent have you had to overcome obstacles to your community-engaged scholarly work in any of the following areas? (Word Limit: 300) In graduate school In the disciplines In your department At your institution

Over the years, conducting community-based scholarship has had its challenges. In graduate school, the challenge was moving from Cambridge, MA to the community of Roxbury to build authentic relationships with community residents and to really understand the challenges so many faced. This type of research in general takes longer to conduct compared to research that may only require analyzing a data set, for example. After graduating from MIT, I have found that conducting community-based scholarship is not always valued in counting towards tenure. Many universities often claim publicly that they are committed to university-community partnerships, but in reality, faculty who do this type of work are not valued the same way and have a difficult time achieving tenure. Ironically, it is faculty who do this type of research and community work who are constantly being asked to do moreâ advise more students, and attend community meetings. However, at a place like Berkeley, as well as other large research universities, the bottom-line is â publish or perish.â

Section Three: Contact Information for Nominee and Nominator

III. A. NOMINEE'S Complete Contact Information Please complete all of the fields below.

First Name

Malo

Last Name

Hutson

Title

Assistant Professor

Department

City & Regional Planning

Discipline or Field

Community development, regional and economic development, urban policy and politics, urban health

5. How do you contextualize your community-based teaching, research/creative activity, and service within a framework

Institution

University of California Berkeley

Institution's Address 1

228 Wurster Hall, #1850

Institution's Address 2

City

Berkeley

State

CA

Zip Code

94720-1850

Email Address

mhutson@berkeley.edu

Phone Number

(510) 642-1776

III. B. NOMINATOR'S Complete Contact Information Please complete all of the fields below. Please note: If there is more than one nominator, please designate only one individual's contact information below. In the field labeled "Additional Nominators" list only the name, title, and institutional affiliation of each additional nominator.

First Name

Chris

Last Name

Schildt

Title

MCP (c)

Department

City & Regional Planning

Discipline or Field

Housing Community Economic Development

Institution/Organization

University of California, Berkeley

Institution's Address 1

228 Wurster Hall, #1850

Institution's Address 2

City

Berkeley

State

CA

Zip Code

94720-1850

Email Address

cschildt@berkeley.edu

Phone Number

408-499-1394

Institutional Type. (Please check only one)

Four-Year Public

Are you a student? If so, please check one:

Graduate student

Additional Nominators. (Please list only the name, title, and institutional affiliation of each additional nominator.)

Melissa Chinchilla, MCP (c), UC Berkeley LeConte Dill, DrPH (c), MPH, UC Berkeley Michael Katz, MCP (c), UC Berkeley Jen Loy, MCP & MPH (c), UC Berkeley Jovanna Rosen, MCP (c), UC Berkeley Erika Whitcomb-Rincon, MCP & MPH (c), UC Berkeley



NERCHE – Graduate College of Education
University of Massachusetts Boston
100 Morrissey Blvd - Boston, MA 02125
Friday, April 23, 2011

RE: Support for Malo Hutson's nomination for the Ernest A. Lynton Award for the Scholarship of Engagement for Early Career Faculty

To Whom It May Concern,

The College of Environmental Design Students of Color is writing in support of Malo Hutson's nomination for the Ernest A. Lynton Award. As students in the College of Environmental Design, we have had the pleasure to work with Malo over the past several years. We hope this nominating committee will recognize the dedication we've seen in him to both us, his students, and to the community beyond the university.

As the only faculty of color focused on domestic issues in the Department of City and Regional Planning, Malo provides an important perspective on issues of equity and social inclusion. Through his research on community health and the built environment, Malo emphasizes the importance of promoting social justice and facilitating community engagement through the development process. He is truly an asset to the College of Environmental Design, and students accepted into our program frequently choose to come here because of the opportunity to learn from and collaborate with Malo.

In the fall of 2010, when students noticed the absence of a student organization devoted to the issues facing students of color and communities of color, Malo gave us his full support in the reactivation of the College of Environmental Design Students of Color. As a past officer of the Students of Color in Planning during his time at Berkeley, he was already familiar with the goals of the organization and offered to serve as our faculty advisor. The organization has had an incredibly productive year, one that could not have been possible without the support of Malo.

In addition to showing support for Students of Color as an organization, Malo is always willing to go above and beyond his role as a professor to mentor students in their professional and personal growth. He is constantly looking for ways to foster professional development by connecting his students with career and research opportunities that match our academic interests in planning. He does this by introducing us to professionals in the community development field and by presenting students' work to community foundations, his research partners, or other stakeholders in local community development. On a personal level, Malo provides important support to students of color by sharing his personal experiences as a student of color at UC Berkeley and MIT. He is always open to talking about obstacles students face to successful completion of their education, including financial concerns and familial pressures. Malo's mentorship also extends beyond graduate level students, as he provides significant support to undergraduates who express interest in the field of City Planning. In addition to personally mentoring these students, Malo looks for opportunities to help undergraduates establish connections with graduate students. This is particularly important for students of color who frequently lack role models in graduate and professional programs.

Malo believes in the importance of diversifying the College of Environmental Design and the essential role that students of color and other underrepresented students can play as advocates for equitable community change. Through his academic and social support, mentoring, advocacy, and efforts to promote professional growth amongst his students, Malo truly embodies the Students of Color's mission.

Sincerely,

Anna McCorvey, President, on behalf of College of Environmental Design Students of Color



Urban Habitat

Friday, April 22, 2011

BOARD MEMBERS

JULIET ELLIS
President

JOE BROOKS
Chair

ROMEL PASCUAL
Vice-Chair

TAMAR DORFMAN
Treasurer

CARL ANTHONY

WADE CROWFOOT

MALO HUTSON

DEBRA JOHNSON

FELICIA MARCUS

ARNOLD PERKINS

New England Resource Center for Higher Education – Graduate College of Education
University of Massachusetts Boston
100 Morrissey Blvd - Boston, MA 02125

RE: Support for Malo Hutson's nomination for the Ernest A. Lynton Award for the Scholarship of Engagement for Early Career Faculty

To Whom It May Concern,

It is with great enthusiasm that I write in support of Malo Hutson's nomination for the Ernest A. Lynton Award. As the Director of Programs at Urban Habitat, I have had the pleasure to work with Malo over the past several years in his capacity as an Urban Habitat Board Member. I hope this nominating committee will recognize the dedication I've seen demonstrate to both his students and the community surrounding his university.

Urban Habitat is a one of the oldest environmental justice nonprofits in the nation. Our mission is to build power in low-income communities and communities of color by combining education, advocacy, research and coalition-building to advance environmental, economic, and social justice in the Bay Area. In our view, Malo Hutson exemplifies the value of community-based scholarship that the Lynton Award is designed to acknowledge.

During his time on the UC Berkeley campus Mr. Hutson has been working not just as a professor, but as a key advisor to the California Endowment in the Bay Area. He is facilitating Studio Classes where he engages current students with community members and stakeholders in Richmond and East Oakland – two low income communities of color that are undergoing major economic and social transition. The studios provide local communities with access to technical assistance which would otherwise be outside of their reach, and ensure that the students get a sense of the real-world challenges that will be facing them as urban planners upon graduation.

As a member of Urban Habitat's Board, Mr. Hutson has brought his many resources to bear upon our planning and advocacy work. He was instrumental in the research and writing for Green Equity: Achieving Equity in Green Economic Development. This document has served to inform community

436 14TH STREET, SUITE 1205 OAKLAND, CA 94612

T 510 839 9510 F 510 839 9610

www.urbanhabitat.org

info@urbanhabitat.org



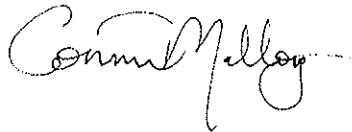
members, local stakeholders, and city officials about the most effective ways they can:

- Create opportunities to grow green collar employment and businesses;
- Ensure that new green jobs offer livable wages and benefits;
- Connect residents to employment and/or training opportunities;
- Promote efficient and environmentally-friendly land use decisions;
- Leverage federal, state, and local funds to enhance economic opportunities for residents; and
- Support policies that create new markets for green products and services.

Furthermore the academic rigor of the report has strengthened Urban Habitat's community advocacy around Richmond's General Plan update and the creation of a local Energy & Climate Action Plan,

In closing, as Director of Programs at Urban Habitat and as an alumnus of the UC Berkeley Department of City and Regional Planning where Mr. Hutson now teaches, I am deeply honored to submit his letter of support for the Lynton Award. You will be quite delighted in your choice of Mr. Hutson, an academic whose unique blend of scholarship, community service, and teaching will dramatically impact the field of urban planning through cultivating the next generation of social-justice minded urban planners and policymakers.

Sincerely,

A handwritten signature in cursive script that reads "Connie Malloy". The signature is written in black ink and is positioned above the typed name.

Connie Galambos Malloy
Director of Programs
Urban Habitat



April 22, 2011

New England Resource Center for Higher Education – Graduate College of Education
University of Massachusetts Boston
100 Morrissey Blvd - Boston, MA 02125

**RE: Support for Malo Hutson's nomination for the Ernest A. Lynton Award for the
Scholarship of Engagement for Early Career Faculty**

1000 North
Alameda Street
Los Angeles
CA 90012
213.928.8800
FAX 213.928.8801
800.449.4149

To Whom It May Concern:

I am delighted to submit this letter in support of Malo Hutson's nomination for the Ernest A. Lynton Award. As the Program Manager at The California Endowment, I have had the pleasure of working with Professor Hutson over the past two years. I hope this nominating committee will recognize the dedication I've seen in him to both his students and the community beyond the university.

The California Endowment is a private, statewide health foundation that was created in 1996. The Endowment's primary mission is to expand access to affordable, quality health care for underserved individuals and communities, and to promote fundamental improvements in the health status of all Californians. Since its inception, The Endowment has awarded approximately 11,000 grants totaling more than \$2 billion to organizations in California.

In 2009, The Endowment launched Building Healthy Communities, a 10-year, \$1 billion plan to address the range of factors contributing to health and healthy behaviors in 14 communities throughout California. Seizing upon this unique opportunity, Professor Hutson approached the Endowment with a proposal to focus his studio class of City Planning graduate students on the initiative. Specifically, his students would conduct research and analysis on a range of social, economic and environmental challenges in East Oakland and Richmond – two of the 14 targeted communities - and prepare recommendations on promising strategies to address those challenges. The pilot effort concluded with an in-depth report to the Endowment in spring 2010 and was so successful that we are continuing the partnership again this year.

This example illustrates Professor Hutson's commitment to ensuring that his students have the opportunity to understand and contribute to the urgent challenges facing urban communities today. Moreover, we remain in conversations about ways to further leverage the rich intellectual resources of the University to benefit community change processes, such as Building Healthy Communities. The Endowment is highly appreciative of Professor Hutson's vision, approach, and commitment to our shared goal of building healthy communities.

Sincerely,

Diane E. Aranda
Program Manager, Richmond

New England Resource Center for Higher Education
Graduate College of Education
University of Massachusetts Boston
100 Morrissey Boulevard
Boston, MA 02125

April 14, 2011

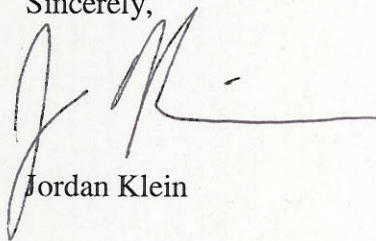
To Whom It May Concern:

I am writing in support of the nomination of Assistant Professor Malo Hutson for the Ernest A. Lynton Award for the Scholarship of Engagement for Early Career Faculty. Based on my experience as Malo's student, teaching assistant, and friend, I am confident that Malo would be a worthy recipient of this honor.

While I studied under Malo Hutson as a Master of City Planning student, I saw firsthand how the students, faculty, and institutions of UC Berkeley directly benefit from Malo's strong ties to many different communities within the Bay Area and beyond. Through his community engagement efforts, his deep knowledge of the community development field is constantly expanding; that fact is readily apparent in his writing and lectures. His relationships with diverse partners at community organizations, foundations, and city governments create professional and educational opportunities for his students and colleagues. And in turn, individuals and organizations around the Bay Area rely on Malo's partnership as they tackle the challenges facing their communities.

I wholeheartedly recommend Malo Hutson for recognition of his excellence in community engagement. If you have any questions, please do not hesitate to contact me by e-mail at jordan.klein@sfgov.org or by phone at (415) 554-6645.

Sincerely,


Jordan Klein





New England Resource Center for Higher Education
Graduate College of Education
University of Massachusetts Boston
100 Morrissey Blvd—Boston MA 02125

April 22, 2011

RE: Support for Malo Hutson's nomination for the Ernest A. Lynton Award for the Scholarship of Engagement of Early Career Faculty

To whom it May Concern,

I am excited to support the nomination of Malo Hutson for the Earnest A. Lynton Award. This support for Malo is without reservation and I cannot think of another young academic more deserving.

I have known Malo for over a decade and currently serve with him on the board of the Urban Habitat Program, in which I chair. The Urban Habitat Program is a twenty year old San Francisco Bay Area Regional Environmental and Justice Social Justice organization. My first association with Malo was at PolicyLink, when Malo was a graduate student at U.C. Berkeley, serving as an intern. PolicyLink is a national public policy advocacy and action institute, with the mission of achieving equity for low-income and communities of color relying on the voice, wisdom and experience of local advocates and lifting up what works. I serve as Vice President for Civic Engagement.

Malo came to PolicyLink as a graduate student with a sense of urgency to cultivate his skills to assist residents in the community development and community building process. He made a contribution to our work at PolicyLink, with his research on the organizational and digital divide that isolates communities of color from fully participating and benefiting from the community development process. He used that exposure to community in expanding his academic preparation at M.I.T. where he received his doctorate.

When Malo returned to the Bay Area and joined the faculty at Berkeley, he immediately made connection with several community based organizations and built relationships that have allowed his students over the past several years to be directly connected to community. Malo has a growing reputation as an academic and community builder, bringing his insight and passion to bear on making a contribution and exposing student in real-time to community.

As a member of the board at Urban Habitat, Malo has been able to connect his students as well as himself to a cross section of community actors through the many relationships and partnerships that Urban Habitat enjoys.

Malo's connection to community serves as a bridge for his students to compliment their academic preparation and is a model that should be encouraged and supported.

Sincerely,

Joe Brooks
Vice President
PolicyLink
p. 510-663-2333, ext. 317
f. 510-587-1117



PACIFIC INSTITUTE

April 20, 2011

Dear Lynton Award Committee,

I write in enthusiastic support of the nomination of Professor Malo Hutson for the Lynton Award. As a Program Director at the Pacific Institute, I have witnessed Professor Hutson's achievements carrying out research that is directly informed by and of value to low-income residents and communities of color and teaching his students to respectfully and effectively work with these communities.

In my work I have the great privilege of dedicating myself full-time to facilitating community-based participatory research and capacity-building in low-income communities of color in California. Because I have experienced the great challenges and value of this work, I am enormously impressed with the ability of Professor Malo Hutson to be deeply engaged with communities from his position within the university, an institutional environment often at odds with community engagement.

Professor Hutson stands alone among professors in the lengths to which he combines critical scholarship with community collaboration and action. His studio courses create a rare space for community leaders to present their expertise and for students to carry out intensive applied community-based research projects. He regularly refers his students to volunteer and intern with community organizations in the region, and he himself volunteers on at least two non-profit advisory boards, including that of the Pacific Institute. These actions serve to open up the resources that the university offers to some of the urgent social justice struggles of surrounding communities.

The ultimate indicator of Professor Hutson's achievements in community-engaged scholarship is the respect that seasoned grassroots community leaders have for him. In a region that has no shortage of academic researchers attempting to work with communities, Professor Hutson is one of the very few that is highly regarded for his integrity and commitment. Thank you for your consideration of this letter of support and please contact me directly with any questions or requests for further information.

Sincerely,

Eli Moore
Co-director, Community Strategies for Sustainability and Justice
Pacific Institute
654 13th St Oakland, CA 94612
(510) 251-1600 ext. 123
emoore@pacinst.org



Center for Cities & Schools
Institute of Urban and Regional Planning
316 Wurster Hall

NERCHE – Graduate College of Education
University of Massachusetts Boston
100 Morrissey Blvd - Boston, MA 02125
Berkeley, CA 94704

Friday, April 23, 2011

RE: Support for Malo Hutson's nomination for the Ernest A. Lynton Award for the Scholarship of Engagement for Early Career Faculty

To Whom It May Concern,

It is with great enthusiasm that I am writing in support of Professor Malo Hutson's nomination for the Ernest A. Lynton Award. As the Founding Director of the UC Berkeley Center for Cities and Schools, I have had the pleasure to work with Malo over the past five years. I hope this nominating committee will recognize the dedication I've seen in him to both his students and the community beyond the university.

The Center for Cities and Schools (CC&S), formally established in 2004 at UC Berkeley as an interdisciplinary initiative between the Graduate School of Education and the College of Environmental Design, partnering with Department of City and Regional Planning. Our vision for the Center was born out of over twenty years of work related specifically to schools and community development in the San Francisco Bay Area and across the nation. CC&S promotes high quality education as an essential component of urban and metropolitan vitality to create equitable, healthy, and sustainable cities and schools for all. We are today a nationally recognized and award winning action research center thanks to the incredible commitment and dedication of truly outstanding advisory board members such as Professor Malo Hutson.

Malo has partnered with CC&S on a range of projects and initiatives to bridge the historic divide between public education and the communities they live in to create far greater opportunities and access to high quality education for all children and families. Malo's incredible contribution can be seen in terms of his scholarship, teaching and unique commitment to working directly with low income students of color both on and off UC campus. Over the past five years Malo has been a critical partner and ally for CC&S Y-PLAN (Youth – Plan, Learn, Act, Now) initiative bringing UC graduate and undergraduate students to mentor and inspire hundreds of high school students across the Bay Area. Malo's work with this initiative is profound in two ways: First, he recognizes such university-community partnerships as a unique and important way to prepare future city planning students to work in partnership with local communities aware and deeply appreciative of their existing strengths and talents. Second, he recognizes how important it is to actually spend time in local communities building genuine relationships, particularly with low income students of color. Malo takes great pride in truly mentoring young people to believe that they can achieve whatever they set out to do and also serves as incredible role model himself in doing so. Malo also takes such outreach very personally and I can't count the number of students here at Cal, and in neighborhoods throughout the broader community, he has personally mentored and supported as they navigate their way through a very difficult academic road.

Malo Hutson is a truly unique human being, stellar scholar, and tremendous value to the University of California community and should be recognized and honored for his incredible contribution to all students and community members. Please contact me if you have any further questions or if I can be of any additional assistance.

Best Regards,

A handwritten signature in cursive script that reads 'Deborah L. McKoy'.

Deborah McKoy, PhD, MPA
Founding Director, CC&S
Lecturer, Departments of City Planning and Education



EBHO

EAST BAY HOUSING ORGANIZATIONS

April 22, 2011

New England Resource Center for Higher Education
Graduate College of Education
University of Massachusetts Boston
100 Morrissey Blvd, Boston, MA 02125

RE: Support for Malo Hutson's nomination for the Ernest A. Lynton Award for the Scholarship of Engagement for Early Career Faculty

To Whom It May Concern,

Having had the pleasure to work with Malo Hutson over several years, East Bay Housing Organizations (EBHO) enthusiastically supports his nomination for the Ernest A. Lynton Award. I hope this nominating committee will recognize the dedication we have seen in Malo to his students and the community.

EBHO, a 27-year-old non-profit membership organization, is the leading affordable housing advocacy coalition working throughout Alameda and Contra Costa Counties of the Bay Area. Our mission is to preserve, protect and expand affordable housing opportunities for the lowest income communities through education, advocacy, organizing and coalition building. EBHO's membership includes more than 300 organizations and community leaders advocating for affordable housing development and favorable housing policies locally and regionally. To have the greatest impact through both advocacy and technical assistance, we work closely with partners like Malo who connect scholarly expertise to practice on the community level.

One example is a 2009 graduate "Green Economy Studio" class that Malo led, focused on a huge naval base reuse proposal, for which EBHO is a core leader in a broad coalition campaign. The studio took an innovative approach to analyzing affordable housing needs based on the projected jobs and wages profile of the reuse plan. It was a seminal study and has helped strengthen EBHO's argument for a strong affordable housing program to be incorporated into the final reuse plan.

Malo also spoke at EBHO's annual State of Housing Symposium in 2010, where he discussed how to advance a progressive affordable housing and community development agenda in times of economic crisis. His holistic perspective was refreshing as was his emphasis on community-based planning and economic development initiatives. He reminded us that true community-building process is as fundamental to planning and development as funding and bricks and mortar outcomes.

EBHO has worked with other partners in the East Bay who express their appreciation for Malo's community spirit combined with intellectual creativity and rigor. We offer our full endorsement of him as a candidate for this award.

Sincerely,

Gloria Bruce
Deputy Director/Education & Communications Director

City Planning 118AC: The Urban Community**Course Description and Syllabus****Course Control #:** 13489**Time:** M-W 12:30-2:00 p.m.**Room:** 112 Wurster Hall**Office:** 410B Wurster Hall**Office Hours:** Tuesday, 1-3 p.m.**Phone:** 510-642-1776**E-mail:** mhutson@berkeley.edu**Graduate Student Instructors:**

Daniel Parcerisas Land (Head GSI)

Jeff Farrington

Matt Lewis

Jen Loy

This course will explore the urban theories, policies, and politics that have shaped contemporary urban communities within the United States. It will examine the macro-level structural factors that have shaped the economic, political, and social environments of urban communities. More importantly, this course will provide an understanding of how these factors have shaped the lives, culture, opportunities, and values of various ethnic and racial groups residing in urban America. The course will also examine how the physical and spatial landscape of urban communities impacts urban residents' access to resources and opportunities.

In the first part of the course we will take a historical and theoretical look at what an urban community is, how it is formed, and it has evolved over time. We will discuss the major urban theories related to metropolitan development and migration patterns of ethnic and racial groups. Specifically we will discuss the rise of suburbanization (especially after World War II), examine economic and political forces, and analyze the impact of segregation and urban policies on communities of color with respect to education, economic opportunities, housing, health status, etc.

We will also examine contemporary metropolitan America through an analysis of case studies of urban communities across the country. We will discuss the myriad of challenges and opportunities facing urban residents. We will analyze readings that discuss important topics such as immigration, gentrification, planning and zoning, housing development, health disparities, race and ethnicity, and local policies and politics. Where possible we will also discuss the role of institutions and organizations in the community development process.

Finally we will discuss the future of urban life in the U.S. We will discuss issues related to regionalism, globalization, demographic change, and urban sustainability. We will attempt to understand how these factors may impact the future development patterns and way of life of urban populations.

Course Requirements:

Class attendance, weekly e-mail commentaries on the readings, class participation, midterm, and final term paper. This course has a heavy reading load. Students will be expected to do all the reading before coming to class.

Grading:

Grades will be based on the following:

Lecture and Section Participation:	10%
Weekly E-mail Commentaries:	15%
Midterm:	25%
Final Paper:	25%
Final:	25%

Class Attendance:

Students are expected to make every effort to attend lectures and discussion sections. Please be **on time to class**. Attendance in discussion section will be taken. Attendance in lecture will be randomly taken.

Weekly E-mail Commentaries:

During the course of the semester students will need to submit a **1-2 page, 12 font, double-spaced** weekly e-mail commentary of the current week's readings. Students are required to submit a total of **at least 8 commentaries** over the course of the semester. Commentaries should not simply be a summary of the readings, but instead should be analytical and include any questions, ideas, or thoughts that you may have on the readings and subject matter. Weekly commentaries should be submitted electronically **by midnight**

the day before your discussion section. No commentaries are due the weeks of Jan. 17, March 14 or March 21.

Midterm:

The midterm will be held in class during normal lecture time. The midterm will be based on course readings, lectures, and discussion section materials. The midterm will be a combination of essays and short answer questions.

The midterm will be **Wednesday, March 16.**

Final Term Paper:

All students are required to write a 10-15 page final term paper. There will be a number of paper topics to choose from and will be distributed in the first few weeks of class in your discussion section. Final Papers are due **Monday, May 2 by 5 p.m.** Grades on the final paper will be based on your ability to present your ideas and arguments in a clear and concise manner and your ability to incorporate your analysis of the course material and your independent research (best demonstrated by use of diverse resources, *e.g.*, class readings, lectures and outside sources).

No late papers will be accepted!!!!

Statement of Academic Integrity

Any test, paper or report submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from Professor Hutson.

In all of your assignments, including your homework or drafts of papers, you may use words or ideas written by other individuals in publications, web sites, or other sources, but only with proper attribution. "Proper attribution" means that you have fully identified the original source and extent of your use of the words or ideas of others that you reproduce in your work for this course, usually in the form of a footnote or parenthesis.

As a general rule, if you are citing from a published source or from a web site and the quotation is short (up to a sentence or two) place it in quotation marks; if you employ a longer passage from a publication or web site, please indent it and use single spacing. In both cases, be sure to cite the original source in a footnote or in parentheses.

If you are not clear about the expectations for completing an assignment or taking an examination, be sure to seek clarification from Professor Hutson or your assigned GSI beforehand.

Finally, you should keep in mind that as a member of the campus community, you are expected to demonstrate integrity in all of your academic endeavors and will be evaluated on your own merits. So be proud of your academic accomplishments and help to protect and promote academic integrity at Berkeley. The consequences of cheating and academic dishonesty - including a formal discipline file, possible loss of future internship, scholarship, or employment opportunities, and denial of admission to graduate school - are simply not worth it.

Students with Disabilities

If you need accommodations for any physical, psychological, or learning disability or if you want me to have emergency medical information, please speak to me after class or during office hours.

Required Reading for Course

Books:

Urban Communities in the 21st Century: Industrialization to Sustainability, edited by Malo Andre Hutson. 2010. Cognella Academic Publishing.

Course Reserve:

All course materials are on course reserve under CP 118AC in the College of Environmental Design Library on the 2nd floor of Wurster Hall. All other course readings, where possible, will be made available for download on bSpace.

Important Note: Occasionally additional readings will be assigned to supplement a specific lecture. These will be handed out in class or posted on (bSpace) in advance of the relevant lecture.

I). Understanding the History and Development of Urban Communities

1/19: Introduction to The Urban Community

Required readings:

Hutson, Malo A. 2010. "Introduction: Urban Communities in 21st Century," in Urban Communities in 21st Century edited by Malo Andre Hutson. Cognella. San Diego, CA. pp. 1-4.

1/24: Framing the Discussion: The History, Development and Politics of Cities

Required readings:

Peterson, Paul E. 2010. "The Interests of the Limited City," in Urban Communities in 21st Century edited by Malo Andre Hutson. Cognella. San Diego, CA. pp. 5-16.

II). Urban Policy, Politics and the Rise of Suburbanization

1/26: Urban Policy and Politics: Federal and Local

Required readings:

Stone, Clarence. 1998. "Urban Regimes: A Research Perspective," in Urban Communities in 21st Century edited by Malo Andre Hutson. Cognella. San Diego, CA. pp. 17-34.

1/31: Urban Policy and Politics: Federal and Local (con'td)

Required Readings:

Judd, Dennis R. and Todd Swanstrom. 2010. "National Policy and the City/Suburban Divide," in Urban Communities in 21st Century edited by Malo Andre Hutson. Cognella. San Diego, CA. pp. 77-108.

Recommended Reading:

Weir, Margaret. 1999. "Power, Money, and Politics in Community Development," in Urban Problems and Community Development edited by Ronald F. Ferguson and William T. Dickens. Brookings Institution Press, Washington, D.C., Ch. 4, pp. 139-192.

2/2: Suburbanization and Urban Sprawl

Required readings:

Beauregard, Robert. 2010. "The Short American Century" and "Urbanization's Consequences" in Urban Communities in 21st Century edited by Malo Andre Hutson. Cognella. San Diego, CA. pp. 35-48.

Recommended Reading:

Jackson, Kenneth T. 1985. The Crabgrass Frontier: Suburbanization of the U.S., Oxford University Press, Oxford, Chapters 11 and 12, pp. 190-230.

2/7: Suburbanization and Urban Sprawl

Required readings:

Beauregard, Robert. 2010. "Urbanization's Consequences" in *Urban Communities in 21st Century* edited by Malo Andre Hutson. Cognella. San Diego, CA. pp. 49-75.

III). Diverse Communities in America

2/9: Formation of Racial and Ethnic Identity

Required readings:

Omi, Michael and Howard Winant. 2010. "Racial Formation," in *Urban Communities in 21st Century* edited by Malo Andre Hutson. Cognella. San Diego, CA. pp. 159-176.

Roediger, David. 2010. "Whiteness and Ethnicity in the History of 'White Ethnics' in *Urban Communities in 21st Century* edited by Malo Andre Hutson. Cognella. San Diego, CA. pp. 177-192.

Recommended reading:

Waters, Mary C. 1990. *Ethnic Options: Choosing Identities in America*. University of California Press. Berkeley, CA. Chapters 1 and 2, pp. 1-51.

2/14: The Immigrant Experience in America

Required readings:

Portes, Alejandro and Reuben G. Rambaut. 2010. "Moving: Patterns of Immigrant Settlement and Spatial Mobility," in *Urban Communities in 21st Century* edited by Malo Andre Hutson. Cognella. San Diego, CA. pp. 193-218.

2/15: The Immigrant Experience in America (cont'd)

Required readings:

Stoll, David. 2009. "Which American Dream Do You Mean?" *Society*: 46:398-402.
[bSpace]

Mead, Lawrence M. 2009. "The Moral Community and Immigration." *Society*:46:403-407. [bSpace]

Gold, Stephen J. 2009. "Immigration Benefits America." *Society*:46:408-411.
[bSpace]

Heyman, Josiah McC. 2009. "Be Careful How You Frame the Issues." *Society*:46:412-415. [bSpace]

Gonzales, Roberto G. 2009. "On the Rights of Undocumented Children." *Society*:46:419-422. [bSpace]

Bucker, Catherine Simpson. 2009. "The Limits of Political Citizenship." *Society*:46:423-428. [bSpace]

2/21: No Class—President's Day Holiday

2/23: Conducting Empirical Research and Writing a Research Paper

2/28: Gender, Sexual Orientation and the City

Required readings:

Hayden, Delores. 2010. "What Would a Nonsexist City Be like?," in Urban Communities in 21st Century edited by Malo Andre Hutson. Cognella. San Diego, CA. pp. 219-236.

Buchanan, Wyatt. Feb. 25, 2007. "S.F.'s Castro District Faces An Identity Crisis As Straights Move In, Some Fear Loss of the Area's Character." *San Francisco Chronicle*.
[bSpace]

3/2: A Perspective on Racial and Ethnic Relations

Required readings:

Ellen, Ingrid Gould. 2008. "Continuing Isolation: Segregation in America Today," in Urban Communities in 21st Century edited by Malo Andre Hutson. Cognella. San Diego, CA. pp. 237-254.

Sugrue, Thomas J. 2010. "Racial Confrontation in Post-War Detroit," Urban Communities in 21st Century edited by Malo Andre Hutson. Cognella. San Diego, CA. pp. 283-306.

3/7 Identity Politics

Sonenshein, Raphael J. 2003. "The Prospects for Multiracial Coalitions: Lessons from America's Three Largest Cities," in Urban Communities in 21st Century edited by Malo Andre Hutson. Cognella. San Diego, CA. pp. 307-332.

3/9: Class and Socio-Economic Position

Required readings:

Cove, Elizabeth, Margery Austin Turner, Xavier de Souza Briggs, and Cynthia Duarte. 2008. "Can Escaping from Poor Neighborhoods Increase Employment and Earnings?" Metropolitan Housing and Communities Center, The Urban Institute. March. Brief No. 4. Pp. 1-12. (bSPACE)

Turner, Margery Austin and Lynette A. Rawlings. July 2005. "Overcoming Concentrated Poverty and Isolation: Ten Lessons for Policy and Practice." The Urban Institute. Pp. 1-11. (bSpace)

Recommended reading:

The New York Times series on class in America:

<http://www.nytimes.com/pages/national/class/index.html>

Hamilton, Darrick and William Darity, Jr. 2009. "Race, Wealth, and Intergenerational Poverty," in *The American Prospect*. Sept. 16.

http://www.prospect.org/cs/articles?article=race_wealth_and_intergenerational_poverty

Ewalt, David M. and Michael Noer eds. 2007. "The American Dream: Opportunity Knocks." *Forbes.com*

http://www.forbes.com/2007/10/09/american-dream-opportunity-ent-dream1007-cx_de_mn_1009dream_land.html

Monday, March 14: Midterm Review

Wednesday, March 16: MIDTERM!!!!!!

3/28: Race, Ethnicity, Class and Crime in Urban America

Required readings:

Meares, Tracey L. 1998. "Social Organization and Drug Law Enforcement." *The American Criminal Law Review*. Chicago: Winter, Vol. 35, Issue 2, p. 191-227.
(bSpace)

Moore, Solomon. August 14, 2008. "As Program Moves to the Suburbs: Tensions Follow." *The New York Times*. (bSpace)

Rosin, Hanna. July/August 2008. "American Murder Mystery." *The Atlantic Monthly*. (bSpace)

3/30: Race/Ethnicity, Class and Crime in Urban America

<http://www.theatlantic.com/doc/200807/memphis-crime> (read article)

<http://www.shelterforce.org/article/special/1043/> (read response article)

IV) Economic Segregation and the Importance of Place

4/4: Place Matters

Required readings:

Dreier, Peter, John Mollenkopf and Todd Swanstrom. 2010. "Place Still Matters," in Urban Communities in 21st Century edited by Malo Andre Hutson. Cognella. San Diego, CA. pp. 333-394.

V) Geography of Opportunity and the Importance of Place

4/6: Segregation and Geography of Opportunity: Economic Disparities

Required readings:

Massey, Douglass. 2008. "Origins of Economic Disparities: The Historical Role of Housing Segregation," in Urban Communities in 21st Century edited by Malo Andre Hutson. Cognella. San Diego, CA. pp. 395-434.

4/11: Segregation and Geography of Opportunity: Housing and Education

Required readings:

McKoy, Deborah L. and Jeffrey M. Vincent. 2008. "Housing and Education: The Inextricable Link," in Urban Communities in 21st Century edited by Malo Andre Hutson. Cognella. San Diego, CA. pp. 435-460.

Recommended readings:

Engel, Kathleen C. and Patricia A. McCoy. 2008. "From Credit Denial to Predatory Lending: The Challenge of Sustaining Minority Homeownership," in Segregation: The Rising Costs for America edited by James H. Carr and Nandinee K. Kutty. Routledge, New York. Ch. 3, pp. 81-123.

4/13: Segregation and Geography of Opportunity: Neighborhoods and Health*Required readings:*

Acevedo-Garcia, Dolores and Theresa L. Osypuk. 2008. "Impacts of Housing and Neighborhoods on Health: Pathways, Racial/Ethnic Disparities, and Policy Directions," in Urban Communities in 21st Century edited by Malo Andre Hutson. Cognella. San Diego, CA. pp. 461-500.

Wilson, Sacoby, Malo Hutson, and Mahasin Mujahid. 2010. "How Planning and Zoning Contribute to Inequitable Development, Neighborhood Health, and Environmental Injustice," in Urban Communities in 21st Century edited by Malo Andre Hutson. Cognella. San Diego, CA. pp. 539-end.

Recommended readings:

Turner, Margery Austin. 2008. "Residential Segregation and Employment Inequality," in Segregation: The Rising Costs for America edited by James H. Carr and Nandinee K. Kutty. Routledge, New York. Ch. 5, pp. 151-196.

4/18: Segregation and Geography of Opportunity: Social Networks and Community and Economic Development*Required readings:*

Feldstein, Lisa. 2010. "You Eat Where You Are," in Urban Communities in 21st Century edited by Malo Andre Hutson. Cognella. San Diego, CA. pp. 515-538.

Life & Death from Unnatural Causes: Health & Social Inequity in Alameda County

http://www.acphd.org/user/services/AtoZ_PrgDtls.asp?PrgId=90[SKIM]

VI). Metropolitan Fragmentation and Regionalism**4/20: Metropolitics and Regional Governance***Required readings:*

Blackwell, Angela Glover and Manuel Pastor. 2010. "Scaling Up: Regional Equity and the Revitalization of Progressive Politics," in Urban Communities in 21st Century edited by Malo Andre Hutson. Cognella. San Diego, CA. pp. 501-506.

powell, john a. 2010. "Reinventing Metropolitan Space as a Strategy for Social Justice," in Urban Communities in 21st Century edited by Malo Andre Hutson. Cognella. San Diego, CA. pp. 507-514.

Recommended readings:

Dreier, Peter, John Mollenkopf and Todd Swanstrom. 2004. Place Matters: Metropolitcs for the Twenty-first Century. Ch. 6, pp. 216-246

VI). Challenges, Opportunities and Trends: The Future of Cities and Urban Communities

4/25: The Future of Cities and Urban Communities

Required readings:

Baker, Dean and Heather Boushey. 2008. "Trends in the U.S. Economy: The Evolving Role of Minorities," in Segregation: The Rising Costs for America edited by James H. Carr and Nandinee K. Kutty. Routledge, New York. Ch. 9, pp. 279-306. [bSpace]

Dreier, Peter, John Mollenkopf and Todd Swanstrom. 2004. Place Matters: Metropolitcs for the Twenty-first Century. Ch. 7, pp. 247-275. [bSpace]

4/27: The Future of Cities and Urban Communities (cont'd)

Required readings:

Judd, Dennis R. and Todd Swanstrom. 2008. City Politics: The Political Economy of Urban America. 6th Edition. Pearson Education, Inc. New York. Ch. 15, pp. 392-398. [bSpace]

Florida, Richard. 2008. "The power of Place: The Creative Class," in American Urban Politics in a Global Age. Fifth Edition edited by Paul Kantor and Dennis R. Judd. Pearson Longman, New York. Chapter 8, pp. 98-114. [bSpace]

Carr, James H. and Nandinee K. Kutty. 2008. "Attaining a Just (and Economically Secure) Society," in Segregation: The Rising Costs for America edited by James H. Carr and Nandinee K. Kutty. Routledge, New York. Ch. 11, pp. 325-336. [bSpace]

Recommended readings:

Strom, Elizabeth. 2008. "Culture, Art, and Downtown Development," in American Urban Politics in a Global Age, Fifth Edition edited by Paul Kantor and Dennis R. Judd. Pearson Longman, New York. Chapter 9, pp. 115-129.

5/2: Final Paper Due by 5 p.m.!

5/4: Final Review Session

5/11 FINAL EXAM 3:00-6 P.M. (FINAL EXAM GROUP 11)

CP 260: History, Theory, and Practice of Community Development

Course Description

CCN: 13627 Time: Mon, Wed 3:30-5:00 Room: 106 Wurster Hall Units: 3 E-mail: mhutson@berkeley.edu Office Hours: Wed. 1-3 p.m., 410B Wurster Hall
--

Community development, understood most broadly as the effort to improve the quality of life in low-income communities, has existed in different forms for centuries. However, it is only in the last few decades that the fields of urban politics, urban sociology, urban economics, and city planning (among others) have developed a sophisticated understanding of how communities work, and community development practices are still evolving today. In fact, though many think of the 1960s and 1970s as the peak of the community development movement, the emergence of new approaches to community development, the increasing effectiveness of community-level interventions, and the growth of interdisciplinary interest in the field together suggest that the field has finally come of age.

This course explores the history, theory, and practice of community development. We begin with a brief overview of the antecedents of today's community development, from the public health movement to early sociological theories to 20th century interventions by the public sector. For the next three weeks, our inquiry turns to theories of community development, from neoclassical and Marxist economics, sociology, political science, and planning.

The remainder of the course examines community development practice: its evolution and current forms. We turn first to the shift in housing policy, from concentration to dispersal. Related to this policy shift is the emergence of community development corporations and the transformation of the nonprofit sector as the state retrenches from urban policy. Globalization and immigration patterns have also transformed communities: capital flight and access to capital are reshaping communities, and global labor flows make transnational communities the norm rather than the exception in the U.S.

The final seven weeks of the course provide a survey of current community development practice, including redevelopment, comprehensive community building initiatives, community economic development, asset-building, equitable development in the face of gentrification, community benefits, faith-based organizations, and new initiatives in crime, health, and education. A variety of guest lecturers will join us to speak about cutting-edge practices and obstacles in implementation. We conclude with a look at communities in the metropolitan region and the quest for community economic justice in the global era.

Readings

Ferguson, Ronald F. & William T. Dickens (eds.) 1999. *Urban Problems and Community Development*. Washington, DC: Brookings Institution Press.

Halpern, Robert. 1994. *Rebuilding the Inner City: A History of Neighborhood Initiatives to Address Poverty in the United States*. NY: Columbia University Press.

Course reader, available at Krishna Copies, 2595 Telegraph. Selected articles will be available on-line only (as noted). Readings marked with a * are optional and will be available on-line.

Course Requirements

1) Readings, Commentaries, and Contributions: I expect students to read all of the course materials, come to class prepared for discussion, and submit brief commentaries that discuss concepts and lessons derived from the readings. You are welcome to relate the readings to your own experiences. In general, you should try to look for what you find interesting, provocative, or contradictory in the readings, rather than simply critique them. Commentaries should be no more than one page (500 words) and may be as short as 200 words. They must be posted online at <http://bspace.berkeley.edu> under that day's topic in the Forum – no later than the night before class. Each student will be asked to “lead” discussion for one week in the semester, by (at a minimum) posting the first commentary (by two nights before class) and gently moderating the discussion. Students are to submit 15 brief commentaries (on 15 different class sessions) and **November 24 is the last day for submitting commentaries** (in order to free your time up for writing the paper!).

2) Paper: The major requirement of the class is a substantial (15-20 page) paper on a topic in community development. (The paper may be longer if you wish.) You should address a topic or issue that will lead to the development of knowledge and skill on your part; the format may be either a traditional research paper or a critical analysis of a plan or policy. In order to ensure good topic selection and timely progress, a paper topic must be submitted by October 6, a detailed outline by November 3, and a rough draft of the paper by December 3. **Final papers are due Friday, December 10.**

Grading:

Commentaries:	35%
Paper:	50%
Class participation:	15%

I. Community Development: Introduction and Context

Aug. 30 Introduction to Course

Sept. 1 Analytical Frameworks for Communities and Neighborhoods

Ferguson, Ronald F. & Sara E. Stoutland. 1999. "Introduction" and "Re-conceiving the Community Development Field". in Ronald F. Ferguson & William T. Dickens (eds.), *Urban Problems and Community Development*, pp. 1-75.

Rossi, Peter H. 1999. "Evaluating Community Development Programs" Problems and Prospects" in Ronald F. Ferguson & William T. Dickens (eds.), *Urban Problems and Community Development*, Pp. 521-567.

Sept. 8 The State Responds: From the New Deal to Model Cities

Weir, Margaret, Ann Shola Orloff and Theda Skocpol. "Understanding American Social Politics." In. *The Politics of Social Policy in the United States*. Margaret Weir, Ann Shola Orloff and Theda Skocpol (eds.) Princeton: Princeton University Press, pp.3-36.

O'Connor, Alice. 1999. "Swimming against the Tide: A Brief History of Federal Policy in Poor Communities." in Ronald F. Ferguson & William T. Dickens (eds.), *Urban Problems and Community Development*, pp. 77-137.

Sept. 13 Antecedents of Community Development in Theory and Practice: From the Public Health Movement to the Chicago School to Urban Decline

Halpern, Robert. 1994. *Rebuilding the Inner City: A History of Neighborhood Initiatives to Address Poverty in the United States*. NY: Columbia University Press. pp:1-166.

II. Theories of Community Development

Sept. 15 Neighborhood Change: From Filtering to Gentrification

Harvey, David. 1989. Chapter 2, pp.59-89, "The urban process under capitalism" in *The Urban Experience*. Baltimore, MD: Johns Hopkins University Press.

Goering, John M. 1978. "Neighborhood tipping and racial transition: a review of social science evidence" American Institute of Planners. *Journal of the American Institute of Planners* 44, 1: 68-78.

Wyly, Elvin K., Hammel, Daniel, J. 2004. "Gentrification, segregation, and discrimination in the American urban system." *Environment & Planning A* 36,7: 1215-1241.

*O'Sullivan, Arthur. 1993. Chapter 14, pp. 383-419, "Why is housing different?" in *Urban Economics*. Homewood, IL: Irwin.

Sept. 20 Racial and Economic Segregation

Carr, James H. & Nandinee K. Kutty. 2008. Chapter 1, pp. 1-37, "The new imperative for equality" in Carr & Kutty, eds., *Segregation: The Rising Costs for America*. NY: Routledge.

Massey, Douglas. 2008. Chapter 2, pp. 39-80, "The origins of economic disparities" in Carr & Kutty, eds., *Segregation: The Rising Costs for America*. NY: Routledge.

Wacquant, Loic. 1997. "Three pernicious premises in the study of the American ghetto." *International Journal of Urban and Regional Research*, 21,2, pp. 341-353.

Teitz, Michael and Karen Chapple. 1998. "The Causes of Inner-City Poverty: Eight Hypotheses in Search of Reality." *Cityscape* 3,3: 33-70.

Sept. 22 Urban Politics and the Neighborhood

Weir, Margaret. 1999/ "Power, Money and Politics in Community Development." In Ronald F. Ferguson & William T. Dickens (eds.), *Urban Problems and Community Development*. Washington DC: Brookings Institution Press, pp. 139 – 192.

*Hutson, Malo. 2010. "Politics, Jobs and Workforce Development: A Case of Boston's Longwood Medical Area. *Forthcoming*.

*Sellers, Jeffrey. "The Nation-State and Urban Governance: Toward Multilevel Analysis." *Urban Affairs Review* 37, no. 5 (May 2002): 611-641.

Sept. 27 Theories of Community, Social Capital and Networks

Sampson, Robert. 1999. "What Community Supplies." In *Urban Problems and Community Development*. Edited by Ronald F. Ferguson, and William T. Dickens. Washington, D. C.: Brookings Institution Press, March 1999, pp. 241-279.

Dionne, E. J. "The Quest for Community (Again)." *The American Prospect* 10 (Summer 1992), pp. 49-54.

McKnight, John. "Regenerating Community." *Social Policy* (Winter 1997), pp. 54-58.

Briggs, Xavier. (2004) "Social Capital: Easy Beauty or Meaningful Resource?" *Journal of the American Planning Association* 70(2):151-158.

DeFilippis, James. 2001. "The Myth of Social Capital in Community Development." 12 4 *Housing Policy Debate* 781-806.

*Chapple, Karen. (2001). "Out of Touch, Out of Bounds: How Job Search Strategies Shape the Labor Market Radii of Women on Welfare in San Francisco." *Urban Geography* 22(7): 617-640.

Sept. 29

Community Organizing

(Invited: TBA)

Littrell, Donald W. & Daryl Hobbs. 1989. "The Self-Help Approach" in *Community Development in Perspective*, pp. 48-68.

Fear, Frank A., Larry Gamm, & Frederick Fisher. 1989. "The Technical Assistance Approach". In James A. Christenson & Jerry W. Robinson Jr. (eds.) *Community Development in Perspective*, pp. 69-88.

Robinson, Jerry W., Jr. 1989. "The Conflict Approach" in James A. Christenson & Jerry W. Robinson Jr. (eds.) *Community Development Theory in Perspective*, pp. 89-116.

*Stall and Stoecker. 1998. "Community Organizing or Organizing Community?: Gender and the Crafts of Empowerment." *Gender and Society* 12, no. 6: 729-756.

*Delgado, Gary. 1986. *Organizing the Movement: the Roots and Growth of Acorn*. Philadelphia: Temple University Press, pp. 3-38, 63-90.

Oct. 4

People vs. Place Debate: Origins of Community Economic Development

Porter, Michael E. 1995. "New Strategies for Inner-City Economic Development." *Economic Development Quarterly* 11,1 (February).

Teitz, Michael B. 1989. "Neighborhood Economics: Local Communities and Regional Markets." *EDQ* 3,2 (May): 111-22.

Crane, Randall and Michael Manville. 2008. People or Place? Revisiting the Who Versus the Where of Urban Development. *Land Lines* (July): 1-7.

III. Evolution of Community Development Practice

Oct. 6 The Transformation of Federal Housing Policy: From Concentration to Dispersal

Rusk, David. 1999. Chapters 1, 2, and 6 pp. 1-62, 101-25, "Journey through urban America," "The inside game," and "The poverty machine" in *Inside Game Outside Game: Winning Strategies for Saving Urban America*. Washington, D.C.: Brookings Institution Press, 1999.

Reed, Adolph & Steinberg, Stephen. (2006). Liberal bad faith: In the wake of Hurricane Katrina. *The Black Commentator*, May 4, 2006.

http://www.blackcommentator.com/182/182_cover_liberals_katrina.html

Imbroscio, David. 2006. Shaming the Inside Game: A Critique of the Liberal Expansionist Approach to Addressing Urban Problems. Forthcoming, *Urban Affairs Review*. Also Elvin Wyly response.

*Rosen, Kenneth T. & Ted Dienstfrey. 1999. "The Economics of Housing in Low-Income Neighborhoods." in Ronald F. Ferguson & William T. Dickens. (eds.) *Urban Problems and Community Development*, pp. 437-472.

*Rosenbaum, James, DeLuca, Stefanie, and Tuck, Tammy. 2005. "New capabilities in new places: Low-income black families in suburbia." Chapter 7, pp. 150-175 in Xavier de Souza Briggs, editor, *The Geography of Opportunity*. Washington, DC: Brookings University Press.

*Popkin, Susan J. and Cunningham, Mary K. 2005. "Beyond the projects: Lessons from public housing transformation in Chicago." Chapter 8, pp. 176-196, in Xavier de Souza Briggs, editor, *The Geography of Opportunity*. Washington, DC: Brookings University Press.

*Dolbeare, Cushing. 2002. Changing Priorities: The Federal Budget and Housing Assistance, 1976-2006. <http://www.nlihc.org/pubs/changingpriorities.pdf>

Oct. 11 CDCs Then and Now

(Invited: TBA)

Stoutland, Sara. 1999. "CDCs: Mission, Strategy, and Accomplishments," in Ronald F. Ferguson & William T. Dickens (eds.), *Urban Problems and Community Development*, pp. 193-240.

Stoecker, Randy. "The CDC Model of Urban Redevelopment: A Critique and Alternative." *Journal of Urban Affairs* 19, no. 1 (1997): 1-43. (Also replies by Bratt, eating, and Stoecker.)

Community Development Partnership Network. *Re-Shaping the Business of Community Development*. 2003. http://www.cdpn.org/files/CDPNReshapingCD_Report.pdf [SKIM]

*Rohe, William M. and Rachel G. Bratt. 2003. "Failures, Downsizings, and Mergers among Community Development Corporations." 13 1&2 *Housing Policy Debate* 1-46.

*Glickman, Norman and Lisa Servon. 1999. "More than Bricks and Sticks: Five Components of Community Development Corporation Capacity." *Housing Policy Debate* 9, no. 3, pp. 497-539.

Oct. 13 Communities in the Global Economy

Sassen, Saskia. "Whose City Is It? Globalization and the Formation of New Claims." In *Cities and Citizenship*. Edited by James Holston. Durham, Duke University Press, 1999, pp. 177-194.

Fraser, J., Lepofsky, J., Kick, E., and Williams, J. 2003. "The construction of the local and the limits of contemporary community-building in the United States." 38 3 *Urban Affairs Review* 417-445.

Oct. 18 Racial and Ethnic Diversity: From Local to Transnational Communities

Thompson, J. Phillip. "Universalism and Deconcentration: Why Race Still Matters in Poverty and Economic Development." *Politics and Society* 26, no. 2 (June 1998): 181-219.

Chung, and Chang. "From Third World Liberation to Multiple Oppression Politics: A Contemporary Approach to Interethnic Coalitions." *Social Justice* 25, no. 3.

*Briggs, Xavier. (2004) *Civilization in Color: The Multicultural City in Three Millennia*, *City & Community* 3(4):311-342.

Oct. 20 The Transformation of the Nonprofit Sector and the Rise of CD Intermediaries

Schuman, Michael and Merrian Fuller. 2005 "The revolution will not be grant-funded." *Shelterforce*.

Newman, Kathe and Ashton, Philip. 2004. "Neoliberal urban policy and new paths of neighborhood change in the American inner city." *Environment & Planning A* 36,7: 1151-1172.

Liuo, Y. Thomas and Robert C. Stroh. 1998. "Community Development Intermediary Systems in the United States: Origins, Evolution, and Functions." 9 3 *Housing PolicyDebate* 575-594.

*Smith, Steven. "Civic Infrastructure in America: Government and the Non-profit Sector." Institute for Philosophy and Public Policy.

*Martin, Deborah. 2004. "Nonprofit Foundations and Grassroots Organizing: Reshaping Urban Governance." 56 3 *The Professional Geographer* 394-405.

IV. Survey of current practices

Oct. 25 Redevelopment Financing and Policies (Invited: TBA)

Johnson, Craig L. and Man, Joyce. 2001. "A Primer on Tax Increment Financing." Pp. 15-29, in C.L. Johnson and J. Man, editors, *Tax Increment Financing and Economic Development: Uses, Structures, and Impacts*. Albany, NY: State University of New York Press.

Oct. 27 Redevelopment in Practice

In class video: "All for the Taking" about eminent domain in Philadelphia

Weber, Rachel. "Extracting Value from the City: Neoliberalism and Urban Redevelopment." *Antipode* 34:3, Summer 2002

Nov. 1 Community Development Finance (Invited: TBA)

Squires, Gregory. 2003. "Introduction: The Rough Road to Reinvestment." In Gregory D. Squires ed. *Organizing Access to Capital: Advocacy and the Democratization of Financial Institutions*. Philadelphia: Temple University Press. Pp 1-26.

Carr, James. 1999. "Community, Capital and Markets: A New Paradigm for Community Reinvestment." *The NeighborWorks Journal*, Summer: 20-23.

Nov. 3 Mixed-Income Communities (Invited: TBA)

Rusk, David. 1999. Chapter 9, pp. 147-51 and 178-200, "The outside game" and "Montgomery County MD: Mixing up the neighborhood" in *Inside Game Outside Game*:

Winning Strategies for Saving Urban America. Washington, D.C.: Brookings Institution Press, 1999.

Calavita, Nico, Grimes, Kenneth, and Mallach, Alan. 1997. "Inclusionary Housing in California and New Jersey: A Comparative Analysis" *Housing Policy Debate* 8,1: 109-142.

Nyden, Philip, Maly, Michael, and Lukehart, John. 1997. "The Emergence of Stable Racially and Ethnically Diverse Urban Communities: A Case Study of Nine U.S. Cities" *Housing Policy Debate* 8,2: 491-534.

Nov. 8 Community Economic Development

Dickens, William T. 1999. Rebuilding Urban Labor Markets: What Community Development Can Accomplish. In Ronald F. Ferguson & William T. Dickens (eds.), *Urban Problems and Community Development*, pp. 381-436.

Gittell, Ross & J. Phillip Thompson. 1999. Inner-City Business Development and Entrepreneurship: New Frontiers in Policy and Research. In Ronald F. Ferguson & William T. Dickens (eds.), *Urban Problems and Community Development*, pp. 473-520.

Giloth, Robert. 2006. Whither Community Economic Development?

Nov. 10 Comprehensive Community Initiatives (Invited: TBA)

The Aspen Institute. 2002. "Voices from the Field II." Chapters 1 and 2, pp. 9-33.
<http://ourblocks.net/voices-from-the-field-ii-reflections-on-comprehensive-community-change/>

(SKIM) The California Endowment Building Healthy Communities website:
<http://www.calendow.org/healthycommunities/>

(SKIM) City Planning 268. "Building Healthy Communities: The Oakland and Richmond Studio" report. [CP268-report-august8.pdf](#)
<http://www.mediafire.com/?7b74bfpa67nhc2h>

Nov. 15

The Gentrification and Displacement Debate

In class video: “The Price of Renewal” about development in San Diego

Mele, Christopher. 1994. “The process of gentrification in Alphabet City.” Pp.169-188 in Janet Abu-Lughod, editor, *From Urban Village to East Village: The Battle for New York's Lower East Side..* Cambridge, MA: Blackwell.

Freeman, Lance. 2005. “Displacement or succession? Residential mobility in gentrifying neighborhoods.” *Urban Affairs Review* 40, 4: 463-491.

Newman, Kathe and Elvin Wyly. 2006. The right to stay put, revisited: Gentrification and resistance to displacement in New York City. *Urban Studies* 43, 1: 23-57.

Nov. 17

Community Benefits and Equitable Development: Old Wine in New Bottles?

(Invited: TBA)

Molina, Frieda. 1998. *Making Connections: A Study of Employment Linkage Programs.* Washington, DC: Center for Community Change.

http://www.communitychange.org/shared/publications/downloads/ccc_making.pdf

[SKIM]

Gross, Julian, LeRoy, Greg and Janis-Aparicio, Madeline. 2005. *Community benefits agreements: Making development projects accountable.*

<http://www.goodjobsfirst.org/pdf/cba2005final.pdf> [SKIM]

Policylink. Equitable Development Toolkit.

<http://www.policylink.org/EDTK/default.html>

*Blackwell, Angela Glover and Bell, Judith. 2005 “Equitable development for a stronger nation: Lessons from the field.” Chapter 13, 289-309 in Xavier de Souza Briggs, editor, *The Geography of Opportunity.* Washington, DC: Brookings University Press.

Nov. 22

Education and Community Development

(Invited: TBA)

Warren, Mark R., “Communities and Schools: A New View of Urban Education Reform”, *Harvard Educational Review*, Vol. 75 No. 2 Summer 2005

Stone, et. al (1999). "Schools and Disadvantaged Neighborhoods: The Community Development Challenge." In Ferguson & Dickens, *Urban Problems and Community Development* (Chapter 8 and Comment by Orfield)

*Noguera, Pedro. "Transforming Urban Schools Through Investments in the Social Capital of Parents." In *Social Capital and Poor Communities*. Edited by Susan Saegert, J. Phillip Thompson, and Mark R. Warren. Russell Sage Foundation, 2001, pp. 189-212.

Nov. 24 Health and Community Development

Williams, David and Chiquita Collins. 2001. "Racial residential segregation: A fundamental cause of racial disparities in health. *Public Health Reports* 116: 404-416

Massey, Douglas S. 2004. "Segregation and stratification: A biosocial perspective." *Du Bois Review* 1,1: 7-25.

*Geronimus, Arline T., and J. Phil Thompson. "To Denigrate, Ignore, or Disrupt: Racial Inequality in Health and the Impact of Policy-induced Breakdown of African American Communities." In *Racial Inequality in Health*.
http://www.sph.umich.edu/crech/Documents/denigrate_geronimus04.pdf

Nov. 29 Crime and Community Development

Moore, Mark, H. 1999. "Security and Community Development." In Ronald F. Ferguson & William T. Dickens (eds.), *Urban Problems and Community Development*, pp. 293-337.

Herring, Darnell F., and Hawkins Cedric. "Race, Crime, and Punishment: Old Controversies and New Challenges." In *New Directions: African Americans in a Diversifying Nation*. Edited by J. S. Jackson. Washington, D. C.: National Policy Association. University of Michigan, November 7, 2000.

A Look at Homicides in Oakland, CA. [Peruse website]
<http://www.insidebayarea.com/oakland-homicides-2008>

V. Conclusion

Dec. 1 Communities in the Metropolitan Region

Bollens, Scott A. "In Through the Back Door: Social Equity and Regional Governance." Comments by Myron Orfield and Mark Alan Hughes. *Housing Policy Debate* 13, no. 4.

Pastor, Manuel, Jr., Peter Dreier, J. Eugene, and Marta Lopez Garza. 2000. Chapters 5 and 6, pp. 97-154 in *Regions That Work*. Minneapolis: University of Minnesota Press.

Kleidman, Robert. 2004. "Community Organizing and Regionalism." *City and Community* 3 4: 403-421.

Pavel, Paloma. M. 2009. Select articles in *Breakthrough Communities*. MIT Press.
[Will distribute in class]

(Optional) Future Scenarios for Community Development

Alperovitz, Gar, Thad Williamson, and David Imbroscio. Chapters 11 in *Making a Place for Community: Local Democracy in a Global Era*. New York: Routledge Press, 2002.

Course Description and Syllabus

City Planning 268: **Building Healthy and Sustainable Communities—The Oakland and Richmond Studio**

This course will work with The California Endowment and the Mitchell Kapor Foundation to analyze the opportunities and challenges for developing a healthy and sustainable East Bay Area region with a specific focus on the East Oakland, North Richmond, and Richmond communities. This course has several components. First, students in the course will work closely with The California Endowment, Mitchell Kapor Foundation, Oakland, and Richmond institutions and organizations, neighborhood residents and other relevant individuals and leaders to conduct a comprehensive analysis of the Oakland and Richmond communities in four areas:

Built Environment: Understand how the physical and natural environments support healthy, livable communities. More specifically, we will seek to understand how land use, zoning, and general changes in neighborhood environments can create a safe and good quality of life for residents?

Economic Development: Investigate employment and educational opportunities in Oakland and Richmond and how it relates to the larger city and regional economy. How can employment opportunities be more evenly distributed? What are the opportunities and barriers for employment, economic opportunity and investment? How are educational and workforce development institutions aligned with growing industries such as health care, distribution logistics, and to the extent possible “green jobs”.

Health: Examine how social determinants of health impact the lives of Oakland and Richmond residents. How does education, employment and working conditions, food security, housing, health care services, income and its distribution, social exclusion, and unemployment impact health outcomes for Oakland and Richmond residents? What community development approaches can improve resident and community health?

Social Capital and Networks: Gain an understanding of how institutions and organizations within Oakland and Richmond are interconnected and how they are connected to larger East Bay Area organizations with a focus on building healthy communities. What are the roles of resident-driven organizations, civic leadership, faith-based institutions, school and business leaders, employment organizations, public health agencies, law enforcement, and community advocates, in developing, promoting and implementing a sustainable and healthy Oakland and Richmond?

The second component of the Community Development Studio course is to write a comprehensive final report detailing the ways in which The California Endowment, and the Mitchell Kapor Foundation in partnership with the Oakland and Richmond communities can effectively improve their physical, social, and economic environments so as to improve the quality of life for residents.

Finally, students will conduct at least two final presentations of their report findings. One presentation will be given to the University of California at Berkeley community and the other will be given to The California Endowment, Mitchell Kapor Foundation, Oakland, Richmond residents and their partners (details still to be determined).

Background

The California Endowment

The California Endowment, a private, statewide health foundation, was founded in 1996. Since its inception, The Endowment has awarded more than 9,000 grants totaling nearly \$1.7 billion to organizations in California.

The California Endowment has launched a 10-year statewide commitment to advance policies and forge partnerships to build healthy communities and a Healthy California. East Oakland and Richmond are two of 14 California communities identified by The Endowment as partners in an effort to reach the goals outlined in their 10-year strategic initiative. Between 2010 and 2020, The California Endowment will invest hundreds of millions of dollars at the local, regional and state levels so that everyone, no matter where they live, can grow up healthy and contribute to the state's prosperity.¹

For more information: <http://www.calendow.org/healthycommunities/communities.html>

Mitchell Kapor Foundation

The Mitchell Kapor ([KAY-por](#)) Foundation is a private foundation with the mission to ensure [fairness](#) and equity, especially in low-income communities of color. We support organizations and activism which illuminate and mitigate the conditions and dynamics of inequality. Founded by entrepreneur and philanthropist Mitchell Kapor in 1997, the Foundation's grants program focuses on funding organizations which are working to ensure justice and equity for vulnerable and underserved communities, primarily in the San Francisco Bay Area. Nearly all of our grant work focuses on environmental, educational, and civic issues.²

For more information: <http://www.mkf.org/index.html>

¹ The California Endowment. Building Healthy Communities. 2009.

² The Mitchell Kapor Foundation. 2009.

Week 1-January 19: Introduction to Building Healthy Communities Initiative

***Course Reading:**

The California Endowment Building Healthy Communities Initiative
<http://www.calendow.org/healthycommunities/> [Read about BHC Initiative)

Building Healthy Communities: The Oakland and Richmond Studio report. Spring 2010.



Week 2-January 24: Understanding the Context

***Course Reading:**

Life and Death of Unnatural Causes: Health and Social Inequity in Alameda County.
Health Inequities Report, 2008.
http://www.acphd.org/user/services/AtoZ_PrgDtls.asp?PrgId=90

Pacific Institute

["Measuring What Matters: Neighborhood Research for Economic and Environmental Health and Justice in Richmond, North Richmond, and San Pablo,"](#)

Pacific Institute [Report]

<http://www.pacinst.org/reports/>

Bay Area Regional Health Inequities Initiative (BARHII)
Health Inequities and Bay Area Report

<http://www.barhii.org/resources/index.html>

The Oakland Tribune (Life Expectancy Series): Shortened Lives, Where You Live Matters

<http://www.insidebayarea.com/life-expectancy>

Week 3-January 31: Develop Working Groups and Site Visits

***Course Reading:**

TBA

Develop working groups and go on site visits

Week 4-February 7: Develop Workplan

Meet with appropriate TCE/MKF staff and community partners and complete semester workplan.

Weeks 5-8—February 14-March 7: Collect Data and Conduct Preliminary Analysis

Week 9-March 14: Mid-semester Presentation to TCE/MKF and Community Partners

Mid-semester presentation will take place at U.C. Berkeley either March 14 or March 16 during studio class.

Week 10-March 28: Evaluate, Reflect and Plan Ahead

Mid-semester presentation feedback, reflect on challenges/opportunities, and plan ahead.

Weeks 11-14—April 4-25: Complete Final Analysis and Draft Report

Wrap-up data analysis, complete draft of final report, prepare for final presentation.

Week 15-May 2: Final Presentations and Final Report Submitted.

****Two final presentations: First at The California Endowment offices in Oakland and the second at U.C. Berkeley. Final Report submitted.****

***Please note that occasionally I will assign additional reading that is not listed on course syllabus.**

Malo André Hutson, Ph.D., MCP
Assistant Professor

Office Address:

Department of City and Regional Planning
University of California at Berkeley
228 Wurster Hall, #1850
Berkeley, CA 94720-1850
mhutson@berkeley.edu
(510) 642-1776 (phone)
(510) 642-1641 (fax)

Specialization area(s): Community development, regional and economic development, urban policy and politics, urban health.

Curriculum Vitae

Education

- 2006** **Doctorate of Philosophy in Urban and Regional Planning**
Massachusetts Institute of Technology (MIT)
- 2006-2008** **Robert Wood Johnson Foundation Health & Scholar (Post-Doctoral Fellowship)**
The University of Michigan, Dept. of Epidemiology, School of Public Health
- 1999** **Master's of City Planning in Regional and Economic Development**
University of California at Berkeley
- 1997** **Bachelor of Arts in Sociology**
University of California at Berkeley

Academic Appointments

- 2008-Present** **Assistant Professor, University of California at Berkeley, Department of City and Regional Planning.** Specializations: community and economic development, regional planning, urban health, urban policy and politics.

Employment and Research Experience

- 2006-2008:** **Robert Wood Johnson Health & Society Scholar, University of Michigan**
Research fellow at the Center for Social Epidemiology and Population Health (CESPH) where I am conducting research in the area of community health and health disparities.
- 2002-Present:** **Senior Policy Analyst—FutureWorks LLC**
Conduct research and analysis on issues pertaining to health and workforce development, urban policy, and regional and economic development.
- 2000-2002:** **Researcher—Telecommunications Cooperative Research Project**
Exploring ways in which telecom cooperatives can generate economic opportunities and revenues for low-income individuals and communities.
- 2002:** **Consultant—AmeriCorps*VISTA Community Technology Center Project**
Lead a national evaluation of the Americorps*VISTA Community Technology Center Project. Required an in-depth analysis of program budget, staffing, training, participant use, etc.
- 2001:** **Consultant—NetFutures**
Conducted research on workforce development issues facing low-income residents in the S.F. Bay Area that later was turned into a report for the Regional Technology Alliance.
- April 2000-
May 2001:** **Consultant—Local Initiatives Support Corporation (LISC), National Office**
Helped develop LISC’s information technology and workforce development strategy through their Knowledge Sharing Initiative (KSI).
- 2000-2002:** **Instructor—MIT Department of Urban Studies and Planning**
Introductory course for masters level students on planning and institutional processes.
- January 2000-
2002:** **Researcher—Center for Reflective Community Practice, MIT**
Conducted research on the technological capacity of organizations and urban communities.
- August 1999-
June 2000:** **International Journal of Urban and Regional Research (IJURR)**
Assistant to the book review editor.
- Summer 1999
and 2000:** **Summer Research Associate—PolicyLink**
Conducted research on the digital divide and workforce development. Examined policies and programs that help provide low-income individuals with access to information technology and computer skills training.
- August 1997- Research Fellow-Institute of Urban and Regional Development, U.C. Berkeley**

May 1999: HUD Community Development Work-Study Fellow at the Institute of Urban and Regional Development. Researcher on a project trying to alleviate poverty and homelessness throughout Berkeley and Oakland, California.

January 1997- Program Director—Stiles Hall, Berkeley, CA. (Full time)

May 1997: Supervised youth volunteer outreach programs throughout Oakland, Berkeley, Richmond, and Napa Valley. Assisted in program planning, public relations, and fund raising.

Summer 1996: Leadership Alliance Summer Research Program—Brown University

Research in the history department concerning mortality and its effects on African American families.

Summer 1995: Minority Summer Research Exchange Program—Yale University

Research in social psychology concerning gender discrimination and self-derogating attitudes.

Publications/Reports/Books

“Power, Politics and Community Development,” *Journal of Community Development and Society*. Under review.

"The Contribution of Place and Place-Based Factors to Health Disparities and Inequalities In Health," with Mahasin S. Mujahid. *Annual Review of Public Health*. Vol. 33, 2012.

“Ethical Planning for Equitable Development.” *Journal of Ethics at Berkeley*. University of California at Berkeley. Vol. 1, No. 1. April 2011.

“Mercy Housing: A Case Study of a Community Development and Health Collaboration.” with Janet Falk, Douglass Jutte, and Kaja LeWinn. *Health Affairs*. 2011. Forthcoming (Summer/Fall).

“Urban Sustainability and Community Development,” Community Development Investment Center. Federal Reserve Bank of San Francisco. Working Paper 2011-03. February 2011.

“Metropolitan Fragmentation and Health Disparities: Is There a Link?” with George A. Kaplan, Nalini Ranjit, and Mahasin S. Mujahid. *The Milbank Quarterly*. 2011. Forthcoming.

“The Role of Community-Based Strategies in Addressing Metropolitan Segregation and Racial Health Disparities.” with Sacoby Wilson. *Journal of Community Development and Society*. Spring 2011. Forthcoming.

“Innovating the Green Economy in California Regions.” with Karen Chapple et al. U.S. Department of Commerce, Economic Development Administration report. Center for Community Innovation. University of California at Berkeley. February 2010.

“Urban Communities in the 21st Century,” in Urban Communities in the 21st Century: From

- Industrialization to Sustainability. Cognella Academic Publishers. January 2010.
- Urban Communities in the 21st Century: From Industrialization to Sustainability. Editor. Cognella Academic Publishers. January 2010.
- “Regional Networks Report: The Case of LEADERSHIP Philadelphia’s Regional Connector Project” with Stephen Michon. Prepared for the American Chamber of Commerce Executives. August 2009.
- “Built Environment and Obesity in Underserved Populations” with Gina S. Lovasi, Kathrine A. Neckerman and Monica Guerra. May 2009. *Epidemiologic Reviews*.
- “Immigrant Workers in the Massachusetts Health Care Industry” with Ramon Borges-Mendez, James Jennings, Donna Haig Friedman, and Teresa Eliot Roberts. The Immigrant Learning Center, Inc. March 2009.
- “How Planning and Zoning Contribute to Inequitable Development, Neighborhood Health, and Environmental (In)Justice” with Mahasin Mujahid and Sacoby Wilson. *Environmental Justice*. Vol. 1. No. 4. December 2008.
- "A Workforce Development Triad: Federal Education Tax Credits, Community-Based Organizations, and Community Colleges," with Victoria Choitz. Annie E. Casey Foundation. Baltimore, Maryland. December 2006.
- "Higher Learning: Knowledge Economies Drive Partnerships between Chambers and University." with Erin Flynn. Chamber Executive: Economic & Community Development Issue. Vol. 32, No.6. November/December 2005.
- "Who Cares? Examining Greater Washington’s Healthcare Workforce." with Victoria Choitz. Greater Washington Board of Trade. Washington, D.C. 2005.
- "Metropolitan Leadership Network Study: An Analysis of Ottawa and Toronto’s Business-led Civic Institutions." Ontario Ministry of Economic Development and Trade: Urban Economic Development Branch. Ontario, Canada. 2004
- "Minding Their Civic Business: A Look at the New Ways Regional Business-Civic Organizations are Making a Difference in Metropolitan North America." with Stephen Michon and Lee Yonish. FutureWorks. Arlington, MA. 2004.
- "CTC AmericCorps Vista Project Assessment Report." with Richard O’Bryant. Boston, MA: University of Massachusetts, Boston, MA. 2002
- "Workforce Development Institutions for Adult Low-Skilled Workers." Projections. MIT Student Journal of Planning. Volume 2, Spring 2001. Cambridge, MA.
- "Summary of Community-based Internships with Homelessness Programs in Berkeley." University of California, Institute of Urban and Regional Development. Working Paper 98-10. Berkeley, CA. 1998.

Research Grants

- 2011:** **Robert Wood Johnson Active Living Research Grant (with Dr. Gina Lovasi at Columbia University)**
Meta-analysis of built environments and social context as predictors of physical activity and obesity. Co-investigator.
- 2010:** **Committee on Research Junior Faculty Grant. U.C. Berkeley.** Urban Sustainability and Community Development. Principal Investigator.
- 2009:** **U.C. Berkeley Population Center/Robert Wood Johnson Research Grant.** Metropolitan Fragmentation and Segregation: Is Impact on Neighborhoods and Health. Principal investigator.
- 2008:** **U.S. Department of Commerce, Economic Development Administration Grant.** *Innovating the Green Economy* study. Co-Principal Investigator.
- 2008:** **Committee on Research Junior Faculty Grant. U.C. Berkeley.** Metropolitan Fragmentation and Health Disparities. Principal Investigator.

Honors, Fellowships, and Awards

- 2008:** **Science, Technology, and Society Visiting Scholar (Massachusetts Institute of Technology)**
- 2007:** **Science, Technology, and Society Visiting Scholar (Massachusetts Institute of Technology)**
- 2007-2009:** **National Institutes of Health Loan Repayment Program Grant**
- 2006-2008:** **Robert Wood Johnson Health & Society Scholar (location: University of Michigan)**
- 2002:** **Harold Horowitz Student Research Grant**
- 2002:** **MIT Industrial Performance Center Pre-Dissertation Grant**
- 2001:** **Guest Scholar, The Aspen Institute, Communications and Society Program**

- 2000-2002:** Fellowship: MIT Department of Urban Studies and Planning
- 1999-2000:** Fellowship: MIT Presidential Graduate Award
- 1997-1999:** Fellowship: U.S. Department of Housing and Urban Development
- 1996:** Human Corps Award for Outstanding Community Service
(U.C. Berkeley Chancellor's Advisory Committee)
- 1996:** Alpha Kappa Delta Honor Society (International Sociology Honor Society)
- 1996:** Mellon Fellowship-Brown University
- 1995:** Mellon Fellowship-Yale University

Teaching Experience

- Spring 2011:** City Planning 268-Community Development Studio. Building Healthy Communities: The East Oakland and Richmond Studio. Instructor.
- Spring 2011:** City Planning 118AC-The Urban Community. Instructor.
- Fall 2010:** City Planning 260-History, Theory and Practice of Community Development. Instructor.
- Spring 2010:** City Planning 268-Community Development Studio. Building Healthy Communities: The East Oakland and Richmond Studio Instructor.
- Spring 2010:** City Planning 118AC-The Urban Community. Instructor.
- Fall 2009:** City Planning 260-History, Theory and Practice of Community Development. Instructor.
- Fall 2009:** City Planning 256-Healthy Cities. Instructor
- Spring 2009:** City Planning 268-Community Development Studio. Transforming the Concord Naval Weapons Station. Instructor.
- Fall 2008:** City Planning 260-History, Theory and Practice of Community Development. Instructor.

- Fall 2008:** **City Planning 118AC-The Urban Community.** Instructor.
- Spring 2007:** **Visiting Scholar/Teaching Assistant**, Program in Science, Technology, and Society Seminar: *Communication Technology, Media, and Power: Local and Global*; Graduate Course. Massachusetts Institute of Technology.
- Spring 2006:** **Teaching Assistant**, Program in Science, Technology, and Society Seminar: *The Mobile Network Society: Space, Time, Culture, and Politics*; Graduate Course. Massachusetts Institute of Technology.
- Spring 2005:** **Teaching Assistant**, Program in Science, Technology, and Society Seminar: *Information Technology, Society, and the City*; Graduate Course. Massachusetts Institute of Technology.
- Winter 2004:** **Teaching Assistant**, Program in Science, Technology, and Society Seminar: *Information Technology and Society*; Graduate Course. Massachusetts Institute of Technology.
- Fall 2001:** **Teaching Instructor**, Dept. Urban Studies and Planning 11.200, *Planning and Institutional Processes*; Graduate Course. Massachusetts Institute of Technology.
- Fall 2000:** **Teaching Instructor**, Dept. of Urban Studies and Planning 11.200, *Planning and Institutional Processes*; Graduate Course. Massachusetts Institute of Technology.

Conferences, Meetings, and Presentations

Enterprise Scenario Development Workshop. Invited expert on housing, community and economic development. New York City, New York. March 10, 2011.

Northeastern University Bouve College of Health Sciences and College of Social Sciences and Humanities Colloquium. Invited Presenter. "Sustainable Communities: Exploring the Intersection of Health, Place, and Built Environment." Boston, Massachusetts. February 24, 2011.

Active Living Research Conference 2011. Presenter: Meta-Analysis on Built Environment and Social Context as Predictors of Physical Activity and Obesity. San Diego, CA. February 22-24, 2011.

White House Forum on Environmental Justice. Invited Participant. Hosted by the U.S. Environmental Protection Agency and Council on Environmental Quality, Executive Office of the President of the United States (President Barack Obama). Washington, D.C. December 15, 2010.

The Harvey Perloff Lectures on the Future of Urban, Regional, and Planning Scholarship. School of Public Affairs, Co-sponsored by Dept. of Urban Planning and Lewis Center University of California, Los Angeles. Invited lecturer. *The Role of Urban and Regional Planning in Building Healthy, Sustainable Communities*. Los Angeles, CA. November 16, 2010.

Empowered Partnerships: Participatory Action Research for Environmental Justice. The Thelton E. Henderson Center for Social Justice. Invited speaker. Berkeley Law School. Berkeley, CA. October 15, 2010.

Affordable Housing Symposia. East Bay Housing Organizations (EBHO). David Brower Center. Berkeley, CA. Invited speaker. May 13, 2010.

Department of City and Regional Planning 50th Anniversary Symposia. Hosted by the College of Environmental Design, University of California at Berkeley. Invited speaker. Berkeley, CA. February 2010.

Center for Cities and Schools Symposia. University of California at Berkeley. Invited discussant. *Reflections on Urban Education and Neighborhood Transformation*. October 13, 2009.

Unspoken Borders Conference, PennDesign, University of Pennsylvania. Invited guest speaker. *Urban Sustainability and Community Development*. Presentation. April 3-4, 2009.

College of Environmental Design, 60th Anniversary Guest Lecture Series. Invited guest speaker. *Urban Sustainability and Community Development*. Presentation. March 16, 2009.

UCSF/U.C. Berkeley Robert Wood Johnson Health & Society Scholars Program Lecture Series. Invited guest speaker. *Metropolitan Fragmentation and Health Disparities*. Presentation. November 6, 2008.

Metropolitan Fragmentation and Health Disparities. Presentation. Robert Wood Johnson Foundation Health & Society Scholars Annual Meeting. San Antonio, TX. May 10, 2008.

Industrial Land Symposium, Center for Community Innovation, Department of City and Regional Planning, University of California at Berkeley. Presenter. November 30, 2007.

Symposium on Cities and Schools, Center for Cities and Schools, Department of City and Regional Planning, University of California at Berkeley. Moderator. November 28, 2007.

Metropolitan Fragmentation and Health Disparities. Presentation. Association of the Collegiate Schools of Planning. Milwaukee, Wisconsin. October 20, 2007.

Metropolitan Fragmentation and Health Disparities. Presentation. Robert Wood Johnson Foundation Health & Society Scholars Annual Meeting. Itasca, IL. May 3, 2007.

Urban Planning and Health. Guest Lecture. College of Architecture and Urban Planning, University of Michigan, Ann Arbor, MI. Nov. 15, 2006.

Integrating and Developing Immigrants into the Workforce (National Roundtable): Institute for Work and the Economy, Northern Illinois University. Invited to participate in national roundtable on integrating and developing immigrants into the workforce. Discussed findings from my dissertation research. Naperville, IL. Nov. 1-2, 2005.

2005 American Health Information Management Association (AHIMA) National Convention and Exhibit. Presenting findings from a study conducted in the Greater Washington, D.C. region that analyzed the areas healthcare industry and workforce. San Diego, CA. October 17, 2005.

Alliance for Regional Stewardship: National Forum on Regional Stewardship. Presented preliminary findings from my dissertation research and from Greater Washington on the role of workforce intermediaries in helping low-skilled workers obtain jobs and advance along a career ladder/lattice within the health care sector. Washington, D.C. May 2005.

2005 MetroBusinessNet Annual Convening. Presented preliminary findings from my dissertation research on the role of workforce intermediaries in helping low-skilled workers obtain jobs and advance along a career ladder/lattice within the health care sector. Miami, FL. February 2005.

Canadian Urban Institute: Roundtable Breakfast Seminar. Presented findings from my research on the roles of the business sector in promoting economic development and competitiveness in Canada and the United States to all the deputy ministers of Ontario (including deputy ministers of transport, social development, labour and housing, economic development, human resources and skill development, etc.). Toronto, Ontario, Canada. January 27, 2005.

Ministry of Economic Development and Trade, Provincial Government of Ontario, Canada. Presented findings from my research on the roles of the business sector in promoting economic development and competitiveness in Canada and the United States to all the deputy ministers of Ontario (including deputy ministers of transportation,

housing, economic development, social inclusion, etc.). Toronto, Ontario, Canada. January 26, 2005.

Alliance for Regional Stewardship Conference: National Forum on Regional Stewardship. Presented findings from a U.S. and Canada wide research study on business-civic organizations and their role in the regional economy. Salt Lake City, UT. November 2004.

Information Technology and Community Development. Invited to a special meeting to present my research with other MIT scholars to former Vice President Al Gore. Massachusetts Institute of Technology, Cambridge, MA. November 2001.

Making Places Through Information Technology. Presented research on my current article in Projections: MIT Student Journal of Planning. Massachusetts Institute of Technology, Cambridge, MA. November 2001.

Aspen Institute's 16th Annual Communications and Society Conference. Invited as the 2001 Guest Scholar. Aspen Institute; Aspen, CO. August 2001.

Local Initiatives Support Corporation (LISC) National Staff Meeting. Moderator of panel on information technology and community development. Philadelphia, PA. April 2001.

Community-based Regionalism Conference. A national meeting to discuss issues surrounding regionalism and community development. Oakland, CA. June 1999.

Public Health and Urban Planning Conference. Participant in a conference discussing public health and planning issues relevant to New York City. Hunter College; New York, NY. September 1998.

1996 Leadership Alliance Symposium. As a Leadership Alliance Program Summer Fellow at Brown University, I presented research on causes of morbidity and mortality among African American families. Massachusetts Institute of Technology, Cambridge, MA. July 1996.

1995 Leadership Alliance Symposium. As a Mellon Fellow at Yale University presented research on affirmative action and self-derogating attitudes among minority populations. University of Maryland, College Park, MD. July 1995.

Advisory Roles/Board of Directors/Affiliations

Board Member: Pacific Institute. December 2010-Present.

Advisory Board Member: U.C. Berkeley Labor Center. 2010-Present.

Board Member: Urban Habitat. June 3, 2009-Present.

Committee Member: Chancellor's Community Partnership Fund. U.C. Berkeley
May 2009-Present.

Faculty Affiliation: Robert Wood Johnson Health and Society Scholars Program,
University of California, San Francisco and Berkeley (UCSF/UCB). 2008-Present.

Faculty Affiliation: U.C. Berkeley Labor Center. 2008-Present.

Faculty Affiliation: U.C. Berkeley Population Center. 2008-Present.

Advisory Board Member: Center for Cities and Schools, Department of City and
Regional Planning, University of California at Berkeley. 2008-Present.

Faculty Affiliation: Center for Community Innovation, Department of City and Regional
Planning, University of California at Berkeley. 2008-Present.

Reviewer: Health Impact Assessment Grant Program. Robert Wood Johnson Foundation
and Pew Charitable Trusts. August 2009-April 2010.

Research Advisor: East Bay Green Corridor Partnership. 2008-2009.

Jury Member: California American Planning Association Awards. 2009.

Advisory Committee Member: The Opportunity Agenda. Health Disparities Mapping
Project. 2008-2009.

Professional Memberships

Member American Planning Association (APA)

Member American Public Health Association (APHA)

Member Association of Collegiate Schools of Planning (ACSP)