** DRAFT **

URPL 6400/ARCH 6290 - Community Development
COURSE SYLLABUS
Spring 2018

Instructor: Dr. Jennifer Steffel Johnson
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Office: CAP 320P
Office Phone: 303-315-0061
Course Time/Location: Wednesdays, 9:30 AM-12:15 PM; Room 495
Office Hours: Wednesdays 12:30-2:30 PM

COURSE DESCRIPTION:

In this introduction to the field of community development in the U.S., we will investigate the multiple meanings of key ideas such as “community” and “development,” and explore the roles that planners can play in helping communities develop. We’ll discuss the historical roots of community development in the U.S., as well as some of its key theories, methods and practices. We will explore the ingredients that connect communities, practices that spark development, and the ways in which local communities can participate in the design and planning of neighborhoods, programs, campaigns and initiatives to suit their needs and objectives. We will apply these community participation techniques in a project for a local community.

OBJECTIVES:

1. To become familiar with the nature and dynamics of communities and community development
2. To appreciate the value of community development as a component of planning, and understand the roles that planners and other stakeholders play in community development
3. To understand the opportunities for community development provided by different types of capital
4. To understand some of the key physical factors that can impact a community’s development, such as housing, transportation, economic development, and health—and the role that community development can play in changing those factors
5. To learn what characterizes successful community development initiatives
6. To become aware of the challenges inherent in the community development process
7. To understand the relevant theories, methods and practices of community development as a professional field in the U.S. context
8. To appreciate the ethical challenges inherent in community development processes, such as public decision making and responding to diverse stakeholders, as well as the social justice implications of community development decisions
9. To develop techniques for conducting research and communicating directly with community members
10. To make valuable contributions to our client organization and community members
11. To improve writing and oral presentation skills
LEARNING OUTCOMES:
The Department of Planning and Design has incorporated the Planning Accreditation Board’s (PAB) standards for teaching planning knowledge, skills and values into the curricula of our courses. The following PAB Learning Outcomes will be assessed in this course:

Primary:
- Planning Process Methods: tools for stakeholder involvement, community engagement, and working with diverse communities
- Research: tools for assembling and analyzing ideas and information from prior practice and scholarship, and from primary and secondary sources
- Governance and Participation: appreciation of the roles of officials, stakeholders and community members in planned change
- Written, Oral and Graphic Communication: ability to prepare clear, accurate and compelling text, graphics and maps for use in documents and presentations

Secondary:
- Growth and Development: appreciation of economic, social and cultural factors in urban and regional growth and change
- Purpose and Meaning of Planning: appreciation of why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to have
- Professional Ethics and Responsibility: appreciation of key issues of planning ethics and related questions of the ethics of public decision making, research and client representation
- Social Justice: appreciation of equity concerns in planning

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. Actively participate in discussions; attend class; complete readings before class; give careful thought to writing assignments; proofread writing before turning it in; give yourself time necessary to do a task well; meet assignment deadlines.
- 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 EVALUATION/ REQUIREMENTS:
In advance of each assignment, I will provide you with a rubric outlining what is expected of you on that assignment. These rubrics are designed to give you ongoing feedback about your progress in the course and provide a basis for improving your overall performance and learning experience. You are responsible for reading rubrics in advance of each assignment and asking questions if you do not understand something. Late assignments will not be accepted. Please work with me in a timely manner to resolve any problems you may encounter.

Active Class Participation and Regular Attendance (20%) – Class attendance and participation is essential for success in this course. Each unexcused absence will reduce your course grade by 5%.
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 (5%)** – You will each make a brief presentation to the class describing an interesting example of an event, place, incident, process, or object that has contributed to a community’s development.

**Participatory Methods Toolkit: Case Study (20%) and Presentation (10%)** – 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 (5%)** – 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– Radian/Place Matters- Imagine the Possibilities: Youth Shaping Their Built Environment in Globeville (40%)**

Project specifics to be determined.

**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 available under “Modules” on Canvas.**

1) **January 18: Introduction to the Course**

   No assigned readings

2) **January 25: Community: Definitions, Theories and Lived Realities**


   **Reflective Essay 1 due**
3) February 1: Introduction to Community Development


4) February 8: Community Development and Equity Planning


5) February 15: Public Participation in Community Development


6) February 22: Asset-Based Community Development (ABCD) and Social Capital


    Essay 2 due

7) March 1: Community Organizing in the United States

    Guest Speaker: TBD


8) March 8: Field Trip: Globeville

9) March 15: Participatory Methods in Community Development 2

    Student Participatory Technique Presentations
    Participatory Technique Paper due

March 22- SPRING BREAK (no class)

10) March 29: The Economic-Community Development Connection and Community Benefits Agreements


    http://www.goodjobsfirst.org/accountable-development/beginners-guide
11) April 5: CDCs and the Role of Housing in Community Development


12) April 12: Developing Healthy Communities


13) April 19: How Do We Get There? The Role of Transportation in Community Development


14) April 26: Community “Development” vs. Gentrification


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April 26: Neighborhood Community Meeting

15) May 3: In-class debrief of community meeting; work on Cottonwood Project

16) May 10: Finals Week

*Final Projects Due*

UNIVERSITY POLICIES:

**Academic Honesty:** 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.

**Access, Disability, Communication:** 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.

**Course Communication:** In addition to announcements made and written handouts distributed in class, I may need to contact you between classes, which I'll do through individual and group email messages. **One of the requirements for this course is that you maintain a university email address, check it regularly for messages and be sure it is working.** You are responsible for any messages, including assignments and schedule changes, I send you via email. You also may contact me via email, in addition to seeing me during office hours or calling me.

**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).