

**Georgia State University**  
**Andrew Young School of Policy Studies**

**Fall 2012**

**PMAP 4451: Economic Development Policy & Planning**

Course Syllabus

**1. Administrative Information**

Instructor: Ric Kolenda  
Time: Tuesday and Thursday 2:30 – 3:45 p.m.  
Location: General Classroom Building 517  
Office Hours: Tuesday and Thursday 1-2:15 p.m. or by appointment  
Office: AYSPS 333 G  
Email: rkolenda1@gsu.edu  
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**2. Course Objectives**

This course will examine economic development policy at all levels of government, especially the local level, as well as the strategies and practices in implementing it. More specifically, it will focus on policies designed to promote *sustainable* economic development. 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) In other words, economic *development* is not equivalent to economic *growth*. 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. These include research skills using both economic and demographic data and scholarly academic journals. Specific analytical skills should include the calculation and proper use of location quotients, shift-share analysis, and cluster analysis.

### 3. Course Requirements and Evaluation

#### Prerequisite: PMAP 3411 Contemporary Planning

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

1. “Plan B” paper (group)	10%
2. Exam I (individual)	20%
3. Case study presentation (group)	5%
4. Case study staff report (group)	25%
5. Exam II (individual)	20%
6. Reading Notes (individual)	10%
7. Class Participation (individual)	10%

Grades are calculated on a 100-point scale:

<b>A+</b>	≥ 100	<b>C+</b>	80-82.99
<b>A</b>	97-100	<b>C</b>	77-79.99
<b>A-</b>	93-96.99	<b>C-</b>	73-76.99
<b>B+</b>	90-92.99	<b>D+</b>	70-72.99
<b>B</b>	87-89.99	<b>D</b>	60-69.99
<b>B-</b>	83-86.99	<b>F</b>	< 60

**“Plan B” Paper:** Transportation is an important component of economic development policy. Given this importance, especially in the Atlanta area, students will form groups of 3 or 4 to research and report on the failed Transportation Special Purpose Local Option Sales Tax (T-SPLOST) referendum in the Atlanta region. More instructions and a sign-up sheet will be provided in advance.

**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 examinations:** **Exam I** 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. **Exam II** will consist of 3-4 essay questions. They will draw on the class lectures and possibly case presentations and require students to assimilate materials learned throughout the course. Each is worth 20% of the total grade.

***Make-up exams will only be given for extraordinary conditions, and only at the discretion of the instructor.***

***Reports and take-home exams are due by the beginning of class or by the specified time via uLearn. 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.***

Reports and exams are due by the beginning of class or by the specified time via uLearn. 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.

**Reading Summaries:** Beginning September 6, 2012, students are required to submit notes on the readings prior to each class via a uLearn survey. At random I will grade six (6) of these summaries. The best five (5) of the six (6) will be counted toward the final grade. The rest will be graded as pass/fail and will count toward the participation grade.

**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.

**Extra Credit:** From time to time, the instructor may offer the students opportunities to earn extra credit points on existing or for additional assignments. Extra credit is not guaranteed, however, and will be offered only at the discretion of the instructor.

***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

Required Texts:

- Blair, John P., & Carroll, Michael C. (2009). *Local Economic Development: Analysis, Practices, and Globalization, 2<sup>nd</sup> Edition*. Los Angeles: Sage Publications.
- Perry, Martin (2010). *Controversies in Local Economic Development*. New York: Routledge.

Supplemental Text:

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

Other readings will be available online or posted on **uLearn** .

Other useful resources:

- [Brookings Institution, Metropolitan Policy Program](#)
- [Department of Housing and Urban Development](#)
- *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 GSU Library.

#### 5. Course Policies

- (1) Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of assigned Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which an accommodation is sought. Please advise the instructor if you have a documented disability that needs to be accommodated and provide documentation from [GSU Disability Services](#).
- (2) All students are responsible for knowing and adhering to [GSU's Policy on Academic Honesty](#).
- (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 cell phones and keep them off the desk during lectures. Text messaging during class is strictly prohibited and grounds for dismissal.
- (6) Laptops and tablets are allowed for instructional use only; any prohibited uses will be grounds for dismissal.
- (7) Final grades will not be posted or given out over the phone or via email.
- (8) Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.

## 6. Course Schedule

### Unit I – Cities in Context: Economic, Historical & National Roles

#### August 21 & 23 – Course Introduction and the Economic Development Profession

Introductions

The Brookings Institution Metropolitan Policy Program (2010). *State of Metropolitan America*.

Washington, DC: The Brookings Institution Metropolitan Policy Program.

<http://www.brookings.edu/about/programs/metro/stateofmetroamerica>

*(Read pp. 1-35 and 156-166, but feel free to scan the rest as time and interest allow)*

Blakely & Leigh Chapter 4, “The Local Economic Development Profession and Professionals” (on uLearn)

#### August 28 – Economic Development Policy Research Workshop

**Important: Meet in AYSPS Room 720.**

#### August 30 – The Economic Role of the City

Blair & Carroll Chapter 1, “Local Economic Development in a Global Market”

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

#### September 4 – Business Location & Urban Spatial Patterns

Blair & Carroll Chapter 2, “Business Location, Expansion, and Retention”

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

### Unit II – Economic Development: Tools and Techniques

#### September 6 – Analytical Tools and Techniques

Blair & Carroll Chapter 4, “Economic Interdependence and Local Structure”

Blair & Carroll Chapter 6, “Additional Tools for Regional Analysis”

Also see notes on uLearn

#### September 11 – Analytical Tools Workshop

**Important: Meet in AYSPS Room 720.**

Also see notes on uLearn

#### September 13 – Markets and Urban Systems

Blair & Carroll Chapter 3, “Markets, Urban Systems, and Local Development”

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. (on uLearn)

### Unit III – The Theoretical Foundation of Economic Development Policy

#### September 18 & 20 – Economic Development Theories: Market-based Theories

**September 18:** Blair & Carroll Chapter 5, “Regional Growth and Development”

**September 20:** Michael Porter (1995). “The Competitive Advantage of the Inner City,” *Harvard Business Review*, 73(3), 55-71. (on uLearn)

**September 25 – Economic Development Theories: Distributional Approaches**

Blair & Carroll Chapter 7, “Institutionalist Perspectives on Local Development”

**September 27 – Midterm Examination**

On material covered through September 20.

**October 2 & 4 – Economic Development Theories: People-based vs. Place-based Approaches**

**October 2:** Blair & Carroll Chapter 8, “Local Economic Development in a Flattening World”

**October 4:** 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. (on uLearn)

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

**Unit IV – Economic Development Challenges & Strategies**

**October 9 & 11 – Land Use and Housing**

**October 9:** Blair & Carroll Chapter 9, “Land Use”

**October 11:** Blair & Carroll Chapter 10, “Housing and Neighborhood Development”

Immergluck, Dan (2009). The Foreclosure Crisis, Foreclosed Properties, and Federal Policy: Some Implications for Housing and Community Development Planning. *Journal of the American Planning Association*, 75(4), 406-423. (on uLearn)

**October 16 & 18 – Poverty and Resilience**

**October 16:** Blair & Carroll Chapter 11, “Poverty and Lagging Regions”

**October 18:** George C. Galster, “Consequences From the Redistribution of Urban Poverty During the 1990s: A Cautionary Tale,” *Economic Development Quarterly* 19 (2), 2005: 119-125. (on uLearn)

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. (on uLearn)

**October 23 & 25 – Local and Regional Economic Development Policy**

**October 23:** Berry Chapter 1, “Controversies in local economic development”

Berry Chapter 2, “Regional competitiveness and local economic development”

**October 25:** Berry Chapter 3, “Regional policy and inward investment”

**October 30 – Learning Regions and Cluster Strategies**

Berry Chapter 4, “Learning regions”

Berry Chapter 5, “Enterprise clusters and regional specialization”

**November 1 – Research Day**

Work in groups on Case Study project (no class meeting)

**November 5 – Exam II will be distributed by 5 p.m. on uLearn**

**Due November 16.** On material covered through November 15.

**November 6 – Creative Class Strategies**

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> (and on uLearn)

Berry Chapter 6, “Urban success and the creative class”

**November 8 – Research Day**

Work in groups on Case Study project (no class meeting)

**November 13 – High-Tech and Green Strategies**

Berry Chapter 7, “Technology incubators: hothouse accelerators or life support shelters?”

Berry Chapter 8, “Local economic development and ecological modernization”

**November 15 – Conclusions and the Future of Local Economic Development**

Berry Chapter 9, “Making progress in local economic development”

Blair & Carroll Chapter 13, “Planning, Future Studies, and Development Policy”

**November 16 – Exam II due by 5 p.m. on uLearn, or hard copy can be turned at the beginning of class**

**November 20 & 22 – NO CLASS – Thanksgiving Holiday**

**November 27 – Case Study Group Presentations I**

**November 29 – Case Study Group Presentations II**

**December 6 – Case Study Group Presentations III**

**Case Study Staff Report Due (at beginning of class)**