



Winter term 2026
USP 301U – Introduction to Community Development (4 credits)
Portland State University – School of Urban Studies and Planning
Monday/Wednesday 11am-12.40pm

Instructor: Moriah McSharry McGrath, PhD, MPH, MSUP

What we're studying

From the PSU catalog:

“An investigation of concepts, models and perspectives of community development practice. Explores social, cultural, religious, political economic and environmental aspects that affect community development practice. Asset-based and sustainable human development models and action research are emphasized. The course utilizes teaching cases and experts from the field and requires substantial reading reflection and discussion.”

Learning outcomes

The course activities will help work toward achieving the following course-specific outcomes:

- 1) Be familiar with major CD programs in the U.S. and the “alphabet soup” of relevant abbreviations
- 2) Discuss rationales for community development and the consequences for racial and social justice
- 3) Collaborate with peers to analyze CD programs and organizations to identify community served, theory of change, and impact
- 4) Delineate the roles of different actors in the CD realm and describe the skills used by CD practitioners to do their work

How this course fits

This course contributes to the Community Studies cluster in the University Studies general education program; you can view updated information about clusters at: <https://www.pdx.edu/university-studies/sinq-junior-clusters>. You can read about the overall goals for the University Studies program at: <https://www.pdx.edu/university-studies/program-learning-goals>.

This course is offered by the School of Urban Studies and Planning, which is an academic department in the College of Urban and Public Affairs. You can read about our academic programs and courses in the [PSU Bulletin](#). To speak with the faculty member who oversees undergraduate programs, e-mail Cuspmajor@pdx.edu. Syllabi from prior offerings of USP courses are available on the School website ([undergraduate](#), [graduate](#)).

Course materials

Most of our readings are available to PSU students through the [PSU Library website](#), requiring you to log in with your PSU Odin ID. You may not be accustomed to searching the catalog for materials, but getting confident with this skill will help you in the long run. If you are having trouble locating a reading, please use the [Ask a Librarian](#) service for assistance. Other readings will be available on the “plain old internet,” though you will need a hard copy of the Medoff and Sklar book.

Our main text will be:

Medoff, P., & Sklar, H. (1994). *Streets of hope: The fall and rise of an urban neighborhood*. Boston, MA: South End Press.

Some of the other books we'll read sections of are:

DeFilippis, J., & Saegert, S. (Eds.). (2012). *The community development reader (2nd ed.)*. Routledge.

Phillips, R., & Pittman, R. (Eds.). (2014). *An introduction to community development (2nd ed.)*. Routledge.

Ledwith, M. (2016). *Community development in action: Putting Freire into practice*. Bristol University Press/Policy Press.

ASSIGNMENTS AND EVALUATION

Please keep PDF versions of all of your submitted assignments in the event of clerical errors.

The table below lists the activities students are expected to complete, and the maximum number of points they can earn through each one. The course is designed with some wiggle room: there is one “freebie” each for attending class and submitting the repeat assignments, which means that there are more than 100 points “on the table,” if you would like collect more.

	points	extra options?	max pts.
<i>Engagement with readings</i> Weekly reading summary (3 points x seven) – required week two, then take off a week of your choosing	21	do every week	24
<i>Engagement with the class and community</i> Attendance and timeliness (1 point per class session, one “freebie” absence = 18 points) High quality participation (5 points): engagement in classroom activities responsiveness on Canvas, professionalism in e-mails Optional activities, such as coming to office hours, doing a workshop, or attending a community event, can get you extra points (see spreadsheet) to make up for absences or less-than-perfect grades on other things	23	lots!	30
Economic development site visit and essay	10	n/a	
<i>CDC case study research project</i> Mini-bibliography: 2 points Annotated bibliography: 4 points First paper: 10 points Final paper: 15 points	31	n/a	
Final exam	16	n/a	
TOTAL:	101		

Supplemental activities (“extra credit”) can also be to compensate for times when you need to miss class due to health issues, religious observance, mental health days etc. (Extra credit is designed to be more difficult than regular assignments, since I would rather you do the regular ones!) E-mail the instructor if you have a suggestion of a course-related activity that students could attend for extra credit; allow one week for review. Opportunities must be free and open to the PSU community.

The following final grades will be given for the following number of *TOTAL POINTS*

ACCUMULATED:

Points	<60	60	64	67	70	74	77	80	84	87	90	94
Grade	F	D-	D	D+	C-	C	C+	B-	B	B+	A-	A

Assignments and activities may change!

The instructor reserves the right to modify course content and/or substitute assignments and learning activities in response to institutional, weather, or class situations. Please keep up to date with the latest syllabus.

Expectations for assignments*

A general rubric for student work:

- A** assignments demonstrate original thought and synthesis of ideas; sophisticated, cogent analysis; and are clearly written or presented. Outstanding work.
- B** assignments present above average analysis with appropriate evidence to support the ideas and are clearly written or presented. Good work.
- C** assignments show a basic level of understanding, with analysis limited to the most obvious arguments. Writing is competent. Adequate work.
- D** assignments misunderstand or misrepresent the material, or are so poorly written or presented as to obscure the analysis. Inadequate work.

To address some common misconceptions about grades: Diligence and hard work are always appreciated and are generally necessary for a high grade, but they don't guarantee one. I evaluate what you turn in, not what you are capable of. Through your work, you earn points; I do not start from 100% and "dock" you for shortcomings.

All submitted assignments should include student name, date, and course number clearly visible on the first page, ideally in the top right corner. In all assignments, please follow American Psychological Association style (7th edition) for citations, reference lists, spelling, punctuation, and capitalization. Please do NOT use APA-style headings or include a document cover page.

Do not rely on citation generators, including the citation button in the PSU Library catalog. To learn how to use citation generators effectively, see this helpful article: https://owl.purdue.edu/owl/research_and_citation/using_citation_machines_responsibly.html. Consult a librarian, the PSU Writing Center, or the Purdue Online Writing Lab ([OWL](#)) if you are unfamiliar with APA.

Overview of assignments and activities—more details provided to be provided

The purpose of the smaller assignments is to give you credit for habits of good scholarship (i.e., interacting with classmates, taking note about your reading). Larger assignments are about practicing core scholarly skills in the topic area of community development.

Engagement with readings

Through weekly reading summaries you will identify the main ideas in readings, summarize complex content, and practice APA style reference list entries.

Engagement with classroom and campus

There are many ways to engage with your peers. Showing up, listening, and asking good questions in the most obvious. Helpful and courteous communication in writing (e-mails and Canvas) is another. You also have the option of participating in events in the larger PSU community.

Economic development site visit

You will go to a local economic development project (bring your friends!) and write up what you find, through a CD lens.

* Adapted from Lisa K. Bates.

Research paper – a.k.a. comparative case study

You will be assigned a community development organization to research and will write a comparative case study about its similarities and differences with the Dudley Street Neighborhood Initiative. Class sessions will offer additional research support.

Final exam: Untimed essay questions about the material covered throughout the term. The final will be submitted on Canvas; the questions will be available for at least 24 hours.

Being late, missing class, getting sick, work and family pressures, misc. unanticipated events

Students are expected to attend all classes. However, it is understood that life sometimes intervenes. As soon as you know that you need to miss class for any reason, please fill out the Google Form (see link above). When you miss class, consult with another student about what was covered. You are responsible for knowing the material that was discussed and being up-to-date on changes to the syllabus. If you are confused about what happened when you were absent, make an office hours appointment.

Students have one “freebie” unexcused absence and two freebie late arrivals/early departures. If you are unwell or have been exposed to an infectious disease, please do not come to class. You will not be unduly penalized for health-related absences; there is no need to provide proof of illness unless requested. You can do extra credit activities to earn participation points to make up for classes that you miss due to illness, athletics, religious observance, professional opportunity etc.

If you miss class 6+ times or are late/leave early 10+ times you will fail the class unless we have had a chance to discuss the situation and make alternative arrangements.

If you have any feeling of difficulty keeping up, or there are things going on in your life that could affect your performance, contact the instructor by e-mail immediately. I will work with you to figure out ways to support your success. I try hard not to pass judgment on the barriers you face to success; instead, I want to work with you to mitigate them. If you are struggling with an assignment, get in touch BEFORE it is due.

~~Extensions~~ *Grace periods*

Deadlines are meant to keep you moving through the course material without getting bogged down. Instead of giving people extensions when they encounter difficulties, I include a grace period on most assignments. If you are having trouble completing something within the grace period, please e-mail me to let me know what is going on. I may propose an alternative assignment to help you stay on track. Do not try to “catch up” on your own without consulting me, this inevitably results in people getting further behind.

There is a grace period until Friday at 5pm for reading summaries; after that point, the boards lock and extensions are not possible. If you are getting behind on the case study, contact me immediately. The research project assignments are designed to build on each other, so an extension will not help matters—but we can talk about other things that will!

Incomplete grades due to personal emergencies

When students who were previously on track in the experience an event that prevents them from completing the course in a timely manner, the instructor has the discretion to issue an Incomplete (“I”) as the course grade. This extends the timeline the student has to complete the course, and has no impact on their GPA. Students do not have a right to receive or demand an Incomplete grade. The Office of the Registrar’s website has [the full Incomplete Grades policy](#).

Universal accommodations

Following the principles of Universal Design, my courses incorporate a variety of accommodations that are necessary for people with certain needs (disability, religious observance, personal situation), but may be helpful to others as well. These include the attendance and grace period policies as well as the use of untimed and open-book assignments. Each week, I provide a PDF of slides that I anticipate using in the course Google Drive folder so that students may follow along.

Recommended technology tools for student success

Desktop version of Google Drive (access and edit stored MS Office files without internet access!)	https://support.google.com/a/users/answer/13022292
Desktop version of Google Chat	https://support.google.com/chat/answer/9455386
Firefox browser with Container Tabs to manage multiple Google accounts	https://www.zdnet.com/article/what-are-firefox-container-tabs-and-how-do-you-use-them/
Microsoft Office (free!) or open-source alternative	https://www.pdx.edu/oit/microsoft-office or https://www.libreoffice.org/
Zotero to keep track of your research sources and automate your citations and reference lists	https://www.zotero.org/ → some more explanation at: https://libguides.unm.edu/Zotero
reading/writing tools that you might find helpful	https://www.pdx.edu/disability-resource-center/adaptive-technology-reading-writing

SUSTAINING A LEARNING COMMUNITY

We all play a part in creating and maintaining a positive shared learning environment. Below are some of the major expectations for this course.

Learning in unprecedented times

Every term, this section of the syllabus needs updating due to the latest crisis. Epidemics, political divisiveness, wars, strains on the higher education system . . . we are all going through a lot! I aim to create space for inquiry and excellence, but also to acknowledge the intense logistical challenges and cognitive load we are experiencing. If you are struggling, let me know so that we can discuss accommodations.

Our shared challenge is building a space where all students in this class feel psychologically safe to learn—which is hard, because sometimes one person’s needs come into conflict with another’s. Peace and justice begin with how we treat each other in this space. I hope that we can begin from a place of mutual respect and being gentle with each.

Meaningful conversations†

In this class we will deal with perspectives that are controversial, thought-provoking and which may challenge your worldview. In order to address these issues in a scholarly manner, we will operate with a foundation of respect for all persons, acknowledging that there are a variety of viewpoints to be considered. While you are free to express your opinions, you must be ready to consider those opinions using a social science lens. You also have an obligation to consider how the way that you express your opinion will affect others in the class. You are always free to disagree with the conclusions of your instructors, your peers, or the authors you read. Disagreeing with the material does not excuse you from engaging with it, however.

† adapted from independent scholar Beth Duckles

Participation and professionalism

High quality participation takes many forms. Some key elements include:

- Do your best to engage in all assignments and activities, keeping notes along the way
- Foster a supportive learning environment by engaging in respectful dialog that advances shared understanding—being mindful of power dynamics
- Connect comments to course materials, including comments by your colleagues
- Be proactive about troubleshooting and seeking help. Try to solve problems with the resources provided by the instructor—including seeking help from classmates—but speak up if you get stuck.
- Build mastery (or at least continual improvement!) of netiquette and core technology skills
- Recognize and anticipate a wide range of perspectives, backgrounds, experiences, identities, and ways of being in the world

Some specific goals

It is my intent that students from diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity of the PSU community be viewed as a resource, strength, and benefit for our class. I aim to present materials and activities that are inclusive of diversity in gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. I also strive to help students put their work in local context, which includes the history and present of expropriation of land from communities including Indigenous peoples and successive denizens. The PSU Conflict Resolution program has prepared an excellent short summary of the land around PSU to support this endeavor: <https://www.pdx.edu/conflict-resolution/land-conflict-acknowledgement>.

Further, some specific aspects of my teaching bear particular mention. I am for a pedagogy that is relational, or “people first;” is trauma-aware; and that counters oppression. I’m happy to discuss any of these concepts in more detail, but have left this out of the syllabus for brevity’s sake!

Communication

Time-sensitive communication from the instructor will occur via Canvas announcements or e-mail. Students should check their PSU e-mail at least once a day and respond to e-mails within one business day whenever possible.

Mindful, clear, and courteous communication will enhance everyone’s learning experience. Choosing the right communication medium is just as important as what you say and how you say it. Repeated unprofessional communication will affect your participation grade.

Questions about assignments should be asked in class, well before the due date. E-mails with questions whose answers can easily be found in the syllabus, Canvas shell, or assignment instructions will go unanswered.

Q & A forum

If you have a question that cannot wait until the next class or if there appears to be an error on the Canvas shell or assignment instructions, please post to the Q & A forum on Canvas! I prioritize responding to these posts. There is also a board for you to share information with other students.

E-mailing the instructor

E-mail should be used for issues that affect only one student or are personal or confidential in nature (e.g., you are sick, have a concern about something happening in the class, have a question about your grade). Be sure to include the course number in your subject line and make it clear who the sender of

your message is. Some additional tips from Laura Portwood-Stacer: (though I could do without meaningless niceties and restatements of requests): <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087>

Office hours

Office hours appointments are a great way to get support and input on your work, as well as build a relationship with the instructor. Book online for in-person or video conference appointments.

UNIVERSITY POLICIES AND RESOURCES FOR STUDENT SUCCESS

Academic integrity

The PSU Student Code of Conduct and Responsibility can be found at: <https://www.pdx.edu/dos/psu-student-code-conduct>. We are all responsible for upholding it!

It states, in part:

“Academic Misconduct includes, but is not limited to: (a) cheating, (b) fraud, (c) plagiarism, such as word for word copying, using borrowed words or phrases from original text into new patterns without attribution, or paraphrasing another writer’s ideas; (d) the buying or selling of all or any portion of course assignments and research papers; (e) performing academic assignments (including tests and examinations) in another person’s stead; (f) unauthorized disclosure or receipt of academic information; (g) falsification of research data (h) unauthorized collaboration; (i) using the same paper or data for several assignments or courses without proper documentation; (j) unauthorized alteration of student records; and (k) academic sabotage, including destroying or obstructing another student’s work.”

Please be mindful of this, particularly when it comes to writing. Do not try to pass off other people’s work (including uncited photos from the internet!) as your own. Not only is it unethical, it could result in failing an assignment or course, or getting suspended or expelled from the university. The Writing Center is available to support you as you learn appropriate practices of scholarship and attribution. You can also post to Canvas or come to office hours for help. **Instead of being freaked out that you are going to plagiarize by accident, ask for help! I reserve the right to give a failing grade for the course to any student with multiple academic integrity issues in the class.**

Turnitin

Students agree that by taking this course all required papers may be subject to submission review for textual similarity for the purpose of detecting unoriginal writing, including plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting unoriginal writing, including plagiarism of such papers. Use of the Turnitin.com service is subject to the Turnitin Acceptable Use posted on the Turnitin.com website.

Sharing course materials

It is unacceptable to copy or share course materials, text, or images from/of your classmates or the instructor in any space outside of this course. This includes social media and commercial websites such as Course Hero or Chegg.

Recording and photography are not permitted in the classroom without prior consent of the instructor or documentation by the Disability Resource Center.

Artificial intelligence tools[‡]

I would prefer that you not use AI tools to do your coursework, because doing so will slow your learning at the synthesis and analysis skills that are central to the social sciences. But if you insist: AI-based assistance should be treated the same way as collaboration with other people: you are welcome to talk about your ideas and work with other people, both inside and outside the class, as well as with AI-based assistants. However, all work you submit must be your own. You should never include in your assignment anything that was not written directly by you without proper citation (in-text citation, reference list at the end of the document, and quotation marks for any verbatim). Tips for avoiding trouble:

- Never hit “Copy” within your conversation with an AI assistant. You can copy your own work into your conversation, but do not copy anything from the conversation back into your assignment. Instead, use your interaction with the AI assistant as a learning experience, then let your assignment reflect your improved understanding.
- Do not have your assignment and the AI agent itself open on your device at the same time. Similar to above, use your conversation with the AI as a learning experience, then close the interaction down, open your assignment, and let your assignment reflect your revised knowledge.

Access and inclusion for students with disabilities

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.

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. The DRC works with students who have physical, learning, cognitive, mental health, sensory, chronic illness, and other disabilities.

If you already have certified accommodations, please contact me to make sure that I have received your DRC Faculty Notification Email so we can discuss your accommodations.

Sexual misconduct

Title IX[§] and PSU policies prohibit discrimination on the basis of sex/gender, including sexual harassment, domestic and dating violence, sexual assault, and stalking. For more information about PSU’s expectations of our campus community standards and resources for sex/gender discrimination and sexual violence, please complete the required student module Understanding Sexual Misconduct and Resources at <https://www.pdx.edu/diversity/understanding-sexual-misconduct-and-resources-student-module>.

Please be aware that PSU’s policies require instructors to report any instance of sexual harassment, sexual and relationship violence and/or other forms of prohibited discrimination to university officials, who will keep the information private. You may also contact other confidential employees found on the sexual misconduct resource webpage at <https://www.pdx.edu/sexual-assault/get-help>.

Cultural Resource Centers

Find social, professional, and academic opportunities: <https://www.pdx.edu/cultural-resource-centers/>

[‡] adapted from David Joyner at Georgia Institute of Technology

[§] of the federal Education Amendments of 1972

Includes Multicultural Student Center, La Casa Latina Student Center; Pan African Commons; Pacific Islander, Asian, Asian American Student Center; Middle Eastern, along with North African, South Asian Student Center Initiative; and Native American Student & Community Center.

Other affinity centers

- Women's Resource Center: <https://www.pdx.edu/womens-resource-center/>
- Queer Resource Center: <https://www.pdx.edu/queer-resource-center/>
- Veterans Resource Center: <https://www.pdx.edu/veterans-resource-center/>
- Resource Center for Students with Children: <https://www.pdx.edu/students-with-children/>

Other resources

- Writing Center: <https://www.pdx.edu/writing-center/>
- Basic needs hub (help with food, housing, etc.): <https://www.pdx.edu/dean-student-life/basic-needs-hub>
- Legal advice, financial counseling, and more: <https://www.pdx.edu/dean-student-life/student-resources>

Problems, concerns, complaints

If something is not going well with a classmate, instructor, staff member, your first step is to approach that person for a constructive dialogue. If that does not resolve the matter or seems impossible due to power dynamics or the level of harm you have experienced, there are many avenues for getting support. A helpful rundown of options from the School of Urban Studies and Planning is at: <https://www.pdx.edu/urban-studies-planning/resources-and-reporting>

EFFECTIVE TECHNOLOGY USE

Being a successful student today requires knowing how to troubleshoot tech problems:

- Identify the source of a problem through process of elimination (restart software and program, try a different web browser, try a different machine, try the task on a different internet network)
- Seek help from peers, or OIT helpdesk or other campus resource; or search online for instructions
- Devise an alternate means of completing assignments when tech failures occur

Listed below are technology skills you are likely to need in this course, as well as an indication of where you can get help with skills you are still mastering.

If you have problems doing any of these, contact the [Office of Information Technology](#) for help:

- Use the Canvas course management system
- Participate in videoconferences and chats using university-provided software, e.g., Zoom, Google Meet, Google Chat
- Troubleshoot tech problems
 - Identify the source of a problem through process of elimination (restart software and program, try a different web browser, try a different machine, try the task on a different internet network)
 - Seek help from peers
 - Seek help from the OIT helpdesk
 - Devise an alternate means of completing assignments when tech failures occur
- Use “cloud” services
 - Collaborate with others using Google Drive folders
- Use the Microsoft Office suite [free download at <https://www.pdx.edu/oit/microsoft-office>, or go for the open-source alternative at www.openoffice.org]
 - Create and save documents in all Microsoft Office file types
 - Use spreadsheet software (Excel, but also applies to Google Spreadsheets)
 - enter numbers and text into a spreadsheet
 - write simple formulas to process the numbers in your spreadsheet
 - create and format tables from the numbers in your table
 - Word processing (MS Word)
 - set the line spacing of a paragraph
 - set the indentation of a paragraph (e.g., first line indent by .5”, use hanging indents)
 - set the margins of document
 - set the orientation of a page
 - use section breaks to create a document that has different layout in different sections
 - insert an image or table into a text document
- Create and transform digital and physical documents
 - Convert any document type to a PDF file
 - Combine multiple documents into one PDF
 - Use a scanner or scanning app such as CamScanner to make a PDF of a document
 - Record audio, video, and still images using a computer, tablet, or cell phone; upload these files to a shared drive, cloud server, or website

If you have problems doing any of these, [Ask a Librarian](#) for help:

- Find a resource in the PSU library on the basis of a citation – including watching streaming video
- Select the appropriate database for a topic you are researching
- Identify search terms and execute a query in a database

TENTATIVE COURSE CALENDAR

Reminders about finding the readings

M & S = Street of Hope

P & P = Phillips & Pittman *Intro to CD*D & S = DeFilippis & Saegert *CD Reader*

If you get stuck looking for something: [Ask a Librarian](#) for assistance, 24/7. If it looks like I messed up a citation etc., please post to Canvas Q & A forum. Don't pay to purchase any articles online!

Getting started

Week 1 - Intro to CD & each other	Welcome! Read for Wed.: Ledwith, M. (2016). "Principles of community development." In <i>Community development in action: Putting Freire into practice</i> (pp. 5-20). Bristol University Press. [Access via PSU library]
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Regular weekly rhythm starts week 2

<i>week of/topic</i>	MONDAY	OTHER DAYS
2 – Jan. 12th Development and under-development	<ul style="list-style-type: none"> Phillips & Pittman chapter 7 by Vincent on CD practice Gibson, K. J. (2007). Bleeding Albina: A history of community disinvestment, 1940-2000. <i>Transforming Anthropology</i>, 15(1), 3-25. DUE at 9am: reading summary ABOUT WEEK 2 READINGS	
3 – Jan. 19th Roots of CD	No classroom session on Monday! (MLK Day) <i>Read:</i> <ul style="list-style-type: none"> DeFilippis and Saegert [D&S] chapter 2 (by O'Connor – federal policy in poor communities) DeParle, J. (2022, Sep. 11). Expanded safety net drives sharp drop in child poverty. <i>New York Times</i>, A1+. [read online or library] 	DUE TUE. 9am: reading summary DUE FRI. 9am Fri.: mini- bibliography
4 – Jan. 26th Intro to DSNI	<i>Read:</i> Medoff & Sklar [M&S] intro-ch. 1 DUE 9am: reading summary	
5 – Feb. 2nd Housing and land	<i>Read:</i> <ul style="list-style-type: none"> M&S 2-4 DUE 9am: reading summary	BRING DEVICES to CLASS for project work session Note: Winter Light Festival starts Feb. 6 th , Indigenous Market on Feb. 7 th
6 – Feb. 9th Economic development	<i>Read:</i> <ul style="list-style-type: none"> Robbins, E., & McFarland, C. K. (2017). <i>What you should know 2.0: Elected leaders and economic development</i>. National League of Cities. [PDF on Google Drive] [continues next page!]	DUE FRI. 9am: annotated bibliography Note: Winter Light Festival continues through the 14 th

	<ul style="list-style-type: none"> Abello, O. P. (2024, February 20). The Black immigrant women who bought a Minneapolis mall. <i>Next City</i>. https://nextcity.org/features/black-immigrant-women-bought-minneapolis-strip-mall-shingle-creek-cent [don't need to summarize] Rodriguez, R., Lung-Amam, W., Knaap, G.-J., & Johnson, D. (Eds.). (2023). <i>Keeping small businesses in place: Stories from the field</i>. National Center for Smart Growth. [PDF on Google Drive] – summarize AND choose one chapter to present in class <p>DUE 9am: reading summary</p>	
7 – Feb. 16 th CDCs	<p><i>Read:</i></p> <ul style="list-style-type: none"> D & S ch. 6 (Glickman and Servon) D & S ch. 42 (Stoecker) <p>DUE 9am: reading summary</p>	DUE FRI. 9am Fri.: economic development essay
8 – Feb. 23 rd Land and development	<p><i>Read:</i></p> <ul style="list-style-type: none"> M & S Ch. 5 Philipsen, K. (2017). The private lives of quasi public agencies. <i>CityLab</i>. [PDF on Google Drive] <p>DUE 9am: reading summary</p>	
9 – March 2 nd Financing CD	<p><i>Read:</i></p> <ul style="list-style-type: none"> M & S Ch. 6 D&S Ch. 10 by Benjamin et al. about CDFIs <p>DUE 9am: reading summary</p>	DUE FRI 9am: research paper
10 – March 9 th Synthesis	<p><i>Read [PDFs on Google Drive]:</i></p> <ul style="list-style-type: none"> Sherman, D. (2024). <i>The power of arts and culture: The heart of community health, revitalization, and inclusion</i>. LISC. Third Space Action Lab. (2023). <i>Toward an anti-racist paradigm in community development</i>. Robert Wood Johnson Foundation. <p>DUE at 9am: reading summary</p>	DUE at 9am: revised research paper
EXAM WEEK	Exam due Wed. March 18th @ 1pm	