URPL 6400/ARCH 6256 - Community Development
COURSE SYLLABUS
Spring 2021

Instructor: Dr. Jennifer Steffel Johnson
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Course Time/Location: Wednesdays, 9:30 AM-12:15 PM; ZOOM
Office Hours: Wednesdays 12:30-2:30 PM

COURSE DESCRIPTION
In this introduction to the field of community development, we will investigate the multiple meanings of key ideas such as "community" and "development," and explore the roles that planners and related professionals can play in helping communities develop. The principles of equity and social justice are foundational in this course, and students will be challenged to reflect on some of their own experiences and perceptions. Class discussions will probe the key theories, methods and practices of community development and their application in historic and contemporary contexts. We will explore the physical and social factors that (dis)connect communities, planning practices that spark or impede development, the privileging of different forms of capital, and the challenges of balancing professional expertise with community empowerment. The class will investigate equitable and effective techniques for engaging with diverse community members. Using some of these community participation techniques, coupled with other forms of primary and secondary research, students will apply their understanding of the physical and social components of community development to complete a project for a local community.

COURSE VIRTUES
- **Intellectual curiosity**. Be open to new ideas; ask questions; reflect on what you're learning; think about things in new ways.
- **Analytic thinking**. Look for hidden assumptions in readings; compare and contrast theoretical perspectives; check theoretical ideas against your own experience; notice inconsistencies in arguments; entertain counter-arguments.
- **True participation**. Attend class; actively participate in discussions; complete readings before class; give careful thought to writing assignments; give yourself time necessary to do a task well; meet assignment deadlines; actively contribute to group projects.
- **Collaborative learning**. Be respectful towards other students' ideas, especially when you disagree; participate in discussions and small group tasks; ask for clarification; address your comments and questions to each other as much as to the instructor; learn from each other.

COURSE LEARNING OBJECTIVES
By the end of the course, students will be able to:

1. recognize that community development is integral to urban and regional planning processes, and the successful development and implementation of plans demands sensitive and creative community development practices

2. recognize the challenges inherent in community development processes, such as balancing professional with community expertise and responding to diverse stakeholders

3. recognize the causes of inequitable community development processes and decisions, such as prejudice, power, and ignorance

4. use relevant theories to interpret the characteristics of different forms of community, and the dynamic roles that community plays in individuals' lives

5. characterize successful community development initiatives

6. illustrate appropriate and effective techniques for conducting research and communicating directly with diverse community members

7. identify how physical factors such as land use, housing, transportation, economic development, and health can impact a community's development and illustrate the ways that urban planning can shape those factors

8. distinguish between the roles of different types of capital in community development processes

9. critique the impacts of urban planning decisions and processes on communities: who benefits and who bears the burden?

10. design an effective and equitable community engagement activity

11. use their understanding of the physical and social components of community development to make effective and equitable recommendations to our community clients

CANVAS AND COURSE COMMUNICATIONS
All assigned readings, as well as optional readings, team project information, and important announcements will be provided through Canvas. Make sure you know how the materials for this course are organized and that you can access everything. I generally send emails to students through Canvas, so it is essential that you check your school email regularly (or have it forwarded to another email address that you typically use.) You are responsible for being aware of any messages, assignment updates, or schedule changes I send you via email or post on Canvas.

DIVERSITY AND INCLUSION IN THIS COURSE
In my classroom, I seek to create a learning environment in which each person feels safe and respected, and in which a diversity of perspectives and experiences is treated as an asset and

an opportunity to learn from each other. Like many people, I am continually learning about diverse perspectives and identities and seeking to address implicit biases. While we will seek to maintain an environment of mutual respect, if something is said in class (by anyone) that makes you feel uncomfortable, please raise the issue or talk to me about it.

Class rosters are provided to me by the university with your legal name. I will gladly honor your request to address you by an alternate name or gender pronouns. Simply let me know.

I recognize that many academic and professional publications have been written from the perspective of a small subset of historically privileged voices. I have made an effort to assign readings from a diverse group of authors that represent a range of viewpoints. However, I acknowledge that overt and implicit biases in the material likely remain. I welcome your suggestions for improving the quality of the course materials.

COURSE REQUIREMENTS AND EVALUATION

In advance of each assignment, I will provide you with a grading rubric that outlines my expectations for your work. Carefully review the rubric and the assignment and ask questions if anything is unclear. Please work with me to resolve any problems in a timely manner.

Active Class Participation and Regular Attendance (20%) – Class attendance and active participation is essential for success in this course. Because this is a graduate seminar, it is expected that you will complete all the readings on time and come prepared to make substantive contributions to the weekly class discussions. Though I will provide brief lectures relating to course topics throughout the semester, the remaining class time will involve active participation and discussion by seminar participants.

Community Development "Catalyst" Presentation (10%) – You will each make a brief presentation to the class describing an interesting example of an event, place, incident, or process that has contributed to a community's development.

Participatory Methods Toolkit: Case Study and Specifics (15%) and Presentation (5%) – Each student will select a community participation methodology and identify a case example in which the method was used. You will write a description of the methodology and the case, and drawing from the case example, identify critical considerations for future applications of the methodology. You will also present the methodology to the class, providing the information necessary to enable us to add the method to our "toolkit" of techniques.

Reflective Essay Writing (15%) – You will be asked to write a few brief (i.e., approximately two-page) essays during the semester. These writing assignments are intended to encourage you to think more deeply about course topics and reading assignments, and to connect these ideas to your own experiences.

Community Action Project– City of Westminster Neighborhood Action Teams project (35%) – See separate project documents.

COURSE SCHEDULE

This is a **_tentative schedule_** of course topics, readings and assignments. Please monitor updates on Canvas and as announced in class. **All readings will be organized by class date under "Modules" on Canvas.**

1) January 20: Introduction to the Course

   No assigned readings

2) January 27: Community: Definitions, Theories and Lived Realities

   Sampson, Robert J. (1999). "What 'Community' Supplies." In Ferguson, Ronald F. and William T. Dickens, eds. *Urban Problems and Community Development*. Washington, D.C.: The Brookings Institution Center on Urban and Metropolitan Policy, 241-292.

   Harvey, David (1997). "The New Urbanism and the Communitarian Trap." *Harvard Design Magazine* (Winter/Spring): 1-3.

   Reflective Essay 1 due

3) February 3: Introduction to Community Development

   Green, Gary Paul and Anna Haines (2002). *Asset Building & Community Development, 2nd ed*. Chicago: American Planning Association, vii-18.

   Phillips, Rhonda and Robert H. Pittman (2009). "A Framework for Community and Economic Development." In Phillips, Rhonda and Robert H. Pittman, eds. *An Introduction to Community Development*. New York: Routledge, 3-19.

   O'Connor, Alice (1999). "Swimming Against the Tide: A Brief History of Federal Policy in Poor Communities." In Ferguson, Ronald F. and William T. Dickens, eds. *Urban Problems and Community Development*. Washington, D.C.: The Brookings Institution Center on Urban and Metropolitan Policy, 77-88.

4) February 10: Power, Privilege and Equity in Community Development 1

   Guests from Centennial and Brighton

   Diaz, D. (2005). *Barrio Urbanism: Chicanos, Planning and American Cities*. New York: Routledge, 191-196, 206-210.

Squires, Gregory D. and Charis E. Kubrin (2005). "Privileged Places: Race, Uneven Development and the Geography of Opportunity in Urban America." *Urban Studies, 42*(1): 47-68.

McIntosh, Peggy. "White Privilege: Unpacking the Invisible Knapsack."

5) February 17: Power, Privilege and Equity in Community Development 2

Fainstein, Susan (2005). "Cities and Diversity: Should We Want It? Can We Plan for It?" *Urban Affairs Review 41*(1), 3-19.

Swanstrom, Todd (2019). "Equity Planning in a Fragmented Suburban Setting: The Case of St. Louis." In Norman Krumholz and Kathryn W. Hexter, eds. *Advancing Equity Planning Now*. Ithaca: Cornell University Press, pp. 101-124.

Walsh, Elizabeth (2016). "Piñata Power: Reflections on Race, Love and Planning." *University of Texas at Austin Planning Forum*, *16*(Spring), 83-89.

6) February 24: Public Participation in Community Development

Briggs, Xavier de Souza (2003). *Planning Together: How (and How Not) to Engage Stakeholders in Charting a Course*. Cambridge, MA: The Community Solving Project @ MIT.

Forester, John (1999). "Challenges of Mediation and Deliberation in the Design Professions." *The Deliberative Practitioner: Encouraging Participatory Planning Processes*. MIT Press, chapter 3.

Irvin, Renee A. and John Stansbury (2004). "Citizen Participation in Decision Making: Is It Worth the Effort?" *Public Administration Review* 64(1): 55-65.

Reflective Essay 2 due

7) March 3: Asset-Based Community Development (ABCD) and Social Capital

Bergdall, Terry (2003). "Reflections on the Catalytic Role of an Outsider in Asset-Based Community Development (ABCD)."

Kretzmann, John P. and John L. McKnight. *Building Communities from the Inside Out: A Path toward Finding and Mobilizing a Community's Assets*. (Introduction).

Briggs, Xavier de Souza (2004). "Social Capital: Easy Beauty or Meaningful Resource?" *Journal of the American Planning Association* 70(2): 151-158

Reflective Essay 3 due

8) March 10: Community Organizing and Empowerment

Rubin, H.J. and I.S. Rubin (2001). "Organizing for Collective Empowerment." In *Community Organizing and Development, 3ʳᵈ ed*. Boston: Allyn and Bacon.

Alinsky, Saul (1946/1987). "The Program." In *Reveille for Radicals*. New York: Vintage Books.

Robinson, Tony (2007). "Grassroots Critical Cartography: The University, Resistance Mapping and Social Change." Paper presented at the ESRI Education User Conference, San Diego.

9) March 17: Public Participation in Community Development 2

Student Participatory Technique Presentations
Participatory Technique Paper due

10) March 24- SPRING BREAK (no class)

11) March 31: Developing Healthy Communities

Day, Kristen (2006). "Active Living and Social Justice: Planning for Physical Activity in Low-Income, Black and Latino Communities." *Journal of the American Planning Association* 72(1): 88-99.

Budds, Diana (2020). "Design in the Age of Pandemics." *Curbed*, March 17. https://www.curbed.com/2020/3/17/21178962/design-pandemics-coronavirus-quarantine

Rudolph, Linda, Julia Caplan, Karen Ben-Moshe, and Lianne Dillon (2013). *Health in All Policies: A Guide for State and Local Governments*. Washington, D.C.: American Public Health Association and Public Health Institute. Pp. 1-18

12) April 7: How Do We Get There? The Role of Transportation in Community Development

Center for Transit-Oriented Development (2006). *Preserving and Promoting Diverse Transit-Oriented Neighborhoods*. (Executive summary)

Litman, Todd (2003). *Social Inclusion as a Transport Planning Issue in Canada*. Victoria Transport Policy Institute.

13) April 14: The Economic-Community Development Connection 1

Kelly, Marjorie and Sarah McKinley (Nov. 2015). *Cities Building Community Wealth*. Tacoma Park, MD: The Democracy Collaborative. Pp. 17-34

14) April 21: Community Benefits Agreements and the Economic-Community Development Connection 2

Kirkpatrick, L. Owen (2007). "The Two 'Logics' of Community Development: Neighborhoods, Markets and Community Development Corporations." *Politics and Society* 35(2): 329-359.

Good Jobs First. "Accountable Development- Beginner's Guide."
http://www.goodjobsfirst.org/accountable-development/beginners-guide

15) April 28: CDCs and the Role of Housing in Community Development

The Urban Institute (2005). *The Impact of Community Development Corporations on Urban Neighborhoods*, pp. 1-14, 39-46.

Von Hoffman, Alexander, Eric S. Belsky and Kwan Lee. (2006). *The Impact of Housing on Community: A Review of Scholarly Theories and Empirical Research*. Joint Center for Housing Studies, Harvard University, pp. i-ix, 1-4, 29-42.

16) May 5: Community "Development" vs. Gentrification

Denver Office of Economic Development (2016). *Gentrification Study: Mitigating Involuntary Displacement*. May.

Tracey, Caroline (2016). "White Privilege and Gentrification in Denver, 'America's Favourite City.'" *The Guardian*, July 14.

Van Meter, Bob (2004). "CDCs in Gentrifying Neighborhoods." *Shelterforce Online* 133(Jan/Feb): 1-14.

Cravatts, Richard L. (2007). "Gentrification Is Good for the Poor and Everyone Else." *American Thinker*, August 1.

17) May 12: Finals Week

Final Projects Due

UNIVERSITY POLICIES

Special Needs and Disability Accommodation: I invite students with special needs to contact me to discuss any concerns or needs they may have. Please notify me if you require accommodation for any type of physical or learning disability. Formal accommodations for students with disabilities should be coordinated through the Disability Services office, (303) 556-3450. The Disability Services office will determine the special needs and student's eligibility for special accommodation.

Religious Observances: I will make every effort to reasonably and fairly accommodate all students who, because of religious obligations, have conflicts with scheduled classes, assignments, or required activities. If this applies to you, please speak with me directly as soon as possible at the beginning of the term.

CU Academic Honesty Policy: Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, and dismissal from the University. You are responsible for being attentive to and observant of campus policies about academic honesty as stated in the University's Student Conduct Code.

CU Non-Discrimination Policy: The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy in admission and access to, and treatment and employment in, its educational programs and activities... All students shall have the same fundamental rights to equal respect, due process, and judgment of them based solely on factors demonstrably related to performance and expectations as students. All students share equally the obligations to perform their duties and exercise judgments of others in accordance with the basic standards of fairness, equity, and inquiry that should always guide education (Article 10 of the Laws of the Regents of the University of Colorado).