

URBAN COMMUNITY DEVELOPMENT

PLN/POS 523; PAD 561



Thursdays @ 7:15-10:05PM (AS 121)

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OVERVIEW

Many urban communities in the United States have faced a variety of challenges over the last few decades resulting in widespread social, economic and political decline. The exodus of white and middle-class residents to the suburbs, America's dwindling industrial base, severe public and private financial disinvestment, and persistent institutional racism and corruption have all contributed to the perceptions and realities of neighborhood decline. As a result, many urban neighborhoods have experienced a loss of population and jobs, increased concentrations of poor and minority populations, and physical abandonment and neglect. The foreclosure crisis has exacerbated these issues: reversing hard-won progress in some neighborhoods, devastating neighborhoods that were once thriving, and further embattling those still suffering from decades of neglect.

Despite a multitude of historical and contemporary challenges, numerous community-based efforts are underway to revitalize urban neighborhoods by building upon community assets and opportunities, rather than merely focusing on problems and needs. These diverse strategies fall under the rubric "community development" (CD), and range from strengthening the political power of formerly silenced voices to improving a neighborhood's physical and economic infrastructure. Activities can focus on specific areas – housing, business development, wealth-building, health, education, safety – or coordinate long-term, comprehensive action through neighborhood planning and comprehensive community initiatives. CD is messy, engaging multiple, diverse publics with widely varying, and often conflicting, interests. Anyone working in or with cities and urban residents should be knowledgeable about the past and potential of local

neighborhoods; the organizational, human, financial, and political capital necessary for revitalization; and the strategies available to implement real, democratic change.

OBJECTIVES

This course strives to develop future policymakers and practitioners who are both grounded in the history and theory of CD and equipped with strategies and tools for effectively serving today's urban neighborhoods. At the end of this course, students will be able to:

- Assess modern CD purposes, policies and practices within their historical paradigms;
- Debate the merits of our current community development industry, and the roles of various public, private, and nonprofit partners;
- Evaluate CD practices in housing, economic development, wealth-building, health, education, public safety, and community organizing;
- Collaborate with peers and community partners on an authentic neighborhood planning project; and,
- Prepare professional written reports, and deliver polished oral presentations.

MATERIALS

The following book is required and available for purchase at the University Bookstore. Other readings are available via **Electronic Reserves**.

DeFilippis, J., & Saegert, S. (Eds.). 2012. *The Community Development Reader*. 2nd Edition. New York: Routledge. ISBN: 978-0-415-50776-9

This course uses **Blackboard** for online posting, submitting assignments, watching streaming videos, facilitating team work, accessing **Electronic Reserves**, and general course communication. You can access it at <https://blackboard.albany.edu/webapps/login/>. Check the site frequently for announcements, resources, and instructions. To watch some videos, you must have the free **Real Player**® installed on your computer. It is available for free download here: <http://www.real.com/realplayer/search>.

ASSIGNMENTS & GRADES

INDIVIDUAL ASSIGNMENTS

Response Papers (3 Due): Choose three class sessions covering topics in which you have particular interest and write a response (3-4 pages, double-spaced) to all assigned readings and videos (where applicable). Your response should not simply summarize the materials, but should critically explore and analyze them based upon your own informed interpretation. You may find it helpful to consider the following questions: What do you agree with most about the ideas, policies, and programs presented, and why? What do you disagree with, and why? What suggestions do you have for improving upon the ideas, policies, and programs discussed? Additional research and

references beyond course materials are not required, but making connections with materials from other courses or your own research is strongly encouraged, where applicable.

While each response has a final deadline for submission, there is no penalty for responding early (e.g. you may choose to submit response papers 3 weeks in a row early in the semester and complete your entire obligation). 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.

Atlantic Yards Analysis (DUE 11/21; 3-4pgs)

Read Atlas' account of the fight over the Atlantic Yards development in Brooklyn, and watch the documentary "Brooklyn Matters". Check the status of the development project online from a variety of perspectives, including advocates (e.g. <http://atlanticyardsreport.blogspot.com/>), developers (e.g. <http://www.atlanticyards.com/>), and city and state officials/offices. Analyze this development from the perspective of the paradigms, policies, partners and practices we have considered in class thus far. Would you consider this project a community development "success"? Why or why not? Based on your analysis, what could have increased its success?



Community Development Partners Presentation (4 credit students only; DUE 10/10)

Sign up to research a specific community-development partner. Develop a 10-minute presentation (PowerPoint required, multimedia sources encouraged) on your selected partner. Describe its history, structure and functions; its PARADIGM; and its PRACTICES (What types of community development activities do they support, and how?). Evaluate the pros and cons to this way of approaching CD. Draw upon at least 3 quality references beyond course readings, and include this list at the end of your presentation.

TEAM ASSIGNMENT

Neighborhood Planning in Albany's West Hill & West End Neighborhoods

The West Hill & West End neighborhoods in Albany have launched a neighborhood planning process, with the goal of producing a neighborhood plan by the end of spring 2014. We will assist the Neighborhood Steering Committee by producing a series of team white papers on critical community development issues that they identify as requiring additional analysis of existing data, best practice research, and/or recommendations. A guided bus tour of the neighborhood will be provided on Saturday, September 14th. The white paper topics will be assigned in mid-October.

GRADING

Late Assignments: Given how most deadlines are flexible, and work can easily be done in advance, I do not expect to receive late assignments. However, I will deduct one letter grade (i.e. from B+ to B) for each 24 hrs an individual assignment is late—unless there are extraordinary circumstances (for which documentation is required). Please **notify me 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.**

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

	Assignment	Due Date	% of Final Grade (3 credits)	% of Final Grade (4 credits)
Individual (60%)	Partner Presentation (4 credit students only)		N/A	15%
	Response Paper #1	9/26	15%	10%
	Response Paper #2	10/24	15%	10%
	Response Paper #3	12/5	15%	10%
	Atlantic Yards Analysis	11/21	15%	15%
Team (40%)	Draft Report	12/5	0% (but required)	0% (but required)
	Final Report	12/12	30%	30%
	Final Presentation	12/12	10%	10%
Total			100%	100%

Grading Scale: The following grading scale is used to translate final grades to letter grades:

Letter Grade	Percent Range	Letter Grade	Percent Range
A	93-100%	C	73-77%
A-	90-92%	C-	70-72%
B+	88-89%	D+	68-69%
B	83-87%	D	63-67%
B-	80-82%	D-	60-62%
C+	78-79%	E	Less than 60%

ACADEMIC INTEGRITY

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>. If you ever have a question about properly referencing the work of others within your papers, please ask me **before** you submit them.

ACCOMMODATIONS FOR DISABILITIES

Every effort will be made to accommodate those with special learning needs. Please notify me of any documented needs you may have within the first two weeks of class so we can work together

to assure satisfactory arrangements. Assistance is available through Disabled Student Services: <http://www.albany.edu/studentlife/DSS/index.html> (website), (518) 442-5490 (phone), (518) 442-3366 (TTY).

COURSE SCHEDULE

Date	Topic	Class Preparation	Due Today
8/29	Considering "Community" & "Development"	Read D&S 1, 13, 36, 37 Watch <i>Careers in Community Development</i>	
9/5	NO CLASS – ROSH HASHANAH		
9/12	PURPOSES: Building Just, Sustainable Urban Communities	Read D&S 19, 38, 39, 40	
9/14	NEIGHBORHOOD BUS TOUR: ALBANY'S WEST HILL & WEST END, 1-4PM (Meet @ Collins Circle at 12:45pm; Will return by 4pm)		
9/19	PARADIGMS: Past and Present	Read Porter 1995; Putnam 1995; Goetz 2003; Immergluck 2004	
9/26	POLICIES: Progressive Era and Beyond	Read D&S 2; Scally 2012; Schwartz 2010; HUD 2011; NeighborWorks America 2010	Last Due date for Response Paper #1
10/3	PARTNERS: Nonprofit Community Development Corporations	Read D&S 6, 7, 42; Shelterforce Winter 2012/2013	
10/10	PARTNERS: Government, Philanthropy & Intermediaries	Read D&S 16, 17, 43; McDermott 2004; Lowe 2008	CD Partners Presentations (4cr students only)
10/17	PROCESSES: Participation & Neighborhood Planning <i>Speaker: Arlene Way, AHDC</i>	Arnstein 1969; Innes & Booher 2004; Rohe 2009; Finn et al. 2006, pp.5-37 ONLY	
10/24	PRACTICES: Housing	Read D&S 8, 9, 30; Bratt 2007 Watch Building Stable Communities..to Fight Foreclosures	Last Due date for Response Paper #2
10/31	PRACTICES: Wealth Creation & Preservation	Read D&S 10, 11, 12	
11/7	PRACTICES: Healthy Communities <i>Guest Instructor: Dr. Janine Jurkowski, School of Public Health</i>	Read TBD Watch <i>Social Policy in Concrete</i>	
11/14	NO CLASS	Read Atlas 2010 Watch <i>Brooklyn Matters</i>	
11/21	PRACTICES: Community Organizing vs. Building	Read D&S 21, 23, 24, 25, 27	Atlantic Yards Analysis Due
11/28	NO CLASS - THANKSGIVING BREAK		

Date	Topic	Class Preparation	Due Today
12/5	PRACTICES: Schools & Safety; Course Wrap-Up	Read D&S 14; Joseph & Feldman 2009; Wilson & Kelling 1982; Scally 2005	Last Due date for Response Paper #3 Draft Team Reports Due
12/12	Final Exam Period: Group Project/Presentations (8-10 PM)		

Additional Readings on Electronic Reserves:

- ***Arnstein, S. R.** 1969. A Ladder of Citizen Participation. *Journal of the American Institute of Planning* 35(4):216-224.
- ***Atlas, 2010.** Seeds of Change: The Story of ACORN. (Chapter 13 – Atlantic Yards, the Nets, and the Battle of Brooklyn, pp.138-155).
- ***Bratt, R.** 2007. Financing Production of Low- and Moderate-Income Housing. *In* Rubin, J.S. (Ed) *Financing Low-Income Communities: Models, Obstacles, and Future Directions*, pp.183-226. New York: Russell Sage Foundation.
- ***Finn, S., Kamath, L., Brunn, D., & Powell, M.** (2006). Residents at the Center: A Handbook on Community-Based Planning for Distressed Neighborhoods. New Brunswick, NJ: Community Development Institute, Rutgers University and Housing and Community Development Network of New Jersey. Pp.5-37 ONLY
- ***Goetz, E.G. 2003.** Clearing the Way: Deconcentrating the Poor in Urban America (Chapter 2, pp.21-41). Washington, DC: Urban Institute Press.,
- ***HUD.** 2011. Choice Neighborhoods: History and HOPE. *Evidence Matters, Winter*, 1-7.
- ***Innes, J. E., & Booher, D. E.** 2004. Reframing Public Participation: Strategies for the 21st Century. *Planning Theory and Practice*, 5(4), 419-436.
- ***Immergluck, D.** 2004. *Credit to the Community: Community Reinvestment and Fair Lending Policy in the United States* (Chapter 4, pp.87-108). Armonk, NY: M.E. Sharpe.
- ***Joseph, M., & Feldman, J.** 2009. Creating and Sustaining Successful Mixed-Income Communities: Conceptualizing the Role of Schools. *Education and Urban Society*, 41(6), 623-652.
- ***Lowe, J. S.** 2008. Limitations of community development partnerships: Cleveland Ohio and Neighborhood Progress Inc. *Cities*, 25(1), 37-44.
- ***McDermott, M.** 2004. National Intermediaries and Local Community Development Corporation Networks: A View from Cleveland. *Journal of Urban Affairs* 26 (2):171-176.
- ***NeighborWorks America.** (2010). Neighborhood Stabilization Program (NSP) Strategies. Available at: <http://www.stablecommunities.org/nsp-strategies>.
- ***Putnam, R.** 1995. Bowling Alone: America's Declining Social Capital. *Journal of Democracy*, 6(1), 65-78
- ***Porter, M. E.** 1995. The Competitive Advantage of the Inner City. *Harvard Business Review* 73(3): 55-71.
- ***Rohe, W. M.** 2009. From Local to Global: One Hundred Years of Neighborhood Planning. *Journal of the American Planning Association*, 75(2), 209-230.
- ***Scally, C. P.** 2012. Community Development Block Grant. *Encyclopedia of Housing* (2nd ed., pp. 64-68). Thousand Oaks, CA: Sage.
- ***Scally, C. P.** 2005. "Housing Ex-Offenders." *Shelterforce* January/February 139: 10-11.
- ***Shelterforce.** Winter 2012/2013. Special Issue: "Time to Rethink CDCs?" Available at: www.shelterforce.org
- ***Schwartz, A.** (2010). *Housing Policy in the United States* (2nd ed.). New York: Routledge. (Chapter 11 – Fair Housing and Community Reinvestment, pp.253-290).
- ***Wilson, J. Q., & Kelling, G.L.** 1982. "Broken Windows: The police and neighborhood safety." *Atlantic Monthly*