

## **Summary of Selected Teaching Experience of Edwin Meléndez, Ph.D.**

Throughout his academic career Dr. Meléndez has promoted a broad range of educational activities germane to the mission of public higher education, including the mentoring and advising of doctoral, master, and undergraduate students; the design of on-line courses; the use of client-based teaching for professional training; and the implementation of professional development programming. For example, while at the Gastón Institute, he sought funding and then implemented the Latino Leadership Opportunity Program. This program provided a year-long mentoring and support group for Latino undergraduate students and trained them in leadership, computer, and research skills. At the end of the program the students participated in a week-long summer institute with students from across the nation. At the New School, he opened his elective and required master-level courses to undergraduates from Lang College, thereby supporting the development of a five-year combined BA and MS program. At Fordham University and UMass-Boston, he taught introductory economic literacy courses targeting undergraduate students who were hesitant to enroll in traditional microeconomics and macroeconomics courses. In these courses, he used project-based techniques and the discussion of current events to foster their interest in economics as a discipline. Similarly, in the Housing Minorities and Minorities in the Workforce courses at Fordham, he asked students to write case studies and interviewed practitioners involved in these areas of community development as part of the class requirements.

As an advocate of experience-based and contextual learning in higher education, he has collaborated with community leaders in developing and implementing educational programs that provide students the opportunity to interact with practitioners. For instance, while he was Director of the Community Development Research Center, the center sponsored two Summer Institutes for Community Development practitioners. The first program was organized on campus and consisted of four day-long workshops, with the mornings dedicated to roundtable discussions and the afternoons to skill development workshops. The second program involved teaching a sequence of Community Development and Nonprofit Management modules over the internet. He has taught numerous courses specifically designed as client-based courses including the Laboratory in Issue Analysis, and the Advanced Seminar, and, to the extent possible, he has incorporate contextual learning techniques in other courses.

### **Doctoral Courses**

#### **Advanced Policy Analysis (Core for Policy Analysis program students)**

This course provides an advanced treatment of the theoretical foundations of policy analysis for Ph.D. students. As such, the course examines alternative analysis tools, including models of individual choice and market behavior, group and institutional behavior, and the development and role of social norms. The course also explores contemporary political philosophies of public policy and the practice of policy analysis, and the tools and perspectives that drive the actual practice of public decision-making—e.g., the relative importance of ideologies regarding individual behavior, the performance of markets, the role of the state, organizational processes and constraints, and the realities of local politics.

#### **Dissertation Seminar (Core for Policy Analysis program students)**

The main objective of this course is to assist students in developing a dissertation research topic and to complete a doctoral research plan by the end of the semester. The

main focus is to facilitate student's understanding of how course work is related to defining their own research plan and dissertation proposal. Completing a dissertation is a complex process that involves careful planning, a broad view of all the aspects related to completing a doctoral research project, financing, and the systematic implementation of a well thought project design. One of the greatest challenges that doctoral students have in graduate school is how to avoid compartmentalizing their education into separate stages of course work, qualifying examinations and dissertation research. This course is designed to promote the integration of the final course work, the preparation for the qualifying exams analytical paper, and defining the dissertation research agenda. The analytical paper allows students to prepare a position paper on a salient policy issue. The preparation of this paper is an opportunity for students to survey the literature and present a critical analysis of the main arguments and evidence of a likely, or at least highly probable, dissertation topic. In addition to supporting students in defining a dissertation topic, the course is designed to assist students in developing a dissertation research plan. The students will be working simultaneously on three inter-related products necessary for the successful completion of the Ph. D. Program:

- A draft of a proposal for the qualifying examination analytical paper (this paper covers the literature in the student's outside and concentration fields "linking the two together in argument around a salient policy issue");
- A draft of the dissertation proposal (including the identification of committee members and timetable), and;
- A draft of a fundraising proposal (including the identification of funding sources and deadlines).

Political Economy (Core for Policy Analysis program students)

Applied Research in Public Policy

### **Master Courses**

Economic Analysis (MA Core for Policy Analysis program students)

This course provides students with an understanding of basic economic principles and apply these concepts to policy-related problems. Since this is an introductory course in economics, no prior knowledge of economics is necessary. Although the main textbook is designed for undergraduate students, the pace of the course and the complexity of the analyses of economic problems are designed for master students. We will use readings from a complementary textbook (Taking Sides) and other materials to develop critical thinking skills in the application of economic concepts to current policy issues. Students will be required to analyze opposing points of view and reach considered judgments through the application of basic economic principles. The first part of the course introduces the core concepts of demand and supply, markets, and competition. We will discuss in detail how consumers and producers interact in markets, and the implications of this dynamic process for the understanding of social problems and their solutions. In the second part of the course, our objective is to understand market failures and to apply these basic economic concepts and principles to policy problems such as the concentration of economic power and resources, social inequality, the protection of the environment, and others. Finally, throughout the course we examine explicitly the role of government and the tools available to policy makers to influence markets.

### Managerial Economics (MA Core for Management program students)

Managerial Economics provides students with an understanding of basic economic principles and apply these concepts to management-related problems. Since this is an introductory course in economics, no prior knowledge of economics is necessary. Although the main textbook is designed for undergraduate students, the pace of the course and the complexity of the analyses of economic problems are designed for master students. We will use readings from a complementary textbook (Taking Sides) and other materials to develop critical thinking skills in the application of economic concepts to current management issues. Students will be required to analyze opposing points of view and reach considered judgments through the application of basic economic principles. The first part of the course introduces the core concepts of demand and supply, markets, and competition. We will discuss in detail how consumers and producers interact in markets, and the implications of this dynamic process for the understanding of management problems and their solutions. In the second part of the course, our objective is to understand market structures and to apply these basic economic concepts and principles to management problems such as price competition in concentrated markets, corporate governance, CEO compensation, insider trading, and others. Finally, throughout the course we examine explicitly the role of government and the tools available to policy makers to influence markets.

### Laboratory in Issue Analysis (MA Core for Policy Analysis program students)

The laboratory in issue analysis focuses on a single policy question that has reached the public, agency, or nonprofit agenda and introduces students to qualitative and quantitative techniques that can be applied to a broad range of problems. The "lab" operates in the following manner. The students are divided into teams of five. They are given a mandate to analyze a particular issue as identified by a specific client, and a time frame of four weeks within which they must complete their analysis. Policy questions appropriate for the lab are those that deal with a discrete policy problem. The resolution should allow for the consideration of at least a couple of alternatives about which reasonable people can disagree, and for which analysis can be helpful in distinguishing between weaker and stronger options. Clients should have an open mind and be willing to consider a range of options and the expectation is that student teams will engage in both research and analysis for the purpose of making a policy recommendation.

### Advanced Seminar (MA Core for Policy Analysis program students)

The main purpose of this course is to provide students the opportunity to complete a professional, applied research and analytical report written for a specific client, usually a policy maker or a non-profit organization manager. The report, called a Professional Decision Report or PDR, shows the student's analytical and technical skills acquired through graduate studies. The PDR should exhibit an understanding of the political and operational dimensions that condition policy and management responses. It should be written, organized and argued to convince decision-makers of the wisdom of a particular course of action—a pure description of policy options will not be enough for a successful PDR. The course is highly structured to allow the student to complete the project in an efficient and timely manner. During the first four sessions of the course students will identify a client, define a project, and prepare a work plan for the semester. The rest of the semester will focus on individual and group sessions to support students' progress in their projects. As in most real-world situations, professional reports are produced as a progression of deliverables with strict deadlines and a presumption of professional quality presentation.

## Community Development (BA, MA and PhD)

Community development is the discipline concerned with the identification, allocation and effective use of human, physical, financial or social resources in neighborhoods or multi-neighborhoods areas. It encompasses the understanding and development of the social organizations and institutions, such as community development corporations and community based organizations, which facilitate the association and interaction of neighborhood residents in activities of common interests. Community development has become an important approach for revitalizing poor neighborhoods, often including organizing residents in a targeted area, local planning, advocacy and political mobilization, institution building, and economic development. The first part of this course is designed to expose students to the major theories, policies and conceptual approaches of community development. Upon this basis, the second part of the course reviews the major strategies and approaches deployed by practitioners and policy makers to revitalize poor urban communities. The final part of the course is devoted to student's presentations of current topics in the field. These presentations review re-current topics or challenges to the community development field, such as leadership succession and capacity building, regional versus neighborhood development, the impact of immigration on our conceptualization of the field, and the roles of race and gender. The course will be conducted as a seminar, where all students will be required to participate actively in class discussion, make class presentations, and collaborate in a panel presentation.

## Workforce Development (BA, MA and PhD)

This course examines workforce development institutions, programs and practices. Our main objective is to gain an understanding of employment programs in a broad sense and the factors that contribute to their success. In particular, we examine the labor market institutions that mediate the employment standing and career advancement opportunities for low wage/low skills workers. The course examines employer-sponsored programs, as well as community-based programs sponsored by labor market intermediaries. The introductory part of the course provides the student with a broad understanding of the institutions, market forces and policies that affect labor markets. After examining the context in which employment and skills development programs operate, we turn our attention to the key elements that determine program effectiveness, and the evidence regarding program impacts on the firm and workers. We will examine critical elements of effective programs including the role of employers, social networks, educational and skills development, and supports provided by community-based organizations. The course also pays particular attention to the role of labor market intermediaries and the institutional context in which these programs and organizations operate. On the employers' side, the third section of the course examines how firms identify human performance problems in organizations, how they determine their probable causes, and the workforce development and education options available to firms. Critical functions of human resource management include planning, recruitment, training and development, career management and performance. In this context, students will learn how resources external to the firm support and enhance employers' capabilities to implement successful programs aimed at managing the human resources of an organization. The next section of the course includes a series of sessions focusing on professional practices in workforce development. A panel of students will present an assessment of the knowledge base and effective professional practices in critical areas of the field such as: new methods for empowering workforce development professionals and structuring employee participation in the planning, design, implementation, and evaluation of programs; engaging employers and building long-lasting relations with industry; assessing and developing core

competencies for WD professionals; and, perspectives on system reform.

#### Preparation for Thesis (MPA Core for planning program students)

This course is designed to help students in developing research ideas, in writing their research plan, and in finishing a dissertation proposal by the end of the term. The course is divided into the two broad areas of "research" and "writing." This is a conceptual distinction because in reality it is very difficult to separate one from the other. Good research is the product of both good reasoning and good communication of ideas. Research topics included: what is a proposal, and a thesis; how to select a topic; the literature search and collecting data; methods; and, selecting an advisor and a thesis committee. Writing topics include: how to organized research materials, and developing an outline; how to overcome writer's block, professional and impact writing; and, yes, some grammar.

Government-NGO Relations in Mexico City (with Prof. A. Gershberg)

Political Economy for Planners

Political Economy of Race and Ethnicity

Core Practicum

Political Economy for Planners

Research Seminar

#### **Undergraduate Courses**

Cultural Pluralism

Introduction to Microeconomics

Macroeconomic Theory

Economic Development in Hispanic Caribbean

Housing Minorities

Macroeconomic Theory

Study Trip to Puerto Rico

Minorities in the Labor Force

Popular Economics

Puerto Rican Community

Geopolitics of the Caribbean

Introduction to Macroeconomics

## SUPERVISED Ph.D. DISSERTATIONS

Rivera-Torres, Leticia, "Tax Exemption and Industrial Development in Puerto Rico." Department of Urban Studies and Planning, Massachusetts Institute of Technology. 1989. Reader.

Colón-Moreira, Jose Javier, "Economic Constraints and Political Choices in Puerto Rico: The 1989 to 1991 U.S. Congress Status Deliberations." Political Sciences, Boston University. 1992. Reader.

Baldwin, Mark, "Benefit Reciprocity Rates Under the Federal/State Employment Insurance Program: Explaining and Reversing Decline." Department of Urban Studies and Planning, Massachusetts Institute of Technology. 1993. Supervisor.

Valenzuela, Abel, "Immigrants, Minority Workers, and the Underclass: A Study of New York City and Los Angeles, 1970 and 1980." Department of Urban Studies and Planning, Massachusetts Institute of Technology. 1993. Supervisor.

Borges, Ramón, "Urban and Regional Restructuring and Barrio Formation in Massachusetts: The Case of Lowell, Lawrence, and Holyoke." Department of Urban Studies and Planning, Massachusetts Institute of Technology. 1994. Supervisor.

Stoll, Michael A., "Labor Market Structure and the Incorporation of Youth Workers." Department of Urban Studies and Planning, Massachusetts Institute of Technology. 1996. Reader.

Aponte-Garcia, Maribel, "Changing Production Paradigms and Industrial Policy: United States Military Production in the Caribbean Region." Economics, University of Massachusetts Amherst. 1990. Reader.

Letona-Milles, Elena, "State Government Provision of HIV/AIDS Education and Prevention Programs through Latino Community Agencies: A Policy Implementation Analysis." Public Policy, University of Massachusetts Boston. 1998. Reader.

Liu, Michael, "Enclave Neighborhood Mobilization in Post-Industrial Urban Development." Public Policy, University of Massachusetts Boston. 1999. Reader.

Hendra, Richard, "Identifying and Unbundling the Employment Impacts of a Time-Limited Welfare Program." Milano the New School of Management and Urban Policy. 2004. Supervisor.

Alan A. Aja "Durable "Transnational" Inequality: Racial Bifurcation within the Cuban Ethnic Enclave and Implications for Urban Policy" Milano the New School of Management and Urban Policy. June 2008. Supervisor.

Alys Willman, "The Body Capital: The Economics of Commercial Sex and Risky Behavior in Managua, Nicaragua." Milano the New School of Management and Urban Policy. June 2008. Reader.