DRAFT – NEAR FINAL

Public Affairs 8203
Neighborhood Revitalization Strategies
Hubert H. Humphrey School of Public Affairs
University of Minnesota
Fall Semester, 2015

Location: Mondays & Wednesdays, 4:00 p.m. to 5:40 p.m.
Carlson School of Management Room 1-127

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Office hours: by arrangement

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

Course description:

For over a century, we have seen efforts to improve conditions in America’s central city neighborhoods. Since the beginning, these debates have centered on who defines what improvement or revitalization should look like, whose interests should be paramount, and how best can revitalization be accomplished. The recent foreclosure and economic crisis have heightened awareness of the poverty in America and its neighborhood consequences such as concentration of poverty; the suburbanization of poverty; the connections between race, class gender, and housing; Federal and local poverty-focused initiatives; links between health, wealth and place, and more.

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, policymakers 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, urban planning and community development.

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 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 instructors will provide a written description of each assignment as well as our grading rubric, when appropriate.

- **Class participation (15%)**: 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. The content will not be graded. Turn in on the Moodle.

- **Readings Reflection (10%)**: To encourage timely reading of the articles and to ensure that you think about what you are reading, a very short reaction paper will be due each week by Friday at noon. There are six total and they should each be about a page long. You will post reaction papers on the class Moodle website. You are expected to read the reactions posted by your classmates before class on the following Monday. Your reflection should be at least a paragraph or so and reference your thoughts on the readings and class discussion. Turn in on the Moodle.

- **Ethnographic paper (15%)**: For this assignment students should visit the neighborhood or area where their group project is situated. Loosely based on the methods of participant-observation, the purpose is to experience the geographic and cultural context of your community client group project. Methods are simple, visit once or twice, participate in something, and make observations. Here are some ideas: attend a community meeting or event, go to a restaurant in the area, take the City bus around the neighborhood, find other ways to get to know the area, talk to course instructors for more ideas. The paper should be a combination of your personal observations combined with GIS or other demographic description, and any other secondary sources that might help illuminate understanding of the context. You may visit the location with others, but please write the paper on your own. This is your personal work not; not the group project. The paper should be at least five pages, but no longer than ten pages. Due by Midnight on the due date. Turn in on the Moodle.

- **Annotated literature review (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 (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.

- **Mid-term status report** (N/A): the group will submit a written report to the instructors describing their work to-date on this project. This includes, meeting conducted with community client, status of the project and plans for completion. Due by Midnight on the due date; one member of each team should email it to BOTH instructors.

- **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 BOTH instructors. Once the instructors have 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:

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<thead>
<tr>
<th>Grade</th>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>A-</td>
<td>3.67</td>
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</tr>
<tr>
<td>B+</td>
<td>3.33</td>
<td>87-89</td>
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B  3.00  84-86  Represents achievement that is significantly above the level necessary to meet course requirements.
B-  2.67  80-83
C+  2.33  77-79
C   2.00  74-76  Represents achievement that meets course requirements.
C-  1.67  70-73
D+ 1.33  67-69
D   1.00  64-66  Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.

Course readings and resources:
Required readings and other course resources are available on the Moodle 2.6 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
WEEKLY OUTLINE AND READINGS

INTRODUCTION AND OPENING

Wed. Sept. 9
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!

SECTION ONE: RACE, POVERTY AND EQUITY

In this section we will learn about the history of housing policy and its relationship to current spatial patterns of race, poverty, place and equity. Policies and initiatives include: the Federal Housing Administration (FHA), practices of redlining, and Urban Renewal. Special attention will be paid to the Twin Cities. We will also look at the legacies of race and racism and anti-poverty struggles in America.

Mon. Sept. 14
How We Got Here: History and Housing Policy

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

Conversation and discussion of the Documentary & Reading

DUE DATE: Personal Reflection Essay

Wed. Sept. 16
Forces Shaping Concentrated Poverty
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 ‘see’ our history of practice and policy as it relates to neighborhoods of poverty in our country.

Readings:

**DUE DATE Friday:** Weekly reflection uploaded to the Moodle.

**Mon. Sept. 21**
Selection of Community Client Group Project: We will hear a short presentation from each community client about their project, then we will pick projects.

Mini Lecture on Community Engaged Scholarship/Research

Readings:
- Thoroughly read the packet of projects
- Come with questions and an idea of your top 2 picks.

**Wed. Sept. 23**
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:

**DUE DATE Friday:** Weekly reflection uploaded to the Moodle.

**Mon. Sept. 28**
Section 1 Wrap Up + City of Hope Exercise

Readings:
SECTION TWO: COMMUNITY, CULTURE AND SOCIAL CAPITAL

In this section we will explore concepts and theories related to neighborhood revitalization and community development. Specifically we will critically examine the following, the culture-concept and ideas about the “culture of poverty”, the enduring importance of community, social organization, social capital, collective efficacy, and people IN place.

**Wed. Sept. 30**
What do we mean when we talk about community?

Readings:
- *Community Development Reader* “Introduction to Part III,” Ch. 20, pp. 187-190
- *Community Development Reader* “What community supplies,” Ch. 36, pp. 308-318
- *Community Development Reader*, “Community Organizing or Organizing Community? Gender and the Crafts of Empowerment,” Ch. 22, pp. 201-208.

**Mon. Oct. 5**
Social Capital and its Limits

Readings:

**DUE DATE**: In class tonight, turn in your community client group project plan, including your group contract of how you will work together.

**Wed. Oct. 7**
Culture, Context and Community

Readings:

**DUE DATE Friday**: Weekly reflection uploaded to the Moodle.

SECTION THREE: OPPORTUNITIES AND CHALLENGES

Beginning in this section we will turn to take a deeper look into specific challenges and opportunities that neighborhoods and communities face. We will combine readings, discussion,
case studies and guest lecturers to critically explore the issues from multiple vantage points and perspectives.

**Mon. Oct. 12**  
Housing & Neighborhood Change

Guest Speakers: Ben Post and Shannon Jones, Urban Homeworks

Readings:
- Sister Lillian Murphy and Janet Falk (2012). What Works in America. “Getting to Scale: The Need for a New Model in Housing and Community Development.”

**Wed. Oct. 14**  
Site Visit #1: Hope Community. Please review their website in advance.  
611 East Franklin Ave. Minneapolis, MN  
[http://www.hope-community.org](http://www.hope-community.org)

Readings:

DUE DATE Friday: Weekly reflection uploaded to the Moodle.

**Mon. Oct. 19**  
Gentrification


DUE DATE: Ethnographic Exercise

**Wed. Oct. 21**  
Communities of Opportunity

Readings:
- Blog Posts from Furman Center The Dream Revisited Series. Scanned PDF of a variety of writings for required read found in Moodle. [http://furmancenter.org/research/iri/home](http://furmancenter.org/research/iri/home).
- Sheila Crowley and Danilo Pelletiere (2012). National Low Income Housing Coalition. “Affordable Housing Dilemma: The Preservation vs. Mobility Debate”.

DUE DATE Friday: Weekly reflection uploaded to the Moodle.

Mon. Oct. 26
Site Visit #2: Redeemer Center for Life. Please review their website in advance.
1800 Glenwood Ave. Minneapolis, MN 55405
http://ad4673.wix.com/redeemercenter

Wed. Oct. 28
Jobs and Workforce

Guest Speaker:
Tom Streitz, CEO of Twin Cities Rise

Readings:
- Uneven Pain by Algernon Austin http://www.epi.org/page/-/ib278/ib278.pdf
- Ted Howard (2012). What Works in America. “Owning your job is a beautiful thing: Community Wealth building in Cleveland, Ohio”.

DUE DATE Friday: Weekly reflection uploaded to the Moodle.

Mon. Nov. 2
Project Updates/Reflections

Each group will do a short presentation on their project progress. Be prepared to talk about the challenges and successes thus far for your community client group project. Each group will be expected to present a challenge for the class to explore.

DUE DATE: Mid-term written project status report

Wed. Nov. 4
Site Visit #3: Juxtaposition Arts. Please review their website in advance.
2007 Emerson Ave. N. Minneapolis, MN 55411
http://juxtapositionarts.org

Readings:

DUE DATE Friday: Weekly reflection uploaded to the Moodle.
Mon. Nov. 9
Neighborhoods and Disparities: Education

Schools and access to education are intertwined with issues around gentrification, housing choice, racial and economic segregation, work force development, economic security and ultimately health and well-being. This session will look specifically at schools, education, the achievement gap (or opportunity gap) in relation to inner-city and poor neighborhoods.

Readings:
- Paul Willis, “Elements of a Culture” from Learning to Labor, The Urban Ethnography Reader, 2014, Ch. 22, pp. 323-53

DUE DATE: Annotated Literature Review.

Wed. Nov. 11
Neighborhoods and Disparities: Health

Video: “Place Matters” segment from Unnatural Causes: Is Inequality Making us Sick? 2008, California Newsreel

Readings:
- Policy Link (2007), Why Place Matters: building a movement for healthy communities [Selections]

DUE DATE Friday: Weekly reflection uploaded to the Moodle.

Mon. Nov. 16
Neighborhoods, Mass Incarceration, and Policing

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)

Wed. Nov. 18
Crime, Safety, and Community Policing

Crime has a significant impact on neighborhoods and scholars and others have documented disproportionate rates of violence and property crime in neighborhoods with high rates of poverty. In this session we will examine theories of policing and their impact on neighborhoods. These include: the so-called “broken windows” theory, hot spot policing, crime prevention
through environmental design (CPTED), and more. We will also place these strategies in a broader community context and explore some recent national incidents.

Guest Speaker: TBD

Readings:

**DUE DATE Friday:** Weekly reflection uploaded to the Moodle.

**Mon. Nov. 23**
Site Visit #4: Frogtown Neighborhood Association. Please review their website in advance.
685 W Minnehaha Ave. St. Paul, MN 55104
http://www.frogtownmn.org

Readings:
- *Community Development Reader*, “Community Organizing for Power and Democracy: Lessons Learned from a Life in the Trenches,” Ch. 27, pp. 244-251.

**Wed. Nov. 25**
NO CLASS THANKSGIVING

**Mon. Nov. 30**
OPEN CLASS DATE

COMMUNITY CLIENT GROUP PROJECT PRESENTATIONS

**Wed. Dec. 2**
Community Client group project Presentations

**Mon. Dec. 7**
Community Client group project Presentations

**Wed. Dec. 9th**
Recap, Review, and Make up
Wrap-up and Course Evaluations
ASSIGNMENTS: DESCRIPTIONS, INSTRUCTIONS, GRADING CRITERIA

Assignment List and Due Dates
PA8203 Fall 2014
Martin and Mehta

<table>
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<tr>
<th>Date</th>
<th>Assignment</th>
<th>Description</th>
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<tr>
<td>M 9/14</td>
<td>Personal Reflection</td>
<td>up to 3 pages</td>
<td>5%</td>
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<tr>
<td>Fridays</td>
<td>Reflections</td>
<td>1-2 paragraphs</td>
<td>10%</td>
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<td>W 10/5</td>
<td>Community client group plan</td>
<td>Form/short class update</td>
<td>N/A</td>
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<tr>
<td>M 10/19</td>
<td>Ethnographic Exercise</td>
<td>5-10 pages</td>
<td>15%</td>
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<tr>
<td>W 11/2</td>
<td>Mid-point status report</td>
<td>Class presentation</td>
<td>N/A</td>
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<tr>
<td>M 11/9</td>
<td>Annotated literature review</td>
<td>8-10 sources/ 10-15 pages</td>
<td>10%</td>
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<tr>
<td>M 12/2</td>
<td>Community client group presentations</td>
<td>Oral presentation to class for the rest of semester</td>
<td>5%</td>
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<tr>
<td>M 12/7</td>
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<tr>
<td>W 12/16</td>
<td>Final Community Client group project</td>
<td>30 - 50 pages</td>
<td>40%</td>
</tr>
<tr>
<td>ongoing</td>
<td>class participation</td>
<td></td>
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**Weekly Reflections (6 for the semester)**

**Description**

The weekly reflection is meant be a deeper exploration of the readings or concepts from the past week that the student chooses. *It should be approximately one page long.* Students are not required to do additional reading beyond the syllabus, but please make sure you reference reading appropriately. You will submit this via the moodle.

The assignment is meant to evoke critical thinking through writing. In your reflection, share you thinking, grapple with meanings and impacts it has for inner-city, urban places. We want you to explore the connections between course material and your own thinking, experiences and questions. The weekly reflection is meant to elicit your responses to complex, difficult, troubling readings and learning. We invite you to “speak back” to your choice of reading (or topic) in a musing, questioning and probing way. Please discuss at least 2 readings from that week.

We strongly encourage you to read your fellow classmates reflections as well. Your reflections and reading each others’ reflections will help us develop deeper class discussion.

**Grading Criteria**

You get credit for each reflection you submit to the Moodle. This is not graded.
Ethnographic Essay

For this assignment students should visit the neighborhood or area where their community client group project is situated. The goal is to get a sense of the place. Who lives there? What is it like? How does daily life seem? Is it vibrant, busy, sleepy, industrial, and residential? Are there apartment buildings, single family homes, yards, green space? What is traffic flow like? Loosely based on the methods of participant-observation, the purpose is to experience the geographic and cultural content of the neighborhood or "place" where your community client group project is based. Methods are simple, visit the place once or twice, participate in something, and make observations. Ideas for visiting include: visiting your client’s office; riding the bus; going to a restaurant, park or other amenity in the area; talk to us for more ideas. If you drive to the area, we suggest that you try to get out of the car and walk around or do something.

Then combine those observations with some secondary sources to put your observations in context. The paper should be a combination of your observations, GIS or other demographic description, and any other secondary sources that might illuminate an understanding of the context.

NOTE: This is an individual assignment. You may do your visit in teams, but you MUST each write your own essay. It is also fine and desired that this project should be a building block for you and your team with the final group project.

The paper should be at least five (5) pages in length, but no longer than ten (10) pages. All essays should be double-spaced and 11 or 12 point font.

Criteria for Ethnographic essay grading
1. The essay clearly articulates the contour and context of the setting, locale, community, or scene that you chose to observe for this project. Describe the place and where you went.
2. The essay demonstrates that you observed phenomena in the context and reflected on the setting, locale, community and scene. Tell us what you thought, felt, and heard.
3. The essay incorporates secondary and/or contextual information about the setting, locale, community. Gather some external data, such as Census data, City or County data, etc. Tell us what these secondary sources suggest about your locale.
4. The essay incorporates observations and secondary information into a narrative that gives the reader a sense of the place. How does what you observed “fit” or not “fit” with the secondary data?
5. Writing in the essay is confident and clearly focused. It holds the reader’s attention. Relevant details from the setting enrich writing.
6. The essay is grammatically correct without typos and spelling errors. Proofreading was done.
7. The essay displays your distinct, unique voice/point of view.
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 Monday September 21st. 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 instructors by **Wednesday, October 5th** a two-page statement of the focus and scope and method(s) of your project, the organization with which you will be working, and the names of team members.
- 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. Also please note areas in which the instructors can be of support and assistance.
- Consult with instructors, as needed.
- You will present to the class at our mid-point status report on Mon. Nov 2nd. The presentation should describe (briefly) your client, the goals of your project, work-to-date, a “problem” or issue, and plans for completion. Also at that time submit mid-point checklist form to the instructors.
- 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 2nd or 7th.
- 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 instructors, including each team members addendum described immediately above, by the last day of class (**December 16**).

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.