

# Community and Economic Development

**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

TBD

## Class Meetings

Wednesdays 6:00pm-10:00pm

## Credits

(4 GR credits): 10238

## Faculty

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## 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. This course will be split into lecture and discussion for part of the class as well as in class projects and group assignments for the remainder. Attendance is critical to the success of this class and will provide the best learning environment for this conversational exchange of ideas. A final group project will be a culmination of concepts and ideas throughout the semester and this paper and presentation will be completed by analyzing case studies of communities where there is an intersection of economic and community development.

## Class structure

Most classes, unless there is a focus on a guest speaker or presentations, will be structured in a similar fashion. Classes will be structured as conversational, challenging and dynamic, as in changes will occur based on the discussion, passion, current events as well as focused debates. Disagreement is encouraged and using an advocacy platform for issue discussion is encouraged.

In the beginning of class, a current issue of CED will be selected and discussed. This includes understanding the issue on the surface as well as a deeper discussion and debate. Following this will be a discussion on the topics described in the syllabus. Based on these discussions and current CED issues, every class will break into groups and create presentations, which will serve as the foundation for discussion for the remaining class period.

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

(These will be provided as a pdf on Canvas-There are no required book purchases for this class)

1. Audretsch, D. B., & Feldman, M. P. (2004). Knowledge spillovers and the geography of innovation. *Handbook of Regional and Urban Economics*, 4, 2713-2739.
2. Boothroyd, P., & Davis, H. C. (1993). Community economic development: Three approaches. *Journal of Planning Education and Research*, 12(3), 230-240.
3. Burnell, J. (2014). *The New Local*, Phillips, R., & Pittman, R. H. (2008). *An introduction to community development* Routledge.
4. Chaskin, R. J. (2001). Building community capacity a definitional framework and case studies from a comprehensive community initiative. *Urban affairs review*, 36(3), 291-323.
5. Clarke, S. E., & Gaile, G. L. (1992). The next wave: Postfederal local economic development strategies. *Economic Development Quarterly*, 6(2), 187-198.
6. Emery, M., & Flora, C. (2006). Spiraling-up: Mapping community transformation with community capitals framework. *Community development*, 37(1), 19-35.
7. Hustedde, R. J., & Ganowicz, J. (2002). The basics: what's essential about theory for community development practice?. *Community Development*, 33(1), 1-19.
8. Jacobs, J. (1970). The economy of cities. *The Economy of Cities.*, Chapters 2 and 3 (49-121)
9. Kremer, M. (1993). The O-ring theory of economic development. *The Quarterly Journal of Economics*, 551-575.
10. Krugman, P. (1998). What's new about the new economic geography?. *Oxford review of economic policy*, 14(2), 7-17.
11. Osgood, J. L., Opp, S. M., & Bernotsky, R. L. (2012). Yesterday's gains versus today's realities: Lessons from 10 years of economic development practice. *Economic Development Quarterly*, 0891242412465002.
12. Petty, S., & Pieters, G. (2015). What causes city growth? A cross-country examination.
13. Phillips, R., & Pittman, R. (2009). *An introduction to community development*. Routledge, Chapters 2,3 11, 15 (20-48; 166-180; 220-235)
14. Porter, M. E. (2000). Location, competition, and economic development: Local clusters in a global economy. *Economic development quarterly*, 14(1), 15-34.
15. Reis, H., & Rua, A. (2009). An Input–Output Analysis: Linkages versus Leakages. *International Economic Journal*, 23(4), 527-544.
16. Sabatier, P. A. (1991). Toward better theories of the policy process. *PS: Political Science & Politics*, 24(02), 147-156.
17. Shuman, M. H., & Hoffer, D. (2007). Leakage Analysis of the Martha's Vineyard Economy: Increasing Prosperity through Greater Self-Reliance. *Washington DC: Training and Development Corporation. Pre-publication draft.*

## **Fall 2016 Schedule (Faculty may alter schedule)**

### Week 1 What is community and economic development

- Class overview
- Select Research Committee (3-5)
- Community and Economic Development Definitions
- Examples
- Advocacy
- Concepts (3)
- Seminar
- Articles 2,7

### Week 2 Economic development vs community development

- Three (3) waves of economic development
- Three (3) approaches of community development
- Seminar
- Articles 7,11,13

### Week 3 Economic and community development foundation

- Power, structure, shared meaning and rationality
- Production function (economic capital) and community capacity (social and human capital)
- Seminar
- Articles 4,5,6,9,13

### Week 4 Public policy

- Policy streams
- Community and economic development policy issues
- Seminar
- Articles 8,16

### Week 5 Location, competitiveness and geography

- Agglomerative benefits/Clusters
- Competitiveness
- Dual economies

- Core and periphery
- Primary and secondary
- Market and non-market
- Global and local
- Seminar
- Articles 1,8,10,14,15

Week 6 Community development and economic development issue presentations (individual)

Week 7 Joint Research Project

- Develop project framework
- Assign tasks and research/project management
- Implement research

Week 8 Local economic development and community development

- Local economic development
- Local economic development and community development connection
- Seminar
- Articles 3,12,17

Week 9 Entrepreneurship, information and innovation

- Creative Destruction vs Market Alertness
- Power of information and knowledge spill overs
- Innovation Catalysts
- Seminar
- Articles 1,8,9,13

Week 10 Presentations

## **Assignments**

### Regular classes-DUE BY BEGINNING OF CLASS

classes without presentations or joint projects, students will be expected to attend every class. All reading must be completed before class begins in order to have a thoughtful discussion, however the dissection of articles will provide guidance on overall themes providing a basic overview of the syllabus topics. Discussion on current CED topics are encouraged and presentations for every class are required. Group work is reflective of multiple professions and issue/advocacy platforms are completed collectively, therefore working together is required. Evaluations will be based on the involvement/attendance of students, participation in class discussion as well as class presentations. We will also seminar on the readings and have a deep discussion on issues, the purpose of the articles and the perspectives associated with the readings.

### Community development and economic development issue presentation-DUE WEEK 6

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 as well as a poster (estimate 2x3 minimum) showing CED foundations, the advocacy issue and recommendations. Creativity shall be used within this project and all briefings are due 1 week before the class presentations. The intent is to provide a professional atmosphere to brief policy and decision makers on a particular using a CED lens. The presentations will not exceed 5 minutes and discussion will be facilitated how to move an advocacy agenda forward based on the issues at hand.

### Joint research project-DUE WEEK 7

This project will be ongoing through the semester. Through working together as an entire research unit, we will collectively work to research the focus of community and economic development entities, their vision and where there are parallels. This will be developed through the entire class and hands on experience with a research project will be the goal of this exercise. Involvement, passion, organization and framework of the final project will be the central theme of the project.

This project will provide practical research experience discussing what techniques are used with community and economic development as well as what stakeholders are involved. The instructor will work on the research design and update students of the progress of the research. An original research committee will be selected at the beginning of the semester and will provide overall guidance to the project.

### Final presentations-DUE WEEK 10

Students will break into groups to provide presentations on the "Conflicts and parallels of community and economic development." This will explore overall issues and foundations of community and economic development and will provide advocacy positions on any CED issue globally, based on the group research. Working within a group setting is a critical component of this exercise as well as

applying a sound foundation to explore their advocacy issues. Organization of community and economic development principals will create a platform to move advocacy issues forward. Creativity will be strongly encouraged and a necessary part of the presentation. In combination with a true understanding of the issue, how it relates to CED, art, social media, maps, music, poetry as well as other forms of creative expression may be used to serve as part of an advocacy platform.

## Course Policies

**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. 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 dialoging with the guest speakers. If an absence is unavoidable, seminar faculty should be notified prior to a class and/or seminar absence.

After one absence per quarter (Ex. 4 hours on class day is one absence), make-up work will be assigned. Makeup work must be completed by the end of the quarter in question for course credit. After 20 hours of absences total in one quarter, you may be denied full credit for the course. After reoccurring absences (being late to class; regularly missing an hour of class weekend to weekend), you may be denied full 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 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 4 graduate credits at the end of the course if all requirements have been satisfactorily completed. Students will be evaluated based upon their progress towards the learning objectives, assessed from classroom, seminar, and assignment performance. No partial credit or incompletes will be awarded. Full loss of credit decisions will be made by the faculty. Full loss of credit may result in dismissal from the MPA program. Plagiarism (i.e., using other peoples' work as your own) may result in total loss of credit for the class and may result in dismissal from the MPA program. See the [MPA Handbook](#) and [College statement on academic honesty](#) for more information. Failing to meet course requirements (ex. not completing one or more assignments, completing one or more assignments late, or multiple absences) may constitute denial of total credit at the discretion of the faculty. Students at risk of losing credit will receive written notification prior to the end of the quarter.

**Evaluation:** A written self-evaluation and seminar faculty evaluation are required for credit. All final evaluations are to be submitted via [my.evergreen.edu](http://my.evergreen.edu) no later than one week after the last class. Evaluation conferences may occur over the phone and should be scheduled with your seminar faculty.

**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 e-mail, playing with cell phones are not appropriate. Consult your faculty to discuss technology use and learning style options.

**Reasonable Accommodations** will be 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](#).

**Conduct & Conflict Resolution:** 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.

**We will abide by the [social contract](#):** WAC 174-121-010 College philosophy.

**We will abide by the [student conduct code \(including academic integrity and plagiarism\)](#):** Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process

**We will abide by the [non-discrimination policies and procedures at TESC](#)**

**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.

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