Minneapolis and St. Paul and our surrounding suburbs and exurbs are places that, like most in America, reflect a history of policy making that exacerbated rather than ameliorated the challenges faced by poor people of color. Policies which subsidized white flight from certain communities and restricted low-income people and people of color’s access to others. Because race played such a distinct role in shaping our neighborhoods and region, it must continue to be a central consideration for our community development efforts. Our efforts to improve conditions in low-income communities must address the systemic barriers that lie at the root of so much of our region’s economic and social inequity, many of which have been built on institutional and structural racism.

Neighborhoods are working hard to address their challenges. In many of these communities, nonprofit organizations, places of worship, and residents come together to administer programs and services to help people in need and to provide venues for engagement with the issues they face. But in the absence of equity-driven urban planning and policy investments, programs struggle in isolation, grinding away for funding, recognition, and priority in reform agendas. Policies and planning set the rules and parameters for all the factors that affect community conditions and shape the lives of residents, from the types and locations of new schools, jobs, and services to the availability of fresh, nutritious foods and other health resources to the quality of teachers, the educational standards, and the physical state of school buildings.

These lessons lie at the heart of an equity agenda, which seeks to transform high-poverty communities into high-opportunity communities—places that provide all the resources people need to thrive, including employment, job training, good schools, safe streets, parks, healthy food retailers, transportation, and affordable high-quality housing. A successful equity agenda builds upon the wisdom, voice, and experience of local residents. It focuses on empowering people while strengthening the places where they live.

We can no longer stop at a singular economic or community development strategy; however worthy, it will prove insufficient to address growing inequality and increasing poverty at the necessary scale. Rather, we need to think differently about how urban planning, broad policy agendas and legislation can incorporate equity-focused solutions that work. And we need robust alliances across fields—civil rights, environmental justice, education, health, community organizing, education, and economic development—to fight for investments to create communities of opportunity everywhere, and for all.
Research shows that communities, cities, and regions that pay attention to equity grow stronger, and that the effects of an equity agenda may be most pronounced in areas that have struggled most. If the nation is to have a bright future, the equity agenda must become America’s agenda, and it must drive antipoverty efforts.

Assignments and Grading:

- **Class participation (10%)**: grading is based on attendance and participation in class discussions and small group work. Student can have up to two unexplained absences without impact on their grade. Course instructor will provide pre-approval for absences in accordance with University Policy. To gain pre-approval students must email instructors PRIOR to class that is missed. Excused absences will also be granted for medical/personal emergencies. We will likely use the first 6-8 Monday class times to meet, but then move to less frequent all student gatherings for the remainder of the semester.

- **Community Client Group Project (90%)**: 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. The product for this project has two components, a group presentation and a final written project.
  - **Project Planning + Work Plan Document (5%)**: the group will submit a work plan to the instructor within 2 weeks of the beginning of the course. The planning document and work plan is meant to be a starting place for clearly defining and organizing your work and a tool for the instructor to provide ongoing support and feedback.
  - **Mid-term status report (5%)**: the group will submit a written report to the instructor describing their work to-date on this project. This includes, meetings conducted with community client, literature reviews, status of the project and plans for completion.
  - **Group presentation (10%)**: 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 (80%)**: 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.

Note on expectations for writing: In all written work for this course the instructors will determine grades based on content, grammar, and style. Students should use a professional and academically acceptable standard for writing, including using citations and citation formatting. For your final project, we expect additional literature reviews and full citations, even if this is not something that your community client desires. For citations, we suggest using the 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.
Course readings and resources:
Required readings and other course resources will be accessible on the course moodle page.

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
Academic Freedom and Responsibility
http://www.policy.umn.edu/Policies/Education/Education/SYLLABUSREQUIREMENTS_APPA.html
ASSIGNMENTS: DESCRIPTIONS, INSTRUCTIONS, GRADING CRITERIA

Assignment List and Due Dates
PA8081 Spring 2016

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/08</td>
<td>Project Work Plan + Planning Document</td>
<td>Example form will be provided.</td>
</tr>
<tr>
<td>2/29</td>
<td>Mid Point Check In</td>
<td>3-4 pages (example form provided), plus in person meeting with instructor.</td>
</tr>
<tr>
<td>5/2</td>
<td>Final In Class Project Presentation</td>
<td>Oral presentation to class, 30 minutes including Q&amp;A</td>
</tr>
<tr>
<td>5/13</td>
<td>Final Written Community Client group project</td>
<td>30 - 50 pages</td>
</tr>
</tbody>
</table>

Community Client Group Project Assignment

The Capstone Project counts for 90% of your final grade for the course. (The written project counts for 80%, and the mid-point status report and oral presentation to the class counts for 10% each.).

Teams of four to five students will complete capstone projects collaboratively.

Each team is expected to:
- Meet with the project supervisor soon on February 1st.
- Develop 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.
  - Due to Neeraj by Monday, February 8th the Planning + Work Plan Document.
- Attend two check ins on February 8th and February 29th with instructor, plus as needed.
- Work with the project supervisor to define and complete a final report.
- Orally present the project and findings to your capstone client.
- Deliver a written version of your final report to the organization and instructor.
- Orally present the project and findings to the class on May 2nd, 2015.
- Assign each member of your group to do a part of the presentation. Allow some time for questions and discussion.
- Deliver your final written project to the instructors by May 13th, 2015.