COURSE DESCRIPTION

Neighborhood redevelopment is one of the most challenging of all planning undertakings - especially in declining urban areas. In the face of private and public disinvestment, property abandonment and foreclosures, planners must attempt to stabilize their neighborhoods or actually reverse powerful downward trends. Ingenuity, enthusiasm, and deep understanding must often make up for limited resources.

This course will focus on the process and techniques for the creation and implementation of neighborhood development plans. Cleveland neighborhoods and their neighborhood-based organizations will be emphasized, and students will work on problems with a client community. In Spring 2009, we will work with Cleveland’s Slavic Village Development Corporation. Top-Down and Bottom-Up views including organizing will be stressed. Students will be introduced to the organizations and institutions which support neighborhood planning and development, as well as the federal, state, and local programs which fund neighborhood development. Students will visit the target community, and participate in field research on its revitalization.

A final presentation of plans, surveys, and development proposals will be made to the board and officials of the client neighborhood organization.

COURSE OBJECTIVES

The course will provide students with a basic understanding of:

1. History and theory of neighborhood planning and organizing;
2. The goals and objectives of community development;
3. Approaches to organizing the community;
4. Techniques and data sources for researching neighborhoods and neighborhood planning issues;
5. Cleveland’s neighborhood organizations and community development corporations (CDCs);
6. City, state, and federal agencies and their programs; private foundations and intermediaries which provide support for neighborhood planning and development;
7. Techniques for the development of neighborhood plans;
8. The dilemmas of neighborhood planning;
9. The place of the neighborhood within the metropolitan area.

COURSE PREREQUISITES - There are no course prerequisites, although such courses as UST 607 Urban Planning, and UST 621 Planning Implementation would be helpful.
COURSE METHODS

This course will consist of lectures by the instructor and guest speakers, field-trips to the subject community and discussions with neighborhood leaders as to their perceived needs. In the second or third session, community leaders will make presentations to the students about their research needs. Student teams will then be formed to undertake various projects and present their findings.

Students will be expected to participate in field trips to the community site selected for the course. Research will focus on neighborhood: organizing, planning from the ground up, needs assessments, the potential re-use of selected buildings, and/or the impact of proposed new developments on the neighborhood. Students will be asked to consider the various forces leading to neighborhood strengths or weaknesses and to write about them. At the final meeting of the course, student research teams will make a presentation of their findings and recommendations to representatives of the client community.

COURSE REQUIREMENTS

Texts: Three textbooks are required along with a selection of supplementary readings. A website is available to provide CDC-related materials at http://little.nhlink/CDC/index.htm.

Required Textbooks are:


Supplementary readings on neighborhood issues and on the subject Cleveland neighborhood are on the Web at Main Library Home Page then click on Electronic Reserve then UST 660. Other books and articles on neighborhood theory are shown in the attached bibliography. Cleveland City Planning has the Civic Vision Report, drafts of the 2020 Plan and maps of the area. (Contact Bob Brown at City Planning, 664-3467.)
ASSIGNMENTS

Each student will be required to:

1. Write a 3 and 1/2 page Op-Ed article for The Plain Dealer on the importance of neighborhood planning and development in the newly named “Campus District”. You should touch on the need for affordable housing, the development of “social capital” adaptive re-use, sustainability, the potential for new residential densities in this area to be a catalyst for revitalization, and other issues. An Op-Ed is an “opinion” commentary of about 750 words. It is a terse, interesting commentary designed to be readable and convey a point of view. See the NY Times or Plain Dealer editorial page for examples of style. Use Op-Ed style, provide extensive information and make it readable. (15 points max.) Due Week 4.

2. Carefully read Chapters 3 and 4 (by Alice O’Connor and Margaret Weir) in Urban Problems and Community Development and N. Krumholz “The Provision of Affordable Housing in Cleveland.” Write a 7-10 page paper on two themes: (1) briefly discuss the three most important federal neighborhood improvement programs over the last 50 years and why do you think they are most important; and (2) answer the question of whether it is possible for community development corporations to be both part of an advocacy movement promoting social justice and an industry building housing. (25 point max). Due Week 7.

3. Community Assets, Liabilities, and Priorities: Write a 5-10 page paper (with maps if you wish) outlining the assets and liabilities pertaining to the physical, social, economic and political aspects of the neighborhood under study. Your memo should identify neighborhood short-and-long term issues of concern, and should recommend one pressing neighborhood issue for immediate analysis. Be prepared to present your findings in class (25 points max) Due week 11.

4. Final presentation: A team assignment. Participate in research and data collection for the neighborhood projects, and participate in the presentation of plans and policy recommendations to neighborhood representatives during the final week of class. A powerpoint presentation with maps and one paper of approximately 20 pages will be expected from each study team. (25 points max.). Due Week 15.

5. Students are expected to attend classes and participate in class discussions. (10 points max.)

Physically Challenged

It is important that students with handicaps requiring special accommodations identify themselves to the instructor immediately so that we can seek appropriate arrangements.

Students with Special Needs

Anyone anticipating needing special accommodations to take exams or complete assignments must identify themselves to the instructor by the end of the second week of classes. These include accommodations for physical handicaps, learning disabilities, and English as a second language.

GRADES

Papers will be graded using the following general criteria:
(a) Coverage: of principal points of the assignment;
(b) Content: understanding of materials;
(c) Organization: thoughts organized in comprehensible manner;
(d) Grammar, syntax, and style.

The papers and class presentations will make up 90% of the course grade. The balance of the course grade (10%) will be based on participation in class discussions.

90 - 100 = A
89 - 80 = B
79 - 70 = C
69 - 60 = D

NOTE: LATE PAPERS WILL BE DOWN-GRADED AND PAPERS MORE THAN A WEEK LATE WILL NOT BE ACCEPTED
DESCRIPTION OF CLASS SESSIONS:

**Week 1: Jan 21  SESSION #1  Abraham Bruckman, AICP. LEED-AP. / Norman Krumholz**

**TOPIC: ORIENTATION AND OVERVIEW OF COURSE**

Discussion: What are the characteristics of a neighborhood? Do neighborhoods have “life-cycles”? What causes neighborhood decline and what is behind neighborhood resurgence? Were the neighborhoods of the past better? Is there a link between neighborhood health and metropolitan development? Do issues of poverty and race impact neighborhood development? How? What can neighborhood activists do in the face of declining interest in neighborhoods from the private market and the federal level? Is neighborhood organizing essential? Does revitalization “mean gentrification”? Other similar questions will be addressed.

Readings: In Ferguson and Dickens text – O’Connor, Alice “Swimming Against The Tide: A Brief History of Federal Policy in Poor Communities” (Chapter 3) and Margaret Weir “Power, Money and Politics in Community Development” (Chapter 4). This material will be useful for various class discussions and your paper.

**Week 2: Jan 28  SESSION #2  Abraham Bruckman / Norman Krumholz**

**TOPIC: ORGANIZING – ESSENTIAL OR DISPOSABLE??**


Readings / Discussion: Ferguson and Dickens text – O’Connor, Alice “Swimming Against The Tide: A Brief History of Federal Policy in Poor Communities” (Chapter 3) and Margaret Weir “Power, Money and Politics in Community Development” (Chapter 4).

Discussion of various approaches to organizing at neighborhood and other levels, using examples from the text and comparison to contemporary CDC challenges facing the greater Cleveland area.

Read: In Ferguson and Dickens text – Moore, Mark “Security and Community Development” (Chapter 7)


**Week 3: Feb 4  SESSION #3  Abraham Bruckman**

**TOPIC: NEIGHBORHOOD ANALYSIS – WHAT ARE THE PROBLEMS/OPPORTUNITIES?**

Presentation by the executive director of the Campus District Development Corporation on the proposed new neighborhoods within the “Campus District” Plan, and a discussion about the challenges and opportunities inherent in this vision.

Ideas and Concepts discussed in this session will guide the class project through the following weeks.


**Week 4: Feb 11  SESSION #4  Abraham Bruckman**
Paper #1 Due

TOPIC: ACCOMPLISHMENTS AND ORGANIZATIONAL CHARACTERISTICS.

CDCs as housing providers. Case studies of CDCs.

Read: In Ferguson and Dickens text: Sara E. Stoutland, “Community Development Corporations: Mission Strategy and Accomplishments”


Week 5: Feb 18  SESSION #5 Abraham Bruckman

TOPIC: COMMUNITY DEVELOPMENT RESEARCH METHODS AND TOOLS

i.e., using the census, neighborhood surveys, computer technology, list servers. Research approaches to demographic and survey issues and such specific problems as bank red-lining, insurance red-lining and property abandonment.


Week 6: Feb 25  SESSION #6 Abraham Bruckman / Norman Krumholz

TOPIC: COMMUNITY ECONOMIC DEVELOPMENT

Pros and cons of the “people-based” versus “placed-based” development. Approach to urban poverty.


Week 7: March 4  SESSION #7 Abraham Bruckman

Paper #2 Due   TOPIC: Human Capital Development.
Week 8: March 11  **SESSION #8** Abraham Bruckman

**TOPIC: Evaluating the impact of community-based organizations on their communities.**

Do CDCs address community needs? Current debates about CDCs as an economic development strategy. Pros and Cons of CDCs.


Week 9: March 18  SPRING BREAK  **SESSION #9**

Required readings and discussion from Week 9 will be combined within Week 10.

Week 10: March 25  **SESSION #10** Abraham Bruckman / Norman Krumholz

**TOPIC 1: Legislation and pending initiatives affecting community development: Housing Choice Vouchers, EZ/EC. HOPE VI; HUD Reorganization, Etc.) How to Read And Understand Pro Forma Budgets.**  Also: Affordable housing dilemmas.


**TOPIC 2: The enduring issue of race.**


Week 11: April 1  SESSION #11  Abraham Bruckman

Paper #3 Due

TOPIC 2: Models of Community Development. Assessing Project Risk. How A Loan Review Committee Assesses A Loan Application from a CDC.


Week 12: April 8  SESSION #12  Abraham Bruckman

TOPIC: The Political Community.

Read: In Ferguson, Peter H. Rossi; “Evaluating Community Development Programs,” Chapter 12


Week 13: April 15  SESSION #13  Abraham Bruckman

TOPIC: The Economic Community. Market-focused Community Development Programs. Linking “weak-markets” to “strong” ones.


Week 14: April 22  SESSION #14  Abraham Bruckman

TOPIC: Developing a plan.

Dry-run of next week’s final presentation.


Week 15: April 29  SESSION # 15  Abraham Bruckman / Norman Krumholz

Paper #4 Due  Topic: Final Presentation.
SELECTED BIBLIOGRAPHY ON NEIGHBORHOODS AND HOUSING


Goering, John. 2005 "Expanding Housing Choice & Integrating Neighborhoods" Briggs, Xavier de Souza


Housing Policy Debate: Published Quarterly by The Fannie Mae Foundation. An excellent source of materials on housing and community development.


