This course looks at how central cities and central business districts have fared over the last twenty years and the factors that have lead to their growth or decline. It goes on to consider how the economic, social and physical conditions of central cities and central business districts can be improved through urban planning efforts. During the course students will analyze the success or failure of central city revitalization efforts in the U.S. and other countries and learn how to develop revitalization strategies.

**Course Goals:**

To explore the demographic, economic, and social forces impacting the fortunes of central cities in the US;

To review the history of efforts to revitalize central cities and the lessons learned;

To review political economy and sociological theory on urban revitalization;

To understand the steps involved in urban revitalization planning;

To critically assess the role of downtown revitalization elements such as sports facilities and conference centers; and

To become familiar with various tools for implementing urban revitalization strategies.

**Course Outline and Readings:**

**I. Current Trends and Forces (Population, Economic and Cultural Change)**

Jan. 8  
Course overview


Jan. 13  


II. History of Urban Revitalization


Bentley, C. 2012. Can the Center Hold? *The Architects Newspaper*

**EXERCISE I HANDED OUT (DUE FEBRUARY 3)**

**III. Theoretical Perspectives**


**EXERCISE I DUE**


**EXERCISE II HANDED OUT (DUE FEBRUARY 17)**

**IV. Revitalization Planning**


**EXERCISE II DUE**


City of Durham Downtown Retail Plan


Feb. 26 Marketing cities


Drell, Lauren. 2012. 25 Technologies Every Smart City should Have. Mashable.com

Doig, W. 2012. Every city needs a brand. Salon.com

V. Elements of a physical revitalization strategy

Mar. 3 Tourism/Sports facilities/Convention Centers


Mar. 5 Mega projects and waterfront redevelopment


Mar. 10 & 12 **SPRING BREAK**

Mar 17 Downtown Parking


Mar 19 Public Open Space and Public Art


Mar 24 Ped/Bike planning


**VI. Implementation Tools**

Mar. 26 Tax Credits and Incentives

Tyler, N. Historic Preservation: An Introduction to its History, Principles and Practice, Chapter 8, Preservation Economics, pp. 237-268.

Mar 31  Negotiating Public/Private Partnerships


April 2  Brownfield redevelopment


Benfield, K. 2012. This Brownfield Could Become a Model of Urban Development. *Atlantic Cities*.


April 7  TIF and Eminent Domain


April 9  BIDs


April 14  Zoning for Revitalization

Perez, T. 2014. “Top 10 Misconceptions about Form-Based Codes,” 
*Better Cities and Towns*, Sept 23

April 16  Student presentations
April 21  Student presentations
April 23  Student presentations

**Course Requirements:**

- Two short papers 30%
- Class presentation 20%
- Major term paper or project 50% (35% written; 15% oral)

**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 and/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 family 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/](http://newstudents.unc.edu/content/view/24/77/)