Urban Redevelopment Strategies  
(Fridays 9:00 a.m. to 11:45 a.m., Room 480)  
Instructors: Brad Segal and Anna Jones

Spring 2016 Course Overview (DRAFT 11/01/15)

With instructors bringing more than 45 years of combined experience in the urban economic development field, this class features experiential learning showcasing Denver as a working laboratory for best practices and case studies. We will explore a variety of influences that guide the success and failure of economic development projects, including market considerations, political realities, financing tools and public/private partnerships. Topics to be explored include:

- An understanding of economic trends that are shaping cities today and into the future
- An understanding of economic development finance tools for projects, infrastructure and commercial districts
- The local, regional and national political influences that shape projects and districts
- The physical site constraints and opportunities that shape projects and districts
- The importance of leveraging resources and creating viable public/private partnerships
- The role of private developers, planners and economic development professionals in guiding projects and districts to success and/or failure

Classes will include interactive guest panels and periodic walking tours. Readings will be topical and often include case studies from current projects and events. Students will be evaluated on a combination of class participation, critical thinking and projects.

The instructors are seasoned practitioners and consultants in the economic development field and principals of the national urban economic development firm Progressive Urban Management Associates Inc. Information on the firm is available at www.pumaworldhq.com.

MURP Curriculum: This course is designed to address the MURP curriculum in several areas, including:

- **General knowledge of planning:** Economic development is an established emphasis within the planning profession, perhaps growing in importance in a changing economy. Basic principles and best practices for economic development will be explored.

- **Planning skills:** The class will tap all of the basic skills required in planning and apply them to the economic development context. Class projects will challenge student’s capabilities in research, written and oral communications, and critical analysis of projects and policies. We will utilize existing plans and policies to evaluate the pros and cons of economic development projects. We will focus on the realities of economic development policy-making by examining a variety of organizations, including governments, private organizations and public/private partnerships.

- **Values and ethics:** Economic development decisions, particularly in the use of incentives, require trade-offs that demand an understanding of civic values and the ethical implications of how decisions relating to public resources are made. We will explore winners and losers in
economic development decisions, and, using recent case studies, critique social equity issues and implications.

Assignments and Assessments

• **Mid-Term Paper & Presentation**: Students will submit a maximum 3-page paper profiling a redevelopment project or district and apply lessons learned from class presentations and discussion during the first five weeks. A 5 to 10 minute class presentation to present key observations within the paper will also be part of the assignment. The paper should concisely provide 1) an overview of the project and/or district; 2) current status and plans for redevelopment including financing and political process; and 3) student recommendations on how to enhance and/or accelerate the redevelopment process related to the project or district. (20% of final grade – paper counts for 15%, presentation for 5%)
  ✓ *Presentations and papers due March 4*

• **Term Project, Paper and Presentation**: The final term project will require students to conduct research, analysis and writing to update the publication “Top Ten Global Trends Affecting Downtowns and How to Respond at Home”. This publication was last updated with contributions from a similar course taught in the Fall of 2013. Global Trends received the prestigious President’s Award from the International Downtown Association and is viewed as a “go to” resource in the field. Each student will select a trend and conduct research to update information and draft copy for a publication to be co-published by P.U.M.A. and the University, with credit given to all student contributors. Final work products will include supporting research, draft narrative and a final class presentation on the trend research. (50% of final grade – paper counts for 40%, presentation for 10%)
  ✓ *Select trend and submit a written one page outline of approach by February 12*
  ✓ *Submit one page summary of initial findings and class discussion on progress March 11*
  ✓ *Presentation, final supporting research and narrative summary due April 29*

• **Attendance & Participation/Weekly Discussion Points**: Worth 30% of final grade. 15% attendance and class discussion participation and 15% bringing up to three brief written discussion points to each class based upon the week’s reading and/or immersion assignments.

*Notes on Attendance, Participation & Preparation*: There are three components to your attendance and participation grade. First, given the experiential nature of the class, attendance is mandatory unless excused for religious holiday, personal health issue or emergency. If you plan to miss class, make sure to notify Anna or Brad beforehand. Each unexcused class will incur a 2% deduction from your final grade. Second, participation is a fundamental part of your experience in this class. Participation does not just mean “showing up”, nor does it mean responding to each and every question posed. It means actively involving yourself in the discussion by showing up on time, completing all readings before class, actively listening to who is speaking, asking pertinent and pointed questions, offering opinions respectfully, respecting all other viewpoints and otherwise being “deeply present” in class. Third, many of the classes will include presentations from seasoned economic development professionals. It is a matter of basic respect to be prepared for these guests and their topics. Therefore, to demonstrate that you are prepared, we are requiring that students come to each class with up to three discussion points on the week’s topic and readings.
# Draft Course Outline 11/01/15 (Invited Guests -- Subject to Change)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Invited Guests: Proposed</th>
<th>Reading</th>
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<tbody>
<tr>
<td>Jan 22</td>
<td>Introductions/Global Trends</td>
<td>None</td>
<td>Global Trends and Supporting Research</td>
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<td>Jan 29</td>
<td>Overview of Economic Development Tools for Projects</td>
<td>Cassie Milestone, Urban Ventures</td>
<td>PUMA Tools and Toolbox Newsletter; Project pro forma</td>
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<td>Feb 5</td>
<td>Tax Increment Financing and Urban Renewal</td>
<td>Cameron Bertron, EnviroFinance Group</td>
<td>TIF Info, DURA website</td>
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<td>Feb 12</td>
<td>Overview of Economic Development Tools for Infrastructure and Districts</td>
<td>John Karner, City of Denver Andrea Barela, NEWSED</td>
<td>Project profiles – 14th Street, Broadway, Santa Fe Drive, Brighton Boulevard</td>
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<td>Feb 19</td>
<td>Incentives &amp; Ethical Trade-Offs</td>
<td>Ben Kelly, Strategies 360 Brian Duffany, EPS</td>
<td>NY Times series; Gaylord agreement; California Urban Renewal</td>
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<td>Feb 26</td>
<td>Redevelopment in Different Government Structures: Mayor vs. CM</td>
<td>Gretchen Hollrah, City of Denver Mark Devon, City of Arvada</td>
<td>Readings on CM vs. strong mayor system, TBD</td>
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<td>Mar 4</td>
<td>Midterm Presentation: Impressions on Selected Projects/Districts</td>
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<td>Mar 11</td>
<td>District Case Study: Welton Corridor</td>
<td>Councilman Albus Brooks Yvette Freeman, PUMA</td>
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<td>Mar 18</td>
<td>Walking Tour: Welton Corridor</td>
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<td>Apr 1</td>
<td>Affordable Housing Policy Options</td>
<td>Sue Powers, Urban Ventures Councilwoman Robin Kneich</td>
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<td>Apr 8</td>
<td>Affordable Housing: Making the Numbers Work</td>
<td>Kimball Crangle, Gorman Melinda Pollack, Enterprise</td>
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<td>Apr 15</td>
<td>Development Climate in Denver Today</td>
<td>Kim Kucera, CRL</td>
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<td>Apr 22</td>
<td>PUMA Grab Bag</td>
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<td>PUMA Grab Bag How a Planning Consulting Firm Works with PUMA guests</td>
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<td>Apr 29</td>
<td>Class Presentations: Final Projects</td>
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<td>May 6</td>
<td>Class Discussion/Evaluation and Feast</td>
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Other Notes (from the Department...)

Absences, Tardiness and Homework
Except for documented health, religious, family or emergency reasons, we will not accept excuses for absences, tardiness or papers not submitted. Unexcused absence incurs loss of two percentage points, and tardiness counts for half of an absence.

Plagiarism
Students are expected to know, understand and comply with the ethical standards of the university, including rules against plagiarism. Plagiarism is the use of another person’s ideas or words without acknowledgement. The following are considered to be forms of plagiarism when source is not noted:

✓ Word-for-word copying of another person’s ideas or words
✓ The “mosaic” (i.e. interspersing your own words here and there while, in essence, copying another’s work)
✓ The paraphrase (i.e. the rewriting of another’s work, while still using their basic ideas or theories)
✓ Fabrication (i.e. inventing sources)
✓ Submission of another’s work as your own
✓ Neglecting quotation marks when including direct quotes

Please visit the UC Denver Writing Center for assistance on plagiarism and on general writing help.

Communication
Unless otherwise noted, we will contact you via Blackboard. In addition, syllabi and readings will be posted on Blackboard. Since Blackboard uses your official school email address (ending with email.ucdenver.edu), please make sure you check this address regularly or have it forwarded to your personal email account.

Students with Disabilities
Students with disabilities who want academic accommodations must register with the Disability Resources and Services (DRS) at UC Denver. Once a student has been registered with DRS, DRS will review the documentation and assess the student’s request for academic accommodations in light of the documentation. DRS will then provide the student with a letter indicating which academic accommodations have been approved. Once you provide us with a copy of DRS’s letter, we will provide any accommodations that DRS has approved.

Office Hours
We don’t offer set office hours, but will make gladly make ourselves available by appointment. Often, best times to meet with us are before or after Friday classes.