

**University of West Georgia
Political Science & Planning**

Spring 2012

PLAN/POLS 4701/5701 Sustainable Economic Development

Course Syllabus

1. Administrative Information

Instructor: Ric Kolenda
Time: Tuesday 5:30 – 8 p.m.
Location: Pafford (Social Science) 109
Office Hours: Tuesday 4:30-5:30 p.m. or by appointment
Office: Pafford 115
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2. Course Overview and Objectives

This course will examine economic development policy at all levels of government and the role technology can play in helping promote sustainable economic development, as well as the strategies and practices in implementing it. Blakely and Leigh define sustainable economic development as that which “establishes a minimum standard of living for all and increases the standard over time... reduces inequality... [and] promotes and encourages sustainable resource use and production.” (Blakely & Leigh, 2009, p. 75) This definition will inform and guide our study of economic development in urban, rural, and small town settings in the U.S.

The city is a dynamic system and this course will provide a contextual understanding of the economic, social, demographic, and political forces that shape the development and community life of urban areas, as well as the agents involved and the planning process. Students will understand the challenges of developing regions, cities and communities that are economically dynamic, socially equitable and environmentally sustainable. Students will also be acquainted with the resources and techniques instrumental in the analysis of economic development policies and programs. This course requires extensive reading, case preparation, analytic writing, and class debate.

To be more specific, the learning objectives are:

- (1) **Theory:** to examine the theoretical foundations of urban growth and economic development and be familiar with the major theories of how economic development occurs at various levels;
- (2) **Context:** to understand how economic, social, and political forces shape local communities and influence urban policy making regarding local growth and development, and examine the context in which development occurs;
- (3) **Instruments:** to gain familiarity with the instruments (principles, tools, and techniques) for carrying out local economic development, their effectiveness, and their impacts on local communities; as well as to understand the roles of institutions involved in the development process;

- (4) **Functional policy applications:** to learn about the issues, principles, and methods for managing local growth and development in a variety of functional areas, such as land use and transportation, housing, infrastructure, and social policy (jobs, education, demography, and arts and culture);
- (5) **Tradecraft:** to demonstrate the ability to assess and formulate economic development strategy for an urban area and professional writing and presentation skills.

3. Course Requirements and Evaluation

Class sessions will be a mixture of lectures and class discussions/debates. Additional readings and course materials will be provided on Course Den. Course grades will be determined as follows:

(1) ED strategy paper (MURP students only)	n/a
(2) Midterm Examination (individual)	30%
(3) Case study presentation (group)	10%
(4) Case study staff report (group)	35%
(5) Quizzes (individual)	10%
(6) Class Participation (individual)	15%
(7)	

Students will be assigned one of the following letter grades based on their points earned out of the total possible points:

- A: 90-100%
- B: 80-89%
- C: 70-79%
- D: 60-69%
- F: 0-59%

ED Strategy Paper: All MURP (graduate) students are expected to research and lead the class discussion on one economic development strategy. This includes organizing textbook materials as well as incorporating other case study examples. More instructions and assignments will be provided in by week three of class.

Case study staff report and presentation: students will work in groups of 3 or 4 as consultants for a metropolitan region (Atlanta excluded). You will undertake an occupational and/or industrial analysis of the city looking at its occupational and/or industrial mix. You will also look at the social, economic and demographic characteristics of the city. You will then analyze current economic development strategies that the city is undertaking and assess whether these are effective strategies. You will incorporate both the results that such initiatives have had thus far on the region AND you will assess the “fit” of such strategies with your own socioeconomic analysis of the region. Is the city fully maximizing its strengths? If not, devise your own economic development strategy that is most suitable for the city and the opportunities and challenges of implementing it. You need to tie your analysis with the relevant debates and theories that we read in class. All members of the team must be involved in researching and presenting the materials.

The report will be 20-25 pages double-spaced excluding appendix and references. The PowerPoint presentation can be between 15-20 minutes. If you want, a one-page executive summary can be handed out to the class for your presentation.

Midterm examination (February 28): will consist of multiple choice, short answer, and 2-3 short essay questions. They will draw on the class lectures and readings, and require students to assimilate materials learned throughout the course up to that point. The exam will be given in the 2nd half of the class session. *Make-up exams will only be given for extraordinary conditions, and only at the discretion of the instructor.*

Reports and exams are due by the beginning of class or by the specified time via Course Den. If you have materials that are hard copy only, they must be turned in on time as well. Late assignments will be graded down substantially, and a passing grade will not be assigned unless all assignments are completed.

Quizzes: Five (5) unannounced quizzes will be given at the beginning of class, and will consist of a combination ten (10) multiple choice, true-false, or short answer questions. The best four of the five will be counted toward the final grade. **THERE WILL BE NO MAKE-UP QUIZZES.**

Class participation: students are expected to read materials before class, attend each class and to participate actively in class discussions. You are also encouraged to bring in newspaper and magazine articles related current economic development issues 2-3 times a semester. These articles can be on issues from anywhere in the world but it is important that during the course of the semester everyone gets a sense of what's going on in economic development in the world today. While I will not assign particular students each week, bringing in articles will be a part of your class participation grade.

Student attendance is mandatory. It is recognized that students may be unable to attend class as a result of observance of recognized religious holidays of the student's faith, serious illness, or family emergencies. In such cases, students are responsible for the missed material, and are encouraged to obtain class notes from other students.

4. Course Materials

Primary Text:

Blakely, Edward and Nancey Green Leigh. 2009. *Planning Local Economic Development: Theory and Practice, 4th edition.* London: Sage Publications.

Other readings will be available online or posted on **Course Den** .

Other useful resources:

- [Brookings Institution, Metropolitan Policy Program](#)
- [Department of Housing and Urban Development](#)
- *Journal of the American Planning Association**
- *Cityscape: A Journal of Policy Development and Research**
- *Economic Development Quarterly**
- *Housing Policy Debate**

*Full text for many of the articles in these journals can be accessed through the UWG Library.

5. Course Policies

- (1) Please advise the instructor if you have a documented disability that needs to be accommodated and provide documentation from UWG Disability Services.

- (2) All students are responsible for knowing and adhering to UWG's Policy on Academic Honesty. Failure to do so will result in a failing grade for the course.
- (3) The University has very specific policies on Dropping Classes and Voluntary Withdrawal from courses, with possible penalties for withdrawals after the first two weeks of courses. For the only exception to this policy, see the Hardship Withdrawal information on the Dean of Students web site.
- (4) This course syllabus provides a general plan for the course; deviations may be necessary. Guest lectures and field trips might be scheduled along the way and students will be notified in advance.
- (5) Turn off the volume on cell phones and other electronic devices and keep them off the desk during lectures. Text messaging during class is strictly prohibited and grounds for dismissal.
- (6) Final grades will NOT be posted or given out over the phone or via email.

6. Course Schedule

January 10 – Course Introduction and Overview

Introduction & Overview

Brookings: Blueprint for American Prosperity: Unleashing the Potential of a Metropolitan Nation

Video: <http://www.brookings.edu/events/2007/1106blueprint.aspx>

Transcript:

<http://www.brookings.edu/~media/Files/events/2007/1106blueprint/20071106blueprint.pdf>

Elvin K. Wyly, Norman J. Glickman and Michael L. Lahr, “A Top 10 List of Things to Know about American Cities,” *Cityscape* 3 (3), 1998: 7-32.

January 17 – The Economic Role of Cities

Edward L. Glaeser, “The Future of Urban Research: Non-Market Interactions,” *Brookings Papers on Urban Affairs* 1 (1), 2000: 101-138.

John M. Quigley, “Urban Diversity and Economic Growth,” *Journal of Economic Perspectives* 12 (2), 1998: 127-138.

Timothy J. Bartik, “What Should the Federal Government Be Doing about Urban Economic Development?” *Cityscape* 1 (1) 1994: 267-292.

January 24 – Urban Spatial Structure and Urban Growth

Peter Mieszkowski and Edwin S. Mills, “The Causes of Metropolitan Suburbanization,” *Journal of Economic Perspectives* 7 (3), 1993: 135-147.

Edward L. Glaeser and Matthew E. Kahn, “Decentralized Employment and the Transformation of the American City,” *Brookings Papers on Urban Affairs* 2, 2001: 1-47.

Anthony Downs, “Some Realities about Sprawl and Urban Decline,” *Housing Policy Debate* 10 (4), 1999: 955-974.

Michael Porter (1995). “The Competitive Advantage of the Inner City,” *Harvard Business Review*, 73(3), 55-71.

January 31 – Economic Development: Concepts and Theories

Blakely and Leigh:

Chapter 1: “The Enduring Argument for Local Economic Development Planning”

Chapter 2: “The Influence of National and State Policies Influence on Local Economic Development”

Chapter 3: “Concepts and Theory of Local Economic Development”

Chapter 5: “The Local Economic Development Planning Process”

February 7 – Economic Development: People-based vs. Place-based Approaches

Peter Dreier, John Mollenkopf, & Todd Swanstrom. (2004). “Chapter 1: Place Still Matters,” from *Place Matters: Metropolitica for the Twenty-first Century* (Second Edition, Revised ed.). Lawrence, KS: University Press of Kansas.

Helen F. Ladd, “Spatially Targeted Economic Development Strategies: Do They Work?” *Cityscape* 1 (1), 1994: 193-218.

George C. Galster, “Consequences From the Redistribution of Urban Poverty During the 1990s: A Cautionary Tale,” *Economic Development Quarterly* 19 (2), 2005: 119-125.

Cathy Yang Liu, Ric Kolenda, Grady Fitzpatrick, & Tim Todd. (2010). “Re-Creating New Orleans: Driving Development Through Creativity,” *Economic Development Quarterly*, 24(August 2010), 261-275.

February 14 – Economic Development: Tools and Techniques (I) & (II)

Blakely and Leigh:

Chapter 6: “Introduction to Analytical Methods for Local Economic Development Planning”

Chapter 7: “Local Economic Development Strategy”

February 21 – Traditional Economic Development Strategies (Presentations)

Blakely and Leigh:

Chapter 8: “Locality Development”

Chapter 9: “Business Development”

Chapter 10: “Human Resource Development”

Chapter 11: “Community Economic Development”

Ron Shaffer, Steve Deller and Dave Marcouiller, “Rethinking Community Economic Development,” *Economic Development Quarterly* 20 (1), 2006: 59-74.

February 28 – Economic Development as a Process AND Midterm Examination

Blakely and Leigh:

Chapter 12: “Building the Implementation Plan”

Chapter 13: “Institutional Approaches for Local Economic Development”

Chapter 4: “The Local Economic Development Profession and Professionals”

March 6 – Smart Growth and Creative Economies

Lin Ye, Sumedha Mandpe1 & Peter B. Meyer (2005). “What Is “Smart Growth? —Really?,” *Journal of Planning Literature*, 19(3), 301-315.

Sugie Lee & Nancey Green Leigh (2005). “The Role of Inner Ring Suburbs in Metropolitan Smart Growth Strategies,” *Journal of Planning Literature*, 19(3), 330-346.

Richard Florida, “The Rise of the Creative Class: Why Cities Without Gays and Rock Bands are Losing the Economic Development Race.” Taken from *The Washington Monthly*.

<http://www.washingtonmonthly.com/features/2001/0205.florida.html>

Florida, Richard. *Cities and the Creative Class*. “Chapter 1: Introduction,” New York: Routledge, pp. 1-25.

Florida, Richard. (2003). *Cities and the Creative Class*. *City & Community*, 2(1), 3-19.

March 13 – Creative Class Theory & Critiques

Florida, Richard. (2002). The Economic Geography of Talent. *Annals of the Association of American Geographers*, 92(4), 743-755.

Jamie Peck. (2005). “Struggling with the Creative Class,” *International Journal of Urban and Regional Research*, 29.4, 740-770.

Edward Glaeser. (2005). “Review of Richard Florida’s The Rise of the Creative Class,” [Book Review]. *Regional Science and Urban Economics*, 35(5), 593-596.

Donegan, M., Drucker, J., Goldstein, H., Lowe, N., & Malizia, E. (2008). Which Indicators Explain Metropolitan Economic Performance Best? Traditional or Creative Class. *Journal of the American Planning Association*, 74(2), 180-195.

March 20 – Spring Break – NO CLASS

March 27 – Diversity, Creativity and Economic Development

Florida, Richard. (2002). Bohemia and economic geography. *Journal of Economic Geography*, 2(1), 55-71.

Ann Markusen and Greg Schrock, “The Artistic Dividend: Urban Artistic Specialisation and Economic Development Implications,” *Urban Studies* 43 (10), 2006: 1661-1686.

Dowell Myers. 1999. “Demographic Dynamism and Metropolitan Change: Comparing Los Angeles, New York, Chicago, and Washington, DC,” *Housing Policy Debate* 10 (4): 919-954.

Hackler, D., & Mayer, H. (2008). Diversity, Entrepreneurship, and the Urban Environment. *Journal of Urban Affairs*, 30(3), 273-307.

April 3 – Technology, Universities and Economic Development

Florida, R. (1999). The Role of the University: Leveraging Talent, Not Technology. *Issues in Science & Technology*, 16(4), 67.

Smilor, R., N. O’Donnell, G. Stein and R. S. Welborn. 2007. The Research University and the Development of High-Technology Centers in the United States. *Economic Development Quarterly* 21 (3): 203-222.

Youtie, J., & Shapira, P. (2008). Building an innovation hub: A case study of the transformation of university roles in regional technological and economic development. *Research Policy*, 37(8), 1188-1204.

Iryna Lendel (2010). The Impact of Research Universities on Regional Economies: The Concept of University Products. *Economic Development Quarterly*, 24(3), 210-230.

David Perry, Scott Levitan, Andre Bertrand & Carl Patton. 2008. 360 Degrees of Development: Universities as Real Estate Developers in Atlanta. Lincoln Institute of Land Policy Working Paper.

April 10 – The Future of Economic Development and Economic Development Planning for Small Towns and Rural Areas

Blakely and Leigh:

Chapter 14: “Local Economic Development Planning’s Response to the Flatter and Climate Challenged World”

Charles Jaret, Melissa M. Hayes, and Robert M. Adelman, “Atlanta’s Future: Convergence or Divergence with Other Cities and Suburbs?” working paper.

Keith R. Ihlanfeldt and David L. Sjoquist, “Conducting an Analysis of Georgia’s Economic Development Tax Incentive Program,” *Economic Development Quarterly* 15 (3), 2001: 217-228.

McGranahan, D., & Wojan, T. (2007). Recasting the Creative Class to Examine Growth Processes in Rural and Urban Counties. *Regional Studies*, 41(2), 197 - 216-197 - 216.

April 17 – Case Study Group Presentations

April 24 – Case Study Staff Report Due by 5 p.m.