

Community Development Workshop

UP478, Spring 2015
Tues & Thurs 3-4:20pm

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Office Hours: Tue & Thurs 2-3pm and after class or by appointment

The Course

Community development challenges planners to grapple with real-world complexities in order to develop site-specific, community-appropriate solutions. This spring, students will explore the issues facing immigrants and refugees in several midwestern cities. Students will learn the skills required to gather local information and to process it both analytically and expressively. Final projects will be presented to local government officials and community leaders.

Goals

- To learn about local-level welcoming and immigrant-friendly strategies in the US and abroad.
- To gather and analyze data that can be used to inform local leaders and activists about the lived experiences of foreign-born residents.
- To develop strategies for local organizations in Champaign-Urbana, IL Chicago, IL and Dayton, OH.
- To foster interest in the field of community and economic development and related career opportunities.

Course Activities & Projects

Notebooks (20 points)

Students are required to keep a notebook (or sketchbook or binder) dedicated to this course. The notebook is for all reading notes, class notes, group project notes, individual reflection, fieldwork observations, and proposal ideas. In addition, I expect students to work out ideas and concepts in their notebooks. By the end of the semester, the notebook should be full of text, maps, diagrams, and pasted-in images (there must be some personal reflection with pasted-in images/text). Notebooks will be collected four times for grading/evaluation. It is important to label everything at the top of each page. Art Coop at Lincoln Square Mall carries high

quality sketchbooks and notebooks. A simple binder with paper is also acceptable. You may also keep your notes electronically, but you must print it out and put it in a binder when you turn it in.

Group Project (80 points) – Because this class is so large, we will be working on a couple of project simultaneous. Each project team will be required to do similar types of activities, including:

1. develop a project strategy,
2. collect data,
3. compile and map data,
4. identify key findings,
5. develop recommendations,
6. discuss work in progress on a local radio (WRFU) and cable TV (UPTV) show,
7. write a final report, and
8. present key findings and recommendations.

Possible Projects for UP478

- Exploration of immigrant-owned businesses in Urbana, IL – which Urbana businesses are owned by immigrants? How do they contribute to the local economy? What issues do these businesses face? How might the City of Urbana help existing and future business? Focus areas might be grocery stores, restaurants, technology, or could be focused on a particular ethnic/racial group. Client: City of Urbana, Champaign-Urbana Immigration Forum
- Exploration of the role that faith-based organizations play in integrating the foreign-born in Urbana, IL –Which organizations have foreign-born? Where are they from? What issues do they face? What are the faith-based organizations doing for immigrants and refugees? Focus areas: African, Asian, Latino, and other ethnic/racial groups. Client: Champaign-Urbana Immigration Forum, CUIF Allies of Faith
- Exploration of the foreclosure crisis and gentrification process in an immigrant community, Albany Park (Chicago), IL – How do we know when a neighborhood is gentrifying? What do we look for? How does the process impact immigrants? What role do Land Trusts play in preserving affordable housing in such neighborhoods? Client: Centro Autónomo de Albany Park
- Exploration of how the foreign-born are rebuilding shrinking neighborhoods in Dayton, OH – why do immigrants and refugees move to declining rustbelt cities? In particular, why is the Ahiska Turkish moving to Dayton? What impact are they having on neighborhoods? What role do Land Banks play in this process of attracting newcomers? Client: City of Dayton

Grading

A	100-94 pts	B-	83-80	D+	69-67
A-	93-90	C+	79-77	D	66-64
B+	89-87	C	76-74	D-	63-60
B	86-84	C-	73-70	F	59-0

Course Expectations

Students should be open to learning new approaches, looking at new areas of research/literature, and be willing to complete tasks that may be unfamiliar to them.

This class will provide resources and technical support to local organizations. In return, the university gains an opportunity for innovative planning, community engagement, and new pedagogical approaches. From the student perspective, this workshop aims to give real-world application to your academic studies. You are providing technical expertise while community leaders are teaching you about local dynamics and getting things done.

The work that students do in this class will ultimately goes to a client. While as students you are learning through the process, it is important to realize that the product must be professional and thorough. Final work needs to be “A” quality. Similarly, you are expected to be responsible, courteous, and reliable in all dealings with classmates, faculty, and community members.

Attendance

The quick pace and applied nature of this course necessitates strict adherence to attendance, preparation, and deadlines. No absences are allowed except in the case of medical or family emergencies. After the first absence I will deduct 2 points for each absence and 1/2 points for being tardy. The emergency dean must verify excused absences. I will make every effort to stick to the course schedule, but variations are inevitable (including assignment deadlines and requirements). If you miss class, it is your responsibility to find out what happened. Please do not send me an email asking if you missed anything, because my reaction will be, “Of course you did!” In other words, please stop by my office hours to discuss what happened in class, if you have the unfortunate luck of missing one.

Field Work

Students must be able to complete the fieldwork assigned in order to be successful in this class. Fieldwork requires students to drive, walk, bike, and/or take the bus to sites off-campus. Data collection might involve doing interviews on the phone or in person at various times of the day.

Late Assignments

I do not accept late assignments (that means I will not grade late assignments). However, special arrangements (without penalty) may be warranted under certain circumstances. Make note of the announced office hours, as these are the best times to contact me. You may leave a message or send me e-mail, but that does not constitute consultation, nor does a note from the nurse by itself give permission to make up missed work due to illness. If you miss class, it is your responsibility catch-up before the next class meeting.

Inclusivity and Professionalism

The Department of Urban and Regional Planning (DURP) is committed to creating an environment of inclusion and opportunity that is rooted in the responsibility of practicing planners to adhere to the highest standards of professionalism and integrity while serving the public interest. Students who contribute to a learning environment that is respectful and inclusive are preparing to excel in a culture of ethical behavior as professionals. Urban planning students develop the knowledge and skills of professional planners in the classroom and in community based projects, where they act as planners in training. Therefore, DURP expects all students to meet the goals outlined in the American Institute of Certified Planners (AICP) Code of Ethics and Professional Conduct for planners as well as standards in the University of Illinois Student Code. For more information, go to:

<http://www.urban.illinois.edu/about-durp/our-mission/commitment-to-inclusion>

Office Hours, Accessibility and Informal Learning

I invite students to visit, call my office, or e-mail me as often as they want or need. E-mail is an easy way to communicate with me, as I generally respond within 24 hours. Most course related problems can be resolved if they are jointly addressed by instructor and student early in the semester. Students with special needs—factors that might interfere/conflict with the successful completion of the course—should tell me as soon as possible. As this course was designed before I knew who would be enrolled, please feel free to make suggestions to enrich this course.

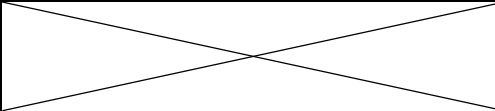
Academic Dishonesty

Please be aware of the university guidelines regarding academic integrity in the Student Code (<http://admin.illinois.edu/policy/code/>). Academic dishonesty includes such things as cheating, inappropriate use of university equipment/materials, fabrication of information, plagiarism (presenting someone else's work from any source as your own), and so on. All forms of academic dishonesty will be considered a serious offense of university policy. Students committing any form of academic dishonesty will be reported to their home department, the College of Fine and Applied Arts, and to the Senate Committee on Student Discipline. Any student who violates the university academic integrity policy will receive a failing grade for this course.

Course Schedule

It is entirely possible for some groups to move faster than others. Due dates are put in place to keep the groups from falling behind and as check points with the instructor. Groups may work faster than deadlines provide that the instructor approves of work completed. Project groups cannot work slower. More detailed guidelines will be distributed in class.

DATE	TUESDAY	THURSDAY
Getting Organized		
1/20, 1/22	Introductions and Course Overview	Immigration and Policy Issues Due https://app.box.com/up478-policyreports Project Application Due
1/27, 1/29	Project Teams Formed Start to Develop Project Strategy in Class (Big Picture, what do you need to do to complete this project?)	Project Strategy Due Notebook Due
Data Collection Phase		
2/3, 2/5	Data Collection Strategy in Class (what data do you need and how are you going to collect it systematically?).	Data Collection Strategy Update
2/10, 2/12	Data Collection Strategy Draft	Data Collection Strategy Due
2/17, 2/19	Field Work Update Start Radio Show	Field Work Update
2/24, 2/26	Field Work Update	Field Work Update Notebook Due
3/3, 3/5	Field Work Update Develop Compiling Data Strategy	Discuss Key Findings in Class Compiling Data Due
Report Preparation		
3/10, 3/12	Data Analysis & Writing Up Results – How to Summarize Key Findings and Develop Recommendations?	Discuss Key Findings in Class
3/17, 3/19	Work in Class	Draft of Final Report Outline Due

<i>Spring Break</i>		
3/31, 4/2	Work in Class	Work in Class Notebook Due
4/7, 4/9	Work in Class Last date to complete radio show	Discuss Key Recommendations Draft of Report Due
4/14, 4/15	Work in Class	Work in Class
4/21, 4/23	Work in Class	Final Report Due
Final Presentation		
4/28, 4/30	Practice Presentation	Practice Presentation Notebook Due
5/5	Final Presentation in class	
Finals Week	Final Presentation in public, TBD	