Urban Community Development
APLN 523 / RPOS 523 / RPAD 561

Mondays @ 7:15-10:05PM (AS 123)

Instructor: Hilary Papineau, MRP
Office & Office Hours: by appointment
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.

<table>
<thead>
<tr>
<th>Class &amp; Date</th>
<th>Class Discussion Topic</th>
<th>Class Preparation</th>
<th>Due Today</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Supplemental: D&amp;S 4, 38, 39, 40</td>
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<tr>
<td>9/4</td>
<td>Labor Day Holiday – No Class</td>
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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

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<thead>
<tr>
<th>Class &amp; Date</th>
<th>Class Discussion Topic</th>
<th>Class Preparation</th>
<th>Due Today</th>
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<tbody>
<tr>
<td>CLASS 2 9/11</td>
<td>Special Topic: Brownfields and CD</td>
<td>Read</td>
<td></td>
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<tr>
<td></td>
<td>Guest Speaker: David Lewis, Ph.D., UAlbany Associate Professor, Geography and Planning</td>
<td>- City of Rensselaer BOA Plan → begin to familiarize yourself with the potential project sites</td>
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<td></td>
<td>Class Discussion Topic: Alison</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
<td>Suppl.</td>
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<tr>
<td>9/25</td>
<td>Policies: Progressive Era and Beyond</td>
<td>D&amp;S 2; Scally (2012, pages 64-68); Immergluck (2004); Hembree (2014)</td>
<td>Partnership for Sustainable Communities 5th Anniversary Report; NeighborWorks America (2010);</td>
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<td>10/2</td>
<td>Partners: Government &amp; the Public, Philanthropy, &amp; Intermediaries</td>
<td>D&amp;S 16, 17, McDermott 2004</td>
<td>D&amp;S 43</td>
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<tr>
<td>10/9</td>
<td>Partners: NP Community Development Corporations</td>
<td>D&amp;S 6, 7; Scally, Shelterforce Winter (2012/2013); Greenberg – chapter 3</td>
<td>D&amp;S 42; Greenberg Chapter 3</td>
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**Class Discussion Topic: Creating Community-Based Brownfields Redevelopment Strategies (American Planning Association 2010)**

**Supplemental:**

**Class Discussion Topic: Creating Community-Based Brownfields Redevelopment Strategies (American Planning Association 2010)**

**Supplemental:**

**Class Discussion Topic:** Planning on Shrinking (Popper and Popper 2011)

**Supplemental:**
- Mallach (2008, chapter 4); NeighborWorks 2010
- D&S 2; Scally (2012, pages 64-68); Immergluck (2004); Hembree (2014)
- Partnership for Sustainable Communities 5th Anniversary Report; NeighborWorks America (2010);

**Class Discussion Topic:** Whatever Happened to the Office of Urban Affairs?

**Supplemental:**
- D&S 16, 17, McDermott 2004
- D&S 43
- Schum: Protecting CDBG Funding Is Critical to Cities Like Binghamton, Elmira, Ithaca (R.E. Rama)

**Class Discussion Topic:** CDCs at a Crossroads (Youngblood and Barnette, 2013)

**Response Paper #1 due**

**Class Discussion Topic:** TBA

**Team Work Plan Due**

**Module Two: CD Processes**

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**Project Site / Neighborhood Tour – Date & Details TBA**
| 10/16 | Video: Holding Strong: The Rebirth of Dudley Street | Class Discussion Topic: Albany Communities Study Future of 787 Highway (Carleo-Evangelist 2015) | |
| | Supplemental: Rohe (2009) |
| CLASS 8 | Processes: Participation & Neighborhood Planning | Read Amstein (1969); Innes & Booher (2004); Rohe (2009); Finn et al. (2006, pages 5-37 only) | Response Paper #2 due |
| 10/23 | Guest Speaker: Madeline Kennedy | Class Discussion Topic: 404 Error: Why Internet Access is Still a Problem for Many in Poverty (Simpson 2015) | Class Discussion Topic: TBA |
| | | |
| Module 3: CD Practices |
| CLASS 9 | Practices: Housing | Read D&S 8, 9, & 30; Bratt (2007) | Class Discussion Topic: TBA Mid-Term (ungraded) peer evaluation |
| 11/6 | Supplemental: D&S 12; Schwartz 2010 (pages 329 - 357) | Class Discussion Topic: High-tech Boom in Upstate Doesn't Include Everyone (Anderson 2015) |
| CLASS 11 | Practices: Healthy Communities | Read Dubb (2013); Bell and Standish 2009; Secretary’s Advisory Committee (2010); and Braverman, P., Egerter, S., Williams, D.R. (2010); RPA State of the Region’s Health (2016) | Class Discussion Topic: TBA |
| 11/13 | Supplemental: Wernham (2012); Vitiello & Wolf-Powers (2014), Social Policy in Concrete |
| | Class Discussion Topic: Soul Fire Farm Grows Social Justice, Too |
| CLASS 12 11/20 | PRACTICES: Sustainability, Disaster Planning / Recovery, and Community Resilience | Read D&S 19; Daniels (2001); Campanella & Godschalk (2012), pages 8 – 14; Shelterforce Fall 2015 (Peale) | Class Discussion Topic: TBA |
| Guest Speaker: Scott Kellogg, Educational Director, Radix Center | Supplemental: Sandy Regional Assembly Recovery Agenda (2013); APA Policy Guide on Hazard Mitigation (2014); APA Planning for Post-Disaster Recovery: Next Generation (PAS 576); APA Hazard Mitigation: Integrating Best Practices into Planning (PAS 560) | Draft Report due |

| CLASS 13 11/27 | Building Just, Safe Urban Communities of Choice; Schools and CD | Read Wilson & Kelling (1982); Scally (2005); D&S 14; Joseph and Feldman (2009) | Class Discussion Topic: TBA |
| Guest Speaker: Zach Garafalo, Albany Community Policing Advisory Committee and Albany Citizens’ Police Review Board | Supplementary: Neal and Watling Neal (2012); | |
| | Class Discussion Topic: ‘Broken windows’ report contradicts mayor on crime (Goldensoh, 2016). |

| CLASS 14 12/4 | Challenges & Wrap-Up Presentation Dry Run | Required Green & Haines (2012, chapter 15); Kelly (2010); D&S 44; Net Impact – Careers in CD | Last day of Response Paper #3 submission |
| | Supplemental Rossi (1999); Neigher (2003); | Class Discussion Topic: TBA |
| | Class Discussion Topic: Many Goals, One Field (Axel-Lute 2013) |

| CLASS 15 12/11 | Final Presentations | Final Presentation Peer Evaluation Due |
| | | |

### Assignments & Grades

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

<table>
<thead>
<tr>
<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>Individual (60%)</td>
<td>Class Discussion Topics</td>
<td>15%</td>
<td>12%</td>
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<tr>
<td></td>
<td>Response Paper #1</td>
<td>15%</td>
<td>12%</td>
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</tbody>
</table>
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>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>C-</td>
<td>70-72%</td>
</tr>
<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>
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INDIVIDUAL ASSIGNMENTS

Response Papers - 3
As shown in the course outline and schedule, this course consists of 3 main modules. Choose one or more class from each of the 3 course modules that cover a topic in which you have particular interest and write a response to two to three of the assigned readings relating to that topic. Please chose your readings based on class discussions that correspond with class topics as follows:

<table>
<thead>
<tr>
<th>Response Paper</th>
<th>Corresponding Module &amp; Class</th>
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<tbody>
<tr>
<td>Module 1 Response Paper Topics: Paradigms, Policies, &amp; Partners in CD</td>
<td>*Class 1, 2, and/or 4</td>
</tr>
<tr>
<td>Module 2 Response Paper Topics: CD Processes</td>
<td>Class 5, 6, 7 and/or 8</td>
</tr>
<tr>
<td>Module 3 Response Topics: CD Practices</td>
<td>Classes 9 - 14</td>
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</table>

*Please note – the 9/18 special topics class on Brownfields is exempt from this assignment.

In other words, Response Paper 1 should pull from readings contained in either or Class 1, 2, and/or 4. Response Paper 2 should reflect readings contained in Class 5, 6, 7 and/or 7. Response 3 should represent a topic from class 9, 10, 11, 12, 13, or 14.

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.
Deliverables: Provide a 1-2 page, single-spaced written response to the readings.

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?

Response Papers should represent an analysis of a single CD topic that weaves together perspectives from 2 to 3 of the assigned readings (plus any additional sources you may choose to bring in) and not a separate discussion of individual articles analyzed separately. Each Response Paper should have a clear title that reflects that topic of your analysis as well as a bibliography of sources cited.

Deadline: Each response has a final deadline for submission as outlined in the 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. Please 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 from the Course Outline and prepare a 1-page briefing memo analyzing a current event related to that topic based on a media article, blog, or another popular 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.

Memos and discussion questions must be submitted electronically via Blackboard or email by 5pm Monday the before 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.

Selected 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.

TEAM ASSIGNMENT (40%)

Research & Analysis of Community Impacts
There are 2 potential team assignments this semester. Alternative 1 is a community-based project pending confirmation with project partners to assess feasibility and determine if an appropriate project scope exists; should the project not be deemed feasible, the class will pursue an alternative research-based project on a community development topic of interest to the capital district region.

4-credit student assignment:

- Conduct demographic analysis and other background research common to the project as a whole
- Develop final presentation/report cover, table of contents, report formatting and design
- Develop final presentation/report introduction
- Develop final presentation/report conclusion

Writing Style Guidelines

Writing style guidelines will be provided to ensure that team deliverables are written and formatted consistently. Students are expected to use these guidelines for ALL individual and team assignments.
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 – special topics

Reading list to be determined.


Class 4 - Policies


Class Discussion Topic:


Supplemental

*NeighborWorks America (2010).* Neighborhood Stabilization Program (NSP) Strategies. Available at: http://www.stablecommunities.org/nsp-strategies


Class 5 – Partners


Class Discussion Topic:


Class 6 – Partners


Class Discussion Topic:


Class 7 – Processes


Class Discussion Topic:


Class 8 – Processes – Participation and Neighborhood Planning


Supplemental


Class 9 - Housing


Class Discussion Topic:

Supplemental


Class 10 – Practices (Community Finance and Economic Development)


Class Discussion Topic:

Class 10 – 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


Supplemental:


Class 3 – Panel Discussion on Building Just, Sustainable Communities of Choice


Class Discussion


Supplemental


Class 14 – Challenges and Wrap-Up


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


Supplemental