Mission Statement Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We think critically and creatively; communicate effectively; work collaboratively; embrace diversity; we value fairness and equity; advocate powerfully on behalf of the public; and imagine new possibilities to accomplish positive change in our workplaces and in our communities. “Be the change.”

Class Location/Meetings
• 100% Asynchronous

Community and Economic Development (Winter 2022)

• Week 1 2/11/22-2/13/22
  o Friday asynchronous
  o Saturday asynchronous
  o Sunday asynchronous

• Week 2 2/25/22-2/27/22
  o Friday asynchronous
  o Saturday asynchronous
  o Sunday asynchronous

Credits
• 4 GR credits (20242)

Faculty
• Eric S. Trevan, Ph.D. trevane@evergreen.edu

Course Description
Is community and economic development CED different or are the objectives similar? This course will provide a foundation of development while comparing and contrasting community and economic development approaches. Additionally, local and global development perspectives will be explored analyzing different economic and community development decisions. The intersection of community and economic development will be framed as well as the desired outcomes of each approach. Asynchronous completion of assignments is critical to the success of this class and will provide the best learning environment for this conversational exchange of ideas. A final briefing will be a culmination of concepts and ideas throughout the semester and this paper will be completed by analyzing an issue where there is an intersection of economic and community development in the pacific northwest.
Communities are designed not only as geographical location and place, but also a common set of ideas and values. While improving our communities and planning for the future, equity must be built into the overall process of data collection, stakeholder engagement and policy negotiation. This online class will provide an intersection between economic development practice and community development principals. Using an asset-based community development strategy, the class will utilize foundational readings, applied planning software and selected cases that transcend local, urban, rural, Tribal and neighborhood communities. Consisting of in-class time, fieldwork and independent study, teams will focus on building a planning process to help assist identification and celebration of assets in the community.

Learning Objectives:
1. Understand issues related to community and economic development
2. Understand frameworks of professional and academic research applied to community and economic development
3. Understand conflicts and parallels with community and economic development

Required Reading/Articles
Book (Required for Purchase)
  - Introduction to the Research Handbook on Community Development
  - Weaving Reflection, Action, and Knowledge Creation: Lived Experience as a Catalyst into the Cycle of Praxis for Community Development
  - Asset-Based Community Development (ABCD): Core Principles
  - Downtown revitalization, livability and quality of life in Tucson, Arizona
  - Community Innovation and Small Liberal Arts Colleges: Lessons Learned from Local Partnerships and Sustainable Community Development

Articles
- Trevan, E., (2016) *The Influence of Import Substitution on Community Development as Measured by Economic Wealth and Quality of Life*, Arizona State University, Tempe, Arizona (pp 9-42)
Winter 2022 Schedule (Faculty may alter schedule)

2/11/22
Readings/Video/Lecture
• Community and Economic Development
  a. Introduction to the Research Handbook on Community Development (Phillips, Trevan & Kraeger, 2019)
  b. Trevan, E. (2016) *The Influence of Import Substitution on Community Development as Measured by Economic Wealth and Quality of Life*, Arizona State University, Tempe, Arizona (pp 9-42)
  c. Video
Assignment
• Discussion Post and Forum Community and Economic Development Due 2/11/22

2/12/22
Readings/Video/Lecture
• Community Capacity
  b. Video
  https://us02web.zoom.us/rec/share/gAEXSEU01_sQds21whr94tANVkuQwQlijNWAVHu0pxEiAGlf0OzwR5oztYvges.OVA3_YeRFN-2zMPG?startTime=1613660804000
Assignment
• Discussion Post and Forum Community Capacity Due 2/12/22

2/13/22
Readings/Video/Lecture
• Local Economies
  c. Video
  https://us02web.zoom.us/rec/share/vJA52LTPYji6N6Tt_It0xDfmmpRWrS8mauFVOVWAUuPrMx5lQefr-NQicMv-b.AZBbgszypvk3bnV1?startTime=1618938025000
• Entrepreneurship and Community Development
  c. Video (Password Talmage2020$)
  https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fhws.zoom.us%2Frec%2Fshare%2F6sUyIOH8xGdlF6fyEuFGYxxNdziX6a82ncbqaANz0b6R6xupL7fZz_XX80LoDND%3FstartTime%3D1588018029000&data=02%7C
Assignment
- Discussion Post and Forum Local Economies and Entrepreneurship and Community Development Due 2/13/22

2/25/22
Readings/Video/Lecture
- Tribal Communities
  - Video

Assignment
- Discussion Post and Forum Tribal Communities Due 2/25/22

2/26/22
Readings/Video/Lecture
  - Knowledge and Asset Based Community Development
    - Weaving Reflection, Action, and Knowledge Creation: Lived Experience as a Catalyst into the Cycle of Praxis for Community Development (Phillips, Trevan & Kraeger, 2019)
    - Asset-Based Community Development (ABCD): Core Principles (Phillips, Trevan & Kraeger, 2019)
  - Innovation and Partnerships
    - Community Innovation and Small Liberal Arts Colleges: Lessons Learned from Local Partnerships and Sustainable Community Development (Phillips, Trevan & Kraeger, 2019)

Assignment
- Discussion Post and Forum Knowledge and Asset-Based Community Development and Innovation and Partnerships Due 2/26/22

2/27/22
Readings/Video/Lecture
- Work on Briefing Paper
Assignment
- Briefing Paper Due 3/11/22
Assignments

Discussion Post and Forum

DUE Date Based on Article (see below)

Each student will provide a post to a discussion board about a specific topic/reading and a response to another students post. The post should be approximately 2-3 paragraphs and describe the reading/video/post as well as its connection to community and economic development. The post should be insightful, reflective and observant to its overall connections to community and economic development.

The student should also provide a response to another student. This should be 1-2 paragraphs and provide support, positive critique (you can disagree, but do so in a professional and collegial manner) and reflection. You should avoid a simple “good job” as the focus of the response, however feel free to compliment and provide overall support.

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<thead>
<tr>
<th>TOPIC</th>
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<td>Innovation and Partnerships</td>
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Briefing-Community development and economic development issue

DUE 3/11/22

Individual students will provide a briefing on a CED advocacy issues within the Northwest and how it relates to community and economic development principals. A briefing shall be provided showing CED foundations, the advocacy issue and recommendations. The intent is to provide a professional atmosphere to brief policy and decision makers on a particular using a CED lens.

This project will provide practical research experience discussing what techniques are used with community and economic development as well as what stakeholders are involved. Using APA formatting as provided in the syllabus, the student will complete the briefing. Below is a framework/outline of the final project briefing:

- Cover page 1
- Executive summary 2
- Overview of the CED issue 2
- Application of CED frameworks 2
- Options and alternatives 1
- Recommendation to address issue 1
- Summary 1
- References Varies
Course Policies

Commitment to Providing a Safe Learning Environment

The Evergreen State College is committed to providing a safe learning environment for all students that is free of all forms of discrimination and harassment, including sexual assault, domestic/relationship violence, sexual harassment, stalking, and retaliation. The faculty are committed to your well-being and safety, and are open to discuss concerns you might have.

Please know that the faculty members are Responsible Employees, meaning we are legally obligated to share information with the College’s Title IX Coordinator in certain situations to ensure a student’s safety and care is being addressed. Although we have to notify the Title XI Coordinator, it is up to you to control how your case is handled, including whether to pursue a formal complaint or legal actions or not. The goal is to make sure you are aware of a range of options available to you and have access to the resources you need.

If you are seeking confidential support, please contact the following confidential resources:

- Office of Sexual Violence Prevention and Response (Sem I, 4119, 360-867.5221, jonese@evergreen.edu)
- Student Wellness Services (Sem I 2110, 360.867.6200)
- SafePlace Olympia (521 Legion Way SE, Olympia, 360.754.6300)

Conduct & Conflict Resolution

We resolve to discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so). Possessing respect for others is fundamental to an open, free, and educational dialogue.

All students are expected to support and contribute to a well-functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards.

It is imperative that any issues, questions, comments and/or concerns are brought to the attention of the Faculty. The disruption of the learning community is detrimental and by working with Faculty, these issues can be addressed and managed. If there are additional concerns that are not being addressed by Faculty after a good faith attempt is made, then alternatives can be explored unless there is an immediate fear that the resolve is detrimental to the ability of the student and their learning community.

We abide by the social contract: WAC 174-121-01.

We abide by the student conduct code (including academic integrity and plagiarism): Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process.
We abide by the non-discrimination policies and procedures at TESC.

Trauma/Trigger Statement

The Evergreen State College MPA program covers a variety of challenging topics of race, equity, culture, crimes, discrimination, colonization, intergenerational trauma and other potentially difficult topics. We acknowledge certain events may trigger an emotional response. Faculty’s responsibility is to maintain a positive learning environment for all students in the program. Addressing these experiences are not faculty members’ primary area of expertise and we ask that students seek support in advance as needed, if desired.

To help ensure that we all have a shared set of expectations and understanding, Faculty have been advised to explain the process to follow certain proactive steps to manage triggered responses by students. We will:

1. Cover the syllabus and potential conversations in detail to ensure students are aware of possible topics that may evoke a triggered response. This is to ensure that when known triggering material is going to be covered students to do what they need to take care of themselves (take a break, step out).
2. If you are triggered, do step out of class for a time to regain composure and seek additional supporting resources if necessary (Student Wellness Services (Sem I 2110, 360.867.6200; Access Services For Students with Disabilities; 360-867-6348, email inocenc@evergreen.edu; https://www.evergreen.edu/policy/studentswithdisabilities).
3. If a student disrupts class, Faculty will address according to the course policies, the social contract, and the student conduct code.
4. If efforts to manage together do not reduce the disruption, we will refer to the Office of Student Rights and Responsibilities for assistance.

We look forward to working with all of you as a learning community and will do our best to facilitate an engaging and productive process.

Multiculturalism & Diversity

Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminar, and group projects. In a learning community, students and faculty share the responsibility for the teaching and learning environment. Multiculturalism and diversity is to be understood as: aiming to promote constructive community discourse about issues of culture, power, and differences.

Technology Use & Learning Styles

We all have different ways of learning. Faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. However, we are limited to means appropriate for the classroom environment. Surfing the internet, checking social media, reading email, playing with cell phones are not appropriate behaviors in a learning community. Consult your seminar...
faculty to discuss technology use and learning style options. At times Faculty deem it necessary, we reserve the right to ask students to cease usage of all technologies.

*Students will need the ability to access zoom and actively participate with this online meeting platform.*

**Reasonable Accommodations**

Are provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the office of Access Services for Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations. If any student has a health condition or disability that may require accommodations in order to effectively participate in this class, please do the following: Contact faculty before class and Contact Access Services to receive a letter of accommodation. Information about a disability or health condition will be regarded as confidential. Please refer to TESC’s [Students with Disabilities Policy](https://tesc.edu).  

**Permission to Record Lecture, Workshop and Other Similar Discussions**

If a student in class would like to obtain an audio or video recording of another participant in class speaking, discussion, lecture or other related communications in class, and this falls beyond the scope of *Reasonable Accommodations* (see above), then this student would need written permission, in writing, via email or other acceptable forms of documentation, and would need to give a reasonable time period in advance of the recording; usually a week (5 business days) and written consent would need to occur before the recording begins. Participants have the right to deny this request.

**Guest Policy**

Guests are welcome to visit our learning community during class time and seminar meetings with discretionary approval from course faculty in advance of the requested visit. It is the host student’s responsibility to contact the faculty with details about the requested guest visit and await approval. Guests must abide by all social contract conduct code, and nondiscrimination policy guidelines as aforementioned in this syllabus.

**Inclement Weather**

In the event of bad weather or emergencies, students should check with for announcements of campus closures. Students can call the main campus line 867-6000 to get the latest news regarding a campus closure or delay. Faculty may decide to cancel a class meeting even if campus is open and we will send an all-class email prior to 3:00 pm the day of class. Students are responsible for checking email and ensuring viable transportation options are available to them. We recommend, if you’ve not already done so, that you sign up for the [automatic alert system](https://evergreen.edu/emergencyresponse). More, here:
**Communicating**

Email and Canvas are our primary and official means of communication. Students are responsible for checking their Evergreen email and Canvas regularly.

**Submissions Format**

Unless otherwise stated, all papers should be typed, double-spaced, 12-point font, and follow APA format and citation style. [APA Style](http://www.apastyle.org/learn/index.aspx) Purdue Writing & Grammar Guide [http://owl.english.purdue.edu/] All written work will be of high quality, grammatically correct, clear and without spelling errors. Students may request resource writing assistance from faculty and/or the Graduate Writing Assistant.

**Participation & Attendance**

Students are required to attend each class meeting in its entirety. Attendance is represented by completion of asynchronous assignments. Participation includes focusing on class content, speaking in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and talking to the guest speakers. If an absence is unavoidable, seminar faculty should be notified prior to a class and/or seminar absence.

After one 4-hour absence per quarter, make-up work may be assigned. Makeup work must be completed by the end of the quarter in question for course credit. After recurring absences (being late to class; regularly missing more than one class), you may be denied credit. Finally, if you do miss a class, you are expected to do the reading for that class meeting and turn in any assignments that were due that class date.
**Late Assignments**

Turning in assignments late is unacceptable. If there is an unavoidable need to turn in an assignment late, the student should contact their seminar faculty via email no later than the original assignment due date to discuss options. Late assignments must be completed by the revised due date to ensure full receipt of course credit.

**Credit**

Students will receive four (4) graduate credits if all course requirements have been satisfactorily completed to meet course objectives. No partial credit will be awarded. Academic dishonesty and plagiarism (i.e., using other peoples’ work as your own, see MPA Handbook for more), failing to complete one or more assignments, completing more than one assignment late, or multiple absences may constitute denial of credit and/or dismissal from the MPA program. Students will be evaluated based upon their progress toward the learning goals, assessed from classroom, seminar, and assignment performance. Students at risk of losing credit will receive written notification prior to the end of each term.

**Evaluations**

Faculty evaluations and Student self-evaluations are required for credit– posted at the my.evergreen.edu portal – at the end of each quarter. Faculty evaluations are also required each quarter for credit– posted to your my.evergreen.edu portal.