

CRD 156 – Community Economic Development (Spring 2021)

Department of Human Ecology - University of California, Davis

Lectures: Mondays & Wednesdays 12:10-2:00, Zoom

Labs: Friday A01: 9:00-10:50, A02: 12:10-2:00, Zoom

See Canvas webpage for Zoom links

Instructor: Dr. Noli Brazil

Office: 2325 Hart Hall

Email: nbrazil@ucdavis.edu

Office Hours: Wednesday: 3:00-4:30 or by appointment, Zoom

Please sign up for office hours here <https://www.wejoinin.com/sheets/ewlnd>. Out of courtesy to other students, please do not sign up for more than two 10-minute blocks. If you do, I will keep only the first two blocks.

Graduate Instructor: Erin McGuire

ejm McGuire@ucdavis.edu

Office Hours:

Thursday: 9:00-10:30 am, Zoom

Class Overview

Community economic development (CED) is the process by which members of a community, working with one another through community-based organizations and with other supporters, private and public, improve their economic well-being, increase their control over their economic lives, and build community power and decision-making.

This course introduces students to the theory and practice of CED. The first section of the course sets the context for CED, including its historical basis, core principles, institutions, and stakeholders. We will go through the what, where, who, and how of CED. The second section of the course provides a deeper introduction to specific strategies in business, workforce, locality, and housing development. Although theory will be presented throughout the quarter, the focus will be on application, including an introduction to the data, tools, and methods used in CED assessment, implementation, and evaluation.

Course Objectives

1. Understand CED theory, goals, strategies, organization, and issues.
2. Develop skills and learn tools for community economic analysis and planning, which includes.
 - a. Finding sociodemographic, socioeconomic, industry, and policy data online.
 - b. Analyzing data to measure community social and economic health.
 - c. Presenting data in concise, visually compelling ways.
3. Apply these skills and this knowledge to the analysis and evaluation of CED opportunities in specific locations.
4. Develop a CED plan for a client drawing on theory, data analysis, and qualitative information.

Course Format

The course is organized into four broad phases. A detailed outline of the course is provided in the section Course Agenda.

1. *What is CED?* Introduction to the theoretical and methodological framework underlying Community Economic Development.
2. *Where is CED?* Empirical framework for assessing your community's social and economic health and well-being.
3. *Who is CED?* Community Economic Development institutions and how CED gets financed.
4. *How is CED?* The standard and nontraditional strategies and projects in CED.

Lecture

The Monday and Wednesday lectures will be **synchronous** and **recorded**. **Many lectures will not take up the allotted 2 hour time period.** In days where we don't have a guest speaker, lectures will involve me lecturing, discussion involving the entire class, and student discussion in small groups using breakout rooms.

If you have a question or comment during class, use the raise your hand feature in Zoom and I will call on you. You can also send your questions or comments using the Zoom chat. The TA will address chat questions. I will also pause at various times throughout the lecture to ask the TA if there are any questions from the chat that need to be addressed to the rest of the class. I will also open up the classroom for any questions/comments that students might want to directly ask me.

Lab

The Friday lab will provide hands on practice using real data. Most labs will provide guides offering step-by-step instructions on executing specific tasks using an online tool or software program. Some labs will be devoted to covering lecture material. A few labs will be devoted to working with group members on your community assessments and final project. Although we will go through methods in the lecture, lab is where you will have the opportunity to apply tools and concepts from class using real data. **Labs will not be recorded. So it is your benefit to attend as many labs as possible.**

Course Readings

Many of the required readings will come from the following textbooks

1. Nancey Green Leigh & Edward Blakely (2017). *Planning Local Economic Development: Theory and Practice*. Sixth Edition. Thousand Oaks, CA: SAGE.
2. Rhonda Phillips & Robert Pittman (2014). *An Introduction to Community Development*. Second Edition. New York, NY: Routledge

I will provide scanned chapters as pdfs on Canvas. A hard copy of the books can be purchased through your favorite online book vendor. Other required course material will come from:

3. Journal articles, research reports, online articles, podcasts, videos, and book chapters.

These are available on Canvas or online.

Course Grading

- Case studies (2) 30%
- Guest speaker reflections (4) 20%
- Group community assessments (3) 36%
- Group final project 14%

Late submissions will be deducted 10% per 24 hours until 72 hours after the submission due time. After 72 hours your submission will not be graded. If you cannot upload the assignment on Canvas due to technical issues, you must email it as an attachment to your assigned lab TA by the submission due time. We will allow for extensions based on extenuating circumstances (personal illness, family commitments, religious holidays, unexpected work hours, etc.). You must communicate these circumstances **before the assignment is due**.

Case Studies

There will be 2 case studies assigned in the quarter. A case study will involve reading a set of material and writing up a reaction to the material based on a prompt. The two case study topics are

1. Case Study 1: Community Economic Development Institutions
2. Case Study 2: Nontraditional Community Economic Development Strategies

See the Course Agenda for when case studies will be due.

Guest speaker questions and reflections

We will have a series of guest speakers coming to our class throughout the quarter. These are individuals representing organizations that do on-the-ground Community Economic Development and thus will give you a practical perspective to complement reading and lecture. Your requirements are as follows

- 10% of your grade will be for the Canvas submission of at least one question you would like to ask the guest speaker. You can submit the question on Canvas before or during the guest speaker's lecture. After their talk, there will be a Question and Answer session when I will ask students to volunteer to ask their questions. *Late questions will not be accepted.*
- After each guest speaker's talk, I will post a question/prompt on Canvas about their talk. Please write a response to the question. Most responses will be due

Friday (unless another assignment is due that day) on Canvas and will count for 90% of the grade.

You will need to provide questions and write reflections for the following guest speakers:

1. Kriztina Palone, Office of Innovation and Economic Development, City of Sacramento
2. Tisha Sohail, Alchemist Community Development Corporation
3. Rose Cabral, Sacramento Community Land Trust
4. Dr. Keith Taylor, Assistant Economic Development Specialist in Cooperative Extension, University of California, Davis

Group Community Assessments

You will be asked to complete three community assessments due approximately every 2 weeks. The assessments will be done with your group and are tied to the final project. They involve data collection, analysis, and assessment of your assigned final project community, which includes written summaries of your results. All assignments will be distributed approximately two weeks before the due date. Submit only one document per group. The community assessments (with revisions) will be incorporated into the final group project report.

Final group project

The group community assessments are organized around an applied community economic development project. The project is designed to give students experience in applying the knowledge learned in class to a practical application. The overall goal of the project is to develop community economic development recommendations for a real client. You will work in groups of 3-4 students to develop your plan. We will be working with the Health Education Council (HEC). The HEC is a nonprofit organization committed to promoting health and preventing chronic disease in underserved communities in the Sacramento metropolitan area. Your group will be assigned to one of the following communities

- Mack Road, Sacramento, CA
- Meadowview, Sacramento, CA

A full description of the project will be provided on Canvas later in the quarter. Representatives from HEC will give an introduction to the organization and the communities in a live lecture sometime in the beginning of the quarter. The final project report will be due during finals week. *Late submissions will not be accepted.*

Class participation

In order to avoid inequities caused by differential access to a stable internet connection, good computer software and hardware technology and a non-disruptive work environment, lecture and lab attendance will not be taken. However, in order to maintain a community in an online environment, we encourage students to attend as many lectures and labs as possible. The class is a 5-unit course – which means that the expectation is that you will spend 15 hours a week on this course.

Simply completing the course requirements does not entitle a student to a grade of A or B. “A” grades are earned for exceptional work. Requests for reconsideration of grades will be accepted only in writing with a clear statement of what the student believes has been mis-graded within one week of receiving the graded material. Please submit your original full assignment along with your request for grade reconsideration. *Important: In reviewing the requested assignment for grade reconsideration, grades may be revised up or down depending upon the reassessment of the graded material.*

Course Communication

Please visit office hours with any questions or issues about the material or the course itself before it is too late (i.e., the day before an assignment is due). Please begin the subject line for all emails with “CRD 156:”, and maintain professional email etiquette. Email responses may take a couple days, and email will not be checked regularly during evenings and weekends. In general, any question or concern requiring a reply longer than two sentences is best discussed in office hours. Please double check the syllabus and relevant course documents for answers to course questions

Code of Conduct

Academic Misconduct: Plagiarism and other forms of academic dishonesty will not be tolerated and will have serious consequences. All completed assignments must be original work. If you plagiarize, you will receive a zero on the assignment and suffer disciplinary action. Examples of plagiarism include copying or paraphrasing the work of another person without citing the source, or allowing another person to copy your work. If you are not sure whether something is plagiarism or are unfamiliar with the University Code of Academic Conduct, see <http://sja.ucdavis.edu/cac.html>. Students who cheat or plagiarize will be reported to the Office of Student Support and Judicial Affairs. Those who violate campus rules on academic misconduct are subject to disciplinary sanctions, including suspension and dismissal from the University. Ignorance of these rules is no defense!

Special Circumstances: Students requiring special accommodations (e.g., disabilities, religious holidays) should notify the instructor by end of the first week so appropriate arrangements can be made. Students sometimes experience personal problems during the term that interfere with their learning. If this happens to you, please meet with an instructor as soon as possible to discuss appropriate resources and develop a plan for managing your coursework.

Helpful Resources: Student Health and Counseling Services (SHCS): General information at 752-2300 (shcs.ucdavis.edu); Counseling Services at **219 North Hall** (shcs.ucdavis.edu/services/counseling.html); For urgent needs you can call 752-2349 or walk in to speak with an **advice/triage nurse**. For confidential Advice Nurse services when SHCS is closed, students can call the Student Health Advice Nurse at 752-2349. The nurse will discuss your concerns and help you make informed decisions about your health.

Student Academic Success Center: Services provided in 111 South Hall (752-4475), 2205 Dutton Hall (752-2013), and Educational Opportunity Program building (752-9366).

Academic advising, tutoring, workshops, mentorship, proofreading, and other resources found at <http://success.ucdavis.edu/index.html>.

COVID-19 Statement

All campus wide announcements regarding the COVID-19 pandemic can be found here: <https://www.ucdavis.edu/coronavirus/>. More information about local and statewide public health directives can be found here: <https://campusready.ucdavis.edu/students-and-families>

Your health and well-being is of paramount importance. You may also be primary care givers and might have substantial and increased demands on your time. You may not be able meet the requirements of the course, for any number of other reasons. Reach out to me, if you need any help, including if you need extensions or want to take an Incomplete or deal with it differently. We will deal with these on ad-hoc basis.

Because we will be on online for many of the activities, and since we are not sure of the reliability of your internet connection, reach out to us if you have any issues regarding your access to this infrastructure. We are assuming that most of you will be in Pacific Standard time zone. Alert us, if you are not and if it causes significant hardship.

During the quarter, you may be required to quarantine or self-isolate to avoid the risk of infection to others. Quarantine is the separation of those who have been exposed to someone with Covid-19 but who are not ill; isolation is the separation of those who have tested positive for Covid-19 or been diagnosed with Covid-19 by symptoms. Check the UC Davis COVID-19 reporting site for information regarding your responsibility in reporting a COVID-19 positive test:

<https://safetyservices.ucdavis.edu/coronavirus/reporting-concerns-confirmed-cases>

These uncertain times can be difficult, and many students may need help in dealing with stress and mental health. The following are several helpful university resources available to students. Student Health and Counseling Services (SHCS): General information at 752-2300 (shcs.ucdavis.edu); Making an appointment (<https://shcs.ucdavis.edu/hem>); Call the 24 hour SHCS Counseling Line (530) 752-0871 for crisis support; Counseling Services at shcs.ucdavis.edu/services/counseling.html; For urgent needs you can call 752-2349 or walk in to speak with an advice/triage nurse. For confidential Advice Nurse services when SHCS is closed, students can call the Student Health Advice Nurse at 752-2349. Drop-in Workshops provide workshops on Mindfulness, Self-Care, Coping with Anxiety, and Coping with Emotions, among others (<https://shcs.ucdavis.edu/services/groups>). Each Aggie Matters helps de-stigmatize mental health concerns and provides consolidated mental health resources to students (<https://eachaggiematters.ucdavis.edu>).

Course Agenda

The schedule is subject to revision throughout the quarter. **Updated 5/6/21**

Week 1 What: Defining Community Economic Development	
Lecture	<p><u>Monday</u>: Introduction to class.</p> <p><u>Wednesday</u>: We will define CED and discuss its fundamental principles.</p>
Lab	Finalize project groups. Final project details. Introduction to PolicyMap.
Due	None
Readings	<ul style="list-style-type: none"> Phillips & Pittman. Ch. 1. A framework for community and economic development. Sacramento Inclusive Economic and Community Development Strategy <ul style="list-style-type: none"> -Summary report -Video Interview: https://www.youtube.com/watch?v=ANpwzUb2Ogg
Week 2 Where: Assessing the Community	
Lecture	<p><u>Monday</u>: Guest speaker: Health Education Council. Introduction to project organization and communities.</p> <p><u>Wednesday</u>: We will discuss secondary data methods and the analytic framework for community assessments.</p>
Lab	Introduction to PolicyMap II
Due	None
Readings	<p><u>Monday</u>:</p> <ul style="list-style-type: none"> Health Education Council (HEC): https://healthedcouncil.org/ HEC intro video 1: https://www.youtube.com/watch?v=dHZ5euw6lWg HEC intro video 2: https://www.youtube.com/watch?v=Yv1eo_y8V4g&t=5s <p><u>Wednesday</u>:</p> <ul style="list-style-type: none"> Central Market/Tenderloin Strategy: Appendix F, Baseline Neighborhood Conditions (2015) (<i>Scan the document</i>)

Week 3 Who: CED Institutions Where: Gentrification	
Lecture	<p><u>Monday</u>: We will take stock of the contemporary institutions in CED.</p> <p><u>Wednesday</u>: We will discuss the role of gentrification in CED.</p>
Lab	Creating tables and charts in Excel.
Due	Case study 1a due by 12:00 pm, 4/12 Case study 1b due by 9:00 am, 4/16
Readings	<p><u>Monday</u>:</p> <ul style="list-style-type: none"> • See case study readings • Leigh & Blakely. Ch. 13, Institutional Approaches to Local Economic Development. <p><u>Wednesday</u>:</p> <ul style="list-style-type: none"> • Reading: Zuk et al. (2018). Gentrification, Displacement, and the Role of Public Investment. • Podcast: Gentrification: What is really happening? Science Vs Podcast https://gimletmedia.com/shows/science-vs/39hzkk/gentrification-whats-really-happening
Week 4 Where: Assessing the Business and Workforce Community How: Business Development	
Lecture	<p><u>Monday</u>: We will go through data and methods for conducting a business and workforce analysis of the community.</p> <p><u>Wednesday</u>: We will discuss the rationale for attracting and retaining businesses as a CED strategy.</p>
Lab	Introduction to OnTheMap.
Due	Group assessment 1 due by 9:00 am, 4/23

Readings	<p><u>Monday:</u></p> <ul style="list-style-type: none"> Leigh & Blakely. Ch. 6. Pp 175-193, Introduction to Analytical Methods for Local Economic Development Planning. Emeryville-Berkeley-Oakland Economic Development Inventory and Opportunity Analysis (<i>Scan the document</i>). <p><u>Wednesday:</u></p> <ul style="list-style-type: none"> Leigh & Blakely. Ch. 9. Business Development. Parks and Warren (2009). The Politics and Practice of Economic Justice: Community Benefits Agreements as Tactic of the New Accountable Development Movement. Twitter Central Market Community Benefits Agreement (pp. 5-11).
Week 5 How: Workforce Development	
Lecture	<p><u>Monday:</u> We will discuss workforce development strategies in CED.</p> <p><u>Wednesday:</u> Guest Speaker: Kriztina Palone, Workforce Development Manager, City of Sacramento</p>
Lab	Location Quotients.
Due	<p>Guest speaker question due by 2:00 pm, 4/28</p> <p>Guest speaker reflection due by 5:00 pm, 4/30</p>
Readings	<p><u>Monday:</u></p> <ul style="list-style-type: none"> Leigh & Blakely. Ch. 10. Human Resource Development. The East Baltimore Revitalization Initiative (<i>Scan the document</i>). Podcast: Access to Job Success Season 2 https://www.accesspodcast.org/ <p><u>Wednesday:</u></p> <ul style="list-style-type: none"> Schrock, G (2014). Connecting People and Place Prosperity: Workforce Development and Urban Planning in Scholarship and Practice. ScaleUp Sacramento: An Inclusive Economic Action Agenda

Week 6 How: Entrepreneurship	
Lecture	<p><u>Monday:</u> We will discuss the role of local entrepreneurship in CED.</p> <p><u>Wednesday:</u> Guest Speaker: Tisha Sohail, Alchemist Community Development Corporation.</p>
Lab	Community Asset Mapping using Google My Maps
Due	<p>Guest speaker question due by 2:00 pm, 5/5</p> <p>Group assessment 2 due by 9:00 am, 5/7</p>
Readings	<p><u>Monday:</u></p> <ul style="list-style-type: none"> • Phillips & Pittman. Entrepreneurship as a community development strategy. • Podcast: Access to Next-Stage Growth for Small Businesses Season 1 https://www.accesspodcast.org/ <p><u>Wednesday:</u></p> <ul style="list-style-type: none"> • Lichtenstein, G. A., Lyons, T. S., & Kutzhanova, N. (2004). Building entrepreneurial communities: The appropriate role of enterprise development activities. • Alchemist CDC: http://alchemistcdc.org/
Week 7 How: Housing Development	
Lecture	<p><u>Monday:</u> We will discuss CED strategies focused on housing.</p> <p><u>Wednesday:</u> Guest Speaker: Rose Cabral, Sacramento Community Land Trust.</p>
Lab	TBD
Due	<p>Guest speaker reflection due by 5:00 pm, 5/10</p> <p>Guest speaker question due by 2:00 pm, 5/12</p> <p>Guest speaker reflection due by 5:00 pm, 5/14</p>

Readings	<p><u>Monday:</u></p> <ul style="list-style-type: none"> • Phillips & Pittman. Ch. 17. Housing and Community Planning. • The Role of Affordable Housing in Creating Jobs and Stimulating Local Economic Development: A Review of the Literature. (2011). Center for Housing Policy. <p><u>Wednesday:</u></p> <ul style="list-style-type: none"> • Karen Gray. (2008). Community Land Trusts in the United States. • Sacramento Land Trust: http://www.sacclt.org/
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Week 8 How: Nontraditional CED strategies

Lecture	<p><u>Monday:</u> We will discuss non-traditional CED strategies</p> <p><u>Wednesday:</u> Guest Speaker: Keith Taylor, Assistant Economic Development Specialist in Cooperative Extension, University of California, Davis.</p>
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Lab	Group Assessment Feedback
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Due	<p>Case study 2 due by 12:00 pm, 5/17</p> <p>Guest speaker question due by 2:00 pm, 5/19</p> <p>Community Assessment 3a due by 5:00 pm, 5/19</p> <p>Guest speaker reflection due by 5:00 pm, 5/21</p>
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Readings	<p><u>Monday:</u> See case study readings</p> <p><u>Wednesday:</u></p> <ul style="list-style-type: none"> • Kimberly Zeuli & Jamie Radel. (2005). Cooperatives as a Community Development Strategy: Linking Theory and Practice. • Dr. Taylor’s background https://humanecology.ucdavis.edu/people/keith-taylor
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**Week 9 Community Stakeholder Focus Group
How: Locality Development**

Lecture	<p><u>Monday:</u> We will hold a focus group session of Mack and Meadowview stakeholders</p> <p><u>Wednesday:</u> We will discuss the importance of local infrastructure, arts and culture, and the built environment in CED</p>
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Lab	Final project workshop.
Due	Group assessment 3b due by 9:00 am, 5/28
Readings	<p><u>Monday</u>: No readings</p> <p><u>Wednesday</u>:</p> <ul style="list-style-type: none"> • Leigh & Blakely. Ch. 8. Locality Development. • Loukaitou-Sideris and Soureli. (2012). Cultural Tourism as an Economic Development Strategy for Ethnic Neighborhoods. • The Four Types of Placemaking • Videos: <ul style="list-style-type: none"> ○ Built Environment and Economic Development https://www.youtube.com/watch?v=QZXWEOt9DeU ○ Neighborhood Revitalization through Culture, Community and Creativity https://www.youtube.com/watch?v=XMF6FP2_jys
Week 10 Implementing CED	
Lecture	<p><u>Monday</u>: Memorial Day Holiday, No Class</p> <p><u>Wednesday</u>: CED implementation. Class wrap up.</p>
Lab	Final Project workshop.
Due	None
Readings	<p><u>Monday</u>: No readings</p> <p><u>Wednesday</u>:</p> <ul style="list-style-type: none"> • Brownsville Community, New York, NY: Brownsville Works! A Strategic Economic Development Plan (<i>Scan the document</i>)