University of Michigan  
Taubman College of Architecture and Urban Planning / School of Social Work  

“Neighborhood Planning”  

Mondays & Wednesdays: 10:30 a.m. – 12:00 p.m.  
Art and Architecture Building, Room 2213  

Instructor Information:     Dr. Harley Etienne  
Contact Information:       hfe@umich.edu (preferred), 734 763 2075  

Office Location and Hours: Room 2208D, Art and Architecture Building. 
Office Hours:  By Appointment via:  

[https://sites.google.com/a/umich.edu/hfe-office-hours/]  
Tuesdays, 10 – 12 and Wednesdays, 12 - 1  

Course Description: The major foci of this class will be the theory, history and practice of community development and its institutions in the context of inner city communities in the United States. This course will review federal and municipal policy and trends that have affected community development efforts over the past 50 years. The course will also devote considerable time to understanding how community development and neighborhood improvement are understood through data analysis. 

Learning Objectives:  

• Understand the history and evolution of the community development movement and its institutions;  
• Become knowledgeable about different theories of neighborhood change;  
• Communicate confidently about contemporary practices used by and issues confronting community development institutions;  
• Create a neighborhood profile using various data sources;  
• Draft a neighborhood profile that could be used for neighborhood planning purposes.  

Expectations and Evaluation:  

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<th>Expectation</th>
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<td>Class Participation</td>
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<td>Response Paper (October 23)</td>
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<td>Neighborhood Study (December 11)</td>
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<td>Final Grade Value</td>
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Readings Accessibility  

M = Library Online Database (ESCO Business Premier, JSTOR, ProQuest, etc.)  
\( ^* \) = C-Tools
There will be no incompletes in this course. Missing assignments will severely affect the final grade. (For example, missing a paper deadline (I or II) will result in a grade of “A-,” 90% at best. Two missing papers will result in a “B-” or 80% at best.) This is a graduate seminar whose quality will be determined by the level of engagement by each of the enrolled students. Failure to attend class sessions and actively participate in discussions will reduce your class participation score (see the class participation score for more information).

Late papers will be penalized one letter grade per day. Papers turned in more than one week after the due date will not be accepted or graded.

Laptop/Cell Phones and Food Policies:

The use of laptop/tablets is STRONGLY discouraged unless the course readings are uploaded and students are accessing them via tablets or e-readers. The use of cell/mobile phones, iPods, iPhones, Sidekicks, mp3 players and other like electronic devices that are not essential to class is prohibited at all times. All such devices should be powered off or set to “silent mode” during class meeting times. Students should also avoid bringing meals and snacks to class (unless they bring enough for everyone). Coffee drinks, water and other soft drinks are acceptable. Failure to abide by these policies will result in a substantial reduction in the final class participation grade. As the instructor of the course, I reserve the right to ask any student who disrupts class through the violation of these policies to leave class.

Readings Accessibility:

All of the course readings will be available through purchased books, C-Tools or the U of M Library Gateway. In almost all cases, please search the Resources folder on C-Tools for the readings.

Class Participation:

Exactly 15% of your final grade will be determined by your class participation. You are allowed up to two (2) unexcused absences. Above that, points will be deducted from your Class Participation score. Please note that Class Participation is not a pro forma part of your grade. Only the most exceptional contributors to class discussion will receive the full 15%. Class attendance alone will not guarantee a substantial Class Participation score. The rubric for grading in this area is as follows:

13.5 – 15 Exceptional contributions to class discussions; students and instructor learned from this student's contributions to class discussion and climate;

12 – 13.4 Good; was consistently and actively engaged, even if not speaking; generally added positively to classroom discussion and activities;

10.5 – 11.9 Acceptable; was often engaged with some exceptions;

9 – 10.4 Fair; was often not engaged; did not add positively to class discussion or climate;

< 8.8 Unacceptable; disruptive; negative influence on class discussions and climate.
Response Paper (15% of Grade -- Due October 23)

This essay will respond to the readings from one or more weeks of the course readings around a question of the student’s choosing. The question should allow for a critical analysis of the topic with an eye towards how neighborhood planning can be improved by an enhanced understanding of... (e.g. education policy, racial, class or gender inequality, etc.). The paper should range between 3000-5000 words and contain citations to any source you use. You are strongly encouraged to go beyond the course readings to find other resources that will inform your paper. You are also encouraged to meet with me, the instructor, for guidance in crafting your paper.

Neighborhood Profile (35% of Grade – Due November 25)

This assignment will have students choose a small neighborhood area, preferably within the U.S. (or for which data is readily accessible at a micro-level) and outline the area descriptively with some narrative but mostly using figures, tables, charts and maps. The goal of this assignment is to teach students not only how to access neighborhood level data but also how to assemble it in a compelling manner so it can be used by planners, decision-makers, funders and most importantly neighborhood residents. With graphics, citations and appendices, the profiles should not exceed 20 pages in length. Please note that 10% of the overall 35% for this assignment will be based on the presentation of the Neighborhood Profiles on December 9 and 11. Some of the data points to consider include:

- Total Population
- Population Trends (growth/decline; racial composition; median age, etc.)
- Population by age (children, working age adults, elderly)
- Population in Poverty
- Total Civilian Population
- Median Family Income / Per Capita Income
- Total Housing Units
- Vacant / Occupied Housing Units
- Median Home Value
- Median Gross Rent / Rent Burden (i.e. paying more than 30% of income for housing)
- Number of Businesses by Type / Sales Volume / Number of Employees
- Civic Institutions / Community-Based Organizations / Churches
- Schools / School Enrollments / Educational Attainment
- Public Health Indicators (Mortality / Infant Mortality / Cancer / HIV&AIDS /Diabetes / Obesity)
- Uninsured Population
- Transit Access / Transit Dependence
- Crime Data (Assaults / Homicides / Property Crimes)

A more detailed assignment sheet will be distributed in early October.

Neighborhood Study (35% of Grade – Due December 11)

The Neighborhood Study will take the Neighborhood Profile assignment further by asking students to interpolate (without consulting actual neighborhood residents) what actual community needs might be.
Those needs are based in a more than preliminary analysis of the key indicators and drivers of change. It is up to the student to determine whether certain data points are suggestive of problems, as dictated by the best research on those topics. The final paper should include only the data points that inform the study itself and will most likely be more narrative and analysis instead of a demonstration of data. Students will have to identify an audience (course instructor, fictitious client, funder, government official) to direct their study towards in the hopes of enacting some change, planning or policy action.

A more detailed assignment sheet will be distributed in early November.

Course Readings and Schedule

NB: The schedule of readings and topics are subject to change.

Wednesday, September 4

Course Introduction and Overview

PART I. NEIGHBORHOODS, COMMUNITIES AND THEIR DEVELOPMENT

Monday, September 9

Understanding Neighborhoods and Community Development

Development” Prepared for the 1996 Planners Network Conference, “Renewing Hope, Restoring
Organization, 54, 1, 60-69.

Wednesday, September 11

Roots of the Community Development Movement

of Sociology and Social Welfare, 30, 2, 53-68.
15, 2, 171-183.
Monday, September 16

*Conceptualizing Neighborhood Change*


Wednesday, September 18

*Conceptualizing Neighborhood Change II*


Monday, September 23

*Poverty, Race and the Origins of Neighborhood Decline*


Wednesday, September 25

*Community Development Corporations/CBOs*

Recommended:


Monday, September 30

Writing Your Response Paper & Using the U. of M. Library to Access Data

Guests – Rebecca Price, Nicole Scholtz, UM Library
Focus: PolicyMap

Wednesday, October 2

The Failures of CDCs: Management, Choice and Agency


Recommended:


Monday, October 7 - Class Cancelled

Wednesday, October 9

Community Organizing

RECOMMENDED:


Monday, October 14

No Class – Fall Break

Wednesday, October 16

Innovations in Community Development Practice and Thought (CLTs, CBAs, Land Banks, etc.)


PART II. DOING NEIGHBORHOOD PLANNING

Monday, October 21

The Planning Process

Wednesday, October 23

*Using the U. of M. Library to Access Data*

Guests – Rebecca Price, Nicole Scholtz

Monday, October 28

*Neighborhood Level Data*

- Social Explorer (access through UM Library to download data)

Wednesday, October 30

*Zoning and Community Development*


- Zoning Regulations [http://www.municode.com/Library](http://www.municode.com/Library)

Monday, November 4

*Business and Worker Data*


- Longitudinal Housing and Employment Housing Dynamics [http://lehd.ces.census.gov/applications/help/onthemap.html#getting_started](http://lehd.ces.census.gov/applications/help/onthemap.html#getting_started)
Wednesday, November 6

**Data on Civic Institutions, Non-Profits, and Schools**


- National Historical Geographic Information System
  https://www.nhgis.org/user-resources/users-guide
- School Attendance Boundary Information System (SABINS)
  http://www.sabinsdata.org/user-resources/users-guide (Requires Free Account)

Monday, November 11

**Public Health Data on Urban Communities**


- CDC – FastStats, National Center for Health Statistics
  http://www.cdc.gov/nchs/fastats/

Wednesday, November 13

**Crime Data**


- Uniform Crime Reporting Statistics
  http://www.ucrdatatool.gov/
Monday, November 18

*Neighborhood Indicators*


Wednesday, November 20

*Presenting Data Effectively*


Monday, November 25

*Evaluating Community Development*


Wednesday, November 27

*No Class – Thanksgiving Recess*

Monday, December 2

*Presentations of Neighborhood Studies (A-F)*

Wednesday, December 4

*Presentations of Neighborhood Studies (G-L)*

Monday, December 9

*Presentations of Neighborhood Studies (M-R)*
Wednesday, December 11

Presentations of Neighborhood Profiles (S-Z)
Writing Tips

1. You may use any citation style that you wish but the preferred styles in the social sciences are APA, MLA and Chicago/Turabian.

2. **Avoid pedantic jargon**: "time frame" or "time period" for "time", "methodology" for "method", "explicate" for "explain", "secondly" for "second", "importantly" for "important", or "parameter", "matrix", etc., unless you use them technically.

2. **Avoid colloquialisms** such as "need to be" (for "must be"), "in terms of," "in depth."

3. **Avoid using "due to"** as a prepositional phrase. e.g.: Due to the cold weather, I decided to stay home.

4. **Do not use "isn't", "can't", and other contractions in writings as formal as term papers.**

5. **Do not split infinitives** unless not splitting them results in very awkward phrasing: write "to understand the point better," not "to better understand the point." An example showing where it is acceptable: "I cannot bring myself to really like the fellow."

6. **Don't use dangling participles**: i.e., "While visiting (the author) with Mrs. Jones at her home, she (Mrs. Jones) reiterated that . . ." or "In assuming that integration is desirable, it is necessary to consider . . ." The person who is the implied subject of the participial phrase must also be the subject of the verb that follows.

7. **Avoid using the passive.** It makes for clumsiness and, most important, introduces ambiguity by not stating who did the act. It's like saying, "It was dropped," instead of: "I dropped it," or "It was lost," for "I lost it."

8. "'s" usually indicates the possessive. Therefore, do not write "TDR's" or "the 1960's" unless you mean belonging to the TDR or belonging to 1960. The exception is "it's" which is not a possessive, but is a contraction of "it is." ("It's too late.") The possessive of it is "its." ("The cat licked its paw.")

9. **Avoid using strings of nouns as adjectives.** Write "the feasibility of downtown renewal" instead of "downtown renewal feasibility."

10. **Make sure the subject and the verb are both singular or both plural:** "The result of the elections is (not are) important . . ." Also, "criterion" is singular; "criterias," plural; "data" is plural; "none" is singular: ("None of the federal laws has been effective . . .") Make sure pronouns are the right number: "All citizens must guard their (not his) rights." Also note: "Each of the citizens must guard his (her) (not "their") Rights."

11. **Use abbreviations correctly, especially of Latin phrases.** Note that "i.e." stands for id est and means "that is"; "e.g." stands for exempli gratia and means "for example". And "et al." (stands for et alii and meaning "and others") requires a period. In general, consider using the English phrases instead of the pedantic Latin abbreviations.

12. **Do not use ZIP CODE abbreviations in formal writing.** e.g.: write Mass., not MA, and N.J., not NJ.
13. Put commas between all items in a series. i.e.: A, B, C, D, and E. This looks like A+B+C+D+E, or five separate items, as intended. If, however, you write A, B, C, D and E, it looks like A+B+C+(D and E), or four separate items. Consider the following series of five items: offices, factories, schools, hotels, and motels. The comma before the "and" makes it clear that hotels and motels are separate items. If you omit the final comma, as many writers do, then there is confusion about whether there are four or five items.

14. If, in fact, you consider hotels and motels to make up one category, then write: offices, factories, schools, and hotels and motels.


16. Check out the proper use of "that" and "which." When a clause defines or limits a noun, use "that:" "I heard the dog that was barking." (i.e., that dog, not any other dog). When a clause only adds information or is almost an aside or an afterthought, and is not necessary to state the central point of the sentence, use "which:" "I slept late, which turned out to have been a fortunate thing." Other examples:

"Each one made a list of books that had influenced her." (i.e., that particular class of books)
"I always buy her books, which is why I'm aware of their increased cost." (i.e., not distinguishing her books from all others, but simply adding a mere fact about them).

17. When in doubt about proper usage, consult some well-recognized source, such as:

Strunk and White, The Elements of Style, New York: Macmillan, or


18. Be careful not to run two sentences together, connected by “however.” In most cases, “However” should start a new sentence.

19. Put punctuation inside quotation marks. i.e.: Justice Brown concluded, “This decision further reaffirms the court’s commitment to the protection of private property.”

20. Don’t use “in terms of.” Rephrase the sentence to incorporate what would otherwise follow “in terms of” as an integral part of the sentence. Usually, use of the phrase means that the writer has not thought through what he or she wants to say, but has simply tacked on the qualifier at the end.

21. Lastly and most importantly-- Always proofread your paper before handing it in. Typographical errors can confuse your readers and will adversely affect your grade.