

# Course Syllabus

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## **USP 4/551 Community Economic Development**

**Winter 2026 | T 5:30p-7:50p | KMC 350**

**Instructor:** Yu Xiao, PhD, AICP

*Office:* 370G (3rd Floor, Urban Center, through suite 350)

*Office Hours:* By appointment – please email to schedule

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## **Course Description**

Ensuring that economic opportunity and prosperity are broadly shared across neighborhoods and communities represents an ongoing concern not just for individuals and organizations within those communities, but for public and non-profit officials from the local to the national level. These interventions pursue a range of objectives, from promoting new public and private-sector investment to building capacity and connections between communities and the broader local and regional economy. In many respects, strategies for community economic development attempt to pick up where the market has failed; but at the same time, they often involve working with private-sector actors (i.e., businesses, investors) to reconcile market means and community ends.

This course introduces students to the theory and practice of community economic development (CED). The course is organized in two sections. The first section, which will run through week 4, sets the context for CED strategies, by assessing the market forces, policy history, institutional actors, and strategic approach to CED, particularly within the United States urban context. The second section, from week 5 to 10, provides a deeper introduction to elements of CED practice, through a combination of case studies and guest speakers. You will apply the knowledge gained through weekly reading responses, class participation, one examination and a class project,

each of which is described in greater depth below.

### **Course learning objectives:**

Through the successful completion of this course, I expect that you will:

- Demonstrate understanding of what community economic development (CED) is, and how it relates to and differs from community development and economic development in theory and in practice;
- Demonstrate understanding of the market forces and failures, and political-institutional factors, that give rise to the need for CED strategies, and analysis of their application within diverse community contexts;
- Demonstrate knowledge of key actors and institutions engaged in and supporting CED activities, especially within the United States, and application of that knowledge to particular community contexts;
- Become familiar with and apply\*, as relevant, quantitative and qualitative data and methods for assessing economic assets and conditions within communities; and
- Knowledge of strategies, tools and “best practices” for CED, and application of that knowledge to particular community contexts.

\* Students in the USP 451 section of the course will be introduced to basic analysis methods and expected to incorporate them into their Community Assessment and Final Project as relevant; students in the USP 551 section will be expected to conduct a more extensive analysis.

## **ASSIGNMENTS**

### **Participation**

Your active engagement and participation are critical to the learning environment. Your grade will be based on the quality (not necessarily the quantity) of your participation. While I do not plan to take attendance, excessive absence will certainly harm your participation grade. If you need to miss more than one class over the course of the term, you are strongly encouraged to let me know (ahead of

time if possible).

### **Reading Responses (5 points each)**

Everyone will prepare reading responses for weeks 2-9 (no one needs to do response for weeks 1 or 10). Grad students can skip one week (7 total), undergrads can skip two weeks (6 total). Responses should be roughly 300-500 words (lower end for undergrads; higher for grads). Importantly, your response should critically engage with the readings for the week. In other words, these responses are not recitations of the key points from the readings, but instead meant for you to raise critiques, ask clarifying questions, and critically reflect on the material/concepts.

\*\*Please complete these before class each week and have access to them – We will use them to structure class discussion, so be prepared to discuss what you have written about. Responses should also be uploaded to Canvas before midnight each Sunday.

### **Midterm Exam**

Between weeks 4 and 5, you will complete a take-home examination that will cover the material from the first four weeks of the class. You will submit the completed exam via Canvas.

### **CED Case Study**

Each student will research and present to the class a case study of a CED-related organization, social movement, community economy, or other form of enterprise. Presentations should be roughly 10-15 minutes and will take place throughout the term; we will sign up for slots in class. I'll provide a list of examples, but you are free to choose your own cases. No "deliverable" is required for this assignment; students are free to use a slide deck, but it is not required.

**Final Project – City of Portland storefront project.** According to Portland City Council Resolution 2025-370, "local storefront businesses are vital to Portland's economy... street facing businesses, both in local business districts and downtown are placemaking anchors that define Portland's neighborhoods... local storefront businesses have been struggling for years in the challenging

economic environment, and many have closed or relocated out of Portland since 2020... and according to City Budget Office business license revenue remains below the peak of fiscal year 2022-23 resulting in a loss of \$10.15 million in fiscal year 2024-25 on top of a loss of \$20.21 million in fiscal year 2023-24... the city needs to develop capacity to implement strategies that provide real and immediate assistance to our local business community as they face continued safety, security, and financial challenges." This project examines strategies for helping City of Portland monitor and bring back storefront businesses. More details will be given later.

## Grading

	USP 451	USP 551
Participation	10%	10%
Reading Responses	30%	25%
Midterm Exam	20%	20%
CED Case Study	10%	10%
Final Project	30%	35%

## COURSE TEXTS & READINGS

We will utilize one text extensively in this course, and you will be expected to obtain it from the PSU Bookstore or some other source:

Temali, Mihailo. 2002. The Community Economic Development Handbook: Strategies and Tools to Revitalize Your Neighborhood. Saint Paul, MN: Amherst H. Wilder Foundation.

In addition, I will make a variety of journal and media articles, chapters and reports available electronically via Canvas. Some will be required for you to read (see the week-by-week listing below), others will be posted on a supplementary basis.

## POLICIES & RESOURCES

### Classroom Etiquette

It is important to follow a few simple rules of classroom courtesy. While I realize laptops are an essential learning/note taking tool, I ask that you use it exclusively for note taking and for exploring issues that come up in class (i.e. not browsing/scrolling social media). And please be on time to class. Repeated lateness (or early exits) will impact your participation grade.

## **Classroom participation**

You should come to class prepared, make thoughtful contributions to class discussions, respect others' views, and help each other out in collaborative learning groups.

## **Assignment guidelines**

You are encouraged to have study groups and help each other with the assignment. However, the work submitted must be individual work. Plagiarism will be prosecuted.

## **Late Submission Policy**

In fairness to all students, especially those who work hard to meet deadlines, late assignments will be penalized 5% per day. Assignments more than 7 days late will not be accepted.

## **Academic Integrity Statement**

PSU's Student Code of conduct prohibits "All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, which includes, but is not limited to, word for word copying, using borrowed words or phrases from original text into new patterns without attribution, or paraphrasing another writer's ideas; (b) The buying and selling of all or any portion of course assignments and research papers; (c) Performing academic assignments (including tests and examinations) for other persons; (d) Unauthorized disclosure and receipt of academic information; and (e) Falsification of research data."

## **AI Policy**

AI has become increasingly widespread across many fields. However, intellectual integrity forms the bedrock of academic communities and serves as the cornerstone for impartial evaluation of your work. All coursework completed and/or submitted for this course must represent your original work and adhere to the University's Academic Integrity Guidelines. Unauthorized collaboration or the use of ChatGPT or any other generative AI applications is strictly prohibited.

With that said, you may use AI as a tool to explore topics of interest in community economic development. However, you should not submit AI-generated materials as your own work. Since you—not AI—are taking this course, I want to see your own thinking, analysis, and effort reflected in your

submissions.

## Access and Inclusion for Students with Disabilities

PSU values diversity and inclusion; My goal is to create a learning environment that is accessible, equitable, inclusive, and welcoming. I am committed to fostering mutual respect and full participation for all students. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. Additionally, the Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. The DRC works with students who have physical, learning, cognitive, mental health, sensory, and other disabilities.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations.

If you already have accommodations, please contact me to make sure that I have received your faculty notification letter from the DRC so we can discuss your accommodations.

The DRC is located in 116 Smith Memorial Student Union, Suite 116. You can also contact the DRC at 503-725-4150 or, [drc@pdx.edu](mailto:drc@pdx.edu) (<mailto:drc@pdx.edu>). Visit the DRC online at <https://www.pdx.edu/disability-resource-center> (<https://www.pdx.edu/disability-resource-center>).

## Title IX Reporting Obligations

Portland State is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based harassment and stalking). If you have experienced any form of gender or sex-based discrimination or sexual harassment, know that help and support are available. Information about PSU's support services on campus, including confidential services and reporting options, can be found on PSU's Sexual Misconduct Prevention and Response website at: <http://www.pdx.edu/sexual-assault/get-help> (<http://www.pdx.edu/sexual-assault/get-help>) or you may call a confidential IPV Advocate at 503-725-5672 or schedule Online at <https://psuwrc.youcanbook.me> (<https://psuwrc.youcanbook.me>) . You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to:

- PSU's Title IX Coordinator: Julie Caron by calling 503-725-4410, via email at

titleixcoordinator@pdx.edu or in person at Richard and Maureen Neuberger Center (RMNC), 1600 SW 4th Ave, Suite 830

- Deputy Title IX Coordinator: Yesenia Gutierrez by calling 503-725-4413, via email at yesenia.gutierrez.gdi@pdx.edu or in person at RMNC, 1600 SW 4th Ave, Suite 830

Please be aware that all PSU faculty members and instructors are required to report information of an incident that may constitute prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or student code of conduct, I have to share the information with my supervisor, the University's Title IX Coordinator or the Office of the Dean of Student Life. However, the Title IX Coordinators will keep the information confidential and refer you to a confidential advocate.

### **Submitting work online**

For assignments that require uploading files to Canvas, it is the student's responsibility to verify that (1) all files are submitted in Canvas prior to the deadline and (2) all submitted files are those that the student intends to be graded for the assignment. Submitting the "wrong" file by accident is not acceptable grounds for a deadline extension. Assignment grades will be based on the file submitted prior to the posted deadline. Files submitted in a format that cannot be accessed by the instructor cannot be graded and will therefore receive a 0. Acceptable file formats are MS Office formats (e.g. Word, Excel, PowerPoint) or PDF files. Individual assignment instructions may contain a required file format.

### **Technology access**

Proficiency in the use of Canvas, PSU email, and other computer tools such as Zoom or part of google suite is required for this course. This course requires consistent access to functioning computer equipment and Internet access throughout the length of the course. Reliance on a cellular connection may not provide reliable and fast access to online learning resources.

### **Other Student Resources**

- For information on assistance with food, housing, financial, utility, and childcare, please visit: <https://www.pdx.edu/dos/student-resources>
- The Office of Diversity & Multicultural Student Services (Smith Memorial Union 425) provides structured, academic support service, advising, referrals, and advocacy for first-generation college students, low- income and others facing special challenges. Please visit: <https://www.pdx.edu/dos/student-resources>

<https://www.pdx.edu/diversity-multicultural-student-services/>

- The Learning Center (Millar Library 245) mission is to foster the learning process by empowering PSU students to accomplish their academic and personal goals. In addition to helping with current coursework, academic support services can assist in developing effective learning strategies.

<http://www.pdx.edu/tutoring/>

- The Writing Center (Cramer 188) will help you with all varieties of projects, including class assignments, resumes, application essays, presentations, and creative writing. It aims to help writers at any stage of the writing process, from brainstorming to the final draft. You can schedule an appointment online and their website also suggests ideas and strategies for completing writing assignments. <http://www.writingcenter.pdx.edu/>
- It can be challenging to do your best in class if you have trouble meeting basic needs like safe shelter, sleep, and nutrition. Resource centers across campus are here to provide assistance, referrals, and support. Please contact anyone on this list for assistance:

- Basic Needs Hub: [basicneedshub@pdx.edu](mailto:basicneedshub@pdx.edu)
- Portland State Food Pantry: [Psufp.com](http://Psufp.com); [pantry@pdx.edu](mailto:pantry@pdx.edu)
- Student Health and Counseling: [askshac@pdx.edu](mailto:askshac@pdx.edu); (503) 725-2800

## **Course Schedule/Readings**

### **Part I: Institutions and Approaches**

#### **Week 1: Introduction: What is Community Economic Development (CED)?**

- Temali, ch. 1, “Community Economic Development – An Overview”
- Boothroyd & Davis, “Community Economic Development: Three Approaches”
- Phillips & Pittman, “A Framework for Community Economic Development”

#### **Week 2: Why: Understanding Community Economies**

- Teitz, Michael B. 1989. “Neighborhood Economics: Local Communities and Regional Markets.” *Economic Development Quarterly* 3 (2): 111–22.
- Giloth, Robert P. 1998. “Jobs, Wealth, or Place: The Faces of Community Economic Development.” In *Community Economic Development and Social Work*, edited by Margaret S. Sherraden and William A. Ninacs, 11–28. Binghamton, NY: The Haworth Press.=

- Gutierrez, Stephanie, Marjorie Kelly, and Sarah McKinley. 2018. "An Indigenous Approach to Community Wealth Building: A Lakota Translation." Washington, DC: The Democracy Collaborative.

### **Week 3: Who: Tracing the Actors and Institutions of CES**

- Temali, ch. 2, "Develop your Organization."
- Cummings, Scott. 2001. "Community Economic Development as Progressive Politics: Toward a Grassroots Movement for Economic Justice," *Stanford Law Review*, 54(3): 399-493.
- Read one of four case chapters from Stone and Stoker 2015, *Urban Neighborhoods in a New Era*

### **Week 4: How: Analyzing and Strategizing for CED**

- Temali, ch. 3, "Pick a Pivot Point"
- McKnight, John L., and John M. Kretzmann. 1990. "Mapping Community Capacity."
- Read at least one example of a community assessment, and one CED strategy (posted to Canvas).

**Midterm Exam – To be distributed day after class; due Wed 2/4.**

## **Part II: Strategies**

**[Note: Dates for Part II topics may shift due to guest speaker availability.]**

### **Week 5: Commercial Revitalization**

- Temali, ch. 4, "Revitalize Your Commercial District."
- Sutton, Stacey A. 2010. "Rethinking Commercial Revitalization: A Neighborhood Small Business Perspective," *Economic Development Quarterly*, 24 (4): 352-371.

### **Week 6: Entrepreneurship and Microenterprise Development**

- Temali, ch. 5, "Develop Microbusiness."
- Edgecomb, Elaine L., and Tamra Thetford. 2014. "Microenterprise Development as Job Creation."

### **Week 7: Linking to Jobs and Accountable Development**

- Temali, ch. 6-7, "Develop Your Community Workforce" and "Grow Good Neighborhood Jobs"
- Schrock, Greg. 2014. "Connecting People and Place Prosperity: Workforce Development and Urban Planning in Scholarship and Practice." *Journal of Planning Literature* 29 (3): 257–71.

## **Week 8: Basic Needs and Cooperative Development**

- Iuviene, Nicholas, Amy Stitely, and Lorlene Hoyt. 2010. "Sustainable Economic Democracy: Worker Cooperatives for the 21st Century." Cambridge, MA: MIT Community Innovators Lab.
- Sutton, Stacey A. 2019. "Cooperative Cities: Municipal Support for Worker Cooperatives in the United States"

## **Week 9: Community Arts, Tourism and "Creative Placemaking"**

- Markusen, Ann and Anne Gadwa. 2010. "Creative Placemaking." Washington, DC: National Endowment for the Arts.
- Loukaitou-Sideris, Anastasia, and Konstantina Soureli. 2012. "Cultural Tourism as an Economic Development Strategy for Ethnic Neighborhoods"

## **Week 10: TBA**

## **Week 11: Presentations**

**\*\*Course schedule subject to changes – I will announce any major changes in class**