Course Description:

This course provides an overview and critical analysis of core constructs in economic and community development theory and practice. Beginning with theoretical constructs, policy contexts, and spatial dimensions of community and economic development, we examine the challenges and prospects for meeting economic growth and social equity objectives at local and regional scales. Next, shifting to the process of community economic development, we examine the methods, strategies, and tactics involved, focusing on strategic planning, implementation, and management activities. We conclude with an examination of community economic development practice and the various activities that offer ‘on the ground’ prospects for integrating community and economic development goals. The primary objective of this course is for students to understand the relationship between the theory, process, and practice of community and economic development and to identify key themes, cross-cutting challenges, and opportunities for innovation. A major requirement of this course is a self-directed team project that analyzes a Piedmont Triad area project related to community economic development.

Learning Objectives:

Upon successful completion of the course, students will have a strong theoretical and practical understanding of the challenges and prospects of community and economic development, and will be able to:

- Understand the multi-level and multi-scalar economic, political, and social dynamics within which community and economic development practice operates
- Research, analyze, synthesize and clearly communicate key themes, issues and debates in the field
- Work effectively with others to define problems, collect relevant data, and develop and present clear recommendations
- Interact with local government and/or non-profit agencies in a professional manner
- Understand and implement various methods for public engagement in community decision-making
Develop a community’s demographic profile for a neighborhood or area using publicly available data

- Analyze financing and feasibility options for housing, infrastructure, or economic development projects
- Understand traditional and emerging strategies for community and economic development
- Summarize options for micro-lending and small business entrepreneurship support in community and economic development

**Required Texts:**


**Additional Resources:**

- Aspen Institute
- Annie E. Casey Foundation
- [www.community-wealth.org](http://www.community-wealth.org)
- The Metropolitan Policy Program, Brookings Institution
- Economic Development Quarterly
- Community Development
- Journal of the American Planning Association
- Housing Policy
- Urban Affairs Review
- Journal of Urban Affairs
- Environment and Planning (A, B, C)
- Progress in Human Geography

*You are encouraged to subscribe to:*
- The Atlantic Cities (daily newsfeed)
- The Next City (online)
- Planetizen (newsfeed and national job listings)
- The International Economic Development Council (IEDC)

**Course Format and Policies:**

This is a *reading, speaking, and writing intensive class* which will be run in a seminar format consisting primarily of class discussion, student presentations and guest speakers. You will
notice that the reading is quite heavy at the beginning of the course but tapers off as we establish core ideas and working definitions. Because the class will rely on active discussion, you are encouraged to engage deeply with the material and to communicate your engagement through regular and thoughtful comments in class so much of your grade will depend on your attendance and the quality and quantity your participation. Every effort will be made to create a class environment where everyone feels comfortable making contributions. Incomplete or late assignments will not be accepted without my permission, which is typically contingent on an emergency. If you require accommodation for a disability registered with the university, please consult with me at the beginning of the semester.

Course At-A-Glance:

Aug. 18   Lifting All Boats? Why Community & Economic Development Matter
Aug. 25   Local & Regional Economic Development: Theory, Policy, Issues
Sept. 1   Community Development: Theory, Policy, Issues
Sept. 8   Integrating Community & Economic Development? Challenges & Prospects
Sept. 15  NO FORMAL CLASS – watch *Holding Ground & Gaining Ground*
Sept. 22  Building Capacity and Resilience: Assets, Networks and Social Capital
Sept. 29  Building the Vision: Community Engagement for Strategic Planning
Oct. 6    Tracking Progress: Asset Mapping, Benchmarking & Leveraging Resources
Oct. 13   FALL BREAK 😊
Oct. 20   Facilitating Implementation: Leadership & Intermediary Organizations
Oct. 27   Locality Development: BIDs, Place Marketing &Tourism
Nov. 3    Asset-Building & Entrepreneurship
Nov. 10   Housing and Neighborhood Preservation
Nov. 17   Human Capital & Workforce Development
Nov. 24   Next Generation Strategies: Innovation and Economic Transformation

Course Requirements:

Class grades will be based on the following requirements:

1. **Integrative Review paper & presentation (25%)**:

   Each student is required to **write and present** an Integrative Review paper that draws out key themes and debates on a community and/or economic development topic relevant to weekly course discussions. The purpose of this exercise is to progress and deepen our collective understanding of the topic, and to develop your ability to synthesize and communicate complex information in an accessible way, much like you will be expected to do in professional settings. For each paper, you will:
- Analyze at least **SIX** articles or book chapters, only **ONE** of which **must** be drawn from the required readings to ensure consistency with weekly themes, and the rest of which should be drawn from a mix of the ‘additional readings’ section of the syllabus (**strongly encouraged**) and from books or scholarly journals in public administration, political science, urban planning, or community development (some examples suggested above).

- Your analysis should include a **brief** overview of the main arguments and empirical findings (if applicable) for each article but should focus on identifying **key cross-cutting themes** and/or debates and discussing **how the articles speak to each other**.

- Illustrate your analysis with at least **TWO** examples of how your topic unfolds in real life community and/or economic development practice.

Students will present and submit their papers (8-10 double-spaced pages) in class on the day of their chosen topic and be prepared to facilitate or co-facilitate the discussion for that class. The presentation should be limited to **10 minutes** and should include:

- a brief synopsis of your analysis
- clear and engaging Powerpoint slides
- **THREE** questions drawn from the readings to facilitate class discussion

Students will sign up for presentations in the first class and presentations will begin the week of September 8.

2. **Short Thought Papers (3 x 5%)**

Deeper engagement with the readings makes for more productive class discussions. You will write **THREE** short thought papers (no longer than two 2 single spaced pages each) based on the required readings from a week of your choice – one for each section of the course - in which you draw out key themes, arguments, empirical findings, and/or particular points of interest. **It is your responsibility to ensure that I receive all three thought papers from each of you as the logistics of keeping track are above my pay grade.**

3. **Team project and presentation (details to follow):**

For the team project, students will conduct a research project for a local government agency or non-profit involved in community and/or economic development in the Piedmont Triad region. Teams will consult with the course instructor and community or government partner to determine the research question, goals and parameters of the project. Each team will provide a research report including a background literature review, research findings and recommendations. The research will involve a combination of key informant interviews and publicly available data. The length and type of the report will be determined by the agency liaison, but will likely be approximately 20 double-spaced pages and should include data sources
and an executive summary. Each team will make a 30 minute POLISHED presentation of their research and recommendations to the client organization IN CLASS (or at another mutually agreed upon location) ON or BEFORE December 1. The FINAL REPORT is DUE December 4 and we will meet to de-brief on December 7. Grades will be based on a combination of instructor, client and peer evaluations.

Grading:

Class Participation and Attendance 20%
Journal article review paper and presentation 25%
Short thought papers (3 x 5%) 15%
Team Project (group grade, includes peer & client evaluations) 35%
Team Presentation (group grade) 10%

CLASS SCHEDULE

Week 1 (Aug. 18) Lifting All Boats? Why Community & Economic Development Matter


PART I COMMUNITY & ECONOMIC DEVELOPMENT IN CONTEXT

Week 2 (Aug. 25) Local & Regional Economic Development: Theory, Policy, Issues


See also:

Week 3 (Sept.1) Community Development: Theory, Policy, Issues


See also:

**Week 4 (Sept. 8) Integrating Community & Economic Development? Challenges & Prospects**

*Co-facilitators: _______________________________


*See also:*


**Week 5 (Sept. 15) NO CLASS – watch Holding Ground & Gaining Ground**
Part II COMMUNITY ECONOMIC DEVELOPMENT PROCESS: PLANNING, ENGAGING & IMPLEMENTING

Week 6 (Sept. 22) Building Capacity and Resilience: Assets, Networks and Social Capital

Co-facilitators: __________________________________________

See also:

Week 7 (Sept. 29) Building the Vision: Community Engagement for Strategic Planning

Co-facilitators: __________________________________________

P&P, Chp. 5, “Community Development Practice”, Chp. 6, “Community visioning and strategic planning” Chp. 11 “Assessing your local economy”

Green & Haines, Chp. 4, “The Community Development Process” [BB]


Murphy & Cunningham, “Unity in Creating a Comprehensive Plan” and “Aliquippa: A Small Community on the Front Line”, in Organizing for Community Controlled Development [BB]

See also:


Week 8 (Oct. 6) Tracking Progress: Asset Mapping, Benchmarking & Leveraging Resources

Library data session

Co-facilitators: ____________________________________________

L&B, Chp. 6, “Analytical Methods for Local Economic Development Planning”


See also:


FALL BREAK 😊

Week 9 (Oct. 20) Facilitating Implementation: Leadership & Intermediary Organizations

Co-facilitators: ____________________________________________


P&P, Chp. 7, “Establishing Community Based Organizations”, Chp. 8, “Developing community leadership skills”, Chp. 18, “Neighborhood planning for community development and renewal”,


Rich, M.J. and R.P. Stoker, “Atlanta’s Empowerment Zone” and “Baltimore’s Empowerment Zone”, in Collaborative Governance for Urban Revitalization [BB]

See also:

PART III RAISING ALL BOATS? COMMUNITY ECONOMIC DEVELOPMENT PRACTICE & STRATEGIES

Week 10 (Oct. 27) Locality Development: BIDs, Place Marketing &Tourism

Co-facilitators: ______________________________________________

P&P, Chp. 13 “Marketing the Community” & Chp. 14 “Retaining and expanding existing businesses”


See also:


Week 11 (Nov. 3) Asset-Building & Entrepreneurship

Co-facilitators: ______________________________________________

L&B, Chp. 11, “Community Economic Development”
Green & Haines, “Financial Capital” [BB]


*See also:*

**Week 12 (Nov. 10) Housing and Neighborhood Preservation**

*Co-facilitators: ________________________________

P&P, Chp. 17, “Housing and community planning”
Green & Haines, “Physical Capital” [BB]
Murphy & Cunningham, “Neighborhood Preservation through Affordable Housing” in *Organizing for Community Controlled Development* [BB]


*See also:*

**Week 13 (Nov. 17) Human Capital & Workforce Development**

*Co-facilitators: ________________________________


See also:


**Week 14 (Nov. 24)** Next Generation Strategies: Innovation and Economic Transformation


De Souza Briggs, X. “The Hyper-Organized Region: Leading the Next ‘New Economy’ in Pittsburgh”, in *Democracy as Problem-Solving*.


**Week 15 (Dec. 1)** Team Project Presentations

(Dec. 4) Final Project Due

(Dec. 7) Project Evaluations and De-Brief

**HAPPY HOLIDAYS!!!**