COURSE GOALS:

This course is designed to provide students with an overview of the essential knowledge and skills needed to participate in the planning and implementation of urban neighborhood revitalization efforts. It will address: (1) basic principles and theories of community development, (2) the practice of neighborhood revitalization planning, and (3) the institutional actors and funding sources involved.

The course is divided into three major parts. The first part addresses key principles embraced by revitalization planners as well as a review of social, political, and economic theories with applicability to the process of neighborhood revitalization. The second part of the course addresses the process of undertaking a neighborhood revitalization effort; from making initial contact with local community leaders to evaluating the impacts of the effort. Throughout the course students will be exposed to techniques for involving community members in the revitalization process. The third part of the course introduces students to the various actors involved in neighborhood revitalization efforts including federal, state and local governments, non-profits organizations (CDCs), and neighborhood residents. The various programs that support community development efforts – such as the Community Development Block Grant and New Market Tax Credit programs – are also discussed. The specific goals of the course are as follows:

To understand the history goals, objectives and principles of community development planning;

To understand the structure and function of local communities;

To be familiar with the determinants of neighborhood change and how this change can be influenced through community development;

To understand the steps involved in planning and implementing a community development initiative;

To be familiar with techniques for involving residents in community development;

To be familiar with the major actors in community development and the roles they play; and

To be familiar with the major federal and state laws and programs pertinent to community development planning.
READINGS:

All required readings are on Sakai (sakai.unc.edu)

COURSE OUTLINE and READINGS:

I. Defining Community and Community Development

Aug. 24  Course Introduction


Aug. 29  Poverty alleviation and the role of place based approaches


Greene, S. 2016. “Can you tackle poverty without taking on place?” Urban Wire

Aug 31  History of Neighborhood Initiatives I


Sept. 5  LABOR DAY – NO CLASS

Sept. 7  History of Neighborhood Initiatives II


Sept. 12  Principles of CD I


Sept. 14 Principles of CD II


Sept. 19 Community Development Advocacy (Guest Lecturer Peter Skillern, Reinvestment Partners)

[See links to Reinvestment Partners website on Sakai]

Sept. 21 The Social Community


Sept. 26 The Political Community


Sept. 28 The Economic Community


Oct. 3  The Physical Community (The role of design)


Oct. 5  Understanding Neighborhood Change


Play “Parable of the Polygons” game. Link on Sakai

(TAKE HOME ESSAY PROMPT MADE AVAILABLE)

Oct. 10  Displacement and Gentrification


Oct. 12  Police-Community Relations/ Crime Prevention


(TAKEHOME ESSAY DUE)

II. The Community Development Process

Oct. 17  Selecting Target Areas and Negotiating Entry


Oct. 19  Neighborhood data collection and monitoring

Henderson, P. and D. Thomas. 2013. Skills in Neighbourhood Work, Chapter 4 “Getting to Know the Neighborhood” pp. 52-61


Oct. 24  Involving the Community I


Oct. 26  Involving the Community II


Oct. 31  Involving the community III

Nov. 2  Developing a Community Plan


Nov. 7  Financing Community Development I


“Commercial Stabilization” in the Policylink “Tool Kit”
http://www.policylink.org/site/c.ik1XLbMNjrE/b.5136873/k.5A5F/Commercial_Stabilization.htm

Nov. 9  Financing Community Development II


Murry, John. 2015. “Denver homeless initiative would be latest to tap social impact bonds,” Denver Post

III.  The Actors and Their Roles

Nov. 14  The Federal Role I:  CDBG Block Grants and HOME


(MEETING ANALYSIS DUE)

Nov. 16  The Federal Role II: Fair Housing and Consolidated Plans


Nov. 21  The State Role - State Urban Development Law and Small Cities CDBG.


(DRAFT PROJECT REPORT DUE)

Nov. 23  THANKSGIVING RECESS – NO CLASS

Nov. 28  The Role of Local Government I


Nov. 30  The Role of Local Government II (Guest Lecturer, Michelle Grant, Director of Community Development, City of Raleigh)

Mayer, N. and L. Keyes. 2005. City Government’s Role in the Community Development System. The Urban Institute (pp. 1-29)

(NEIGHBORHOOD ANALYSIS DUE)

Dec. 5  The Role of Non-profits I


Dec. 7 The Role of Non-profits II.


(REVISED PROJECT REPORT OR PAPER DUE)

COURSE GRADING

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Take Home Essay</td>
<td>25%</td>
<td>Oct. 12</td>
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<tr>
<td>Meeting Analysis</td>
<td>15%</td>
<td>Nov. 14</td>
</tr>
<tr>
<td>Neighborhood Reconnaissance</td>
<td>25%</td>
<td>Nov. 30</td>
</tr>
<tr>
<td>Project Evaluation or Term Paper</td>
<td>25%</td>
<td>Nov. 21 / Dec. 7</td>
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<tr>
<td>Class Participation</td>
<td>10%</td>
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</tbody>
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The first exercise will involve attending and analyzing a public meeting on neighborhood revitalization.

The second exercise will be done in small teams and will involve selecting and researching a neighborhood in the triangle area or a 15-20 page paper on a topic relevant to the course.

The third exercise will ask you to develop and present your own perspective on the goals and objectives of community development.

ATTENDANCE POLICY

Much of the learning associated with this course will take place in in-class discussions and exercises. Thus, the instructor reserves the right to lower grades based on multiple unexcused absences or lack of participation in class discussions.

INCOMPLETE POLICY

It is the policy of the Department of City and Regional Planning to grant incompletes only in the event of a medical or personal emergency.

HONOR CODE

“The Honor Code represents UNC-Chapel Hill students' commitment to maintain an environment in which students respect one another and are able to attain their educational goals.
As a student at Carolina, you are entering a community in which integrity matters--integrity in the work you submit, and integrity in the manner in which you treat your fellow Carolina community members.” [http://newstudents.unc.edu/content/view/24/77/]