**URSP 688V**

**Special Topics in Economic Development Planning**

**Community-Based Economic Development**

**Spring, 2013**

Class: Tuesdays: 4:00 to 6:30

Room TBA

Architecture Building

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**Course Description and Goals**

This course on Community-Based Economic Development will examine economic development theories, policies and practices from the local perspective, as it is often viewed by community development corporations (CDC’s) or other community based organizations (CBO’s). While the basic purpose of economic development – the creation of jobs and wealth – remains the same, CDC’s and CBO’s tend to have a greater focus on issues of equity, social justice and often public safety. What kind of jobs are created and where? What skills are needed and how can local residents train to compete for those jobs? Is wealth creation local and shared, or concentrated and distant? Communities where these organizations are active face significant constraints in terms of community assets, workforce skills and commercial activity. There are spatial constraints as well. Through this course students will explore spatial, social and economic dimensions of “community” and learn how to analyze a local community to identify its assets, challenges and opportunities. They will also learn how to facilitate a planning process that engages and empowers local residents. Students will become familiar with the wide array of tools available to help CDC’s lead successful economic development projects. Broad strategic areas include the development / redevelopment of commercial real estate, market analysis, and business attraction; entrepreneurial development and “economic gardening”; workforce development; and youth-oriented initiatives such as YouthBuild. The course will also focus on the role of universities and other anchor institutions in local economic development, for example the Morgan Mile project at Morgan State University, and the East Baltimore Development Initiative around Johns Hopkins. Field trips will provide a first-hand look at successful community based economic development projects.

NOTE: This course will be offered instead of URSP 661 for the spring 2013 semester. Like URSP 661 it will introduce basic economic development concepts. The primary difference is one of geographic focus. This course will examine economic development from the neighborhood or community perspective rather than the city or regional perspective. URSP 661 will be offered next fall.

**Code of Academic Integrity**

 The University is an academic community. Its fundamental purpose is the pursuit of knowledge. Like all other communities, the University can function properly only if its members adhere to clearly established goals and values. Essential to the fundamental purpose of the University is the commitment to the principles of truth and academic honesty. Accordingly, The Code of Academic Integrity is designed to ensure that the principle of academic honesty is upheld. While all members of the University share this responsibility, The Code of Academic Integrity is designed so that special responsibility for upholding the principle of academic honesty lies with the students.

1. Definitions

ACADEMIC DISHONESTY: any of the following acts, when committed by a student, shall constitute academic dishonesty:

a. CHEATING: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

b. FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

c. FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly  helping or attempting to help another to violate any provision of this Code.

d. PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

2.  Responsibility to Report Academic Dishonesty

 Academic dishonesty is a corrosive force in the academic life of a university. It jeopardizes the quality of education and depreciates the genuine achievements of others. It is, without reservation, a responsibility of all members of the campus community to actively deter it. Apathy or acquiescence in the presence of academic dishonesty is not a neutral act. Histories of institutions demonstrate that a laissez-faire response will reinforce, perpetuate, and enlarge the scope of such misconduct. Institutional reputations for academic dishonesty are regrettable aspects of modern education. These reputations become self-fulfilling and grow, unless vigorously challenged by students and faculty alike.  All members of the University community, students, faculty, and staff share the responsibility and authority to challenge and make known acts of apparent academic dishonesty.

**Grading Method**

There will be a semester project, a mid-term, and a final. Students may be asked to investigate certain questions and report back to the class the following week. These reports will be informal and ungraded. Grading is as follows:

30% Midterm (take home). The midterm will be essay format and based on the readings.

40% Semester project. This will involve developing a methodology, fieldwork, a short report and final presentation.

30% Final exam (take home). The final will be essay format and based on the readings, lectures and the semester project.

**Books**

**Students should buy the following books:**

[Books and readings still being evaluated and subject to change] A partial, unedited list of possible readings is attached; additional reading may be taken from URSP 673.

Temali, M. (2002). The Community Economic Development Handbook: Strategies and Tools to Revitalize Your Neighborhood. St. Paul, MN: Amherst H. Wilder Foundation. 270pp.

**Course Outline**

The course consists of five units, each 2 – 3 weeks in duration: 1) People, Places, Networks and Neighborhoods: What is a Community; 2) Planning Community-Based Economic Development; 3) Connecting People to Opportunities; 4) Place-Based and Asset-Based Economic Development; and 5) University and Institutional Engagement. Readings and lectures will focus on relevant planning theory and analytical methods as well as case studies illustrating the implementation of core concepts. Completing the required readings prior to class is strongly recommended. Optional readings are listed for greater depth and future reference at the student’s discretion. Unless otherwise noted all readings are available on ELMS.

The first part of each class will include short, informal student presentations and a group discussion covering some detailed aspect of the following: 1) the readings for the week; 2) relevant current events or news items; 3) references and resources for community economic development; and/or 4) the previous week’s lecture. The second part of the class will involve a lecture or guest speaker to introduce new material. The final part of each class will focus on the semester project.

**Unit 1: People, Places, Networks and Neighborhoods: What is a community?**

**Learning Objective:** Students will develop an understanding of social, spatial and network concepts of community; the differences between these conceptions, and why it matters

**Class # 1: 1/29/2013 – Understanding communities and neighborhoods and how they differ**

**Discussion:** TBD

**Lecture:** Understanding communities and neighborhoods and how they differ

**Project Lab:** Overview of semester project

**Readings**

Dempwolf, C. and Lyles, W. (2012). "The Uses of Social Network Analysis in Planning:  A Review of the Literature." Journal of Planning Literature **27**(1): 3-21.  [**uses\_of\_sna\_published.pdf**](https://myelms.umd.edu/files/27318692/download?verifier=TzgJuBJYVJ6Juu1cKXF5RVsuHuAEYQG2SqiBIVBV)

Wellman, B. (2001). The Persistence and Transformation of Community: From Neighbourhood Groups to Social Networks**:**104. [**lawcomm7.pdf**](https://myelms.umd.edu/files/27318709/download?verifier=Z5OGlgsDTgTDyf6Dfb8GF6ZL9e3usQNiIo4BnWsV)

 Hutchinson, J. and Vidal, A. (2004). "Using Social Capital to Help Integrate Planning Theory, Research, and Practice." Journal of the American Planning Association**70**(2): 142-192.  [**13229526[1].pdf**](https://myelms.umd.edu/files/27318697/download?verifier=o5oYJU1j5FAIjHjfH9j3EP2DTe2MCbNR1emvHDwP)

**Optional**

Wellman, B. (1999). Networks in the Global Village:  Life in Contemporary Communities. Boulder, CO, Westview Press. pp 1 – 37.  <http://books.google.pn/books?id=vhuOBRPS-pUC&lpg=PP1&pg=PA37#v=onepage&q&f=true>

**Class # 2: 2/5/2013 – The challenges of working with distressed communities**

**Discussion:** TBD

**Lecture:** The challenges of working with distressed communities

**Project Lab:** TBD

**Readings**

TBD. A partial, unedited list of possible readings is attached; additional reading may be taken from URSP 673.

**Class # 3: 2/12/2013 – Economic development approaches**

**Discussion:** TBD

**Lecture:** Place-based, people-based or asset-based?

**Project Lab:** TBD

**Readings**

TBD. A partial, unedited list of possible readings is attached; additional reading may be taken from URSP 673.

**Unit 2: Planning Community-Based Economic Development**

**Learning Objective:** Students will learn how to analyze a community and how to approach community based projects and issues related to power.

**Class # 4: 2/19/2013 – Communities, Planning and Power**

**Discussion:** TBD

**Lecture:** Planning in the face of power: the critical importance of process and engagement

**Project Lab:** TBD

**Readings**

TBD. A partial, unedited list of possible readings is attached; additional reading may be taken from URSP 673.

**Class # 5: 2/26/2013 – Community Economic Development Analysis**

**Discussion:** TBD

**Lecture:** Community Economic Development Analysis

**Project Lab:** TBD

**Readings**

TBD. A partial, unedited list of possible readings is attached; additional reading may be taken from URSP 673.

**Class # 6: 3/5/2013 – Communities and Neighborhoods in the Urban Fabric**

**Discussion:** TBD

**Lecture:** Communities and Neighborhoods in the Urban Fabric

**Project Lab:** TBD

**Readings**

TBD. A partial, unedited list of possible readings is attached; additional reading may be taken from URSP 673.

**Unit 3: Connecting People to Opportunities**

**Learning Objective:** Students will gain an understanding of issues related to workforce development in distressed communities.

**Class # 7: 3/12/2013 – Education, workforce development, supportive services and networking**

**Discussion:** TBD

**Lecture:** Education, workforce development, supportive services and networking

**Project Lab:** TBD

**Readings**

Granovetter, M. (1973). The Strength of Weak Ties. *The American Journal of Sociology*, Vol. 78, No. 6 (May, 1973), pp. 1360-1380.

Stoneman, D. (2002). *The YouthBuild Story of Thanks.* YouthBuild USA. Somerville, MA.[*www.youthbuild.org*](http://www.youthbuild.org)*.*

Temali, M. (2002). The Community Economic Development Handbook: Strategies and Tools to Revitalize Your Neighborhood. St. Paul, MN: Amherst H. Wilder Foundation. Chapter 6.

**Midterm Exam: Due 3/26/2010**

**Class # 8: 3/19/2013 Spring Break**

**Class # 9: 3/26/2013 – Engaging Youth for Generational Change**

**Discussion:** TBD

**Lecture:** YouthBuild and other youth action programs: Engaging Youth for Generational Change

**Project Lab:** TBD

**Readings**

Combined with class #7.

**Unit 4: Place-Based and Asset-Based Economic Development**

**Learning Objective:** Students will become familiar with the various approaches to community-based economic development.

**Class # 10: 4/02/2013 – Real Estate based economic development**

**Discussion:** TBD

**Lecture:** Real Estate based economic development

**Project Lab:** TBD

**Readings**

Temali, M. (2002). The Community Economic Development Handbook: Strategies and Tools to Revitalize Your Neighborhood. St. Paul, MN: Amherst H. Wilder Foundation. Chapter 4.

**Class # 11: 4/09/2013 – Traditional Economic Development**

**Discussion:** TBD

**Lecture:** Business attraction, business retention & expansion, and business creation

**Project Lab:** TBD

**Readings**

TBD. A partial, unedited list of possible readings is attached; additional reading may be taken from URSP 673.

**Class # 12: 4/16/2013 – Asset-based approaches to economic development**

**Discussion:** TBD

**Lecture:** Economic gardening and wealth-building

**Project Lab:** TBD

**Readings**

TBD. A partial, unedited list of possible readings is attached; additional reading may be taken from URSP 673.

**Class # 13: 4/23/2013 – Alternative forms of ownership**

**Discussion:** TBD

**Lecture:** Alternative forms of ownership

**Project Lab:** TBD

**Readings**

TBD. A partial, unedited list of possible readings is attached; additional reading may be taken from URSP 673.

**Unit 5: University and Institutional Engagement**

**Learning Objective:** Students will become familiar with the policies affecting TLED and government agencies involved in promulgating and administering such policies and related programs.

**Class # 14: 4/30/2013 – Institutional Engagement and Community Control**

**Discussion:** TBD

**Lecture:** Institutional Engagement and Community Control

**Project Lab:** TBD

**Readings**

TBD. A partial, unedited list of possible readings is attached; additional reading may be taken from URSP 673.

**Class # 15: 5/7/2011 – Open (Final Presentation Prep)**

**Discussion:**

**Lecture:**

**Lab:**

**Class # 16: 5/14/2011 – Final Presentation**

The following lists of references are unedited bibliographies from related papers that include many potential readings (as well as many unrelated references). Additional sources of possible readings include the URSP 673 Syllabus, provided by Howie Baum; and the Democracy Collaborative at [www.community-wealth.org](http://www.community-wealth.org), among other sources.

References

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Arnstein, S. 1969. ‘‘A Ladder of Citizen Participation.’’ Journal of the American Planning Association 35:216–24.

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