COURSE GOALS:

I have designed this course 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. The course will address: (1) basic principles of community development planning, (2) the major challenges in carrying out revitalization initiatives, (3) a step-by-step process of neighborhood revitalization planning, and (4) the key actors and their roles, and (5) funding sources for undertaking revitalization efforts.

The course is divided into three major sections. The first section addresses key principles embraced by revitalization planners, such as adopting an asset orientation and developing community capacity, as well as the challenges faced, such as improving an area without spurring gentrification. The second section of the course addresses the process of undertaking a neighborhood revitalization effort; from doing basic research on the area, to making initial contact with local community leaders, involving community members in the revitalization planning process, to finding funding to implement the revitalization plan. The third section 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. We will also be reviewing the various programs that support community development efforts – such as the Community Development Block Grant and the Opportunity Zone programs.

Throughout the course, we will be reading and discussing case studies of successful and not so successful neighborhood revitalization projects. Students will also be involved in several out-of-class activities including attending and critiquing community planning meetings, assessing the assets and challenges facing lower-income neighborhoods in the local area, and engaging in semester projects with local public and nonprofit community development organizations.

The goals and learning objectives of the course are as follows:

- To understand the principles, theories, and practices of urban neighborhood revitalization:
  - Be able to justify place-based approaches to addressing poverty
  - Identify the main lessons from prior revitalization programs
  - Demonstrate knowledge of the key principles of community development and articulate examples of how those principles can be applied to revitalization planning
  - Articulate the four key dimensions of community development and provide examples
o Explain why some neighborhoods decline over time and others do not
o Articulate the difference between gentrification and displacement and demonstrate knowledge of how planners can minimize the negative aspects of gentrification

• To understand the steps involved in planning and implementing a neighborhood revitalization initiative:
  o Be able to set up a process for selecting target areas
  o To articulate how to negotiate entry into an area targeted for rehabilitation
  o To find and collect quantitative and qualitative information needed to develop a revitalization strategy
  o Be familiar with a range of citizen involvement techniques
  o Be able to critique a community development meeting
  o Be able to develop a community revitalization plan
  o Demonstrate knowledge of the various funding sources for neighborhood revitalization projects

• To be familiar with the major actors in neighborhood revitalization and the roles they play:
  o Demonstrate familiarity with the major federal laws and programs that support neighborhood revitalization
  o Demonstrate knowledge of the roles that state laws and programs play in neighborhood revitalization in initiatives.
  o Demonstrate knowledge of the roles that local governments play in revitalization projects
  o Demonstrate knowledge of the roles that nonprofit organizations play in revitalization projects

• To conduct research on community development topics and communicate that research to a client:
  o Conduct in-depth research on a topic of interest to a client
  o Produce a high-quality report for a client
  o Deliver a high-quality presentation to a client

TOPICS AND READINGS:

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

COURSE OUTLINE and READINGS:

I. Defining Community and Community Development

Aug. 21 Course Introduction

Aug. 26 Poverty alleviation and the role of place-based approaches [Meeting Analysis Exercise Introduced]


Aug. 28 History of Neighborhood Initiatives: [Semester Project Selection]


Sept. 2 LABOR DAY – NO CLASS

Sept. 4 Neighborhood Initiatives II: Modern Approaches [Neighborhood Analysis Assignments]


Sept. 9 Principles of CD I: Asset Orientation & Capacity Building


Sept. 11 Principles of CD II: Comprehensiveness & Access to Opportunity (Guest Speaker: Philip McDaniel, Data Librarian, UNC-Libraries)


Habitat for Humanity International. ND. “Quality of Life Framework Primer”

Sept. 16 Developing the Social Community


Sept. 18 Developing the Political Community/CD advocacy (Guest Speaker: Peter Skillern, Reinvestment Partners)


Sept. 23 Developing the Economic Community


Sept. 25 Developing the Physical Community (The role of design)


Neighborhood Analysis Parts 1&2 due

Sept. 30 Understanding Neighborhood Change


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

(TAKE HOME ESSAY PROMPT MADE AVAILABLE)
Oct 2. Displacement and Gentrification I (Guest Speaker: Dr. Michael Webb, Center for Urban and Regional Studies)

Feldman, J. “Gentrification, urban Displacement and affordable housing: Overview and research roundup,” Shorenstein Center, Harvard University.

Florida, R. “The complicated Link Between Gentrification and Displacement,” Citylab, Sep 8, 2015


History and city information section of neigh. analysis due

II. The Community Development Process

Oct. 7 Selecting Target Areas and Negotiating Entry


(TAKEHOME ESSAY ASSIGNMENT DUE)

Oct. 9 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. 14 Involving the Community I


Oct. 16 Involving the Community II (Tyler Mulligan, School of Government)


Oct. 21 Involving the community III


Oct. 23 Developing a Community Plan


Oct. 28 Financing Community Development I (Guest lecture: Professor Tyler Mulligan, School of Government)


“Commercial Stabilization” in the Policylink “Tool Kit”
Oct. 30 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. 4 The Federal Role I: CDBG Block Grants and HOME


Secondary data analysis for neighborhood analysis due

Nov. 6 The Federal Role II: Fair Housing (Dr. Allan Parnell, Cedar Grove Institute?)


Nov. 11 The State Role - State Urban Development Law and Small Cities CDBG.


(MEETING ANALYSIS DUE)
Nov. 13  The Role of Local Government I (Reginald Johnson, Director, Durham Department of Community Development)


Nov. 18  The Role of Local Government

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

DRAFT PROJECT REPORT DUE

Nov. 20  THANKSGIVING RECESS – NO CLASS

Nov. 25  The Role of Non-profits I


(NEIGHBORHOOD ANALYSIS DUE)

Nov. 27  The Role of Non-profits II (Guest Speaker?)


Dec. 2  Student Project Presentations

Dec. 4  Student Project Presentations

(REVISED PROJECT REPORT OR PAPER DUE)

COURSE GRADING
The first exercise will involve attending, describing and critically 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 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 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/