Urban Community Development
APLN 523 / RPOS 523 / RPAD 561
Mondays @ 7:15-10:05PM (AS 123)

Instructor: Hilary Papineau, MRP
Office & Office Hours: Mondays 5:45 – 6:45pm
Email: hpapineau@albany.edu
Phone: 518.637.6461

Course Overview

Institutional racism and income-inequality are chronic problems facing urban communities across the U.S. Historically, many central cities experienced the “white flight” of middle-class residents to the suburbs; deindustrialization and globalization; and severe public and private financial disinvestment, which contributed to neighborhood decline. Today many suburbs are experiencing rising rates of poverty and we are seeing pervasive disparities in health outcomes, limited access to fresh, healthy food, and disproportionately higher crime rates among disadvantaged neighborhoods. How do communities pursue change in the face of these systemic forces?

This course examines community development as a comprehensive approach to reducing social and economic distress in U.S. cities. The field focuses on neighborhood-level interventions while acknowledging and working to overcome the impact a political economy that systemically creates disparities in communities’ access to resources. Consistent with a central tenant in planning, place matters, and geography consistently drives local planning and development efforts to build healthy, sustainable, and equitable communities. The field engages a wide range of stakeholders and seeks to engage and empower local residents in the development process. These efforts are diverse yet grounded in a core set of principles aimed at strengthening quality of life.

Community development efforts can be assessed within the context of historical and contemporary paradigms which serve as a framework for analysis in this course. The field has also been shaped and constrained by a series of federal policies developed in response to neighborhood change and concentrated poverty. This course examines the origins, goals, and implications of these policies at the community level and provides a critique of alternative approaches to community revitalization. The course also considers the role of government, private sector, philanthropy, and nonprofit organizations as key partners in the community development process. Community-building, organizing, and public participation is also critical to effective neighborhood planning.

Communities pursue a variety of approaches to tackle these issues, from activities focused on specific issues such as affordable housing and business development to long-term neighborhood planning. Regardless of the approach, the community development process is messy, dynamic, and often conflicting. Understanding lessons from the past and implications of different strategies is essential to achieving effective and authentic change.

Objectives

Urban Community Development strives to develop future policymakers and practitioners who are both grounded in the history and theory of community development (CD) and equipped with strategies and tools for effectively serving today’s urban neighborhoods. The course engages students in historic and contemporary paradigms of the CD field as a framework for assessing policies, programs, projects, and partners involved in the CD process. Students also analyze core areas of practice within CD to develop a comprehensive understanding of the field.
Objectives, cont.

- Understand the core values and broader socio-political forces driving community development (CD) efforts, including current and historical trends
- Articulate the CD process and role of the field in shaping neighborhood change and planning efforts
- Analyze core challenges facing contemporary CD in the United States, including housing, economic development, public health, schools, neighborhood safety, sustainability
- Identify and analyze the roles played by diverse stakeholders and entities engaged in the community development process

Students will also partner with local community organizations engaged in a neighborhood planning project and collaborate with peers to prepare professional written reports and deliver professional presentations.

Materials

The following book is required and available for purchase through the University bookstore. All other readings are available through Electronic Reserves via Blackboard or will be provided in class.


This course uses Blackboard for online posting, submitting assignments, facilitating team work, accessing Reserves, and general course communication available at: https://blackboard.albany.edu/webapps/login/. Check the site frequently for announcements, resources, and instructions.

Ground Rules and Academic Integrity

You are required to attend all classes and to actively participate in class discussions. Students are expected to be punctual and respectful of class dynamics. Class absence will only be accepted in case of extraordinary circumstances such as major emergencies or University-sanctioned activities. Please notify me in advance if you expect to miss class.

The consequences for violating UAlbany’s policies on academic integrity range from rewriting the assignment in question to expulsion from the university. Please familiarize yourself with the details of this policy, which will be enforced in this class: http://www.albany.edu/eas/104/penalty.htm

Accommodations for Disabilities

Every effort will be made to accommodate those students with special learning needs. Please notify me of any documented needs you may have within the first 2 weeks of class so we can work together to ensure satisfactory arrangements. Assistance is also available through the University's Disability Resource Center: http://www.albany.edu/disability/
Communication and Assignments

Assignments are to be submitted via Blackboard. You may also be asked turn in a hard copy of assignments in class. Communication between students and instructors is via email, in person during office hours, or by appointment. All email communication should use your UAlbany account; emails sent from personal accounts such as Gmail will not be accepted. Forwarding your UAlbany account to your personal account is an option for those of you who prefer not to manage more than one account. Please use clear subject lines when corresponding through email by including the course number and assignment or other relevant reference.

Attendance
Students are expected to attend every class, arrive on time, complete assignments on time, and be prepared to discuss the readings assigned for that week. Please contact me in advance if you cannot attend a class.

Late Assignments
Given the flexibility in deadlines and ability to plan assignments and complete coursework in advance I do not expect to receive late assignments. However, I will deduct one letter grade (ex: from a B+ to a B) for each 24 hours an individual assignment is late, outside of extraordinary circumstances which have been appropriately documented. Please notify my in advance if at all possible if you know that you are going to be late in submitting an individual assignment. Team assignments will not be accepted late.

Course Outline & Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Discussion Topic</th>
<th>Class Preparation</th>
<th>Due Today</th>
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</table>
| CLASS 1 8/29 | **INTRODUCTION & PURPOSE:** Considering “Community” and “Development” and Why CD?  
• Introductions & Icebreakers  
• Course overview: review syllabus, objectives, course structure, ground rules & expectations  
• CD and the principles of ethical planning  
Supplemental: D&S 4, 38, 39, 40 |-----------|
| 9/5 | *Holiday – No Class* | | | |
| CLASS 2 9/12 | **PARADIGMS:** Past and Present  
• Provide an overview of contrasting frameworks and perspectives that shape CD theory and guide practice  
• Debating place-based strategies & mobility model  
Supplemental: Mallach (2008, chapter 4); NeighborWorks 2010  
Class Discussion: Planning on Shrinking (Popper and Popper 2011) | |
| CLASS 3 9/19 | POLICIES: Progressive Era and Beyond  
- Theory: Liberalism vs. neoliberalism - discourses in US urban policy  
- History of federal policy addressing poverty and communities  
- Contemporary CD policies | Read D&S 2; Scally (2012, pages 64-68); Immergluck (2004); Hembree (2014)  
Supplemental: Partnership for Sustainable Communities 5th Anniversary Report; NeighborWorks America (2010);  
Class Discussion: Whatever Happened to the Office of Urban Affairs? | Response Paper #1 due |
| --- | --- | --- | --- |
| CLASS 4 9/26 | PARTNERS: Government & the Public, Philanthropy & Intermediaries  
- The role of city government in CD and interface w/ state and federal policies  
- Foundations in community change  
- The why, what, how of Intermediaries | Read D&S 16, 17, McDermott 2004  
Supplemental: D&S 43  
Class Discussion: Schumer: Protecting CDBG Funding Is Critical to Cities Like Binghamton, Elmira, Ithaca (R.E. Rama) | CD Partner Presentations |
| 10/3 | Holiday – No Class |  |
| TBD | Tentative Tour of Sheridan Hollow this week  
- Think about interests & team preferences | Sheridan Hollow background reading – forthcoming |  |
| CLASS 5 10/10 | PARTNERS: Community Development Corporations and Other CD community-based organizations  
- Key components of CDC capacity  
- CDCs and the political economy  
- Case study of CDCs that fail  
**Speaker:** Cynthia Herbach, South End Improvement Corporation, Director | Read D&S 6, 7; Scally, Shelterforce Winter (2012/2013)  
Supplemental: D&S 42  
Class Discussion: CDCs at a Crossroads (Youngblood and Barnette, 2013) | CD Partner Presentations |
| CLASS 6 10/17 | PROCESSES: Empowerment & Engagement  
*Community Organizing vs. Community Building*  
- Community Organizing: the role of historical context and lessons learned  
- Community-building in CD: shifting the field to a more comprehensive approach to renewal  
- Comparing and contrasting the two approaches  
**FILM:** Holding Strong: The Rebirth of Dudley Street | Read D&S 27, 21, 23, 24; O’Donnell and Schumer (1996)  
Class Discussion: 404 Error: Why Internet Access is Still a Problem for Many in Poverty (Simpson 2015)  
| CLASS 7 10/24 | **PRACTICES:** Housing  
- The failure of the private housing sector to meet community need  
- Unpacking the foreclosure crisis, the responses of local organizations, and the role of federal housing policy  
- Housing needs of an aging population  
**Invited Speaker:** TBA | **Read** D&S 8, 9, & 30; Bratt (2007)  
**Supplemental:**  
**Class Discussion:** Video: [The Albany Barn](https://example.com) (2015) |
| CLASS 8 10/31 | **PRACTICES:** Community Finance & Econ Dev  
- Community economic development  
- Community health and access to credit, capital, basic financial services  
- Oversight of community finance policies | **Read** D&S 10, 11; Schwartz 2010 (pages 358-372); [Rooflines — Silver, January 21, 2016](https://example.com).  
**Supplemental:** D&S 12; Schwartz 2010 (pages 329 - 357)  
**Class Discussion:** [High-tech Boom in Upstate Doesn't Include Everyone](https://example.com) (Anderson 2015) |
| CLASS 9 11/7 | **PRACTICES:** Healthy Communities  
- Social determinants of health; minority health disparities; upstream versus downstream  
- Access to healthy, affordable food  
- Seniors and community health  
- Measuring the health of communities  
**Speaker:** Janine Jurkowski, UAlbany School of Public Health, Research Associate at the Center for the Elimination of Minority Health Disparities and Center for Social and Demographic Analysis | **Read** Wernham (2012); Dubb (2013); Bell and Standish 2009; Secretary’s Advisory Committee (2010); and Braveman, P., Egerter, S., Williams, D.R. (2010).  
**Watch:** [Social Policy in Concrete](https://example.com)  
**Supplemental:** Vitiello & Wolf-Powers (2014)  
**Class Discussion:** [Soul Fire Farm Grows Social Justice, Too](https://example.com)  
**Report Outline Due** |
| CLASS 10 11/14 | **PRACTICES:** Sustainability, Disaster Planning / Recovery, and Community Resiliency  
- Discuss a range of topic including:  
  - Community Resiliency  
  - Disaster planning and recovery  
  - Sustainability  
  - Smart growth and CD | **Read** D&S 19; Daniels (2001); Campanella & Godschalk (2012), pages 8 – 14; Shelterforce Fall 2015 (Peale)  
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<tbody>
<tr>
<td>11/21</td>
<td>PROCESSES: Public Participation &amp; Nhood Planning  • Typology of participation and effective engagement strategies for nhood planning  • Traditional participation methods and tensions between theory and practice</td>
<td>No class discussion</td>
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<tr>
<td>11/28</td>
<td>Discussion topics Include the following CD Practices:  • Environmental justice  • Neighborhood Safety and community policing  • Connecting schools to CD  Panel - TBA</td>
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<td>Instructor to return teams’ feedback on draft reports</td>
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<tr>
<td>12/5</td>
<td>PRESENTATION DRY RUN</td>
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<tr>
<td>CLASS 14</td>
<td>Final Presentations</td>
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<td>12/12</td>
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Assignments & Grades

Assignments are weighted as detailed below in calculating the final course grade:

<table>
<thead>
<tr>
<th>Individual (60%)</th>
<th>Assignment</th>
<th>Due Date</th>
<th>% of Final Grade (3 Credits)</th>
<th>% of Final Grade (4 credits)</th>
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<tbody>
<tr>
<td>Class Discussion Topics</td>
<td>Each class</td>
<td>15%</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Response Paper #1</td>
<td>September 19</td>
<td>15%</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>Response Paper #2</td>
<td>October 17</td>
<td>15%</td>
<td>12%</td>
<td></td>
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<td>Response Paper #3</td>
<td>November 28</td>
<td>15%</td>
<td>12%</td>
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<tr>
<td>CD Partner Presentation</td>
<td>9/26 or 10/10</td>
<td>N/A</td>
<td>12%</td>
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<tr>
<td>Team (40%)</td>
<td>Report Outline</td>
<td>November 7</td>
<td>5%</td>
<td>5%</td>
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<tr>
<td></td>
<td>Draft Report</td>
<td>November 21</td>
<td>5%</td>
<td>5%</td>
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<tr>
<td></td>
<td>Final Report</td>
<td>December 12</td>
<td>20%</td>
<td>20%</td>
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<tr>
<td></td>
<td>Final Presentation</td>
<td>December 12 (or an alternative date TBD)</td>
<td>10%</td>
<td>10%</td>
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<tr>
<td></td>
<td>Final Project - Peer Evaluation</td>
<td>December 12</td>
<td>5%</td>
<td>5%</td>
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<td>Total</td>
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<td></td>
<td>100%</td>
<td>100%</td>
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Grading Scale: The following grading scale is used to translate final grades to letter grades:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent Range</th>
<th>Letter Grade</th>
<th>Percent Range</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>C</td>
<td>73-77%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>B+</td>
<td>88-89%</td>
<td>D+</td>
<td>68-69%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
<td>D</td>
<td>63-67%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>D-</td>
<td>60-62%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
<td>E</td>
<td>Less than 60%</td>
</tr>
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INDIVIDUAL ASSIGNMENTS

Response Papers - 3
Choose three class sessions covering topics in which you have particular interest and write a response to two to three of the assigned readings. Your response should not simply summarize the materials, but should critically analyze and explore them based on your own informed interpretation. Additional research beyond course materials (from your own research or experience or other courses) is encouraged but not required.

Discuss the following questions when composing your response:

- What is the central problem the topic tries to address?
- Who are the critical players and what are their roles?
- What approaches or strategies are pursued to resolve this issue? Are they effective?
- Do you agree with the ideas, policies, and approaches/programs presented? Why or why not?
- What suggestions do you have for improving the ideas, polices, and programs/approaches discussed?
Deliverables: Responses should be 1-2 pages single-spaced.

Deadline: Each response has a final deadline for submission as outlined in the course schedule: Response #1 is due on 9/10/15, Response #2 on 10/8/15, and Response #3 on 11/12/15 (see course schedule). You may submit responses early; doing so is encouraged, particularly for Response #3, to ensure adequate time to work on your team assignment. Submit your paper via Blackboard before the relevant class session; response papers will not be accepted beyond the class session in which the readings/videos were discussed.

Class Discussion Topics

Each student will select one Class Discussion Topic listed in the Course Outline and prepare a 1-page briefing memo analyzing a current event related to that topic based on a local newspaper article, blog, or another source. Students may choose from the suggested articles provided in the course syllabus (“Class Discussion” reading found under Class Preparation) or select an article of their choosing pending the instructor’s approval 1 week prior. Students may be paired on a topic if needed.

Students should prepare 1-2 discussion questions to guide an in-class discussion in addition to preparing a memo. Discussion questions should be included in the written memo. Memos and discussion questions should relate directly to the class discussion topic.

Memos should:

- Provide a brief synopsis of the issue at stake – what is the key problem, goal, or outcome of the article?
- Discuss the impact on CD – why does this issue matter for the field? What are the implications for CD?
- Share your thoughts on the issue - do you agree with the article? Have any recommendations for action?
- Engage the class: pose 1 to 2 discussion questions to your classmates and facilitate a class discussion.

Each memo must be submitted electronically via Blackboard or email by noon on the Monday the memo is due. Discussion questions will be incorporated into that day’s lecture by the instructor and the author of the memo is expected to facilitate a 5 – 10 minute group discussion with the class on the implications of the article for CD.

Class discussion topics consist of recent media articles, Shelterforce publications (the nation’s oldest community development magazine), American Planning Association (APA) blog posts, and other CD news sources and current events. This exercise provides an opportunity to discuss current issues affecting CD today. Be sure to reference the source of the article and any major programs/policies etc. in your memo and any class discussion.

All students are expected to read each article (posted to Blackboard) and participate in class discussions.

Community Development Partner Presentation (4 credit students only)
Sign up to research and present on a specific community development partner (public, private, nonprofit, or other) of your choice to supplement the discussion as part of classes 4 and 5. Your analysis should include the following:

- Describe its history, mission, structure, funding, functions, and role in community development;
- Discuss its PARADIGM and its PRACTICES – what types of community development activities does it support, and how? What strategies or approaches does it pursue? Who are partner entities?
- How does it evaluate the effectiveness of its efforts? Evaluate the pros and cons of this approach to CD. What works well? What does not? What recommendations do you have for improving its approach?
Deliverable & Deadline: Develop a 10-minute presentation on your selected partner. PowerPoint is required, multi-media encouraged. Draw upon at least 3 quality references beyond course readings in your analysis and include this list at the end of your presentation. Partners may not include class speakers.

TEAM ASSIGNMENT

Research & Analysis of Neighborhood Planning Interventions in Albany’s Sheridan Hollow Nhood
Albany’s Sheridan Hollow neighborhood is located in the City of Albany in a ravine between the Arbor Hill neighborhood and the State Capitol. Settled in the late 1700s, it is a mixed use, convenient, affordable and friendly neighborhood with a unique identity and assets. Sheridan Hollow is also a neighborhood in distress, with a high poverty rate, declining population, and many vacant lots. The neighborhood has also experienced contamination, yet offers opportunities for future redevelopment. We will collaborate with a local non-profit organization, the Affordable Housing Partnership (AHP), to conduct research and analysis as part of an effort to establish the neighborhood as a brownfield site. We will assist AHP and the Sheridan Hollow Neighborhood Association by producing a series of team white papers on critical community development issues that these partner organizations identify as requiring additional data analyses, best practice research, and/or recommendations.

A guided tour of the neighborhood will be provided in October and one Monday evening class session in November will be dedicated to attending a Neighborhood Association meeting (transportation will be coordinated for both).

White paper topics and teams will be assigned in early to mid-October.

Preliminary Discussion of Deliverables*:
Please note the following deliverables requirements may be slightly modified as the project is finalized in the fall.

Each team will develop a 15 - 20-page final report and a 10-minute oral presentation due the last day of class on Monday, December 12; final presentations may be delivered to community partners on an alternative date (TBD) held in lieu of the final class. A draft report outline is also required to support teams in meeting their goals and deliverables (see course outline). In addition, team members will peer-evaluate one another to encourage teamwork, accountability, and group participation. A Peer Evaluation Form for Group Work will be provided.

Software including ArcGIS and Google SketchUp will be available to students interested in using these tools.

Writing Style Guidelines

Writing style guidelines will be provided to ensure that team deliverables are written and formatted consistently.
**Course Readings**

**Class 1 – Introduction and Purpose**


*HUD (2011)* Evidence Matters - Understanding Neighborhood Effects of Concentrated Poverty
https://www.huduser.gov/portal/periodicals/em/winter11/highlight2.html

Class Discussion Topic:


**Class 2 – Paradigms**


http://www.brookings.edu/research/interactives/2014/concentrated-poverty#/M10420

Class Discussion Topic:


**Class 3 - Policies**


Class Discussion Topic:

Supplemental


Class 4 – Partners


Class Discussion Topic:

Class 5 – Partners


Class Discussion Topic:

Class 6 – Processes


Class Discussion Topic:

Class 7 – Housing


Class Discussion Topic:

Supplemental


Class 8 – Practices (Community Finance and Economic Development)


Class Discussion Topic:

Class 9 – Practices (Healthy Communities)


*Social Policy in Concrete: Episode 3 - Designing Healthy Communities. Posted by Designing Healthy Communities on December 14, 2011 6:53 pm. Available at: http://designinghealthycommunities.org/episode-3-social-policy-concrete-preview/


Supplemental


Class 10 – Practices (Sustainability, Disaster Planning / Recovery, and Resiliency)


Class Discussion Topic:


Supplemental:


Class 11 – Processes (Public Participation)


Supplemental


Class 12 – Panel Discussion on Building Just, Sustainable Communities of Choice


Class Discussion


Supplemental


Class 13 – Challenges and Wrap-Up


*Net Impact:* The Big Picture: Careers in Community Development. Available at https://www.netimpact.org/careers/community-development/big-picture

Class Discussion Topic:


Supplemental