Public Affairs 8203

Neighborhood Revitalization Strategies

Hubert H. Humphrey School of Public Affairs

University of Minnesota

Fall Semester, 2018

Location: Mondays & Wednesdays, 4:00 p.m. to 5:40 p.m.

Humphrey School Room 25

Instructors:  Shannon Smith Jones, Executive Director, Hope Community, Inc.

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Office hours: by arrangement

NOTE: This syllabus is subject to changes based on guest speaker availability. Please check the course Canvas for the most updated course information.

Course description:

The intersection of race, place and well-being remain strong in America. Communities of color continue to face the impacts of centuries of policies and practices that are organized around the fundamental belief that white people are more valuable than others. Questions of concentrated poverty and neighborhood revitalization have been debated unceasingly as the pendulum swings between the government is doing too much or the government isn’t doing enough, or from strategies to invest in the places where people of color live, to helping people move out of neighborhoods of high poverty. Inside it all, fundamental questions about what it means to be poor in America and who is or isn’t deserving of our aid remain central questions.

The course will engage students in critical thinking about urban communities, including the intended and unintended consequences of various polices and strategies. The course seeks to
develop with students an action-oriented understanding rather than simply admiring the problem. We will explore the current state of urban neighborhoods and communities in the United States, with a focus on the Twin Cities of Minneapolis and St. Paul. Scholars, policy-makers and activists point to the spatial patterns of poverty, health and education disparities, crime, disinvestment and other issues impacting some inner-city communities. Students will explore the history, challenges and opportunities for strengthening and building stronger, more equitable urban neighborhoods and communities in the United States. We will also develop a race-conscious and equity-minded framework for understanding and acting on urban poverty, community development and urban planning.

The course will survey theories, challenges and strategies for neighborhood and community revitalization by engaging in critical thinking and discussion, readings, guest speakers, site visits and engaged scholarship in partnership with community-based organizations in the Twin Cities. Topics explored included: housing, education, jobs, transportation, mass incarceration, the environment, food systems, community development corporations, community building, engagement and organizing, the role of the public sector, advocacy, social capital, crime, the arts, and more. Students will choose a class project during the semester that will engage with community organizations working around issues of neighborhood revitalization. This is a hands-on project that engages students in real-world, community-based problem solving.

Course Objectives:

- Students will understand the power and force of history and past policy in the present day configurations of urban space, racial segregation, and concentration of poverty.
- Students will demonstrate their abilities to think critically about issues of race, poverty, equity, and place.
- Readings, site visits and class examples help students explore on-the-ground real-world community development and revitalization. Students will demonstrate understanding of community development and revitalization through written work and class discussion.
- Students will leave class with a working knowledge of past and current themes and trends within the urban planning and community development field.
- Students will gain an understanding of intended and unintended consequences of urban policy in the 20th Century.
- Students will be familiar with many examples of how policy has impacted the lives of real people, particularly the urban poor, for better and for worse.
• Students will gain real world practical experience working toward neighborhood revitalization and community development by working for a community client.
• Students will gain experience working as a member of a team to support a community-based project.

Assignments and Grading:
The instructor will provide a written description of each assignment as well as our grading rubric, when appropriate.

• **Class participation (10%)**: grading is based on attendance, participation in class discussions and small group work. Student can have up to two unexplained absences without impact on their grade. **Students must gain prior approval with course instructors for absences in accordance with University Policy.** To gain prior approval students must email instructors PRIOR to class that is missed. Excused absences will also be granted for medical/personal emergencies.

• **Personal Reflection (5%)**: Your first assignment is an informal personal reflection in which you will explore the following questions: 1) Why are you taking this class? 2) What are your personal experiences in and/or with issues of race, place and poverty? 3) What are you bringing to the class? 4) What do you hope to gain from taking this class? Please use a professional writing standard. The paper should no more than 3 pages in length. You will receive full credit simply by turning this in on-time.

• **Reflection Papers (30%)**: Two reflections papers, each worth 15% of overall grade, will be assigned during the semester. Students will be asked to reflect on readings, guest speakers and class discussions on two individual prompts. The papers should be about 5-7 pages in length. Specific prompts will be provided in class.

• **Annotated literature review/bibliography (10%)**: individual students will conduct a literature review that explores the academic and practice literature that is relevant to their community client group project. The group should discuss and divide the literature review amongst themselves so that they do not overlap. The review can include key terms, concepts, practices, case studies, etc. The first part of the assignment should describe the topic of the literature review and how it fits with the community client group project in a few paragraphs. Then list the search terms, places you searched and a
count of articles. From this pool, select 8-10 highly relevant sources and provide a short annotation of each. Depending on what each community client wants, the group may or may not provide a compilation of their annotated sources to the community client.

- **Community Client Group Project (45%)**: The primary assignment for this class is a group project conducted for a community client. The students will work on behalf of a community-based agency on a project defined by the agency. Students will learn and use community engaged research methods as part of this assignment. This project has three components, a mid-term status report, a final group presentation and a final written project. In addition, each group will be required to provide status updates throughout the semester and “work shop” their project with their classmates.

  - **Draft Work Plan (N/A)**: the group will submit a draft work plan on Canvas to the instructor. Please include a two-page statement of the focus and scope and method(s) of your project, include also an overall work plan for the semester. A template will be provided to utilize, or create your own. The work plan should include a clear timeline, tasks and deliverables. Also, please note areas in which the instructor can be of support and assistance.

  - **Group presentation (5%)**: the group presentation should be a professional-style presentation of the work your group has done for the community client. Each group will have a half hour to present main themes and products from the group assignment (described below).

  - **Final Written project (40%)**: The final written project should be a report that is useful to the community client. It should be of professional quality writing and layout. This includes a literature review and appropriate citations as applicable. Due by Midnight on the due date; one member of each team should email it to instructor. Once the instructor has reviewed the project you can send it to your client.

**Note on expectations for writing**: In all written work for this course the instructors will determine grades based on content, grammar, and style. Content is graded according to each assignment and is based on how well the student answered the specific question(s) and/or how closely the student followed instruction in the completion of the assignment. We will also
grade on spelling, grammar and overall organization and style. Students should use a professional and academically acceptable standard for writing, including using citations and citation formatting. In written assignments, we expect that when you use readings assigned in class you will provide full citations. Likewise, for your final project, if any sources are listed we expect full citations. For citations, you may use American Psychological Association (APA) style. However, any standardized style is acceptable.

Oral presentations will be graded based on content, clarity, distribution of presentation time among the group, and time management.

Assignments will receive letter grades based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
<td>Represents achievement that is outstanding relative to the level necessary to meet course requirements.</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
<td>Represents achievement that is significantly above the level necessary to meet course requirements.</td>
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<tr>
<td>B-</td>
<td>80-83</td>
<td></td>
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<tr>
<td>C+</td>
<td>77-79</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
<td>Represents achievement that meets course requirements.</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>64-66</td>
<td>Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
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Course readings and resources:

Required readings and other course resources are available on the Canvas website for the course.

Electronics in the Classroom:
Please turn off laptops, cell phones, and pagers while the class is in session. Laptops may be open in class only for activities directly related to this course.

**Policy on Incompletes:**

Students are expected to complete all course work by the last day of class. Those who are unable to do so must negotiate an incomplete in advance of the due date and develop a written contract with the instructors that describes the work that remains to be completed and the date by which the work must be submitted. You are advised that incomplete grades will be converted to a grade of Fail if not completed by the end of the following semester.

**Policy on accommodation of students with disabilities:**

_The instructors will provide reasonable accommodations to persons with documented disabilities to provide an equal opportunity to achieve success in graduate education. Students seeking accommodations must work with the University of Minnesota Office of Disability Services. That office determines eligibility and makes recommendations for reasonable accommodations._

**Policies** – The policies listed below pertain to all students. Links to the complete policy are provided for your convenience:

- Student Code of Conduct
- Use of Personal Electronic Devices in the Classroom
- Scholastic Dishonesty
- Makeup Work for Legitimate Absences
- Appropriate Use of Class Notes and Course Materials
- Grading and Transcripts
- Sexual Harassment
- Equity, Diversity, Equal Opportunity, and Affirmative Action
- Disability Accommodations
- Mental Health and Stress Management
WEEKLY OUTLINE AND READINGS

Wed. Sept. 5
Introductions/Overview/Discussion
We will get to know each other and review the course content and syllabus. We’ll also begin to layout the main questions and themes that will guide our work for the semester.

Readings:
- No readings for today. Be prepared to talk about yourself and engage in a discussion!

Mon. Sept. 10
How We Got Here: History and Housing Policy, Part I

Watch PBS documentary, Race: The Power of an Illusion
2003, California Newsreel

Readings:
- Beverly Tatum (1997) Why are all the Black Kids Sitting Together in the Cafeteria?, Chapter 1, “Defining Racism” pp. 3-17
- Ta-Nehisi Coates - "The Case for Reparations"
  https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/

Wed. Sept. 12
Selection of Community Client Group Project: We will hear a short presentation from each community client about their project, and then we will pick projects.
Readings:

- Thoroughly read the packet of projects
- Come with questions and an idea of your top choice.

**Mon. Sept. 17**

How We Got Here: History of Community Development, Pt 2

Video (in class): TPT Documentary on Minneapolis Gateway District and Urban Renewal

Reading:


Assignment: Personal Reflection Essay Due Today

**Wed. Sept. 19**

Concentrated Poverty - Concept, Origins, Implications

We will discuss course concepts as they relate to concentrated poverty and central city neighborhoods. Where are we? How/why did we get here? What should we do now that we are here? A key learning objective will be to visualize our history of practice and policy as it relates to neighborhoods of poverty in our country.

Readings:


**Mon. Sept. 24**
Local Community Development Context: Site Visit to Hope Community

Hope Community creates connections that strengthen the power of community members and communities. We cultivate community leaders, build community capacity, care for the places and spaces we develop, and pursue equity and diversity in all we do.

http://hope-community.org/

Wed. Sept. 26

Race, Poverty, Equity and Belonging.

What’s the difference between equity and equality? How do our narratives about the poor and poverty influence our actions? Who is deserving or not of support in our country? What does this mean for planning and neighborhood change efforts?

Readings:

- Community Development Reader “Five Faces of Oppression,” Ch. 38, pp. 328-337.

Mon. Oct. 1

Critiques and Pathways

As we reflect on the forces shaping concentrated poverty we will analyze a critique of what Imbracio describes as the ‘meritocratic paradigm’ and the ways in which it renders our effort ineffective to the challenge. Powell argues for an approach of targeted universalism which we will begin to unpack as it relates to defining pathways for equitable neighborhood revitalization.

Readings:

**Wed. Oct. 3**

Twin Cities Local Community Development Context - Panel

Guest Speaker(s): TBD

Assignment: Draft Work Plan Due

**Mon. Oct. 8**

Gentrification

What is it? Is it happening? Is it good or bad? Oh my!

Readings:

- Peter Moskowitz (2017), *How to Kill a City*, “How Gentrification Works”, Ch.2 p31-45
- Peter Moskowitz (2017), *How to Kill a City*, “How the Slate got Blank”, Ch.6 p105-123.

**Wed. Oct. 10**

Planning: Local Government Context

We’ll discuss city-planning efforts related to both business and economic development and housing development. Guests TBD.

Assignment: Reflection #1 Due Today

**Mon. Oct. 15**

Gentrification II

What is it? Is it happening? Is it good or bad? Oh my!

Readings:
Readings:


**Wed. Oct. 17**

Arts + Community Development

Guest Speakers: TBD

**Mon. Oct. 22**

Class Project Presentations

Each group will have 20 minutes to give an update of their client project to date. Please include challenges and any questions you might have for your peers.

**Wed. Oct. 24**

Economic Development: Community Wealth Building

Danielle Mkali, Nexus Community Partners


**Mon. Oct. 29**

Politics of Integration

Is the problem poverty or the concentration of poverty?

Is the solution to our challenges moving low-income people of color closing white people?

What is the current debate around in place investments versus mobility debates?

We’ll unpack the complexity of both in today’s class.

Readings:
- Sheila Crowley and Danilo Pelletiere (2012). National Low Income Housing Coalition. “Affordable Housing Dilemma: The Preservation vs. Mobility Debate”.

**Wed. Oct 31**

Equity in Place Coalition and Lessons

Guest Speakers: TBD

**Mon. Nov. 5**

Map the work.

During this class we will reflect on the course materials from the past semester. Continuing through our lens on the Twin Cities we’ll map the eco system of political, social, cultural and economic issues. We’ll digest and dissect current context, plus strategies and incorporate our learnings from the semester to date.

**Wed. Nov. 7**

Organizing around Public Investment and Local Decision Making in the Minneapolis Parks

Guest Speakers: Parks & Power organizers from Hope Community

**Mon. Nov. 12**

1:1s with Instructors

**Wed. Nov. 14**

Local Community Development Context: Building Community Power in Cultural Communities

Site Visit: American Indian Cultural Corridor – We will visit Franklin Avenue and hear from leaders about the community development work happening along the American Indian Cultural Corridor there.
Mon. Nov. 19

Community Engagement and Listening

Guest Speakers: TBD

Assignment: Annotated literature review due.

Wed. Nov. 21

No Class; Thanksgiving Break

Mon. Nov. 26

We will watch together the documentary 13th: Ava DuVernay's powerful documentary, 13th, sheds light on an inhumane clause in the 13th amendment of the United States constitution that essentially legalizes slavery through criminalization. Narrated by a diverse group of activists, lawmakers and social influencers, the film places a particular focus on the detrimental effects that the clause has had on the Black community, as well as how U.S. corporations and multiple government administrations have had a hand in keeping the irrevocably damaging criminalization cycle alive in Black communities for decades.

Assignment: Reflection #2 Due Today

Wed. Nov. 28

Neighborhoods, Mass Incarceration, and Policing. We’ll digest the film plus discuss issues related to policing and mass incarceration. Guest Lecturer: Jason Sole, NAACP President.

Readings:

- Michelle Alexander (2012), The New Jim Crow: Mass Incarceration in the Age of Colorblindness, Selections (Introduction and Ch. 1)
- Todd Clear (2007), Imprisoning Communities: How Mass Incarceration Makes Disadvantaged Neighborhoods Worse, Selections (Ch. 1 and Ch. 4)
Mon. Dec. 3
Community Client group project Presentations

Wed. Dec. 5
Community Client group project Presentations

Mon Dec. 10
Community Client group project Presentations

Wednesday Dec. 12
Wrap-up and Course Evaluations

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<thead>
<tr>
<th>Assignment List and Due Dates</th>
<th>PA8203 Fall 2017</th>
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<tbody>
<tr>
<td>Date</td>
<td>Assignment</td>
<td>Description</td>
</tr>
<tr>
<td>M 9/18</td>
<td>Personal Reflection</td>
<td>2-3 pages</td>
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<tr>
<td>W 10/4</td>
<td>Draft Work Plan Due</td>
<td>5 -7 pages</td>
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<tr>
<td>W 10/11</td>
<td>Reflection 1</td>
<td>5 -7 pages</td>
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<tr>
<td>W 11/22</td>
<td>Reflection 2</td>
<td>5 -7 pages</td>
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<tr>
<td>W 10/23</td>
<td>Mid-point status presentation</td>
<td>In Class Oral Presentation</td>
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<tr>
<td>W 11/15</td>
<td>Annotated literature review</td>
<td>8-10 sources/ 10-15 pages</td>
</tr>
<tr>
<td>M 12/4</td>
<td>Community client group presentations</td>
<td>Oral presentation to class for the rest of semester</td>
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<td>W 12/6</td>
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<tr>
<td>M 12/11</td>
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<tr>
<td>F 12/14</td>
<td>Final Community Client group project</td>
<td>30 - 50 pages</td>
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<tr>
<td>Ongoing</td>
<td>Class participation</td>
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**Personal Reflection (5%)**:

Your first assignment is an informal personal reflection in which you will explore the following questions: 1) Why are you taking this class? 2) What are your personal experiences in and/or with issues of race, place and poverty? 3) What are you bringing to the class? 4) What do you hope to gain from taking this class? Please use a professional writing standard. The paper
should no more than 3 pages in length. You will receive full credit simply by turning this in on-time.

**Reflection Paper 1 (15%)**:

Your assignment for our first reflection paper is to think about and reflect on the ‘forces shaping concentrated poverty’. How did we get here? Why are we still here? How do you think our understanding of the past, shape our actions in the future? What problem are we trying to solve? What do we need to do going forward?

Your first reflection paper is focused on content delivered and discuss from the start of the semester to October 2nd. Use this paper to essentially discuss your reflections and thoughts on where we are today and how we got there. Be sure to use course materials including discussion, readings, video and guests. Please use a professional writing standard. The paper should be about 5-7 pages in length.

**Reflection Paper 2 (15%)**:

Your second reflection paper is focused on content delivered and discuss from October 9th through October 30th. For this assignment reflect on the issues of gentrification and integration as they relate to issues of neighborhood revitalization. What are the central concerns with each? What are the tensions related to both? How do these realities impact our work in achieving equitable neighborhood revitalization? Be sure to use course materials including discussion, readings, video and guests. Please use a professional writing standard. The paper should be about 5-7 pages in length.

**Annotated literature review/bibliography (10%)**: the individual will conduct a literature review that explores the academic and practice literature that is relevant to their community client group project. The group should discuss and divide the literature review amongst themselves so that they do not overlap. The review can include key terms, concepts, practices, case studies, etc. The first part of the assignment should describe the topic of the literature review and how it fits with the community client group project in a few paragraphs. Then list the search terms, places you searched and a count of articles. From this pool, select 8-10 highly relevant sources and provide a short annotation of each. Depending on what each community client wants, the group may or may not provide a compilation of their annotated sources to the community client.
Community Client Group Project Assignment

The term project in PA8203 counts for 45% of your final grade for the course. (The written project counts for 40%, and the mid-point status report and oral presentation to the class counts for 5% each.).

Teams of three to four students will complete term projects collaboratively. Projects will be presented during class on Wednesday September 13th. Come to class prepared with an idea of your top choices. After the presentations, we will sort into groups for each project.

Each team is expected to:

- Meet with the project supervisor soon after choosing a project for the semester.
- Turn in to the instructor by Wednesday, October 4th a two-page statement of the focus and scope and method(s) of your project, include also an overall work plan for the semester, also due. A template will be provided to utilize, or create your own. The work plan should include a clear timeline, tasks and deliverables. Also please note areas in which the instructor can be of support and assistance.
- Consult with instructor, as needed.
- You will present to the class status reports on October 23rd as your mid-point status report. The presentation should describe (briefly) your client, the goals of your project, work-to-date, a “problem” or issue, and plans for completion.
- Work with the project supervisor to define and complete a final report.
- If you would like you may orally present the project and findings to your project organization. Invite the instructors to attend, if appropriate.
- Deliver a written version of your final report to the organization.
- Orally present the project and findings to the class on December 4th, 6th or 11th.
- Assign each member of your group to do a part of the presentation. Allow some time for questions and discussion.
- Individually write an addendum reflecting on the team project process and outcomes (this part will go only to the two instructors). This part should provide observations about how well the process worked. How easy or difficult was it to build a working relationship with the neighborhood organization? For example, were there any obstacles or political considerations involved at any points? And, within your own group, what went smoothly? What didn’t? All of this is content that one would not usually put in a report submitted to a client organization, but it is an important part of your learning. This segment should be up to 3 pages.
Deliver your final written project to the instructor, including each team members addendum described immediately above, by the last day of class (December 15).

Occasionally some class time will be used for team meetings, but it will also be necessary for the teams to do most of their work outside of class time.