I. COURSE DOMAIN AND BOUNDARIES

The world is becoming increasingly urban. Today 54% of the world’s population lives in cities, which is expected to increase to 66% by 2050. While urbanization has brought great opportunities it also comes with significant challenges. The goal of this course is to introduce and analyze interventions that improve the quality of life of Americans by improving their neighborhoods and that strengthen neighborhoods as important components of competitive regional economies. We will focus both on strategies to alleviate urban poverty and on strategies to make urban neighborhoods attractive and nurturing to large numbers of residents of all races and classes.

The course is divided into three sections. The first six weeks of the course will include a rigorous introduction to the problems modern American cities face and how community development and urban planning theory have evolved over time. We will then delve into specific tactics for neighborhood improvement including job creation, the design of excellent public spaces, improving urban education and crime prevention. The semester will wrap up with a review of integrated strategies of neighborhood improvement led by local neighborhood organizations or community development corporations. The evolution of the course is intentionally designed to help students first build a theoretical framework and then apply this framework to problems of practice.

While the focus of the course will be on St. Louis and other older industrial cities, the lessons learned are applicable to all cities throughout the world. In addition to St. Louis, we will spend some time on New York City as an example of a fast-growth, strong global market city. Course pedagogy will emphasize intense interaction between students and between the students and instructors, using lectures, small group discussions and active debates. Class will also include an optional bus tour of some City of St. Louis neighborhoods on Sunday, September 22nd.
II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

| Demonstrate Ethical and Professional Behavior | C1 |
| Engage diversity and difference in practice. | C2 |
| Advance human rights and social and economic and environmental justice. | C3 |
| Engage in practice-informed research and research-informed practice. | C4 |
| Engage in policy practice | C5 |
| Engage with individuals, families, groups, organizations, and communities | C6 |
| Assess individuals, families, groups, organizations, and communities | C7 |
| Intervene with individuals, families, groups, organizations, and communities | C8 |
| Evaluate individuals, families, groups, organizations, and communities | C9 |

III. BROWN SCHOOL ACADEMIC POLICIES

**Academic Integrity:** If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

*Student Handbook 2019*

**Accommodations:** If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

**Pronouns:** The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The
correct use of an individual’s pronouns is a critical part of an individual's identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/

**English Language Proficiency:** If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the Brown Communications Lab. If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

**Professional Use of Electronic Devices in the Classroom:** Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

**Religious Holidays:** The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

**IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES**

**Accommodations based upon sexual assault:** The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending
on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb, Director of the Relationship and Sexual Violence Prevention Center, or Jen Durham Austin, Support Services Counselor. Both Kim Webb and Jen Durham Austin are confidential resources; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jw kennedy@wustl.edu, or by visiting the Title IX office in Umphrath Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI's strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu/

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.
V. READINGS

Books required for course:


VI. ORGANIZATION OF COURSE

Class assignments will include the requirement to write three short (3-4 page) papers over the course of the semester as well as a final paper. All papers will be based on class reading or optional out-of-class experience. The class will meet weekly on Wednesdays from 5:30 to 8:30 pm. Class will meet August 28th – December 11th. Class will not meet on October 9th or November 27th. There will also be a bus tour experience scheduled for Sunday, September 22, 2019.

VII. ROLE OF FACULTY AND STUDENT

STUDENTS: Regular attendance, engagement with the weekly reading, and completion of the four assignments are required. Students are required to participate in class discussions, and to attend various community events and lectures as those opportunities arise. Over the course of the semester, students will also be required to prepare brief reviews of a selected assigned reading and to comment on other students’ reviews.

INSTRUCTOR INFORMATION: The course will be co-taught by Henry (Hank) Webber and Miriam Keller. Hank is a Professor of Practice at the Brown School and the Sam Fox School and the Executive Vice Chancellor and Chief Administrative Officer at Washington University. Miriam is an Adjunct Lecturer at the Brown School and Senior Planner and Policy Strategist at Development Strategies, a St. Louis-based planning, policy, and community development consulting firm. We would hope and expect that over the course of the semester we will get to know all of you. Feel free to call or write at any time.

Appointments with Hank can be scheduled through his assistant, Lisa Dalton. She can be reached at 314-935-7877 or by e-mail at caresslisa@wustl.edu. Hank’s phone number is also 314-935-7877 and e-mail is hwebber@wustl.edu. His office is Room 129 in North Brookings Hall.

To schedule an appointment with Miriam, please reach out to her by email at mkeller@development-strategies.com. She will work with you to find a good time and location.

VIII. ASSIGNMENTS AND GRADING CRITERIA

All reading assignments can be found on Canvass. If a link is available, the reading can be accessed through the Syllabus. Book readings are only available by purchasing/downloading the
WEEK 1-6: COMMUNITY DEVELOPMENT HISTORY AND EVOLUTION

WEEK ONE | AUGUST 28TH

Community Development: A Work in Progress

The first week will set the tone of the course, provide an overview of the semester, explain the expectations of the class, and explore the shared goals of the group. We will discuss what success looks like at the regional, city, and neighborhood levels, what levers there are to achieve those goals, and the economic and social context impacting these efforts. Through this discussion we will also highlight the constant evolution and challenges of community development as an industry and field.

Readings:


Recommended:


WEEK TWO | SEPTEMBER 4th

The History of City Building

Week two through five explore why cities exist and what they provide residents. We will also explore various theories of city building and their strengths and weaknesses. Jane Jacobs opens The Life and Death of Great American Cities with the statement, “This book is an attack on current city planning and rebuilding.” Her argument is that bad city planning ideas were both a cause of urban decline and major contributors to the failure of cities to respond successfully to the economic changes of the 1960’s-1990’s.

Readings:


**WEEK THREE | SEPTEMBER 11th**  
**American Cities: A Status Report**  
The third week of the course will provide an overview of the state of urban America and a discussion of the basic approaches available to alleviate urban poverty. While certain issues can be found in most of urban America, cities are far from homogeneous and find themselves facing a wide variety of challenges. We will examine St. Louis as a case study of an American city, seeing how it is similar to and different than most other American cities. We will also discuss the major constraints that limit success in the community development field.

**Readings:**


*Guest Speaker: Gerard Hollins, Financial Analyst, City of St. Louis, Board of Alderman*

**WEEK FOUR | SEPTEMBER 18TH**  
**People and Place**  
This week will begin with a reflection exercise on the meaning of community and explore the role of place. We will ask you to share your own history: how your community of origin influenced and impacted you, and what you seek out in a community now and looking forward. We will discuss the role of place and its impact on individuals, particularly through the lens of the “Move to Opportunity” effort.

**Readings:**

Recommended:

Guest Speaker: Janie Oliphant, MSW, Director Mobility Connection, Ascend STL, Inc

OPTIONAL BUS TOUR | SUNDAY, SEPTEMBER 22ND

WEEK FIVE | SEPTEMBER 25TH
Modern City Building
Week five will continue the review of historic approaches to Community Development theory and practices with a focus on two of the iconic figures in the field: Jane Jacobs and Robert Moses.

Week 5 Readings:

WEEK SIX | OCTOBER 2ND
The History of Decline
Week six will focus on the major historic events and policies which have led to the current state of many cities today. In particular, we will discuss the decline of the urban core post WWII. We will also examine St. Louis in particular: exploring how population loss, segregation, and other major decisions have contributed to prevailing and modern issues in the city today.

Readings:

WEEK SEVEN | OCTOBER 9TH – NO CLASS

WEEK 8-11 | CURRENT ISSUES IN COMMUNITY DEVELOPMENT
Weeks eight through twelve focus on five key issues in community development today: creating vibrant, regional economies; addressing safety and security; creating great public education; creating vibrant public places; and issues of gentrification and displacement. It is noted that each of these themes interact and overlay one another within the field.

**WEEK EIGHT | OCTOBER 16TH**

**Safety, Security and Place Making**

Architects, planners and, more recently, mayors have argued that “good design” will improve both the quality of life for urban residents and help attract new residents to urban areas. Further, while violent crime has dropped in American Cities, crime and crime reduction is often a top priority for community development. What do we know about crime in American cities and how to reduce it? And how might we use well-designed place making to achieve these goals?

**Readings**


**WEEK NINE| OCTOBER 23rd**

**Rebuilding an Economic Base in Urban America**

Many who study neighborhood economic development suggest a major problem is the lack of nearby employment. In order to respond to this challenge, cities have responded in at least two important ways. First, is by engaging anchor institutions, entities which by reason of mission, history or invested resources are very unlikely to relocate. Common examples are universities, academic medical centers and cultural institutions. Second, is by generating new economic clusters. A major challenge is to link lower skilled employees to the new jobs created.

**Readings**


Guest Speaker: Dennis Lower, President and CEO, Cortex Innovation District

WEEK TEN | OCTOBER 30th

Public Education

No strategy for improving American cities in the past twenty years has received more attention than improving public education. Make neighborhood schools stronger, it is argued, and people will be attracted to move into cities. The reading referenced below is the most influential current volume on school improvement.

Readings


Guest Speaker: Dr. Sharonica Hardin-Bartley, Superintendent, University City School District

WEEK ELEVEN | NOVEMBER 6th

Housing

Housing plays many roles in a community. At once a home for residents, a cost for households, a commodity for investors, and an asset for local economies, the places we live are complex features of our cities. And further, housing dynamics vary by city, by neighborhood, and even by block. The reading referenced below explores the spectrum of housing markets—hot, cold, and in between—and highlights the challenges faced by low-income households in cities across the country. This class will also include a primer on real estate development.

Readings


**WEEK TWELVE | NOVEMBER 13th**

**Policy Intervention**

This course focuses on the policy framework and implementation considerations related to a range of community development interventions. How do real estate economics factor into what’s possible? What are the tradeoffs between equity, growth, and the scale of impact in a community? How can community organizations, local governments, and their partners work together? A particular area of concern in the field in the past fifteen years has been gentrification. While the reality of forced displacement due to higher housing prices varies enormously by city, the politics of the issue are always present. How should public policy address gentrification in Seattle? In St. Louis?

**Readings**


Recommended:
- National Initiative on Mixed-Income Communities: https://case.edu/socialwork/nimc/

**WEEK 13 – 15 | METHODS FOR REFORM**

The final weeks of class focus on common models for reform in community development today, and considerations for moving forward in the field. We will discuss the importance of acknowledging history, building on current knowledge, and exploring a better future with partners and teams.

**WEEK THIRTEEN | NOVEMBER 20TH *Rough Draft Final Paper Due***

Community Change - Activism

Week thirteen looks at important elements of reform: community organizing, action, and involvement. While there is a spectrum of approaches to activism, we will focus on activism that leads to planning and execution in community development.

**Readings**


**Examples (Recommended)**


*Guest Speaker: TBD*

**NOVEMBER 27th – THANKSGIVING BREAK: NO CLASS**

**WEEK FOURTEEN | DECEMBER 4th**  
**Community Change – Planning**  
Week fourteen looks at who is responsible and engaged in the process of planning for community development and what some of the best industry practices for inclusive planning.

**Readings**


*Guest Speaker: Dara Eskridge, Executive Director, Invest STL*

**WEEK FIFTEEN | DECEMBER 11th *Final Paper Due***  
**Community Change – Execution**  
Week fifteen dives deeper into practice with examples of executed community development plans, examples of successful organizations and organizing,

**Readings**


*Speakers: Panel of Local Community Development Leaders (TBD)*