Course Syllabus

ECO 740 – “Community Economic Development”
Section: 01 Spring 2021
Tuesdays 6:00 PM – 8:00PM, Blackboard Collaborate

Professor: Jessica Gordon-Nembhard, Ph.D.
Office Location: Africana Studies, New Building, Room 9.63.06
Office Hours: Tuesdays 4:30-5:30 PM via BB Collaborate or by appointment
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Phone Number: messages: 646-557-4658;

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 US examples, but will occasionally look at other countries to flesh out ideas or make comparisons. In the preparation of reports students will engage in peer-editing. Special emphasis is placed on marginalized communities, and African American experiences.

Learning Outcomes
- **Gather and interpret** information about different theories, strategies and policies of community-based and initiated economic development from a variety of sources and points of view.
- **Evaluate** evidence and arguments critically or analytically.
- **Produce** well-reasoned written or oral arguments using evidence to support conclusions.
- **Assess and evaluate** community economic development policies and strategies based on principles of democratic community economics, solidarity economics, and cooperative economics.
- **Analyze and discuss** common institutions or patterns of life in contemporary U.S. communities, and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

Required Textbooks:
Pennsylvania State University Press.

Journal articles and chapter readings as outlined – to be available on Blackboard, online, and Library e-journals.

**Grade Distribution of Assignments** (details below):
- 3 Take Home Essay Exams (10 points each) 30 points
- Community Economic Development Theory Paper 25 points
- Alternative Economic Development Policy Brief, 15 points
- Class Participation, Worksheets & Small Group assignments 15 points
- Oral Presentations 15 points
- *Total* 100 points

**Grading:**

Point Conversion to Grade (needs to be revised):
- A  93.0-100.0
- A-  90.0- 92.9
- B+  87.1- 89.9
- B   83.0- 87.0
- B-  80.0- 82.9
- C+  77.1- 79.9
- C   73.0- 77.0
- C-  70.0- 72.9
- F   Below 70

Reminder:
- A = Excellent
- B = Good
- C = Passing/Satisfactory
- F=Failure/Unsuccessful

**Important Information**

**Attendance Policy and Class Participation:**
Student participation is required. Students are expected to arrive to class on time, having read the required readings, and prepared to work. Regular attendance and participation in classroom discussions will impact positively on your final grade. Students who routinely miss classes or arrive late tend not to understand the assignments or gain insights from class discussion. As a result, they do poorly during subsequent discussions and on exams, and will score poorly on assignments. Be punctual and attend all classes. Students will be asked to reflect on readings by answering discussion questions in writing and orally discussing their answers at the beginning of most classes. Please note that 55% of your final grade is based on in-class activities. Make-up exams are not guaranteed, but may be offered in the event of an emergency with approval from the Professor.

**Class Assignments:**
**Class Participation, Worksheets, Small Group Activities & Debate (15 points):**
Class participation in discussions and small group activities is expected and contributes to your grade. Points will be based on student completion of reflection questions discussed at the beginning of class, various worksheets, and participation in group
activities during class. Students will participate in a class debate and must turn in their debate notes for credit. Students will also earn points for commenting on student work posted on Blackboard. Students will also work with a buddy, to help them study, and to proof read and discuss assignments with.

**Oral presentations (5 points each; total 15 points):** Each student is required to give at least 3 5-10 minute presentations or summary about a required reading and/or their research paper, and will be called upon to report back or reflect on group activities during class. (February 9, February 23, May 11 or 25) Oral presentation assignments will be given out at least 2 weeks in advance.

**Oral Presentation Summaries Guidelines:**
The following passage will help you in putting together summaries of a reading or your own work: *Writing Summaries*¹

- The goal of writing a summary of an article, a chapter, or a book is to offer as accurately as possible the full sense of the original, but in a more condensed form. A summary restates the author’s main point, purpose, intent, and supporting details in your own words.

- The process of summarizing enables you to better grasp the original, and the result shows the reader that you understand it as well. In addition, the knowledge gained allows you to better analyze and critique the original.

- First, try to find the main idea in the reading; it’s usually in the first paragraph. Next, skim through the article, glancing at any headings and graphics. Then, read the conclusion. The intent here is both to give yourself a review of the work and to effectively engage yourself with it.

- Now go back and read the original text carefully, jotting down notes on or highlighting the important points. Write the central idea and the author’s reasons (purpose and intent) for holding this viewpoint. Note the supporting elements the author uses to explain or back up her/his main information or claim.

- Make an outline that includes the main idea and the supporting details. Arrange your information in a logical order, for example, most to least important or chronological. Your order need not be the same as that in the original, but keep related supporting points together. The way you organize the outline may serve as a model for how you divide and write the essay.

- Make sure to state the author’s name in the first sentence. Present the main idea, followed by the supporting points. The remainder of your summary should focus on how the author supports, defines, and/or illustrates that main idea.

- As you revise and edit your summary, compare it to the original and ask yourself questions such as: Have I rephrased the author’s words without changing their

¹ http://www.columbia.edu/cu/ssw/write/handouts/summary.html
meaning? Have I restated the main idea and the supporting points accurately and in my own words?

- Additional Guidelines by Professor Gordon-Nembhard: Remember, Students should refer to other class readings and class discussions in their oral presentations. Please include a paragraph or two of evaluation and critique using other required readings and class discussions. Particularly for the oral presentation, the evaluation or commentary on the writing will be as important as the summary.

- In writing a critical summary or to include a critique, you may want to ask yourself questions such as: What are the strengths and weaknesses of this reading? Why? What did the author do well? Not well? Why? Does the author succeed in supporting his/her statements? How and why or why not? Why is the author credible or not credible? Does the author’s own perspective or biases get in the way of his/her analysis? What supporting evidence does the author use? Did some other author or research you know about contradict this author’s findings?

Also required but graded separately, is an oral presentation of your policy brief.

**Take Home Essay Exams (3 - 10 Points each):** There will be 3 essay examinations given in class throughout the semester (**due March 9, April 6, April 27**). Students will be given a review sheet about two weeks before each examination and students will work with a buddy, and in study groups, to answer review questions. The exams may include short answer questions (3-5 sentence answers each), identifications (1 sentence answer or phrases), and/or short essay questions (1-2 paragraphs). Each exam will be posted on Blackboard and/or emailed to the student to be completed within 45 minutes after receiving the exact questions. Please label papers and essay exams (any assignments files) with your last name, assignment abbreviation and Sp21. So Essay 1 file name if I turned it in would be: Gordon-Nembhard-Essay1-Sp21.

**Community Economic Development Theory Paper (25 points):** Students will complete a 12-15 page paper (double-spaced 12 point font) on one theory of community economic development or an economic theory as it relates to community economic development, such as feminist economics, solidarity economics (which kind), political economy, Black political economy, democratic community economics. **Due May 11, 2021.** Please label the file of your paper with your last name, assignment abbreviation and Sp21. So Essay 1 file name if I turned it in would be: Gordon-Nembhard-Paper1-Sp21.

Your theory paper should include:

- Heading with name, title of the paper, date, professor’s name and course name and semester.
- Introduction: What is the topic; the issues? What does this paper cover? (1 paragraph)
- Overview of the community problem you will focus on. Statement of the problem. (1 page)
- Overview of the economic development theory you will focus on, and why
you chose that particular one. (1/2 to 1 page)
  o Details about the theory. (2-3 pages)
  o Use the theory to help explain a specific community challenge.
  o Use the theory to help support a particular policy, or strategy, and explain how.
  o Discuss the debates about the theory and challenges to the theory. (3-4 pages). Create a chart listing the various critiques and their points by author.
  o Conclusions – How would you summarize what you now know about the theory? What more would you want to know and/or what more needs to be known or done about the subject? What are the limitations of your research? What is the significance of your research? (1-2 pages)
  o Bibliography APA style (not counted in page count). Use at least 12 sources.

**Alternative Economic Development Policy Brief (15 points):** For the final paper you will create a policy brief (3-5 pages), including a brief needs statement; brief background information about the policy; analysis of the strengths, weaknesses and impact of the policy; and recommendations for changes or ways to strengthen it, or an alternative policy. **Due May 25, 2021.** The policy brief will respond to a policy question or debate question about a proposed law posed by the professor. More details about this paper will be handed out by week 11. In addition, the professor will develop a debate question related to the policy question for the class to debate and you will be graded on the notes you create to participate in the debate and your participation in the debate on final exam day. More information will be provided by week 11. Label this file: last name-Policy-Sp21.

**Grading and Evaluation**

**Evaluation:**

- Your classroom comments and the results from the daily discussion questions will be used to assess, among other things whether you are doing the assigned readings.

- Your classroom comments and writing assignments will be used to assess your ability to locate, analyze and integrate information from the readings and the lectures.

- The writing of article summaries and essays will enable students to gain expertise in thinking and writing about information and ideas from course readings and class discussion, to use concepts and theory to analyze research and policy, and to use APA style. Mastery of these skills is crucial to becoming good researchers and to do well in later courses.

- Your final grade will reflect the degree to which you do the assigned readings, think critically, and write well. Students will be also rewarded for presenting reasonably coherent and well thought thorough arguments. Credit will also be given for consistent attempts to present ideas in class.

- Late papers and assignments will only be accepted if lateness is approved by the professor in advance of the due date, or with proof of an emergency. Late papers and assignments will not be accepted later than one week after the due date, and will lose points (1 point per day). Students may be given the opportunity to re-do or re-write a paper or assignment (with the new grade averaged with the previous grade) only after discussion with the professor during an office appointment.
• Students are encouraged to meet with the professor one-on-one at least once.

**Classroom behavior:**
Student participation is required. Students should be respectful of their classmates and instructors by talking when called upon, not disrupting another classmate, or the instructor, addressing issues and scholarship rather than people or personalities, and referring to class readings and scholarship to support their statements. The professor encourages students to think critically and use scholarly analysis in their oral and written assessments. Students should come to class prepared, having read the readings and completed assignments on time. Some reading assignments will be divided among the class, to be discussed orally. Students should be punctual, and responsible. Please no use of cell phones during class, and all cell phones must be turned off during examinations.

**Schedule of Classes:**

**Week 1 - February 2, 2021:** Introductions, Welcome to the class; Review syllabus; Definition of Terms
*Meet via Blackboard Collaborate*
Introductions; Review Syllabus and course expectations

Background Reading and Video {try to read and watch before our first class o Feb 2 or definitely before week 2}:

- The Intercept. 2020. “Message from the Future II: The Years of Repair.” [https://www.youtube.com/watch?v=2m8YACFJLMg](https://www.youtube.com/watch?v=2m8YACFJLMg) {The film is a sequel to the 2019 Emmy-nominated short film “A Message From the Future” with Alexandria Ocasio-Cortez, and features the art of Molly Crabapple, with the political storytelling of Naomi Klein, Avi Lewis, and Opal Tometi. The cast of narrators from around the world includes Tometi, Emma Thompson, Gael Garcia Bernal, and the Nigerian poet and activist Nnimmo Bassey. Produced with The Leap at [https://th.leap.org](https://th.leap.org). Optional: Watch Part 1 "A Message from the Future" with Alexandria Ocasio-Cortez here: [https://www.youtube.com/watch?v=d9uTH...](https://www.youtube.com/watch?v=d9uTH...)}

**HW:** prepare oral summary of New Belgium Beer ESOP essays 2/9/21.

**Week 2 – February 9, 2021:** Overview of Course Topics; Oral reports about New Belgium Beer ESOP discussion on 50 by 50.
*Meet via Blackboard Collaborate*

Readings {Due February 9 (on the day of class)}:

- Individually assigned blog posts from “50 By 50” New Belgium discussion.

**Week 3 – February 16:** Cooperatives as a community development strategy and Black Co-ops

**No Class**

Watch Videos and answer questions on worksheet posted on Blackboard Week 3.

**Worksheet due February 21, 2021 by 11:59 pm.**

**Readings:**

- Gordon Nembhard 2014 Chapters 2 and 10.

**HW: Prepare oral summary of Ferguson & Dickens chapters.**

**Week 4 - February 23:** Oral presentations on Ferguson and Dickens chapters.

**Meet via Blackboard Collaborate**

**Readings:**

- Individually assigned chapters from Ferguson and Dickens.

**Week 5 - March 2:** Solidarity Economics

**Meet via Blackboard Collaborate**

**Readings:**

- Miller, Ethan. 2006 “Other Economies are Possible.” Dollars and Sense and GEO Issue 71. And Solidarity Economy graphic, retrieve from: Grassroots Economic Organizing Newsletter [http://www.geo.coop/archives/GEO71DS-OtherEconomiesArePossible.htm](http://www.geo.coop/archives/GEO71DS-OtherEconomiesArePossible.htm) and Blackboard.
- Lewis, Michael and Dan Swinney. 2008. “Social Economy & Solidarity Economy:


**Week 6 - March 9:** Feminist Economics

**Meet via Blackboard Collaborate**

**Essay Exam #1 (first half hour of class)**

**Readings:**


**Week 7 – March 16:** Community-Based Economic Development Principles

**Meet via Blackboard Collaborate**

**Readings:**

Week 8 – March 23: Community Finance
Meet via Blackboard Collaborate

Readings:
- Pavlovskaya, Marianna; Craig Borowiak; Maliha Safri; Stephen Healy; and Robert Eletto. 2019. “The Place of the Common Bond: Can Credit Unions Make Place for Solidarity Economy,” Annals of the American Association of Geographers 111, No. 4: 1278-1299. [Blackboard]
- Yes Magazine issue on money

OPTIONAL:

Spring Break March 27, 2021 – April 4, 2021

Week 9 – April 6: Models of Community Economic Development
Meet via Blackboard Collaborate
Essay Exam #2 {first 30 minutes of class}

Readings:
- Novkovic, Sonja, and Jessica Gordon Nembhard. "Beyond the Economy: The
HW: Create and add to chart on Economic Development Theories and Strategies – due May 4, 2021 upload in Week 13 folder.

**Week 10 – April 13:** Gentrification, Community Threats
Meet via Blackboard Collaborate

Readings:

Optional:

**Week 11 - April 20:** Ownership Structures and Housing Co-ops
Meet via Blackboard Collaborate

Readings:
- “About NHCA and Housing Cooperatives,” “Starting a New Co-op,” “Buying into a Housing Co-op.” National Association of Housing Cooperatives, [https://coophousing.org/resources/owning-a-cooperative/buying-into-a-](https://coophousing.org/resources/owning-a-cooperative/buying-into-a-)

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Week 12 - April 27: Worker Cooperatives – via Blackboard Collaborate
Meet via Blackboard Collaborate
Essay Exam #3 {first half hour of class}

Readings:
- New Era Windows video [https://www.youtube.com/watch?v=kLVI6brXRNU ]

OPTIONAL:

Week 13 – May 4: African American cooperatives and lessons learned; cooperatives as a community economic development strategy
Meet via Blackboard Collaborate

Development strategies spreadsheet due May 4 by 11:59PM.

Readings:
- Gordon Nembhard 2014 Chapters 3,4,5,6,8 and Intros to sections.

Week 14 - May 11: Oral Presentations on Theory Paper
Meet via Blackboard Collaborate
Theory Paper Due upload onto Blackboard Turnitin, by 6 PM May 11 under Week 14 Folder
and peer reviews
Week 15 – May 25, 2021: Continue oral presentations and peer reviews
Debate and Wrap UP
Meet via Blackboard Collaborate
Policy Brief Due by 11:59 PM

Campus Policies and Information

LIFE CHALLENGES:
Life challenges: While I expect you to do all the required work for the class I know you live busy and responsible lives. At times there are going to be crises, you might be ill or some other stressful event will occur. Ask for help if you need it. Either let me know that you are having a problem-I don’t need to know the details- or speak to someone at the Wellness Center, they will keep your business private. Use their services whenever you or your family need support. RM: L.68 (NB). http://www.jjay.cuny.edu/wellness-center; email: SingleStop@jjay.cuny.edu; TEL: 212-237-8111.

John Jay Wellness Center: The Wellness Center has many free services for students:
- Breakfast and Lunch program, 9am-11am + 1:40-2:50pm Mon-Thurs in L.68
- Food Bank open Monday-Thursdays (10 am - 4 or 6 pm)
- Mental Health Counseling
- Emergency Funding for students who are struggling financially
- Single Stop Free Legal Services, Financial Counseling, advice on Public Benefits, and Tax Preparation
- Health Services that include sick visits, vaccines, pregnancy tests
- Accessibility services for students with hearing/visual impairments, mobility impairments, learning disabilities, chronic illnesses and psychological impairments.

Think about attending any of their short seminars on financial literacy, managing relationships, health and sexual/gender identity issues, time management, immigration, taxes and other issues.

Immigrant Student Success Center: Both John Jay and CUNY provide resources for students experiencing individual or family immigration status challenges. The new Immigrant Student Success Center is available to provide you with support and advocacy. Please visit them in L2.69.11 (new Building) Mon-Fri 9AM – 5PM or contact the Center’s manager: Cynthia Carvajal (ccarvajal@jjay.cuny.edu). For ALL immigration issues, visit the Resources for Undocumented and DACA Students webpage: http://www.jjay.cuny.edu/undocumentedstudents. John Jay is committed to assisting ALL students and families in a variety of ways. Also see http://www.jjay.cuny.edu/legal-resources.

Statement Regarding Students with Disabilities:
The Office of Services for Students with Disabilities (at 237-8122) provides support services and counseling for students who are physically challenged, have learning disabilities, and/or have medical conditions which affect their performance in the classroom setting. If you are in need of special assistance, please contact that office (and then me) no later than the second week of class.

CUNY’s Non-Discrimination Policy:
“The University must foster tolerance, sensitivity and mutual respect among all members of its community. Efforts to promote diversity and to combat bigotry are an inextricable part of the educational mission of the University.” The use of epithets or demeaning terms for anyone based on sexual
orientation, race, gender expression or identity, ethnicity, national origin, disability, or religion is unacceptable and is disruptive of the educational process. This will not be tolerated in my class and is unacceptable behavior on our campus. This is a safe classroom where professor and students mutually engage in respectful discourse and supportive, constructive exchanges that create and maintain a classroom environment that is truly conducive to teaching and learning.

**Statement of College Policy on Plagiarism and Academic Integrity:**

Academic Integrity: It is the student’s responsibility to understand what plagiarism and cheating entail, and to refrain from engaging in unethical, dishonest scholarship.

**Plagiarism** (as defined by the John Jay College Undergraduate Bulletin) is the act of presenting another person’s ideas, words; artistic, scientific or technical work; research or writings as your own. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.

The following are some examples of plagiarism, but by no means is it an exhaustive list:

- Copying another person’s actual words without the use of quotation marks and footnotes attributing the words to their source (even if it is from your own previous work);
- Presenting another person’s ideas or theories in your own words without acknowledging the source;
- Using information that is not common knowledge without acknowledging the sources;
- Failing to acknowledge collaborators on homework and laboratory assignments;
- Putting your name on a paper that you did not write.

**Internet Plagiarism** includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the Internet without citing the source, and “cutting and pasting” from various sources without proper attribution.

**Cheating** is the unauthorized use or attempted use of material, information, notes, study aids, devices or communication during an academic exercise. The following are some examples of cheating, but by no means is it an exhaustive list:

- Copying from another student during an examination or allowing another to copy your work;
- Unauthorized collaboration on a take home assignment or examination;
- Using notes during a closed book examination;
- Taking an examination for another student, or asking or allowing another student to take an examination for you;
- Changing a graded exam and returning it for more credit;
- Submitting substantial portions of the same paper to more than one course without consulting with each instructor;
- Preparing answers or writing notes in a blue book (exam booklet) before an examination;
• Allowing others to research and write assigned papers or do assigned projects, including use of commercial term paper services;
• Giving assistance to acts of academic misconduct/dishonesty;
• Fabricating data (all or in part);
• Submitting someone else’s work as your own;
• Unauthorized use during an examination of any electronic devices such as cell phones, palm pilots, computers or other technologies to retrieve or send information.

For the complete text of the CUNY Policy on Academic Integrity and the John Jay College Policy on Academic Integrity and other college-wide policies see the John Jay Undergraduate Bulletin, Chapter IV Academic Standards.

Please note that Wikipedia is not an acceptable academic source for any information used, discussed or written about in this class.