CRD 156
COMMUNITY ECONOMIC DEVELOPMENT

CRN: 67810(Section 1) & 67811(Section 2)
Fridays 9:00 am-12:50 pm
1150 Hart Hall

Instructor: Chris Benner
2333 Hart Hall
754-8799
cbenner@ucdavis.edu

Office Hours: Weds., 10:30am -12:30pm
or by appointment

Labs:
F 1:10-3:00 pm (section 1)
F 3:10-5:00 pm (section 2)
2020 Science Laboratory Bldg
TAs: Shrayas Jatkar, sajatkars@ucdavis.edu
Dustin Tsai, dytsai@ucdavis.edu

Final Exam Group C&D: Tuesday, March 17th, 1:00-5:00 pm.

Class Overview

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

This course examines: the theory, goals and practice of community economic development; ways to analyze the strengths and weaknesses of the local economy; role and local impact of regional, national and global economies; community-oriented economic development strategies such as community and cooperative business development, self-employment and micro-businesses, community loan funds and credit unions, bartering and local currencies; organizations and collaboratives which play a key role in development; and methods to evaluate CED programs.

The specific objectives for this class are to:

- gain an understanding of community economic development theory, goals, process, strategies, organization, and issues;
- develop skills and gain tools for community economic analysis and planning;
- apply this knowledge and these skills to the analysis and evaluation of community economic development opportunities in specific locations;
- identify information sources and other resources and methods to support further research about, and practice of, community economic development.

Course Readings

All readings will be available in electronic form at the CRD 156 web-site in http://smartsite.ucdavis.edu. This site will also include other resources, including data and websites, that will be essential for the class.
Course Requirements and Grading

It is expected that everyone will do class readings and participate in class presentations and discussions. This class is a 5 unit course—which means that the expectation is that you will spend 15 hours a week on this course (including both in-class and out-of-class activities). While the class is formally scheduled for lectures on Friday mornings, and labs on Friday afternoon, we will expect to spend some portion of Fridays on field trips to Sacramento as well. Since this is an applied, community-engaged course, it will be important to have some flexibility in class scheduling, and it will also require all of you to take a significant amount of initiative in pursuing the class assignments.

Class Project

The main course assignments 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. To the extent possible, the class will be run like a consulting firm, with the goal of producing real products for a community-partner.

In this case, our project is linked with a non-profit community organization in Sacramento called Ubuntu Green. (see http://www.ubuntugreen.org/)

Project Background

Ubuntu Green is a nonprofit organization committed to promoting healthy, sustainable and equitable communities through advocacy, education, community development and empowerment. The name of the organization refers to a traditional African concept ubuntu, which literally means ‘human-ness’ or ‘human kindness’ but refers to a broad ethic or philosophy emphasizing community, sharing and generosity. In the political sphere, the concept is used to emphasize the need for unity or consensus in decision-making and a broad humanitarian ethic. A person is a person through other persons. Umuntu ngumuntu ngabantu.

Ubuntu Green works to realize this philosophy through a range of programs in Sacramento that include: an edible gardens program, working with a range of partners to develop edible home and community gardens throughout Sacramento; a green youth leadership program that helps train youth on how to live green and healthy lifestyles, and educate their community to do the same; a community advocacy & engagement institute that provides training to residents leaders in community engagement and advocacy; and direct advocacy work around a range of issues related to environmental and social justice and sustainable community development.

Ubuntu Green has also been very active in developing neighborhood economic development strategies for a major community development initiative in south Sacramento called Building Healthy Communities. The Building Healthy Communities Initiatives in South Sacramento is part of The California Endowment’s 10-year, $1 billion initiative designed to build healthier places for residents in some of the most socio-economically challenged communities in the state. They do this by improving employment opportunities, education, housing, neighborhood safety, unhealthy environmental conditions, access to healthy foods and more (see http://sacbhc.org/).
Ubuntu Green has been developing a neighborhood charrette process focused on developing district-based economic development initiatives. Promoting neighborhood economic development and addressing existing haphazard development and community fragmentation in distressed areas requires a comprehensive approach, one in which several contiguous properties with development potential, along with existing business, residential, and public assets are targeted for redevelopment and formed into a district. There are a total of 4 different areas that Ubuntu Green has been considering for district-based economic development.

Class Project

The overall goal of the class project is to develop recommendations for Ubuntu Green for one of the business districts they have been working on. You will work in groups of 4 students (depending on total enrollment, there may be a few groups with 5 people) to develop your recommendations. There are four business districts being examined, meaning that more than one group will be working on each district, and there will be some collaboration between these groups in research design and planning, though each group will produce a separate district analysis and development proposal. As a class, you will compare each of these individual district analyses, provide feedback on the strengths and weaknesses of each analysis and proposal, and vote for an allocation of resources to be provided to recommended projects.

More comprehensive guidelines for the project will be provided in lab sections, but essentially the final products will include:

1. A detailed demographic and socio-economic profile of your neighborhood, presented in a large poster format. The lab sections will be devoted to developing this profile by showing you how to access relevant data, analyze it, and present it in a compelling form. There will be two specific individual assignments that you will turn in for grades as part of this laboratory work, as well as two group assignments, related to the following:
   a. An analysis of U.S. Census data
   b. An analysis of changing employment dynamics and commuting patterns to businesses located in your district, using data from the Bureau of Labor Statistics.

2. A detailed analysis of interviews of business owners and employees in your district, about their economic challenges, opportunities, and visions for the neighborhood.

3. A proposal for district theme and specific community economic development intervention that you think would address the economic challenges facing your target area. A starting point for developing this intervention is the specific strategies that are covered in the readings and lecture materials in class, and your intervention should be clearly identifiable as a locality development, business development, workforce development, non-market development, or advocacy-based strategy. Your proposal, however, should be based on a more in-depth investigation of the strategy you are proposing, including an analysis of the strengths and weaknesses of the approach, its applicability in your targeted community (including any evidence of previous experiences in pursuing this strategy), the expected
outcomes, and an estimated budget indicating the amount of resources that would be required to pursue your strategy.

**Due date:** The final completed posters describing your final proposed project must be submitted on-line to smartsite by the last day of class, Friday, March 13th.

**The Final Exam** in this course will involve a public presentation of your proposal ideas at a neighborhood gathering in South Sacramento. The scheduling is currently tentative, depending on Ubuntu Green’s timing, but I will aim for Tuesday, March 17th, 1:00-5:00 pm, the scheduled time of our final exam.

**Grading:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Introductory exercise &amp; photo</td>
<td>3%</td>
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<tr>
<td>Attendance</td>
<td>25%</td>
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<td>3 lab assignments</td>
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<td>Final poster</td>
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<td>Participation in Final Exam/Community Presentation</td>
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<td>Feedback on final projects to other groups</td>
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**Code of Conduct**

“All students should be familiar with the Student Code of Academic Conduct that is located here [http://sja.ucdavis.edu/cac.html](http://sja.ucdavis.edu/cac.html). Please review this carefully and ask your instructor if you have any questions. Remember the instructor is obliged to refer you to Student Judicial Affairs in all cases of violation or suspected violation.

In addition to the well-known cases of plagiarism and cheating on examinations, it is also a violation of the Code of Conduct to use your own written materials from papers prepared for other classes, unless you take the following points into consideration.

It is permissible to use materials and texts from other class projects, within CRD or in other departments, under three conditions:

1. You inform the instructor beforehand.
2. You clearly identify the portions where you quote yourself (or collaborative work)
3. You provide a copy of the previous work you have submitted in the other class to the instructor.
4. To ensure that you receive a good grade, make sure that it fits seamlessly into the assignment for THIS class.
5. If you have any doubts about the extent to which you can use already written materials, the talk to the instructor or the TA prior to making any submission."
Course Agenda

Note: Specific topics and readings are subject to change. Any changes will be indicated in advance in class, and will be made on smartsite. In addition, we will be scheduling class site visits to South Sacramento, and will have some guest speakers, so that will also be worked into the schedule. This course involves community work, which isn’t nearly as predictable as regular class schedules, so we’ll need to BE FLEXIBLE!

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics and Readings</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Course Introduction</strong></td>
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<tr>
<td>Jan. 9</td>
<td>Course expectations and assignments</td>
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<td><strong>Overview of Community Economic Development and the Sacramento Region</strong></td>
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<td>Economics 101: Understanding the basics</td>
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<td>Values and power in economic life</td>
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<td>Why <em>community</em> economic development?</td>
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<td>Scale, solidarity and economic opportunity</td>
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<td>Overview of community economic development</td>
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<td>History</td>
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<td>Terms &amp; Definitions</td>
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<td>Values</td>
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<td>Video: Holding Ground, The Rebirth of Dudley Street</td>
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<td><strong>Reading for the week:</strong></td>
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<td></td>
<td>Creed, Gerald (ed.). 2006. <em>The Seductions of Community: Emancipations, Oppressions, Quandaries</em> (Sante Fe: SAR Press) Chapter 1</td>
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<td><strong>Computer Lab:</strong></td>
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<td></td>
<td>• Finalize selection of group members</td>
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<td>• Description of overall project</td>
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<td>• Explanation of process for accessing and analyzing census data</td>
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<td><strong>Week 2</strong></td>
<td><strong>Context for Community Economic Development</strong></td>
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<td>Jan. 16</td>
<td>Globalization &amp; informationalization</td>
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<td>Economic restructuring and opportunity</td>
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<td>Jobs, housing, poverty, race, segregation.</td>
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<td><strong>Approaches, concepts, and theories in local economic development</strong></td>
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<td>Overview of CED theories</td>
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<td>CED Organizations and Institutions</td>
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<td>Traditional &amp; community-based approaches</td>
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<td>Outside-in and inside-out approaches</td>
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<td>Global, regional and locally-oriented approaches</td>
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<tr>
<td><strong>Reading for the week (skim):</strong></td>
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<td></td>
<td>Castells, Manuel (1996) “The Information Technology Revolution”, Chapter 1</td>
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of The Rise of the Network Society (Oxford: Blackwell)

Computer Lab:
Continue work on demographic analysis or possible field trip to South Sacramento

Week 3  Locality Development Strategies
Jan. 23
Community development corporations
Infrastructure Projects
Redevelopment
Housing
Neighborhood Improvement
Enterprise Zones

Readings for the week:
Green, Gary Paul and Anna Haines (2008) Asset Building and Community Development (Sage Publications). Ch. 7: “Physical Capital: The Role of Housing in Community Development”.

Computer Lab:
Complete work on demographic analysis or possible field trip to South Sacramento

Assignment 1 due Monday January 26, 10:00 pm!!!!

Week 4  Business Development Strategies
Jan. 30
Community finance
   Capital issues
   Revolving loans and micro loan programs
Community development credit unions
Community development banks
Community Reinvestment Act
Small business programs
Entrepreneurship programs
Cluster development
Marketing
Changing needs of business

Optional but highly recommended: Thursday, January 29th, 4-8pm.
Idea to Reality: Business Boot Camp
Attend the boot camp to get the inside scoop on making the leap from idea to
business, validating a problem and solution, and identifying a market and
customer. Leave the workshop with a tool set and clearer perspective on how to
build an effective, appropriate and viable plan and strategy to business.
For details and to register, see: http://gsm.ucdavis.edu/events

Readings:
Economic Development Quarterly 11:1 11-27.
Kenneth T. Rosen, Grace J. Kim, and Avani A. Patel. “Shopping the City:
Real Estate Finance and Urban Retail Development.” Discussion Paper
prepared for the Brookings Institution Center on Urban and Metropolitan
Policy, July 2003.
PolicyLink, Goodwin, Gordon (2007) Grow Newark: Building Newark’s
Economy by Investing in Minority and Women-Owned Small Businesses.
(PolicyLink)

Computer Lab:
Assignment 2: Business and Commute Pattern analysis

Week 5
Commercial District Revitalization
Feb. 6
Organizing Models
Planning Processing
Components of a Revitalization Strategy
Business Improvement Districts
Gentrification and Displacement

Readings:
Jacobus, Rick and Maureen Hickey (n.d.) Commercial Revitalization
Planning Guide: A Toolkit for Community Based Organizations. (Local
Initiatives Support Corporation, Center for Commercial Revitalization:
Oakland, CA)
**Computer Lab:**
Complete Assignment 2: Business and Commute Pattern analysis

**Assignment 2 due Monday February 9, 10:00 pm!!!!**

**Week 6**
**Feb. 13**

**Workforce Development Strategies**
- New challenges in workforce preparation
- Workforce development funding and policy
- Variety of training programs
- Community colleges
- Partnerships in workforce development
- Labor-based partnerships

**Readings:**

**Other recommended readings:**
- California's Edge: Keeping California Competitive, Creating Opportunity

**Computer Lab:**
Assignment 3: Business Interview Protocol Development

**Week 7**
**Feb. 20**

**Regional Equity and Community Economic Development**
- Regional economic dynamics
- Neighborhoods and the region
- Regions, politics and power
- Case studies of regional equity strategies

**Readings:**
- Pastor, Manuel, Chris Benner, Martha Matsuoka, (2011) “For what its worth: Regional Equity, Community Organizing and Metropolitan America” *Community Development Journal*

**Computer Lab:**
Time for Business Interviews and Analysis/Final Project Development
Week 8  
**Beyond the Market**
Feb. 27

Locality strategies
- Land banks
- Land trusts
- Collective housing

Business strategies
- Worker Cooperatives
- Employee ownership
- Local Exchange Trading Systems

Social development

**Readings:**


**Computer Lab:**
Time for Business Interviews and Analysis/Final Project Development

Week 9  
**Organizing, Social Movements and Economic Development**
Mar. 6

Community organizing and community development
- Faith-based organizing
- Labor-organizing

Social movements and resistance to globalization

**Readings:**


**Computer Lab:**
Time for Business Interviews and Analysis/Final Project Development

Week 10  
**Continuation of Organizing, Social Movements and Economic Development**
Mar. 13  Challenges of implementation and evaluation

Strategic planning
Pitfalls
Evaluation

Readings:
Peter H. Rossi, “Evaluating Community Development Programs: Problems and Prospects,” in Ferguson and Dickens.

Computer Lab:
Time for Business Interviews and Analysis/Final Project Development

Final Poster Presentations: Tuesday, March 17, 1:00-5:00 pm.