



Graduate Course Syllabus

CED 632: Urban Neighborhood Revitalization

Center: Online

Course Prerequisites

ACC 500 or MBA 520

Course Description

This course looks at CED in urban (mostly United States) settings. Following a review of urban geography and changes in cities over time, the course examines strategies of business development, job creation, and neighborhood revitalization that are particularly relevant to cities. Students will gain an understanding of the roles of development partners, methods for fostering stakeholder involvement, and understanding the relationship between critical demographic, socio-economic cultural and capital investment/infrastructure related trends and priorities. Students explore case studies and identify best practices.

Course Outcomes

- Understand the evolution of urban areas
- Review a brief history of city/urban planning in the U.S.
- Describe major federal policy initiatives that shaped U.S. cities in the 20th century
- Identify the key economic, social and political factors that gave rise to those programs
- Describe recent neighborhood initiatives in the context of the larger forces shaping U.S. cities
- Analyze urban issues in a particular urban area and the impact of federal interventions using concepts identified in the course
- Describe tools and policies available to address community issues for a specific urban areas

Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through the [SNHU Online Bookstore](#) rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the IT Service Desk, your advisor, and the instructor can provide you with support if you have problems.

Rebuilding the Inner City: A History of Neighborhood Initiatives to Address Poverty in the United States

Robert Halpern

Columbia University Press

1995

ISBN: 978-0-231-08115-3

Diversity, Equity, and Inclusion

As indicated in our core values, SNHU is committed to “embrace diversity where we encourage and respect diverse identities, ideas, and perspectives by honoring difference, amplifying belonging, engaging civilly, and breaking down barriers to bring our mission to life.”

This may or will be reflected in SNHU’s curriculum as we embrace and practice diversity, equity, and inclusion (DEI) to provide the most transformative experience for our students, faculty, and staff. Because topics pertaining to DEI can be sensitive, please remember that embodying and practicing diversity, equity, and inclusion is one of our core values that you will encounter throughout the academic experience. In higher education, we are expected to think and engage critically. Use a growth mindset to embrace the diverse readings, course assignments, and experiences of your peers and faculty.

For more information about DEI at SNHU, please visit our website at the [Office of Diversity and Inclusion](#).

Instructor Availability and Response Time

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the instructor’s answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours. Instructors will post grades and feedback (as applicable) within seven days of an assignment’s due date, or within seven days of a late submission.

Grade Distribution

| Assignment Category | Number of Graded Items | Point Value per Item | Total Points |
|---------------------|------------------------|----------------------|-----------------------------------|
| Discussion | 10 | 35 | 350 |
| Final Project | | | |
| Milestones | 9 | 45 | 405 |
| Draft Case Study | 1 | 95 | 95 |
| Final Case Study | 1 | 150 | 150 |
| | | | Total Course Points: 1,000 |

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

University Grading System: Graduate

| Grade | Numerical Equivalent | Points |
|-------|----------------------|--------|
| A | 93–100 | 4.00 |
| A- | 90–92 | 3.67 |
| B+ | 87–89 | 3.33 |
| B | 83–86 | 3.00 |
| B- | 80–82 | 2.67 |
| C+ | 77–79 | 2.33 |
| C | 73–76 | 2.00 |
| F | 0–72 | 0.00 |
| I | Incomplete | |
| IF | Incomplete/Failure * | |
| W | Withdrawn | |

* Please refer to the [policy page](#) for information on the incomplete grade process.

Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Assignment Guidelines and Rubrics section of the course.

Weekly Assignment Schedule

All reading and assignment information can be found within each module of the course. Assignments and discussion posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module.

| Module | Topics and Assignments |
|--------|--|
| 1 | Introduction to Cities 1-1 Discussion: Introduce Your City 1-2 Final Project Milestone One: Case Study: City History |
| 2 | Growth and Decline of Cities Reading: <i>Rebuilding the Inner City</i> , Read the Introduction 2-1 Discussion: Growing Cities 2-2 Final Project Milestone Two: Case Study: City Statistics |
| 3 | Rescuing the Cities Reading: <i>Rebuilding the Inner City</i> , Chapter 1 Reading: <i>Rebuilding Urban Neighborhoods</i> , Chapters 1 and 2 3-1 Discussion: The New Deal 3-2 Final Project Milestone Three: Case Study: Running the City |

| Module | Topics and Assignments |
|--------|---|
| 4 | <p>Growing the Cities: Part I</p> <p>Reading: <i>Rebuilding the Inner City</i>, Chapter 2</p> <p>Reading: <i>Rebuilding Urban Neighborhoods</i>, Chapter 4</p> <p>4-1 Discussion: Housing Act of 1949</p> <p>4-2 Final Project Milestone Four: Case Study: Housing Statistics</p> |
| 5 | <p>Growing the Cities: Part II</p> <p>Reading: <i>Rebuilding the Inner City</i>, Chapter 5</p> <p>Reading: <i>Rebuilding Urban Neighborhoods</i>, Chapters 7 and 11</p> <p>5-1 Discussion: Urban Renewal</p> <p>5-2 Final Project Milestone Five: Case Study: Employment</p> <p>5-3 Final Project: Draft Case Study</p> |
| 6 | <p>Reviving the Cities</p> <p>Reading: <i>Rebuilding the Inner City</i>, Chapter 3</p> <p>Reading: <i>Rebuilding Urban Neighborhoods</i>, Chapters 6 and 9</p> <p>6-1 Discussion: The Great Society</p> <p>6-2 Final Project Milestone Six: Case Study: CDC's</p> |
| 7 | <p>The Heart of the Cities</p> <p>Reading: <i>Rebuilding the Inner City</i>, Chapter 4</p> <p>Reading: <i>Rebuilding Urban Neighborhoods</i>, Chapters 5 and 8</p> <p>7-1 Discussion: CDC's</p> <p>7-2 Final Project Milestone Seven: Case Study: Transportation</p> |
| 8 | <p>Forsaking the Cities</p> <p>Reading: <i>Rebuilding the Inner City</i>, Chapter 6</p> <p>Reading: <i>Rebuilding Urban Neighborhoods</i>, Chapter 3</p> <p>8-1 Discussion: Funding Cuts</p> <p>8-2 Final Project Milestone Eight: Case Study: Education and Health</p> |
| 9 | <p>Maturing Cities</p> <p>Reading: <i>Rebuilding the Inner City</i>, Chapter 7</p> <p>9-1 Discussion: Neighborhood Initiatives</p> <p>9-2 Final Project Milestone Nine: Case Study: Current Issues and CED Solutions</p> |
| 10 | <p>World-traveled Cities</p> <p>Reading: <i>Rebuilding Urban Neighborhoods</i>, Chapter 10</p> <p>10-1 Discussion: World Cities</p> <p>10-2 Final Project Submission: Case Study</p> |

Attendance Policy

Online students are required to submit a graded assignment/discussion during the first week of class. If a student does not submit a graded assignment/discussion during the first week of class, the student is automatically dropped from the course for non-participation. Review the [full attendance policy](#).

Late Assignments Policy

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor

feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the [full late assignment policy](#).

SNHU Student Handbook

Review the [student handbook](#).

ADA/504 Compliance Statement

In accordance with Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008, Southern New Hampshire University does not discriminate on the basis of disability, including intellectual disability, in admission, treatment, or access to its programs or activities, nor does it discriminate in employment in its programs or activities.

The university prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities. A disability is a condition or impairment that impacts a “major life activity” or “major bodily function.”

- **Major life activities** include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working.
- **Major bodily functions** include, but are not limited to, functions of the immune system, normal cell growth, and digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Disabilities include physical, medical (including pregnancy), mental health, and learning needs.

At the beginning of each term, or as soon as you become aware of a disability or accessibility concern, we encourage you to contact the Online Accessibility Center (OAC) to discuss accommodations for which you may be qualified. Reasonable accommodations are established through an interactive process between the student and the OAC.

Note that accommodations are not retroactive and that disability accommodations are not provided until acceptable documentation of a disability and its impact is received and an accommodation letter has been processed. If you are unsure whether your condition qualifies as a disability or accessibility concern, please contact the OAC for determination.

Contact Information:

Online Accessibility Center

Phone: 866-305-9430

Email: oad@snhu.edu

For questions concerning support services, documentation guidelines, or general disability issues, please visit the [Online Accessibility Center](#) website.

If you feel you have been denied appropriate disability-related accommodations, including appropriate auxiliary aids and services, you may file a grievance as described in the ADA/504 Grievance Policy found on the [Disability and Accessibility Services](#) website.

Academic Honesty Policy

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic honesty policy](#).

Copyright Policy

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

SNHU Withdrawal Policy

Review the [full withdrawal policy](#).

Southern New Hampshire University Policies

More information about SNHU policies can be found on the [policy page](#).