COURSE DESCRIPTION

This course explores the economic challenges facing low-income people and places, and strategies to increase income, earnings, and wealth. Community economic development is situated within the context of traditional state and local economic development policy, and their underlying theoretical perspectives are compared. It explores community economic development goals, organizations, strategies, tools, and planning processes. It also analyzes the politics of economic inequality and economic development, and organizing strategies and tools for holding public development processes and projects “accountable”, so that the benefits of development are shared.

COURSE REQUIREMENTS

This course is held in a lecture/discussion format. All students are expected to keep up with the reading material and participate in class. You can contribute to the class by coming prepared to discuss the concepts and issues in the reading. You are also encouraged to share news articles and other information about regional or national economic development issues. There are two reflective essays on the reading material, and creation of a community economic development plan to address a problem/need you have identified.

Grades: 
Pct. Due Dates:
Reading Reflections 10% Selected dates
CED Plan I: The Problem 30% February 15
CED Plan II: The Solution 40% March 15
CED Plan I & II Presentations 20% Feb 13/20 and Mar 6/13 100%

Books available at the PSU Bookstore:


Other required readings:
Journal articles are available through D2L or PSU Library (electronic databases).
COURSE ASSIGNMENTS

Reading Reflections:
On the first day of class you will sign up for two dates to write your reflective essays. These are not summaries of the readings, but your own thoughtful analysis and reflection on the weekly topic and readings. You can pose questions, offer critique, and/or make connections to contemporary community development issues. They are each worth 5% of your grade. If the essay is below a minimum standard of quality, you will be asked to revise it. These will not be returned to you, but they will inform our weekly class discussion. Email the essay (1½ to 3 pages) as an attachment with the word “Reflection” in the subject line.

Community Economic Development Plan:
Use the Temali Handbook (and Gunn, etc.) to diagnose a problem and propose a solution. You may focus on a low-income neighborhood or group of people. In two parts, you will present your problem identification and analysis and your solution to the class. The first part of the plan is due February 15, and the final, complete plan is due March 15.

SCHEDULE OF TOPICS AND READINGS

January 9
Introduction
Film: Building Hope

January 16
The Rationale for Community Economic Development (CED)

January 23
CED vs. Traditional Economic Development (TED)
Good Jobs First. Accountable Development (Researcher’s Guide)
http://www.goodjobsfirst.org/accountable-development
SCHEDULE OF TOPICS AND READINGS

January 30
CED Organizations, Planning, and Development


http://www.shelterforce.org/article/1993/esop_rises_again/

February 6
CED Strategy: Physical Revitalization


Introduction, Chapters 1-3

http://www.shelterforce.org/article/212/running_on_empty/

February 13
CED Strategy: Asset Development and Preservation


BABBA, Chapter 4 and Conclusion

February 20
CED Strategy: Business Development


http://www.pdc.us/bus_serv/ned.asp
SCHEDULE OF TOPICS AND READINGS

February 27
CED Strategy: Workforce Development


March 6
Student Presentations

March 13
Student Presentations