

**USP 451/551 Community Economic Development  
Spring 2023 | Th 9:00a-11:40a | Urban Center 270**

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**OVERVIEW**

This course will explore two threads at the intersection of community and economic development: a “traditional” market-based set of strategies and practices and an “alternative” set of strategies and practices that focus on solidarity and care. Both threads are concerned with ensuring that economic opportunity and prosperity are broadly shared across neighborhoods and communities, and both attempt to pick up where the market has failed. Traditional approaches include a range of objectives, from promoting new public and private-sector investment to building capacity and connections between communities and the broader local and regional economy. Alternative approaches think beyond the market and the state and include practices that center perspectives that have long been marginalized in traditional approaches.

This course introduces students to the theory and practice of *community economic development* (CED). The course is organized in two sections. The first section, which will run through week 4, sets the context for CED strategies, by assessing the market forces, policy history, institutional actors, and strategic approach to CED, particularly within the United States urban context. The second section, from week 5 to 9, provides a deeper introduction to both traditional and alternative CED practices, mainly through a combination of scholarly inquiry, case studies and (hopefully) some guest speakers. Week 10 is open: we will determine content democratically.

*Course learning objectives:*

Through the successful completion of this course, I expect that you will:

- Demonstrate understanding of what community economic development (CED) is, and how it relates to and differs from community development and economic development in theory and in practice;
- Demonstrate understanding of the market forces and failures, and political-institutional factors, that give rise to the need for CED strategies, and analysis of their application within diverse community contexts;
- Demonstrate knowledge of key actors and institutions engaged in and supporting CED activities, especially within the United States, and application of that knowledge to particular community contexts;
- Become familiar with and apply\*, as relevant, quantitative and qualitative data and methods for assessing economic assets and conditions within communities; and
- Knowledge of strategies, tools and “best practices” for CED, and application of that knowledge to particular community contexts.

\* Students in the USP 451 section of the course will be introduced to basic analysis methods and expected to incorporate them into their Community Assessment and Final Project as relevant; students in the USP 551 section will be expected to conduct a more extensive analysis.

## **ASSIGNMENTS**

### **❖ Participation (10% of total grade)**

Your active engagement and participation are critical to the learning environment. Your grade will be based on the quality (not necessarily the quantity) of your participation. While I do not plan to take attendance, excessive absence will certainly harm your participation grade. If you need to miss more than one class over the course of the term, you are strongly encouraged to let me know (ahead of time if possible).

### **❖ Reading Responses (5 points each; 40% of total grade)**

Everyone will prepare reading responses for weeks 2-9 (no one needs to do response for weeks 1 or 10). Grad students can skip one week (7 total), undergrads can skip two weeks (6 total). Responses should be roughly 300-500 words (lower end for undergrads; higher for grads). Importantly, your response should critically engage with the readings for the week. In other words, these responses are not recitations of the key points from the readings, but instead meant for you to raise critiques, ask clarifying questions, and critically reflect on the material/concepts.

**\*\*Please complete these before class each week and have access to them** – We will use them to structure class discussion, so be prepared to discuss what you have written about. Responses should also be uploaded to Canvas before midnight each Sunday.

### **❖ CED Case Study (10% of total grade)**

Each student will research and present to the class a case study of a CED-related organization, social movement, community economy, or other form of enterprise. Presentations should be roughly 10 minutes and will take place throughout the term; we will sign up for slots in class. I'll provide a list of examples, but you are free to choose your own cases. No "deliverable" is required for this assignment; students are free to use a slide deck, but it is not required.

### **❖ Final Project – Student Choice (40% of total grade)**

#### **1. CED Assessment and Strategy**

This assignment has two parts: First, you will identify a community (e.g., a neighborhood) and gather data about it (assets, socioeconomic indicators, etc.). Professor Schrock has agreed to talk to the class in week 6 about data gathering strategies (e.g., using the ACS or Business Explorer) and doing "existing conditions analysis" for your chosen community. The second part of the assignment will require students to develop a CED strategy for the community they chose. In developing a strategy, students should identify a "pivot point" (from Temali Ch. 1-3) to focus on and be sure to think through the practical details (e.g., funding sources, the role of public/private actors) that their strategy entails.

#### **2. Scholarly Paper**

This assignment has two parts: First, you will choose a CED approach from the course (e.g., care/solidarity economies, asset mapping, etc.) and do a "deep dive." Second, you will apply the CED approach you've chosen to an area of your interest. The paper should be roughly 5-8 pages single spaced and ideally contribute to your field project (field papers/exams, thesis, dissertation proposal, etc.).

More information on both projects will be discussed in class.

### ***Reading List/Course Schedule***

#### **Week 1: What is CED/Community Economies?**

- Boothroyd & Davis, “Community Economic Development: Three Approaches”
- Phillips & Pittman, “A Framework for Community Economic Development”
- Community Economy Collective, “Community Economies”

#### **Week 2: Expanding CED Conceptually**

- Teitz, “Neighborhood Economics: Local Communities and Regional Markets”
- Gibson-Graham, “Building Community Economies: Women and the Politics of Place”
- Gutierrez, Kelley & McKinley, “An Indigenous Approach to Wealth Building: A Lakota Translation”

#### **Week 3: Traditional Institutions, Processes, Strategies**

- Temali, Chapters 1 & 3 from “The Community Economic Development Handbook” (Chapter 2 is optional)
- Cummings, “Community Economic Development as Progressive Politics: Toward a Grassroots Movement for Economic Justice”
- McKnight & Kretzman, “Mapping Community Capacity”

#### **Week 4: Alternative Institutions, Processes, Strategies**

- Miller, “Solidarity Economy: Key Concepts and Issues”
- Akuno, “Build and Fight: The Program and Strategy of Cooperation Jackson”
- Gibson-Graham, “Cultivating Community Economies”

#### **Week 5: Cultural/Creative/Commercial Revitalization**

- Loukaitou-Sideris & Soureli, “Cultural Tourism as an Economic Development Strategy for Ethnic Neighborhoods”
- Zitcer, “Making Up Creative Placemaking”
- Sutton, “Rethinking Commercial Revitalization”

#### **Week 6: Workforce, Microenterprise, & Place**

- Edgecomb & Thetford, “Microenterprise as Job Development”
- Schrock, “Connecting People and Place Prosperity: Workforce Development and Urban Planning in Scholarship and Practice”
- Wolf-Powers et al, “The Maker Movement and Urban Economic Development”
- (Optional) Marotta, “Old Detroit, New Detroit”

#### **Week 7: Cooperative Economies**

- Iuvene, Stitely, & Hoyt, “Sustainable Economic Democracy: Worker Cooperatives for the 21<sup>st</sup> Century”
- Sutton, “Cooperative Cities: Municipal Support for Worker Cooperatives in the United States.”
- Gibson-Graham, Take Back Business: Distributing Surplus (in TBE)

#### **Week 8: Diverse Community Economies and/in Practice**

- Gritzas & Kavoulakos, “Diverse Economies and Alternative Spaces: An Overview of Approaches and Practices”
- Naylor, “Solidarity as Development Performance and Practice in Coffee Exchanges”
- Williams & Tait, “Diverse Infrastructures of Care: Community Food Provisioning in Sydney”

### **Week 9: Decolonial & Feminist CED**

*Choose two of the following:*

- McLean, “Spaces for Feminist Commoning?”
- Underhill-Sem, “Cuban ‘Co-ops’ and Wanigela ‘Wantoks’: Engaging with Diverse Economic Practices, In Place”
- Bhattacharyya et al, “A Framework for Decolonizing Community Economic Development and Entrepreneurship in Native Nations in Minnesota”
- Niigaaniin et al, “Decolonizing Social Service Through Community Development”

### **Week 10: TBA; Presentations**

**\*\*Course schedule subject to changes – I will announce any major changes in class**

## **POLICIES & RESOURCES**

### **Classroom Etiquette**

It is important to follow a few simple rules of classroom courtesy. While I realize laptops are an essential learning/note taking tool, I ask that you use it exclusively for note taking and for exploring issues that come up in class (i.e. not browsing/scrolling social media). And please be on time to class. Repeated lateness (or early exits) will impact your participation grade.

### **Policy on Academic Integrity**

PSU takes academic integrity very seriously. As a PSU student, you are expected to adhere to the PSU Student Code of Conduct (see: <https://www.pdx.edu/dos/psu-student-code-conduct>).

Academic dishonesty will not be tolerated. The PSU Student Code of Conduct defines academic misconduct as follows:

(9) Academic Misconduct. Academic Misconduct is defined as, actual or attempted, fraud, deceit, or unauthorized use of materials prohibited or inappropriate in the context of the academic assignment. Unless otherwise specified by the faculty member, all submissions, whether in draft or final form, must either be the Student’s own work, or must clearly acknowledge the source(s). Academic Misconduct includes, but is not limited to: (a) cheating, (b) fraud, (c) plagiarism, such as word for word copying, using borrowed words or phrases from original text into new patterns without attribution, or paraphrasing another writer’s ideas; (d) the buying or selling of all or any portion of course assignments and research papers; (e) performing academic assignments (including tests and examinations) in another person’s stead; (f) unauthorized disclosure or receipt of academic information; (g) falsification of research data (h) unauthorized collaboration; (i) using the same paper or data for several assignments or courses without proper documentation; (j) unauthorized alteration of student records; and (k) academic sabotage, including destroying or obstructing another student’s work.

Students are responsible for knowing both in-class behavior and rules governing use of materials in academic work. Plagiarism includes both other students' work and/or anything from the internet (including Wikipedia) that is not properly cited. Any student found plagiarizing work or violating any part of PSU's academic integrity policy will receive no credit for the assignment and will not receive an opportunity to make up the work.

### **Canvas Web-based Course Management**

We will be using Canvas in this course including: access to and updates to the syllabus/reading assignments and assignment submissions. There will be a learning curve we are transition from D2L to Canvas, so let's all do our best and be understanding when there are challenges.

### **Student Resources**

*Access and Inclusion for Students with Disabilities.* PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. Call 503-725-4150 or email [drc@pdx.edu](mailto:drc@pdx.edu). The DRC website is <https://www.pdx.edu/drc>. If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations.

*Title IX.* Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or sexual harassment, know that help and support are available. Information about PSU's support services on campus, including confidential services and reporting options, can be found on PSU's Sexual Misconduct Prevention and Response website at: <http://www.pdx.edu/sexual-assault/get-help> or you may call a confidential IPV Advocate at 503-725-5672 or schedule Online at <https://psuwrc.youcanbook.me>. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to:

- PSU's Title IX Coordinator: Julie Caron by calling 503-725-4410, via email at [titleixcoordinator@pdx.edu](mailto:titleixcoordinator@pdx.edu) or in person at Richard and Maureen Neuberger Center (RMNC), 1600 SW 4th Ave, Suite 830
- Deputy Title IX Coordinator: Yesenia Gutierrez by calling 503-725-4413, via email at [yesenia.gutierrez.gdi@pdx.edu](mailto:yesenia.gutierrez.gdi@pdx.edu) or in person at RMNC, 1600 SW 4th Ave, Suite 830

Please be aware that all PSU faculty members and instructors are required to report information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or student code of conduct, I have to share the information with my supervisor, the University's Title IX Coordinator or the Office of the Dean of Student Life. However, the Title IX Coordinators will keep the information confidential and

refer you to a confidential advocate. For more information about Title IX please complete the required student module *Creating a Safe Campus* in your D2L.

Other resources you should know about:

- For information on assistance with food, housing, financial, utility, and childcare, please visit: <https://www.pdx.edu/dos/student-resources>
- The Office of Diversity & Multicultural Student Services (Smith Memorial Union 425) provides structured, academic support service, advising, referrals, and advocacy for first-generation college students, low- income and others facing special challenges. Please visit: <https://www.pdx.edu/diversity-multicultural-student-services/>
- The Learning Center (Millar Library 245) mission is to foster the learning process by empowering PSU students to accomplish their academic and personal goals. In addition to helping with current coursework, academic support services can assist in developing effective learning strategies. <http://www.pdx.edu/tutoring/>
- The Writing Center (Cramer 188) will help you with all varieties of projects, including class assignments, resumes, application essays, presentations, and creative writing. It aims to help writers at any stage of the writing process, from brainstorming to the final draft. You can schedule an appointment online and their website also suggests ideas and strategies for completing writing assignments. <http://www.writingcenter.pdx.edu/>
- It can be challenging to do your best in class if you have trouble meeting basic needs like safe shelter, sleep, and nutrition. Resource centers across campus are here to provide assistance, referrals, and support. Please contact anyone on this list for assistance:
  - Basic Needs Hub: [basicneedshub@pdx.edu](mailto:basicneedshub@pdx.edu)
  - Portland State Food Pantry: Psufp.com; [pantry@pdx.edu](mailto:pantry@pdx.edu)
  - C.A.R.E. Team: [askdos@pdx.edu](mailto:askdos@pdx.edu); (503) 725-4422
  - Student Health and Counseling: [askshac@pdx.edu](mailto:askshac@pdx.edu); (503) 725-2800