

**UP 271, Community Economic Development**  
Department of Urban Planning  
UCLA  
Professor Chris Tilly  
**Spring 2020 (March 29, 2020 version)**

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[tilly@ucla.edu](mailto:tilly@ucla.edu) ▪ *If you need to reach me within 24-48 hours, please call or text my cell phone* ▪

Office hours: Tues. 10:30-12:30, Weds. 10-12, or by appointment. Office hours are held at my personal Zoom link, <https://ucla.zoom.us/j/5948102330>, or by phone or Facetime. *Please schedule ahead of time, do not just “show up” —I will not open my Zoom meeting unless I see office hours scheduled...* Sign up for office hours at <https://christilly.youcanbook.me/>. If none of the open times work, you can also email me to see if we can set a different time.

### **Course meeting time and location**

The course will meet on Mondays, 2-4:50, on Zoom links that will be announced by email ahead of each class.

### **Important notice on video and audio recording**

The current Shelter at Home order is causing all kinds of logistical difficulties for many students. I would like to videorecord my lecture along with discussion so it will be available to anyone who needs to miss it. If you do *not* wish to be videorecorded, please leave your camera *off*. If you do not wish to be audiorecorded, that is more complicated given that I want to encourage class discussion, but if that is the case, please get in touch and we’ll try to figure something out.

UCLA has asked that I include the following language in the syllabus: This program (Zoom) uses video recording or other personal information capture for the purpose of facilitating the course and/or test environment. Pursuant to the terms of the agreement with UCLA, the data is used solely for this purpose and any vendor is prohibited from redisclosing this information. UCLA also does not use the data for any other purpose.

### **Important notice on flexibility**

None of us signed up for undertaking online learning while sheltering in place. I understand that this places an extra burden on all of you, and extraordinary burdens on some. I will do my best to provide flexibility that will allow everyone to learn while balancing the requirements of school with the demands of the rest of life. Please do not hesitate to contact me to discuss your needs.

I hope that you will also offer me some flexibility as I traverse the learning curve of online teaching.

### **Course description**

The term “community economic development” is used to refer to two different things: scale (economic development at the neighborhood level) and approach or philosophy (local community control over economic development). We will look at both. As the course title suggest, our focus will be *economic* development rather than any number of other important dimensions of development. While we’ll touch on some specific techniques, our main emphasis will be on broad planning skills of analysis and problem-solving. We will primarily use urban US examples and consider US policies, but will occasionally look at other countries to flesh out ideas or make comparisons.

### **Learning objectives**

The goals of this course are for students to learn:

- Basic analytical frameworks for understanding the economic, political, and policy forces affecting community economic development

- Key policy arenas and tools relevant to community economic development
- Approaches to analyzing a community development case
- Critical approaches to strategy development and policy analysis, with particular emphasis on inequality by class, race and ethnicity, and inter-community and inter-regional inequality

### Readings

Readings will be available via the CCLE website, under the headings “Week 1,” “Week 2,” etc. Some readings are also available online at URLs identified in the syllabus. Readings often include Optional readings and Resources that are just listed in case you may find them useful. Discussion questions and guidance on how to read (what to skip, what to skim, what to read closely) will be handed out and/or posted in advance of classes after the first class.

### Course requirements

**Important note: This syllabus is your guide to readings and assignments. I will do my best to remind you of upcoming due dates, but you are responsible for keeping track of what is due when.**

This is a fairly reading-intensive class. To keep the reading manageable, I will give some guidance (including priorities) on reading each week. The requirements are:

- Students are expected to do the required readings, come prepared for discussion, and participate in discussion.
- A weekly one-page online commentary commenting on the readings is required for seven out of weeks 2-10 (students can take two “free passes”; more guidance below).
- A short (4-6 page) individual paper on a contemporary community economic development topic half-way through the course, based on a careful reading of one substantial piece of writing on the topic that is not part of this syllabus, plus an interview with a community economic development practitioner whose practice relates to the topic. You can feed this paper’s work into the term paper assignment, or go a different direction. The short paper has two checkpoints:
  - ID interviewee and list draft questions
  - Finished paper
- Term paper on a current community economic development topic (again, more detail below). This can be turned in by an individual student, or a group of up to 3 (group papers are expected to be longer and richer). Students may write a paper based purely on library research if they choose, although I encourage you to incorporate field research as well. The paper assignment includes four checkpoints:
  - Topic prospectus
  - Outline and progress report
  - Presentation in the final class meeting
  - Turning in the finished paper

The final grade will be approximately based on the following:

- 25% Short paper
- 40% Term paper (grade composed of all 4 checkpoints)
- 20% Weekly online commentaries
- 15% Class participation

Due dates of all assignments are given in the course schedule. Assignments turned in late without explanation will be graded down significantly.

#### *The commentaries*

You are required to post commentaries on the CCLE website for 7 out of the 9 weeks from 2-10. The purpose of the commentaries is not to answer the questions listed in the reading guidance I will distribute each week, nor to summarize the readings, but to react to them.

- 1) What did you find interesting? What was hard to understand? What touched you, and what annoyed you? What are the strengths of these readings? What is valuable about them? What are their limitations? What do

you think might better be done differently? (Different methods, different concepts, different theoretical assumptions, a different question...?)

- 2) In what debates are the authors engaged? Are there tensions or conflicts between them in how they pose and/or think about the issues? Are there complementarities? You can compare and contrast the readings, or just comment on how well they fit together (or not).
- 3) In addition to these general comments, at the end of your write-up please suggest 1 question (not a yes or no) that *links together two or more of the readings*. (This is not always easy!) If you feel the need to pose more than one question, that's OK, but the assignment is to do one.
- 4) Throughout, think of this commentary as a conversation with both the authors and your classmates. Figure out how to invite your readers/classmates to think along with you about your issues, ideally in ways that could engage the authors as well.
- 5) *Your note should just be a page or so*. I prefer to get the posts by mid-day Sunday so I can take them into account in preparing for class, but will accept them up till Monday at 9am.
- 6) *It is easier for the rest of us to page through the commentaries if you paste them in, rather than doing an attachment.*

### *The short paper: Theory vs. Practice*

*Please turn in all paper assignments as Word files (because I like to be able to mark them up online) in the Assignment modules in the relevant weeks of CCLE.*

Write a short (4-6 page, double-spaced, 1000-1500 words), individual research paper on a current community economic development topic—broad enough to be of broad interest beyond specific places or circumstances, narrow enough to say something meaningful in a short paper. Your research should consist of:

- Reading one substantial and useful piece of writing on this topic. “Substantial” means about 20 pages or more and involving some analysis. A journal article, analytical report, book chapter or book, could qualify. The “and useful” part is saying you should not just grab the first 20-page article you can find. You may need to look around for a piece that will give you some meaty ideas. The piece of writing should *not* involve exactly the same case or situation as the interview, or be written by the interviewee or their close colleague. The idea is to contrast ideas that are broader or that grow out of a different set of experiences, with the ideas and experiences of a practitioner.
- Interviewing a community economic development practitioner whose practice relates to this topic. Note: Professors do not qualify as economic development practitioners.

The point of the paper will be to compare, contrast, and relate what you learn from the text vs. the interview. Though this compare-and-contrast is the core of the paper, you should be sure to reflect on what this suggests about the more general topic.

Some advice on the interview:

- You can interview someone in LA, elsewhere in the country, or elsewhere in the world. Interviews by email are generally not very good, though they can be a last resort. Phone, Skype, or even texting are better because they involve real-time conversation. (In-person is the best, but not an option under current circumstances.)
- Finding someone and convincing them to do an interview can involve serious work. It's easier if you already have contact, or if someone can put you in contact with them.
- It is important to come with prepared questions (or at least talking points), including open-ended ones designed to get the interviewee to “tell their story” on the topic in question, not just answer yes/no or multiple choice. 15 questions is a good ball park.
- I have a pretty dogmatic belief that there is one right way to start a research interview. Start with questions clarifying the person's role and their responsibilities in that role (being a Director doesn't always mean the same thing), how long they've been in that role, and just a bit about how they came to be in that role (but not their life story!). This set of questions serves two purposes. It puts the interviewee at ease (we all like talking about ourselves!), and lets you get a fix on their likely knowledge base (one

simple example: somebody who started their job at an organization last year is not likely to know much about what the organization was doing ten years ago). There is only one exception where you don't want to start the interview this way, and that is that you already know the answers to these questions (which usually means you have a prior relationship with the person as well).

- It is hard to learn a lot from an interview that is less than half an hour. Target 30-60 minutes.
- It's a good idea to record (only if the person consents; be sure to explain that you will just use the interview in a class paper).
- Do NOT transcribe the interview...it is extremely time consuming. Instead, do the following: (1) To the extent possible, take notes during the interview, including noting when there is a great quote that you should go back and listen to. (2) Listen through one more time and build up your notes so you have an "index" of the interview and at least an outline of what the person said. (3) Then, if you want to pull out particular quotes, use your index to guide you to them. But you probably want to use direct quotes sparingly just to save time, and instead mainly use paraphrases. I do not need your notes from the interview—just turn in your paper itself.

You can make this short paper on the same topic as your term paper, and I advise you to try to do that. But in some cases after one in-depth reading and one interview, you may decide that you want to do the term paper on a different topic.

While the term paper can be a group project, this first paper is individual, which means that each paper author should choose their own article, conduct and analyze their own interview, and write their own paper. If you have already decided to do a group term paper at the time you are working on your individual paper, I strongly suggest that you meet with your group and figure out how to divide up the turf on reading and interviews for the first paper.

There are two checkpoints for the short paper (assignments should be posted on the CCLE website; I prefer to also get hard copy but it is not required):

- a) **Plan for the paper, due on Monday of Week 3.** What is your topic? What is your plan for finding a relevant article? Who will you interview (name, role or position)? *What is your list of questions?* This is due the same week as your term paper prospectus (not accidental, please turn them in as a single document).
- b) **Finished paper, due on Monday of Week 6.**

*The term paper: Reflective, in-depth analysis on a CED topic*

*Please turn in all paper assignments as Word files (because I like to be able to mark them up online) in the Assignment modules in the relevant weeks of CCLE.*

*The assignment is to write a reflective paper, applying social science/planning thinking, on a community economic development topic of your choosing, within certain parameters. The parameters are:*

- The paper should somehow relate to one of the Big Questions introduced in session 1 of the class: people vs. place, the problem of scale, politics vs. economics, internally driven vs. externally driven development. The Big Question involved does not have to be the main topic of the paper, but it should be clear how the paper connects to it. If you want to propose a topic that relates to a different Big Question, not part of the list from class, you may do so, but the burden of proof is on you to demonstrate in your prospectus why this Question is Big enough.
- You should draw on literature from the course reader and other relevant *analytical* literature. By analytical, I mean articles, books, or reports that do not simply report a series of facts or events, but try to explore or explain broader or deeper patterns. Not just newspaper articles, for example. But they do not have to be academic pieces—they could be directed at policy or practice. Ordinarily a paper of this

length should draw on more than just a handful of sources, and should involve analysis and thought that goes well beyond any single source or small number of sources (so, very different from the short paper).

- You should also draw on at least one real-life example. The example can be in LA, elsewhere in the United States, or elsewhere in the world. Let me be clear: it is OK for the paper to primarily consist of an analysis of one or more case studies (most papers written for this class take this form), as long as the analysis also connects to one of the Big Questions. You can learn about the example either by conducting one or more interviews, by consulting other sources (media accounts, case studies written up by researchers, etc.), or both. I will not give you more credit for doing added interviews rather than a media search, but I *will* give you more credit for presenting a richer, more multi-dimensional picture of the example(s).
- The paper should be 3750-5000 words (about 15-20 pages, double-spaced). If it is considerably longer or shorter, its length should justify itself: a short paper should pack a lot into few words; a long paper should make evident why you needed to present more evidence or arguments to make your point clearly.
- Always be careful to cite all sources used, to put direct quotations in quotation marks, to use direct quotes rather than close paraphrases, etc. See the advice on using sources below. One added piece of advice: though when you are on a roll with writing it is tempting to not stop and note the sources you are using, it is *always* easier to put in sources while you are writing than to go back and try to find them later.

*Group papers* by groups of no more than 3 are OK. Not surprisingly, I expect a group paper to gather more information and cut deeper than an individual paper. This means a longer paper, but it should not be twice as long for two students, etc.

There are four *checkpoints* for the paper assignment, and your grade will be based on all four. Again, please post all assignments on the CCLE website.

- a) **Topic prospectus, due Monday of Week 3.** Your prospectus should identify the question you seek to answer—a *good term paper poses an interesting question and, through research, provides an answer.* (This means you need to pose a question answerable through a term paper’s worth of research.) Explain how your question links to one or more of the Big Questions. Say what example or examples you plan to use. Say what types of sources you plan to use. If you are planning to conduct one or more interviews, describe your strategy for obtaining interviews. About 250-500 words. (Due at the same time as the plan for the short paper.)
- b) **Outline and progress report, due Monday of Week 8.** The **outline** should be an elaborated outline laying out the main topics and arguments you plan to explore, not just “introduction – findings – conclusion.” If you know what sources you will use or plan to use for particular sections, you can note those as well (I am not looking for full, correct references at this stage for writing). The **progress report** is saying briefly what you have done and what you plan to do to complete the research for the paper. This can be point-by-point within the outline, or set apart as a separate narrative. The outline/progress report document should probably be at least 500 words.
- c) **Presentation in front of the class, Week 11.** We will allot about 4 minutes per student (!). For papers by groups of students, everybody should present (averaging 4 minutes per student), but you do not have to present “what you wrote”; you can divide up the presentation in any way you see fit. *4 minutes is very short (enough time for 3-4 slides), and I will enforce time limits, so I urge you to time your presentation beforehand to avoid disappointment.*
- d) **Finished paper, due June 10.**

### Using sources

In all written work, we expect you to identify all sources of data, information, and ideas. When quoting or paraphrasing someone else’s work, cite the source. My preferred form of citation is the author-date form. For example:

The data on firm size indicate that small business’s contributions to U.S. growth are actually relatively modest (Harrison 1994).

Then at the end of the paper, have a complete list of references. For example:

Bennett Harrison. 1994. *Lean and Mean: The Changing Landscape of Corporate Power in the Age of Flexibility*. New York: Basic Books.

**NOTE:** Using someone else's information or ideas without citing the source is misleading, prevents a reader from following up on interesting ideas, and defeats the educational purpose of the assignments (which is to build on other people's work to come up with your own ideas and conclusions). Also, the university forbids it, and stipulates serious penalties if a student is caught at it. Please don't do it. Guidelines for academic honesty are posted at <http://www.deanofstudents.ucla.edu/StudentGuide.pdf>, with a more complete code of conduct at <http://www.deanofstudents.ucla.edu/studentconductcode.pdf>. In brief, to adhere to academic honesty, you should:

- Again, provide citations for information, except for information that is general knowledge or that you learned from direct observation.
- When you use a direct quotation, "put it in quotation marks." (For direct quotes, give the page number.) It is not OK to use a close paraphrase as an alternative to a direct quotation—if it's close, we expect you to just use the direct quote.
- Most of a paper should be your own work. It is fine to summarize, critique, or build on other people's ideas. But if a paper is mostly a string of quotations or descriptions of statements from others, that is a bad sign. We want you to develop your own synthesis and ideas.

### **Statement of Affirmation**

I intend to make this class a space that affirms all identities and perspectives, including your: race, color, national origin, ethnic origin, ancestry, marital status, religion, sex, gender, gender expression, gender identity, transgender status, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), marital status, age, sexual orientation, citizenship or service in the uniformed services. Regardless of background, all students have a right to an equitable education. Because of the multi-faceted and complex nature of our identities, it is imperative that we are committed to affirming one another's perspectives as a collective for all enrolled in this course. I encourage all members to embrace and learn from the diversity in this classroom, school, and university. I want to highlight that discrimination, harassment, or forms of hateful transgressions will not be tolerated in our learning environment. If you have any recommendations about how to make our environment more inclusive feel free to let me know. **If you require accommodations due to ADA related concerns or religious events, let me know at the start of the class so that we can make arrangements.**

## SCHEDULE OF CLASSES AND ASSIGNMENTS

### Week 1 (March 30): Defining the problem, the goal, and a first look at solutions

What is community economic development? What problem is it trying to solve? What are some of the limits and tradeoffs involved in CED?

#### READINGS:

##### REQUIRED

- James DeFilippis and Susan Saegert, “Communities develop: The question is, how?” Pp.1-7 in James DeFilippis and Susan Saegert, eds., *The Community Development Reader*, 2nd ed. (New York: Routledge, 2012). **3-6 is the important part.**
- Gilda Haas, “Turning economic justice into economic development” (2 pages), no date. **Read all 2 pages.**
- Rhonda Phillips and Robert H. Pittman, “A framework for community and economic development.” Pp.3-21 in Rhonda Phillips and Robert H. Pittman, eds., *An Introduction to Community Development*, 2nd edition (New York: Routledge, 2015). **Just read from p.3 to the first paragraph on p.12, focusing on 7-12.**
- Michael Teitz, “Neighborhood economics: Local communities and regional markets,” *Economic Development Quarterly*, Vol.3, No.2 (May 1989), 111-122. **Read for main ideas; 112-118 is the most critical.**
- Randall Crane and Michael Manville, “People or place? Revisiting the who vs. where of urban development,” *Land Lines* (Lincoln Land Institute), July 2008, 2-7. **Read the whole thing.**

##### OPTIONAL

- Elizabeth Currid-Halkett and Kevin Stolarick, “The Great Divide: Economic Development Theory Versus Practice-A Survey of the Current Landscape,” *Economic Development Quarterly* 2011 25: 143-157.
- This American Life, “How to create a job” (May 2011) <http://www.thisamericanlife.org/radio-archives/episode/435/how-to-create-a-job> , 1 hour show
- *RESOURCE*: Tina Abrefa-Gyan and Steve Soifer, “Community Economic Development (CED) Bibliography.” [http://comm-org.wisc.edu/sites/default/files/pictures/CEDbib\\_11\\_2011.htm](http://comm-org.wisc.edu/sites/default/files/pictures/CEDbib_11_2011.htm) . Rich though uneven bib, mainly for 1996-2011.

#### ASSIGNMENTS:

Syllabus, which includes all the assignments, handed out

## WEEKS 2-4: CONTEXTS FOR COMMUNITY DEVELOPMENT

### Week 2 (April 6): Focus on power: Community organizing

How do you figure out who has power in (or over) a community? What are different community organizing approaches to changing the balance of power? What is a planner’s role and responsibility in the face of power imbalances?

#### READINGS:

- Rinku Sen, *Stir It Up! Lessons in Community Organizing and Advocacy*, “Introduction: Community organizing yesterday and today,” xliii-lxv (Roman numerals for 43-65), pp. San Francisco: Jossey-Bass 2003.
- James DeFilippis, Robert Fisher and Eric Shragge, “What’s left in the community? Oppositional politics in contemporary practice,” *Community Development Journal* 44(1):38-52, 2009.
- Marie Kennedy, “Transformative planning for community development,” Parts 1+2, *Progressive City*, November 2018. Links to [Part 1](#) and [Part 2](#). (Single combined PDF on CCLE)

- Kubisch, Anne C., Patricia Auspos, Prudence Brown, and Tom Dewar. 2010. *Voices from the Field III: Lessons and Challenges from Two Decades of Community Change Efforts*. Washington, D.C.: Aspen Institute, 2010.  
[http://www.aspeninstitute.org/sites/default/files/content/docs/pubs/VoicesIII\\_FINAL\\_0.pdf](http://www.aspeninstitute.org/sites/default/files/content/docs/pubs/VoicesIII_FINAL_0.pdf) (*Just read Executive Summary, i-x*)
- *SKIM*: G. William Domhoff, "Power structure research and the hope for democracy," WhoRulesAmerica.net, 2005.  
[http://sociology.ucsc.edu/whorulesamerica/theory/power\\_structure\\_research.html](http://sociology.ucsc.edu/whorulesamerica/theory/power_structure_research.html)

#### ASSIGNMENTS:

First online commentary on readings

#### Week 3 (April 13): Focus on large-scale markets: Regional development theory

Why do economic activities locate where they do? What is agglomeration, and why does it matter for regions? Why do rich regions stay rich and poor regions stay poor?

#### READINGS:

##### REQUIRED

- Michael Storper, *Keys to the City* (Princeton: Princeton University Press, 2013). Ch.6, "Winner and loser regions," 92-114; Conclusion, "Dear Policymaker," 224-228.
- William Easterly, *The Elusive Quest for Growth*, (Cambridge: MIT Press, 2001). Ch.8, "Tales of increasing returns," 145-169.
- Mary E. Edwards, *Regional and Urban Economics and Economic Development* (Boca Raton and New York: Auerbach Publications, Taylor & Francis Group, 2007), "Economic base theory and analysis," pp.170-175 (export base model and location quotients).
- Ann Markusen and Greg Schrock. "Consumption-driven urban development." 2009. *Urban Geography*. Volume 30, No. 4: 1-24. <http://www.hhh.umn.edu/projects/prie/pdf/273ConsumptionDriven.pdf>
- John Cassidy, "Can we have prosperity without growth?" *The New Yorker*, February 3, 2020, 9 pages (7 pages of text).

##### OPTIONAL

- Matthew Shaer, "Does tech need Silicon Valley?" *California Sunday Magazine*, March 14, 2018.  
<https://story.californiasunday.com/indianapolis-tech>

#### ASSIGNMENTS:

Plan for short paper and prospectus for term paper due (turn in one combined document)

#### Week 4 (April 20): Cities, urban problems, and the urban revitalization debate

What forces affect the economies of the cities? What approaches to urban revitalization have succeeded?

#### READINGS:

##### REQUIRED

- Nathan M. Jensen, "The Amazon HQ2 Fiasco Was No Outlier," *Wall Street Journal*, 12/14/18 (4 pages).  
<https://www.wsj.com/articles/the-amazon-hq2-fiasco-was-no-outlier-11544800749>
- Richard Florida and Edward Glaeser, "Two takes on the future of American cities," Citylab,  
<https://www.citylab.com/equity/2017/04/two-takes-on-the-fate-of-future-cities/521907/>, April 2017 (11 pages).
- Manuel Pastor and Margery Austin Turner, *Reducing Poverty and Economic Distress after ARRA: Potential Roles for Place-Conscious Strategies*, Paper Prepared for The Georgetown University and Urban Institute Conference on Reducing Poverty and Economic Distress after ARRA, January 15, 2010 (34 pages).

- Michael B. Katz, “Narratives of Failure? Historical Interpretations of Federal Urban Policy,” *City & Community* 9(1): 13-22, 2010.
- Hank V. Savitch and Paul Kantor, “Urban Strategies for a Global Era: A Cross-National Comparison,” *American Behavioral Scientist*, Vo. 46 No. 8, April 2003: 1002-1033
- Elizabeth Kneebone, “The changing geography of US poverty,” Testimony, Brookings Institution, February 15, 2017 (15 pages). <https://www.brookings.edu/testimonies/the-changing-geography-of-us-poverty/>

#### OPTIONAL

- Natalie Cohen, “Business location decision-making and the cities: Bringing companies back,” Working paper, The Brookings Institution, Center for Urban and Metropolitan Policy, May 2000
- John P. Blair and Robert Premus “Major factors in industrial location: A review,” *Economic Development Quarterly*, Vol. 1, No.1, 1987, 72-85
- Sharon Nunn, “The South’s economy is falling behind: ‘All of a sudden the money stops flowing,’” *Wall Street Journal*, June 9, 2019. <https://www.wsj.com/articles/the-souths-economy-is-falling-behind-all-of-a-sudden-the-money-stops-flowing-11560101610>.
- Timothy J. Bartik, “‘But For’ Percentages for Economic Development Incentives: What percentage estimates are plausible based on the research literature?”, Upjohn Institute Working Paper 18-289, 2018. [https://research.upjohn.org/up\\_workingpapers/289/](https://research.upjohn.org/up_workingpapers/289/)
- Neil Brenner and Nik Theodore, “Cities and the geographies of ‘actually existing neoliberalism,’” *Antipode*, June 2002: 349-379. (This article has a lot of interesting ideas, but also assumes a lot of prior knowledge so parts of it may be hard to understand)
- Mackenzie Baris, Book review, Richard Florida, “The Rise of the Creative Class: And How it’s Transforming Work, Leisure and Everyday Life,” *The Next American City*, Spring 2003. [http://www.americacity.org/article.php?id\\_article=78](http://www.americacity.org/article.php?id_article=78)
- Stephan Faris, “Mi casa es mi casa: Ada Colau, Barcelona’s new mayor, vows to fight inequality by sending tourists packing.” *Business Week*, Sept.23, 2015. (Quick read on a radical urban development strategy)
- Maude Toussaint-Comeau, Robin Newberger, and Darline Augustine, “Inclusive Cluster-Based Development Strategies for Inner Cities: A Conference Summary,” *Economic Development Quarterly* Vol. 30(2):171–184, 2016.
- *RESOURCE*: “ReVISION” website—GIS tool to access a variety of data on subareas of the LA Metro Area. <http://revision.lewis.ucla.edu/>

## WEEKS 5-6: CAPITAL INVESTMENT STRATEGIES

### Week 5 (April 27): Alternatives to disinvestment and displacement: Making redevelopment benefit the community

Why does capital abandon some urban areas? Why does investment lead to displacement in other areas (or sometimes the same areas at another time)? Why does the normal, “neutral” process of redevelopment disadvantage communities of color? What less neutral factors are also at work? What are strategies for making development more accountable to lower income and minority communities and workers?

#### READINGS:

##### REQUIRED

- Leland T. Saito, *The Politics of Exclusion: The Failure of Race-Neutral Policies in Urban America*, Stanford: Stanford University Press, 2009. *Read*: Ch.1, “Introduction: The racialized outcomes of race-neutral policies” (1-31). *Skim one of these two*: Ch.2, “Economic redevelopment, historic preservation, and the Chinese Mission of San Diego” (32-67) OR Ch.3, “African Americans and historic preservation in San Diego: The Douglas Hotel and the Clermont/Coast Hotel” (68-98).
- John Buntin, “The myth of gentrification,” *Slate*, January 4, 2015. (6 pages)

- Maureen Kennedy and Paul Leonard, “Dealing with neighborhood change: a primer on gentrification and policy choices.” Discussion paper prepared for the Brookings Institution Center on Urban and Metropolitan Policy and PolicyLink, 2001. 80 pages (selections).  
[http://www.policylink.org/atf/cf/%7B97C6D565-BB43-406D-A6D5-ECA3BBF35AF0%7D/DealingWithGentrification\\_final.pdf](http://www.policylink.org/atf/cf/%7B97C6D565-BB43-406D-A6D5-ECA3BBF35AF0%7D/DealingWithGentrification_final.pdf)
- Tom Angotti, “The real estate market in the United States: Progressive strategies,” Graduate Center for Planning and Environment, Pratt Institute, 1999. (19 pages)

#### READ ONE OF THE FOLLOWING 3 SETS OF CASES

- **EITHER:** (contrasting community-led revitalization strategies) L. Owen Kirkpatrick, “The Two “Logics” of Community Development: Neighborhoods, Markets, and Community Development Corporations,” *Politics and Society* 35(2): 329-59, 2007.
- **OR THESE 3 TOGETHER (one will just be excerpts):** (taking communities into account in transportation-oriented development) Willow Lung-Amam, Rolf Pendall, and Elijah Knaap, “*Mi Casa no es Su Casa: The Fight for Equitable Transit-Oriented Development in an Inner-Ring Suburb,*” *Journal of Planning Education and Research* 39(4): 442–455
- Lisa Schweitzer, “Transit-oriented classism in Los Angeles: A look at the Ghetto Blue.” *Progressive Planning* No.192, Summer 2012, 18-22.
- Elizabeth Mueller and Sarah Dooling, “Sustainability and vulnerability: integrating equity into plans for central city redevelopment, *Journal of Urbanism: International Research on Placemaking and Urban Sustainability*, 4(3): 201-222, 2011. **(Selections)**
- **OR THESE 3 SHORTER PIECES TOGETHER:** (debating the tradeoffs involved in desegregation) Stephen Steinberg, “The myth of concentrated poverty,” pp.213-228 in Chester Hartman and Gregory D. Squires, *The Integration Debate: Competing Futures for American Cities*, New York: Routledge, 2009.
- Richard Rothstein, “From Ferguson to Baltimore: The Fruits of Government-Sponsored Segregation,” Economic Policy Institute blog, <https://www.epi.org/blog/from-ferguson-to-baltimore-the-fruits-of-government-sponsored-segregation/> , April 2015. (4 pages)
- (Skim) Alexander Polikoff, “Housing mobility: Why is it so controversial?” *Poverty & Race* 24(4), July/August 2015 (7 pages).  
[http://www.prrac.org/full\\_text.php?text\\_id=1528&item\\_id=15073&newsletter\\_id=142&header=July/August%202015%20Newsletter](http://www.prrac.org/full_text.php?text_id=1528&item_id=15073&newsletter_id=142&header=July/August%202015%20Newsletter)

#### OPTIONAL

- Laura Wolf-Powers, “Community benefits agreements and local government: A review of recent evidence.” *Journal of the American Planning Association*, 76(2): 141-59, 2010.
- Causa Justa/Just Cause, *Development without Displacement: Fighting Gentrification in the Bay Area*, <http://cjjc.org/wp-content/uploads/2015/11/development-without-displacement.pdf> , 2015.
- Pete Saunders, “The scales of gentrification,” *Planning* magazine, December 2018 (10 pages)
- Brian J. Asquith, Evan Mast, and Davin Reed, “Supply Shock versus Demand Shock: The Local Effects of New Housing in Low-Income Areas,” *Employment Research* 27(1): 1-4, 2020.
- Karen Chapple and Anastasia Loukaitou-Sideris, *Transit Oriented Displacement or Community Dividends: Understanding the Effects of Smarter Growth on Communities*. Cambridge: MIT Press 2019. Chapter 6, “Transit-Oriented Displacement from the Neighborhood’s Perspective” and Chapter 10, “Safeguarding against Displacement”.
- Marketplace, “The business of gentrification,” December 14, 2013. Podcast (11 minutes) at: <http://www.marketplace.org/topics/world/york-fig/york-fig-business-gentrification> . Transcript at: <http://yorkandfig.com/#post-228>
- “We are Wyvernwood,” 7.5 minute video about historic/community preservation struggle in LA, [http://lac.laconservancy.org/site/PageServer?pagename=wyvernwood\\_main](http://lac.laconservancy.org/site/PageServer?pagename=wyvernwood_main)

#### RESOURCES

- Two sets of economic development case studies. *Economic Development and Smart Growth* is short thumbnail cases, striking for a complete lack of discussion on displacement and on how the benefits of economic revitalization are shared. The special issue on “Race, Politics, and Community Development”

is very much the opposite—strong focus on community involvement (or not), and the racial, class, and community politics involved in each development initiative.

- Alex Iams and Pearl Kaplan, eds. *Economic Development and Smart Growth: 8 Case Studies on the Connections between Smart Growth Development and Jobs, Wealth, and Quality of Life in Communities*. International Economic Development Council, August 2006.
- James Jennings, ed., Special Issue on “Race, Politics, and Community Development in US Cities,” *Annals of the American Academy of Political and Social Science*, 594, July 2004. (I am just including the “Quick Read Synopsis” in the readings—includes outlines of all the articles.)
- Miriam Zuk *et al.*, “Gentrification, Displacement, and the Role of Public Investment: A Literature Review,” Federal Reserve Bank of San Francisco Working Paper 2015-05, <https://www.frbsf.org/community-development/publications/working-papers/2015/august/gentrification-displacement-role-of-public-investment/>, 2015

### **Week 6 (May 4): Financial strategies**

Can specialized financial institutions, tools, or programs help get capital flowing to businesses and households in poor neighborhoods? What are the prospects for more unconventional strategies?

#### **READINGS:**

##### *REQUIRED*

- Elvin Wyly, Markus Moos, and Daniel J. Hammel, “Race, Class, and Rent in America’s Subprime Cities,” pp.3-48 in Manuel B. Aalbers, ed., *Subprime Cities: The Political Economy of Mortgage Markets* (New York: Wiley 2012). **Selections.**
- Lehn Benjamin, Julia Sass Rubin, and Sean Zielenbach, “Community Development Financial Institutions: Current Issues and Future Prospects.” *Seeds of Growth: Sustainable Community Development: What Works, What Doesn’t and Why*. Washington, D.C.: The Federal Reserve Systems’ Third Community Affairs Research Conference, March 27-28, 2003. 49 pages. **Selections.**
- R. Varisa Patraporn, Deirdre Pfeiffer and Paul Ong, “Building Bridges to the Middle Class: The Role of Community-Based Organizations in Asian American Wealth Accumulation,” *Economic Development Quarterly* 2010 24: 288-303.
- Lisa J. Servon, Microenterprise development in the United States: Current challenges and new directions,” *Economic Development Quarterly*, Vol.20, No.4, 351-367 (2006).
- Mark A. Willis, “Community reinvestment: The broader agenda.” *The American Prospect*, August 11, 2009, [http://www.prospect.org/cs/articles?article=community\\_reinvestment\\_the\\_broader\\_agenda](http://www.prospect.org/cs/articles?article=community_reinvestment_the_broader_agenda) (6 pages)
- *SKIM*: Chris Tilly and Marie Kennedy, “Latin America’s ‘third left’ meets the US workplace: A promising direction for worker protection?” *University of California Irvine Law Review* 4: 539-60, 2014.

##### *OPTIONAL*

- Sanford Schram, *Welfare Discipline: Discourse, Governance, and Globalization* (Philadelphia: Temple University Press 2006), Ch.5, “Recommodified discourse: The limits of the asset building approach to fighting poverty,” 107-135.
- Tim Fernholz, “Too small to save,” *The American Prospect*, December 6, 2010 (7 pages), <http://prospect.org/article/too-small-save-0>
- Tarry Hum, “The changing landscape of Asian entrepreneurship, minority banks, and community development,” *AAPI Nexus* 9(1&2):78-90, 2011.
- Jane Paul, “Financing an equitable economy in Los Angeles,” *Dollars & Sense*, May-June 2018, 26-29.
- Dune Lawrence and Eric Ombok, “Closing the cash gap with cryptocurrency,” *Bloomberg Business Week*, 11/3/18. (13 pages) <https://www.bloomberg.com/news/features/2018-10-31/closing-the-cash-gap-with-cryptocurrency>

#### **ASSIGNMENTS:**

## WEEKS 7-10: UPGRADING SKILLS AND CAPACITIES: WORKERS, BUSINESSES, COMMUNITIES

### Week 7 (May 11): Workforce development strategies

Michael Teitz (Week 1) says that building up skills is one of the best ways to help poor neighborhoods. What approaches to skill upgrading and placement work? How do skill-building strategies fit in with other strategies such as strengthening career ladders, politically enhancing access to jobs, and/or improving the jobs people already have?

#### READINGS:

*GUEST SPEAKER (tentative):* Hina Sheikh (UCLA MURP 2016), Economic & Workforce Development Deputy to LA County Supervisor Hilda Solis (**speaker to be scheduled at time that works for her and as much of the class as possible—may not be during regular class time**)

#### REQUIRED

- Greg Schrock, “Reworking Workforce Development: Chicago’s Sectoral Workforce Centers,” *Economic Development Quarterly* 27(3) 163–178, 2013.
- Christopher T. King and Heath J. Prince, “Moving Sectoral and Career Pathway Programs from Promise to Scale,” in Carl Van Horn, Todd Greene, and Tammy Edwards, eds., *Transforming Workforce Development Policies for the 21st Century* (Federal Reserve Bank of Atlanta, 2015), pp.195-229 (selections)
- Public-Private Ventures, *Tuning In to Local Labor Markets: Findings from the Sectoral Employment Impact Study*, 2010, “Executive Summary,” pages i-vii.  
[http://www.ppv.org/ppv/publications/assets/325\\_publication.pdf](http://www.ppv.org/ppv/publications/assets/325_publication.pdf)
- Joan Fitzgerald and Virginia Carlson, “Ladders to a better life.” *The American Prospect*, November 2002, 8pp.
- Adrienne L. Fernandes-Alcantara, *Vulnerable Youth: Employment and Job Training Programs*, Congressional Research Service, <https://fas.org/sgp/crs/misc/R40929.pdf>, January 2017. Skim 3-11.
- Robert Cherry, “What Works in Training Low-Income Youth for Good Jobs: A Conversation with the Director of Year Up New York,” (interview with Alicia Guevara), *Regional Review*, Fall 2014, 14pp.
- Marc Doussard, “Equity Planning Outside City Hall: Rescaling Advocacy to Confront the Sources of Urban Problems,” *Journal of Planning Education and Research* 35(3): 296-306, 2015.

#### OPTIONAL

- Two comprehensive visions of how to restructure the US workforce development system:
  - Larry Good and Ed Strong, “Reimagining Workforce Policy in the United States,” in Carl Van Horn, Todd Greene, and Tammy Edwards, eds., *Transforming Workforce Development Policies for the 21st Century* (Federal Reserve Bank of Atlanta, 2015), pp.13-43
  - F. Ray Marshall and Henry A. Plotkin, “Creating a 21st Century Workforce Development System,” in David Finegold, Mary Gatta, Hal Salzman, and Susan J. Schurman, *Transforming the U.S. Workforce Development System: Lessons from Research and Practice* (Urbana: Labor and Employment Relations Association, 2010), pp.285-313.
- Randall W. Eberts, “How Local Workforce Investment Boards Can Help Support Job Creation,” *Employment Research Newsletter* 20(4):1-4, Upjohn Institute for Employment Research, [http://research.upjohn.org/cgi/viewcontent.cgi?article=1213&context=empl\\_research](http://research.upjohn.org/cgi/viewcontent.cgi?article=1213&context=empl_research), 2013
- Trey Popp, “Home Depot Syndrome, the Purple Squirrel, and America’s Job Hunt Rabbit Hole” (about the work of Peter Cappelli), *Penn University Gazette*, Jan-Feb 2013, [http://www.upenn.edu/gazette/0113/PennGaz0113\\_feature2.pdf](http://www.upenn.edu/gazette/0113/PennGaz0113_feature2.pdf)
- Yeshekel “Zeke” Hasenfeld and Eve Garrow, “Social enterprises as an embodiment of a neoliberal welfare logic,” forthcoming in *American Behavioral Scientist*.

#### RESOURCES

- Kevin Hollenbeck and Wei-Jang Huang, *Net Impact and Benefit-Cost Estimates of the Workforce Development System in Washington State*, Upjohn Institute Technical Report No. 16-033,

[http://research.upjohn.org/cgi/viewcontent.cgi?article=1036&context=up\\_technicalreports](http://research.upjohn.org/cgi/viewcontent.cgi?article=1036&context=up_technicalreports), 2016  
(illustration of one way to analyze the impact of training programs).

### **Week 8 (May 18): Small business strategies I: Overview**

What are winning strategies for developing small businesses? Is it most helpful to provide supports, set standards, or simply not regulate them too much?

#### READINGS:

*GUEST SPEAKER (tentative, could also be in Week 9):* Joe Nicchitta, Director, LA County Department of Consumer and Business Affairs (**speaker to be scheduled at time that works for him and as much of the class as possible—may not be during regular class time**)

#### **REQUIRED**

- Robert Farrant and Erin Flynn, “Seizing agglomeration's potential: The greater Springfield, Massachusetts metalworking district in transition, 1986-1996.” *Regional Studies* 32: 209-22, 1998.
- Judith Tendler, “Small firms, the informal sector, and the ‘devil’s deal.’” *Institute for Development Studies Bulletin* (University of Sussex), Vol.33 No.3, July 2002.
- Seidman, Karl F. "Urban Inner City Commercial Revitalization: A Literature Review." Unpublished article, MIT Department of Urban Studies and Planning, June 2002. “Executive Summary,” pp.1-8. <http://ocw.mit.edu/NR/rdonlyres/Urban-Studies-and-Planning/11-439Spring-2005/BAFBC134-3457-41A5-ACF9-2E5880567575/0/seidman4.pdf>
- Charlie Spies, “Revitalization the New Markets Tax Credit way,” *Public Management* November 2014, 22-24, <https://icma.org/articles/pm-magazine/revitalization-new-markets-tax-credit-way> .
- Stacey A. Sutton, “Rethinking Commercial Revitalization: A Neighborhood Small Business Perspective”, *Economic Development Quarterly* 2010 24(4): 352-371
- Stacey Sutton, “The spatial politics of black business closure in Central Brooklyn.” In Mia Bay and Ann Fabian, eds., *Race and Retail: Consumption Across the Color Line* (New Brunswick, NJ: Rutgers University Press, 2015). (The sequel to Sutton’s EDQ article, so you can find out what happened next.)

#### **OPTIONAL**

- Aaron Chatterji, “Why Washington has it wrong on small business.” *Wall Street Journal*, November 12, 2012.
- Nick Leiber, “Saving Main Street With Zoning,” *Bloomberg Business Week*, <https://www.bloomberg.com/news/articles/2018-01-26/saving-main-street-with-zoning>, January 2018
- T. William Lester and Daniel Hartley, 2013. “The Long-Term Employment Impacts of Gentrification in the 1990s,” *Federal Reserve Bank of Cleveland, Working Paper* no. 13-07.
- Alice Amsden, “Say’s Law, poverty persistence, and employment neglect.” *Journal of Human Development and Capabilities* 11(1): 57-66, 2010.

#### **ASSIGNMENTS:**

Outline and progress report on term paper due

**MAY 25 IS A HOLIDAY. WE WILL NEED TO RESCHEDULE THE WEEK 9 CLASS.**

### **Week 9 (rescheduled date TBD): Small business strategies II: Entrepreneurship by immigrants and native people of color**

Are immigrant business enclaves a pathway to mobility or an exploitative trap? Why do African Americans have lower rates of entrepreneurship than immigrant groups? How can small business strategies be designed to better help create jobs in communities of color?

#### READINGS:

#### **REQUIRED**

- Lisa J. Servon, Robert W. Fairlie, Blaise Rastello and Amber Seely, “The Five Gaps Facing Small and Microbusiness Owners: Evidence From New York City”, *Economic Development Quarterly* 2010 24: 126-142
- Bárbara J. Robles and Héctor Cordero-Guzmán, “Latino Self-Employment and Entrepreneurship in the United States: An Overview of the Literature and Data Sources”, *Annals of the American Academy of Political and Social Science*, Vol. 613 (Sept. 2007), pp. 18-31
- Alicia M. Robb and Robert W. Fairlie, “Access to Financial Capital among U.S. Businesses: The Case of African American Firms”, *The Annals of the American Academy of Political and Social Science* 2007 613: 47-72
- Stacey A. Sutton, “Cooperative Cities: Municipal Support for Worker Cooperatives in the United States,” forthcoming in *Journal of Urban Affairs*, 2019. 41 pages (SELECTIONS)

#### OPTIONAL

- Timothy Bates, William E. Jackson III and James H. Johnson, Jr., “Advancing Research on Minority Entrepreneurship”, *The Annals of the American Academy of Political and Social Science* 2007 613: 10-17 [this is the introduction/overview to the special issue of Annals that the Robles/Cordero and Robb/Fairlie articles come from]
- *SKIM (at least read the abstract!)*: John R. Logan, Richard D. Alba, and Brian J. Stults, “Enclaves and Entrepreneurs: Assessing the Payoff for Immigrants and Minorities,” *International Migration Review* Volume 37 Number 2 (Summer 2003):344-388.
- Timothy Bates and Alicia Robb, “Impacts of Owner Race and Geographic Context on Access to Small-Business Financing,” *Economic Development Quarterly* 30(2) 159–170, 2016.
- AnnaLee Saxenian, “Brain Circulation: How High-Skill Immigration Makes Everyone Better Off”, *The Brookings Review*, Winter 2002 Vol.20 No.1: 28-31.  
<http://people.ischool.berkeley.edu/~anno/Papers/brain-circulation-brookings-review-2002.pdf>
- Christopher Michael, “Latin American Worker Cooperatives en Nueva York,” unpublished ms, CUNY Department of Political Science, New York, May 2014.
- Kali Akuno,  *Casting Shadows: Chokwe Lumumba and the Struggle for Racial Justice and Economic Democracy in Jackson, Mississippi*, New York, Rosa Luxemburg Stiftung, [http://www.rosalux-nyc.org/wp-content/files\\_mf/kaliakuno\\_jackson\\_web.pdf](http://www.rosalux-nyc.org/wp-content/files_mf/kaliakuno_jackson_web.pdf), February 2015 (selections)
- Erick Trickey, “How Boston Is Becoming the City Where Workers Rule: By helping worker-owned cooperatives launch, the city is trying to boost its lower-income residents,” *Politico*, March 12, 2020, <https://www.politico.com/news/magazine/2020/03/12/boston-low-wage-workers-wealth-gap-124613>. 21 pages.
- Marshall Ganz, Tamara Kay, and Jason Spicer, “Social enterprise is not social change,” *Stanford Social Intervention Review*, Spring 2018, 59-60.

#### **Week 10 (June 1: Social capital in economic development, and course wrap-up**

What is social capital, and does it matter? How does it connect to our earlier discussions of community organizing, and of institutions that facilitate development? Also, let’s take some time to think back on what we have learned over the quarter.

#### READINGS:

##### REQUIRED

- Robert D. Putnam, “The Prosperous Community: Social Capital and Public Life, *The American Prospect*, Spring 1993, 35-42.
- James DeFilippis, “The myth of social capital in community development”, *Housing Policy Debate*, 12:4, 781-806, 2001
- Elaine Shiau, Juliet Musso, and Jefferey M. Sellers, “City Fragmentation and Neighborhood Connections: The Political Dynamics of Community Revitalization in Los Angeles,” in Clarence N. Stone and Robert P. Stoker, eds., *Urban Neighborhoods in a New Era: Revitalization Politics in the Postindustrial City* (Chicago: University of Chicago Press, 2015), pp.131-54 (selections to be assigned).

- Keith G. Provan, Mark A. Veazie, Lisa K. Staten, and Nicolette I. Teufel-Shone, “The Use of Network Analysis to Strengthen Community Partnerships,” *Public Administration Review* 65(5): 603-613, 2005.
- *SKIM*: Sean Safford, “Why the Garden Club Couldn’t Save Youngstown: Civic infrastructure and mobilization in economic crises”, MIT Industrial Performance Center Working Paper MIT-IPC-04-002, 2004, <http://web.mit.edu/ipc/publications/pdf/04-002.pdf>
- *FLASHBACK*: Look back at the Teitz and Crane/Manville readings from week 1 (both provide overall framing of community economic development)

*OPTIONAL*

- Miranda Joseph, *Against the Romance of Community*, Chapter 1, “The Supplemnetarity of Community with Capital; or, A Critique of the Romantic Discourse of Community”, 1-29. (Minneapolis: University of Minnesota Press 2002).
- Alejandro Portes and Patricia Landolt. “The Downside of Social Capital,” *The American Prospect*, May 1, 1996.
- Valdis Krebs and June Holley, “Building Smart Communities through Network Weaving,” OrgNet.com, 2006. <http://www.orgnet.com/BuildingNetworks.pdf>
- Timothy J. Bartik, “The Future of State and Local Economic Development Policy: What Research Is Needed,” *Growth and Change*, Vol. 43 No. 4 (December 2012), pp. 545–562

**Week 11 (To be scheduled during finals week, but most likely June 8 in the regular time slot): Student presentations**

The length of the presentations will depend on the number of students, but it will probably be about 4 minutes per student (!). For papers by groups of students, everybody should present, but you do not have to present “what you wrote”; you can divide up the presentation in any way you see fit.

**ASSIGNMENTS:**

- Term paper due June 10
- There is no final exam