Community and economic development are inextricably linked. This interrelationship is present at various community scales from the smallest neighborhood to the region and beyond. In this context, the notion of community has both physical and social dimensions. Community sometimes refers to a geographic place and its physical manifestations like housing, streets, sidewalks, parks and transportation (i.e., the Rainer Valley in Southeast Seattle). At other times, community refers to people with an affinity and historical connection with one another over time and space (ie. the Filipino community). Sometimes these physical and social communities overlap.

Community development and economic development are often undertaken in the same geographic areas for many of the same reasons—some basic ingredients that make for healthy communities are missing. When we undertake community development, we do so because a community contains inadequate amounts of essential community building blocks such as affordable housing, jobs, or robust social networks. We think about economic development when some essential ingredients such as electricity, water, transport, skilled workforce or access to financial capital are missing. Economic development usually entails the strategic infusion of capital into basic infrastructure to enable private sector commerce and exchange to flourish. Interestingly the community development functions and the economic development functions are most often undertaken by separate public agencies in different units of government at different scales of investment.

In this class, we explore the relationship between local community economic development, environmental sustainability, cultural vitality, and trends in the regional and national economies. Specifically, we focus on how to make community and economic investments that yield...
development outcomes that contribute to economic, equitable, environmental, and cultural vitality. This approach extends a triple bottom line approach that seeks to benefit profits, people, and the planet, to also include creativity—a quadruple bottom line values perspective. We will use the quadruple bottom line approach as an organizing framework to critically investigate the competing values-based assumptions and ethical arguments that influence key parts of local economic development: problem definition, data collection and analysis, stakeholder involvement, strategy formulation, policy adoption, and implementation. This quadruple bottom line approach will be used as a conceptual tool to consider the trade-offs and dilemmas of competing values-based arguments for local economic development. Students will apply this approach to identifying values conflicts in readings, classroom discussions, and in written assignments so that students further develop their ability to reflect upon, understand and evaluate ethical claims in public policy engagement and deliberation.

Learning Objectives
In this course, students will learn how to:

- Define community development and economic development, and understand their interrelationships;
- Critically examine the economic, political, and community processes that contribute to community economic development;
- Analyze the connections between community-based economic development, environmental sustainability, cultural vitality, the regional economy, and transnational economic relationships;
- Explore the application of technical skills (i.e., economic development finance, economic development analysis) to field-based analysis;
- Distinguish among the communities of interest, the roles they play in the economic development process, and the mechanisms that facilitate these roles;
- Identify alternative methods of community based economic development that are available to practitioners and policy makers;
- Recognize areas that are ripe for intervention, given neighborhood change over time, larger economic forces, and political factors;
- Explore examples of successful applications.

Approach
This class uses readings, guest experts, class discussion, field trips, written assignments, and student presentations to illustrate the community issues that arise in undertaking economic development at the local level. We intend to use the work of the class to help you enhance your ability to be critically reflective about the work you plan to undertake in the field, improve your professional presentation and briefing skills, and enhance your ability to think both comprehensively and strategically about issues that concern communities and their economic development. At the same time, your class product will address real issues of significance to nonprofit, public, private, and community-based organizations.
Requirements

Participation, readings, and class discussion: This course relies on class discussion to critically explore strategies for local economic development in the context of global and regional economies. The quality of each class will depend upon your preparation. As we progress through the quarter, you will have several opportunities to evaluate your own participation and get feedback as well. The questions listed in italics for each class session are meant to make you think about themes and issues in the readings and in the course. Please use these study questions to guide your reading and analysis of the readings and discussions.

Because of the size of the class and the importance of your speaking and listening to others in the class, we will often break up into small groups then come back to have a whole class discussion so the entire class can benefit from the small group discussions.

Missed class or field trip: If you are unable to attend class, please let me know before class. To make-up for missing a class, please write a 2 page memo critically reviewing the readings assigned for the day that you missed. You may choose to frame that make-up memo by responding to the questions listed for that day in the syllabus, using a conceptual framework (e.g., quadruple bottom line), or otherwise structuring the memo so that it provides evidence that you’ve done the readings as well as critically analyzed them. The purpose of the make-up memo is to provide you with an opportunity to process the readings since you missed that chance by not attending the class session.

If you are not able to join us on the field trips, you may make your own arrangements to visit the same main sites at your convenience either individually or with other students. Making a visit to the two different communities is required in order to complete the Reflective Memo assignment for each location.

Please note that missing three or more class sessions would put you at risk of not passing the course because of the importance of participation.

Required Texts

There are two required texts for the class:


Please note that ALL readings for the first several class sessions are available on Canvas online.
**GRADING:**

The final grade for the course will be comprised of the following components:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation</td>
<td>25%</td>
</tr>
<tr>
<td>Discussion posts (Canvas)</td>
<td>10%</td>
</tr>
<tr>
<td>Reflective memos 2 @ 10%</td>
<td>20%</td>
</tr>
<tr>
<td>Analytic memo (draft section for final paper)</td>
<td>10%</td>
</tr>
<tr>
<td>Field Trip Briefing Packet (team grade)</td>
<td>5%</td>
</tr>
<tr>
<td>Final paper and presentation (team grade)</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**WRITTEN ASSIGNMENTS**

**Discussion Board Posts:** During the quarter, students are required to respond to several prompts by posting to discussion threads on our Canvas website. All your posts will count for 10% of your total grade in the course.

**Reflective Essay and Analytic Memo:** Throughout the course, I recommend you keep a notebook with your critical thoughts on the course reading, guest presenters and class discussions. You will use these observations to build two Reflective Memos, one Analytic Memo and your Final Paper and presentation. The reflective memo is meant to demonstrate your insights regarding your understanding of the readings, and your responses to the questions posted in the syllabus regarding the field trips. Note: these are not memos in the traditional Evans School sense of a terse, definitive distillation of key policy or programmatic analyses. Rather, they allow you to ponder issues and conflicts in the readings and field trips, and to raise questions and grapple with topics. The reflective memo is no more than 3 pages long (1 inch margins, 12 point font, double-spaced) and responds to at least one of the questions posed in the syllabus. In addition to the reflective memo, I also ask for one 3-5 page more traditional analytic memo. The analytic memo will serve as a draft building block for the final paper. It will focus on a component of the final paper.

**Team Project: Final Paper and Presentation:** The course-long team project provides an opportunity for you to integrate and apply your learning while developing a focused response to a question related to key course themes. With colleagues interested in the same topic, you will create a professional paper and presentation that addresses one of the issues/questions below. Teams may be no larger than seven students. The final paper (1) includes a two-page executive summary; (2) outlines the challenges and opportunities the topic presents within the local, national, or global economy, (3) discusses the relationship of the these challenges and opportunities to the specific communities/neighborhoods of interest, (4) analyzes the topic from a quadruple bottom line perspective; and (5) suggests policy recommendations for future action. In-class 10-minute presentations will be made during the final class session.
The final paper will be 20 to 30 pages long (not including appendices); double-spaced; 12 point font; with footnotes or endnotes; a citation/reference style/format of your choice; and include the following elements: 1) cover/title page with names of team members, date, and course title; 2) two-sided single-page executive summary (may be memo-esque); 3) table of contents; 4) tables/graphs/figures (you may include visuals from your powerpoint presentation, note that the final paper will be due after the presentation); 5) conclusion with recommendations; 6) bibliographic references; 7) appendices.

Team Project/Final Paper Topics

A. As part of Seattle Mayor Ed Murray’s Housing Affordability and Livability Agenda (HALA), a multi-stakeholder committee issued a July 2015 report that considered a range of approaches including linkage fees, inclusionary zoning, and public benefit agreements. How well do the committee’s recommendations align with national best practices and what are the trade-offs of these options for addressing Seattle’s challenges regarding housing affordability and livability?

B. Puget Sound tax payers have invested $billions in a new high capacity transit system. Part of the return on investment is a new form of urban development known as Transit Oriented Development with a mix of housing and jobs within walking distance of the light rail station. How will existing and low income residents benefit from this development?

C. Along the central LINK light rail in Southeast Seattle: The Rainier Valley is one of the city’s most diverse and lowest income areas. At the same time, it is experiencing new challenges and opportunities as the result of light rail transit and varied housing and commercial development. The City of Seattle is implementing a three year $3 million HUD Challenge grant known as Community Cornerstones to acquire sites for affordable housing at station areas, retain and strengthen small businesses along MLK Way S. and plan for a multicultural community center in Southeast Seattle. What are the current lessons and prospects of this initiative for promoting community economic development?

D. At the Mt. Baker station Artspace is breaking ground on Mt Baker Artists Lofts a mixed use multi story residence with small business on the ground floor. This pioneer effort is the first step in turning an auto-oriented location into a TOD model. But there is a long way to go. The largest employer and land owner at the Mt Baker station is the University of Washington Medical Center which operates its commercial laundry facility there and also owns land and a vacant building. How could UW be an equitable development partner in fulfilling the city’s and community’s vision for station area development?

E. Sound Transit owns over 200,000 sf of surplus property, some of it currently occupied by a Metro bus layover station across Rainier Ave South from the light rail station. How can public land be used to create equitable TOD? What type of infrastructure
investments at the intersection of MLK Way and Rainier are needed to provide greater pedestrian access to the station?

F. “The Station at Othello” is a private multifamily 350 unit market rate apartment building that opened in 2010 next to the Othello light rail station in the midst of the Great Recession to an underwhelming response and is considered a financial failure, causing other developers to balk at further investment. This project was sold to a German investment group for about $70M. What does this mean in the context of how the global economy affects local community economic development? At the same time, key parcels of public and privately owned land around the Othello Station are for sale. What are the opportunities and challenges for governmental, business, and nonprofit organizations to operate in a glocal (global + local) business environment?

G. The City of Seattle is in the process of developing policy guidelines and initiatives to support Equitable Transit-Oriented Development (ETOD). This approach seeks to explicitly address the potential of TOD to promote economic, social, and cultural equity across historically under-served neighborhoods. How is ETOD similar and different from TOD? What are the assumptions, policy trade-offs, barriers, and prospects for ETOD among selected Seattle neighborhoods?

H. In many metropolitan regions minority and low income workers are physically isolated from robust employment centers. The classic case would be thriving businesses locating in suburban office parks far from inner city ghettos and unserved by public transit. However LINK light rail connects Southeast Seattle with two of the largest employment centers in the region, downtown Seattle and SeaTac airport (and soon to the University of Washington). Where do Rainier Valley residents work and what do they do? What is the educational level of Rainer Valley residents? The City of Seattle is providing funds for business technical assistance primarily to small retail and restaurant businesses. What is the potential of developing knowledge-based, high tech and high-creativity businesses in the LINK light rail corridor? Do the current business assistance and promotion efforts target growth and wealth producing enterprises for Rainier Valley communities?

I. Southeast Effective Development (SEED) is Seattle’s oldest community development corporation. It has developed and manages a large portfolio of affordable housing, community arts center, and invested in a neighborhood shopping center. CDCs have been a cornerstone of the community economic development movement over the last fifty years. SEED is interested in exploring the implications of regional equitable development for its work. What are some ideas/options that you would recommend for SEED to consider as it towards this goal?

J. What are ways to insure the availability of permanently affordable commercial space in neighborhoods that are facing gentrification. This is a key question in places like White Center and Rainier Valley but also affects places like University Ave and Capitol Hill.
Public and nonprofit agencies have carved out roles for affordable housing provision, but not-so-much for small business and culturally appropriate enterprises in neighborhoods faced with gentrification. What would the vehicles and mechanisms look like, how would they work?

K. Washington State’s Growth Management Act (GMA) was adopted 25 years ago to require state and local governments to manage Washington’s growth and protect natural resource lands by designating urban growth areas as well as preparing and implementing comprehensive plans. To date, there has been no recent formal evaluation of the GMA. What things should be considered in preparing a preliminary assessment of the benefits, costs, and remaining challenges and opportunities related to the GMA?

L. Amazon’s (and to a lesser extent Weyerhaeuser’s) decisions to headquarter in downtown Seattle signal capital investments and job growth in the central city. While such investments are supportive of GMA principles, how can communities in Southeast Seattle and other places benefit from these big corporate decisions?

M. As part of Seattle’s waterfront sea entrance, the massive grain elevator and silos at Pier 86 on Elliott Bay adjacent to Myrtle Edwards Park and the Seattle Sculpture Garden are in stark contrast to these aesthetically pleasing settings. The Seattle Department of Neighborhoods awarded a grant to FAP86 – Friends of Art on Pier 86, to study the feasibility of adding public art to the Pier 86 structures. FAP 86 now seeks to gauge community sentiment about this possibility and invites students to help collect data by surveying and engaging residents. What are regional residents’ impressions of the waterfront silos & grain elevator? How would residents react to having large public art on Pier 86? What issues seem apparent? What would be the appeal of such a change? For more information about this project, please directly contact (retired professor) Barry Hyman hyman@u.washington.edu.

N. Please consider proposing your own topic for a team final project. If you are considering this option, please contact me before our 2nd class meeting.
FIELD TRIPS

Field Trip #1: Friday, October 30, 12:00 - 5:00pm: Chinatown International District (CID)

Field Trip #2: Friday, November 20, 12:00 - 5:00pm (Southeast Seattle’s Rainier Valley)

Field Trip Briefing Packet and Documentation: The class will divide into teams to prepare a background document for the class prior to the field trip. Teams will build upon last year’s briefing packets to fact-check and expand upon last year’s briefing packets that are available on a Canvas module site. Teams will organize around topics for the packets including:

- Exploring prototype development of a web-based platform for the packets;
- History of settlement, geography, economy, municipal organization;
- Quadruple bottom line framework for the packet;
- Demographic, employment, education and opportunity profile;
- Public plans and investments including neighborhood and station area plans, CDBG, HUD Section 108, New Market Tax Credits, and public housing investments;
- Business location and employment clusters and trends;
- The role of community-based nonprofit development organizations;
- Residential and commercial real estate market history and trends;
- Editorial and production team.
EVANS SCHOOL POLICY ON ACADEMIC INTEGRITY

You are joining a learning community in the Evans School of Public Affairs that is committed to the highest academic standards. As a member of this community, you agree to uphold the fundamental standards of honesty, respect and integrity, and you accept the responsibility to encourage others to adhere to these standards. You also have a responsibility to conduct yourself in adherence to the University's Student Conduct Code, and to maintain good academic standing in the program. In addition to these expectations of responsibilities, you also have rights and recourses to address grievances. This section describes these rights and responsibilities. It is your responsibility to understand these expectations now.

Student Conduct Code
The first expectation is that Evans students adhere to the University's Student Conduct Code. The following is an abbreviated version. The complete code is available in Washington administrative Code, Chapter 478-120.
"Admission to the University carries with it the presumption that students will conduct themselves as responsible members of the academic community. As a condition of enrollment, all students assume responsibility to observe standards of conduct that will contribute to the pursuit of academic goals and the welfare of the academic community. That responsibility includes, but is not limited to:

• academic and professional honesty and integrity,
• refraining from actions which would interfere with University functions or endanger the health, safety, or welfare of others, and
• complying with the rules and regulations of the University and its units.

Violations of these standards may result in a variety of disciplinary actions, including suspension or permanent dismissal from the University."

ASPA Code of Ethics
In addition, the American Society for Public Administration has its own Code of Ethics, including "(6) Demonstrate personal integrity: Adhere to the highest standards of conduct to inspire public confidence and trust in public service." Your time at the Evans School will give you an opportunity to practice these codes.

Student Academic Conduct (This section is drawn primarily from the Committee on Academic Conduct in the College of Arts and Sciences)
Students at the Evans School are expected to maintain the highest standards of academic conduct, and of course most do. Cheating harms the person cheating, as it deprives them of the opportunity to learn the material. It also harms honest students who are frustrated by the unfairness of cheating that goes undetected and therefore unpunished.
Academic misconduct occurs if you present as your own work something that you did not do. It is also considered academic misconduct if you help someone else present work that is not his or her own.

Plagiarism
One of the most common forms of cheating is plagiarism, using another's words or ideas without proper citation. When students plagiarize, they usually do so in one of the following six ways:

1. Using another writer's words without proper citation. If you use another writer's words, you must place quotation marks around the quoted material and identify the source of the quotation.

2. Using another writer's ideas without proper citation. When you use another author's ideas, you must indicate with an in-text citation, note, or other means where this information can be found. Your instructors want to know which ideas and judgments are yours and which you arrived at by consulting other sources. Even if you arrived at the same judgment on your own, you need to acknowledge that the writer you consulted also came up with the idea.

3. Citing your source but reproducing the exact words of a printed source without quotation marks. This makes it appear that you have paraphrased rather than borrowed the author's exact words.

4. Borrowing the structure of another author's phrases or sentences without crediting the author from whom it came. This kind of plagiarism usually occurs out of laziness: it is easier to replicate another writer's style than to think about what you have read and then put it in your own words.

5. Borrowing all or part of another student's paper or using someone else's outline to write your own paper.

6. Using a paper writing "service" or having a friend write the paper for you. Regardless of whether you pay a stranger or have a friend (inside or outside the School) do it, it is a breach of academic honesty to hand in work that is not your own or to use parts of another student's paper. This includes internet paper-writing resources. Note that it is also considered academic misconduct if you are the friend who willingly wrote a paper for someone else or shared your work for copying.

Multiple submissions
Multiple submission is the practice of submitting a single paper for credit in two different classes (in the same quarter or in different quarters). The UW does not have a general policy prohibiting this practice. However, because an individual professor may not permit the practice in their class, a student wishing to make a multiple submission must clear it with both professors involved. Non-compliance will result in a violation of the University's standard of conduct.
Lying
Lying encompasses the following: the willful and knowledgeable telling of an untruth, as well as any form of deceit, attempted deceit, or fraud in an oral or written statement relating to academic work. This includes but is not limited to the lying to administration and faculty members, and falsifying any university document by mutilation, addition, or deletion.

What happens if there is a suspected violation?
It is the responsibility of the entire Evans School community to uphold its academic standards and integrity. It is the Evans School's policy that instructors maintain discretion over whether and how any suspected academic misconduct should be reflected in the grade for that assignment, exam, or for the course. This may include a zero grade. Students who disagree with the instructors' assessment should follow the University's normal grade appeal process (see below). Proven academic misconduct as outlined above could also result in disciplinary action from the Graduate School, including probation or dismissal from the University. In addition, instructors who suspect misconduct will report the misconduct to the Graduate Program Coordinator.

Evans School’s Community Conversation Norms

At the Evans School, we value the richness of our differences and how they can greatly enhance our conversations and learning. As a professional school, we also have a responsibility to communicate with each other—inside and outside of the classroom—in a manner consistent with conduct in today’s increasingly diverse places of work. We hold ourselves individually and collectively responsible for our communication by:

- **Listening** carefully and respectfully
- **Sharing** and teaching each other generously
- **Clarifying** the intent and impact of our comments
- **Giving and receiving** feedback in a “relationship-building” manner
- **Working** together to expand our knowledge by using high standards for evidence and analysis
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Readings</th>
</tr>
</thead>
</table>
| Wed Sept. 30 | Community Economic Development: Context and the Quadruple Bottom Line (economic prosperity, social equity, environmental sustainability, creative vitality)  
How has economic development evolved from industrial recruitment to incorporate equity and sustainability and cultural vitality into local economic development practice?  
What are the implications of a post-industrial economy for economic action on the local level?  
Why talk about regionalism in a class on local economic development/community and economic development?  
What’s the role of community—people & neighborhoods—in community economic development?  
Required reading:  
Herranz, Jr., Joaquin. 2015. Quadruple Bottom Line Performance. working papers  
optional: skim resources in the Canvas module titled “Optional Readings and Resources for Further Learning.”  
Class Organization:  
- Review syllabus and course expectations |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Wed Oct 7</td>
<td><strong>Concepts and Tools for Community Economic Development</strong>&lt;br&gt;How do federal policies and programs influence community economic development?&lt;br&gt;What is the role of federal tax credits in affordable housing development and local economic development?</td>
</tr>
<tr>
<td></td>
<td><strong>Class Organization:</strong>&lt;br&gt;- Organizing into Briefing Packet Teams&lt;br&gt;- Organizing into Final Team Project Teams</td>
</tr>
<tr>
<td>Date</td>
<td>Topic and Readings</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Oct 14</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>Oct 21</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>Date</td>
<td>Topic and Readings</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 3. Wed Oct 28 | **Environmental sustainability and creative vitality in community economic development**  
Where does environmental sustainability fit in community economic development?  
What is role of art, culture, and creativity in community building and neighborhood revitalization?  
Guest Speaker: Randy Engstrom, Director, Mayor’s Office of Arts and Cultural Affairs, City of Seattle  

**Required Reading:**  

environmental sustainability:  

skim:  

creative vitality  

skim:  
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Fri</td>
<td>FIELD TRIP  12pm to 5:00pm</td>
</tr>
<tr>
<td>Oct 30</td>
<td>Chinatown International District</td>
</tr>
<tr>
<td>5. Wed</td>
<td>Enterprise, the market and local economic development</td>
</tr>
<tr>
<td>Nov 4</td>
<td>How do public policy strategies interact with market forces in community economic development?</td>
</tr>
<tr>
<td></td>
<td>What are the roles of community development financial institutions (CDFI) and local governments in facilitating enterprise development and investment in disadvantaged communities?</td>
</tr>
<tr>
<td></td>
<td>Guest Speakers:</td>
</tr>
<tr>
<td></td>
<td>Sue Taoka, Executive Vice President, Craft3;</td>
</tr>
<tr>
<td></td>
<td>Ricardo Noguera, Director, Community and Economic Development, City of Tacoma</td>
</tr>
<tr>
<td></td>
<td>Required Reading:</td>
</tr>
<tr>
<td></td>
<td>Seidman, Karl (2005): Ch. 10 “Revolving Loan Funds,” Ch. 12 “Community-based Financial Institutions, Ch. 13 “Micro Enterprise Finance.”</td>
</tr>
<tr>
<td></td>
<td>Bates, Timothy (1997): response to Porter, EDQ.</td>
</tr>
<tr>
<td></td>
<td>skim:</td>
</tr>
<tr>
<td></td>
<td>Class Organization:</td>
</tr>
<tr>
<td></td>
<td>• Reflective Memo DUE (posted as PDF to Canvas Discussion Board by noon Nov 4)</td>
</tr>
<tr>
<td></td>
<td>• Field Trip Debrief</td>
</tr>
<tr>
<td></td>
<td>• Final Project Team check-in</td>
</tr>
<tr>
<td>Date</td>
<td>Topic and Readings</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Wed Nov 11</td>
<td>NO CLASS (Holiday)</td>
</tr>
<tr>
<td>Date</td>
<td>Topic and Readings</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
How does transportation policy influence community economic development?  
What are the opportunities and challenges of equitable transit oriented development?  
  
Guest Speaker:  
Nora Liu, Community Development Manager, Department of Planning and Development, City of Seattle  
  
**Required Reading:**  
  
skim:  
  
  
Carlson, Daniel, Alex Wakeman Rouse. (2015). City of Seattle’s Community Cornerstones Program: A Case Study (Southeast Seattle)  
  
optional:  
  
[http://dspace.mit.edu/handle/1721.1/73707](http://dspace.mit.edu/handle/1721.1/73707) (Links to an external site.)  
  
**Class Organization:**  
- Field Trip Briefing Packet due |
| 7. Fri Nov 20 | **FIELD TRIP  12:00pm to 5:00pm**  
Southeast Seattle’s Rainier Valley |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Readings</th>
</tr>
</thead>
</table>
What is the relationship between human capital development and local economic development?  
How can communities match residents’ job skills with the appropriate employment sectors?  
What are the community economic development implications of the suburbanization of poverty?  

workforce development:  

skim:  

metropolitan (regional) development:  

skim:  

Class Organization:  
- Analytic Memo DUE (noon Nov 25, posted to Discussion Board)  
- Reflective Memo DUE (noon Nov 25, posted to Discussion Board)  
- Field Trip Debrief  
- Final Project Check-in
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Wed</td>
<td><strong>Back to the Future of Community Economic Development</strong></td>
</tr>
<tr>
<td>Dec 2</td>
<td><em>What is next for the field of community economic development?</em></td>
</tr>
<tr>
<td></td>
<td><em>What are future scenarios (i.e., limits and possibilities) for community economic</em></td>
</tr>
<tr>
<td></td>
<td><em>development in a metropolitan context?</em></td>
</tr>
<tr>
<td></td>
<td>Guest Speaker:</td>
</tr>
<tr>
<td></td>
<td>Chuck Weinstock, Vice President, Community Development Banking, Chase Bank</td>
</tr>
<tr>
<td></td>
<td>Required reading:</td>
</tr>
<tr>
<td></td>
<td>skim:</td>
</tr>
<tr>
<td></td>
<td>Planning for Sustainability: Creating Livable, Equitable, and Ecological</td>
</tr>
<tr>
<td></td>
<td>Communities.</td>
</tr>
<tr>
<td>10. Wed</td>
<td><strong>Team Presentations</strong></td>
</tr>
<tr>
<td>Dec 9</td>
<td><strong>Course Wrap Up</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Final papers DUE (noon Dec 11, PDF posted to Discussion Board)</strong></td>
</tr>
</tbody>
</table>
PART ONE: Contributions to My Learning

Ways in Which Others Contributed to My Learning

NAME: _________________________________________

Please turn this in or email it on the day final project papers are due. This document is REQUIRED in order to process your participation grade. Please keep track during the term of whose contributions are helpful to you. Thank you for recognizing and appreciating others’ contributions to your learning.

Please name the individuals in the class who have contributed most to your learning. Please describe what you have gained by their contributions, the nature of their contribution, and provide some illustrative examples.

Please identify people who have contributed to your learning:

**In the classroom:**
(e.g., comments & questions in class discussions and small-group discussions)

**Outside of class:**
(e.g., helpful contributions from others when preparing for class, assignments, and team projects)
PART TWO: Peer Evaluation of Final Project Team

1. What are some things your team did really well in this project?

2. What are some things you and your team could have improved upon?

3. Please recommend a “team member performance grade” for each member of your team: