



LOCAL ECONOMIC DEVELOPMENT

PA 6342
Spring 2008

Instructor: Dr. Wendy L. Hassett, Clinical Associate Professor

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Course Description:

Economic development is a concern of most governments because it directly impacts the welfare of a nation, state, or locality. Jobs and corporate investment create wealth that citizens can use to purchase goods and start new businesses. A strong economy at all levels of government produces taxes allowing governments to achieve their missions in education, infrastructure, and service delivery.

This course will focus on urban economic development policy and policy-making. It will explore not only the policies pursued by local governments to attract, retain, and create the economic base, but will also examine the political, economic, and social context in which economic development occurs. Particular consideration will be given to issues related to the economic development policy-making process, economic development planning, and economic development strategies and mechanisms.

Student Learning Objectives:

- To enhance the set of skills and understanding of local economic development that students bring to the public sector workplace.
- To expose students to the political, economic, social and theoretical context in which local economic development occurs.

Required Readings:

- Koven, Steven G. and Thomas S. Lyons 2003. Economic Development: Strategies for State and Local Practice. Washington, D.C.: ICMA Publications. ISBN: 0873261348
- Blair, John P. and Laura A. Reese 1999. Approaches to Economic Development. Thousand Oaks, CA: Sage Publications. ISBN: 0761918841 *[Note: This text is available on 2 hour reserve at McDermott Library]*
- Watson, Douglas J. 1995. The New Civil War Westport, CT: Praeger. *[Note: This book is no longer in print. However, chapters from this book are available for short periods of time via the ereserves. See the ereserves page for the details on visibility dates. There can be no exceptions to these dates, so be sure to access them when they are available. Also, the book is on reserve at the Library and arrangements have been made to make it available at the Off-Campus bookstore (972) 907-8398 or www.offcampusbooks.bkstr.com.]*
- **Various journal articles cited in this syllabus are accessible electronically.**

Our Electronic Reserves Course Page is <http://utdallas.docutec.com/eres/coursepage.aspx?cid=369>
At the login screen, you will need to enter a **password**. **This word is available in the Week 1 and Week 2 modules on our WebCT course home page.**

Citations: In accordance with departmental standards, all citations should use Turabian, 7th edition. A guideline for using this style is on our course website.

Assistance with Research - UTD Library Contact: Carol Oshel, Reference/Distance Librarian; carol.oshel@utdallas.edu; 972-883-2627. **Want more information?** To access a variety of information about distance education at UTD, visit the Distance Learning website: <http://www.utdallas.edu/distancelearning2/students/>

Course Assignments:

Journal- Each student should build a personal Journal based upon the weekly course assignments and readings. The journal will have a dual purpose: (1.) it can serve as a handy source of information covered in this course; and (2.) during the course, it will assist you in thinking through and assimilating the readings as a precursor to your Threaded Discussion postings explained in the next section and other assignments. The link to the appropriate journal is located within each weekly module on the course website. **Students are encouraged to keep up with their Journals weekly. All Journals are visible to Dr. Hassett at all times, so progress can and will be monitored throughout the semester.**

Each week, each student should make the following postings to his/her Journal:

- 1.) **Lecture Summary:** Each lecture should be summarized. This summary should consist of **just a few paragraphs**.
- 2.) **Reading Summaries:** Each weekly reading assignment should be cited and summarized **in the order in which they are assigned**. This summary should consist of **just a few paragraphs**.
 - Each reading should have its own entry. (In other words, do not combine summaries of readings by different authors into one entry.)
 - Each reading should be **presented in the same order as in the Syllabus**.
 - The “**Subject**” line for each entry should include the **week number and the name of the author(s)**.
 - Each entry should include:
 1. Full and complete citation (Turabian, 7th ed.)
 2. Author’s main argument
 3. How this reading speaks to local economic development
 - Each entry should consist of just a few paragraphs.
 - Each entry should include **specific quotes and page numbers** to support your statements/conclusions.
- 3.) **Concept Synthesis:** After completion of Lecture entry and the weekly reading assignment entries, each student should compose one or two paragraphs that tie all of the assignments together. **DO NOT RE-SUMMARIZE THE READINGS HERE.** It is in this section where students should show evidence that they really understood and "connected" the readings. This brief composition should **synthesize** the major concepts of all the week’s readings. This entry should demonstrate the high level of analysis typically expected in graduate classes. **Be sure to label this section as the Concept Synthesis in the “Subject” line of the Journal entry. This section should be considered to be of the utmost significance.** It should offer a “big picture”

view of the topic and may speak to the applications, costs, and/or benefits of the topic examined. You may want to start by asking yourself: How do these readings relate to each other? What new insights have I gained through these readings? What are my thoughts about this topic in light of the perspectives of these various authors?

Journal grades are based on following the instructions described in this section as well on the degree to which each student demonstrates that she/he has *read and comprehends* the assigned readings. Proper referencing and academic form should be used. Students are encouraged to supplement weekly entries with other relevant articles. The Journal will be graded at various times during the semester and will be graded at some point during the week it is due. Students must compose their Journal via the course website.

Threaded Discussions- Learning, like almost everything, is more enjoyable when it is a shared experience. Threaded discussions are a way to provide a way for us to share this learning experience together.

The threaded discussions work this way: A discussion question is posted for each week that it is due under the weekly icon. Each week a discussion is assigned, you are expected to participate in the discussions that occur there. The active and consistent involvement of each student is expected throughout the semester. **Each student should make one “main” posting addressing the weekly question AND have at least one other posting demonstrating he/she is engaged in the discussion as it occurs.** I will post some final comments and thoughts at the end of the week.

Postings can begin as early as Monday morning and continue until midnight on Sunday. If a posting is made within ten minutes after the deadline, there will be a one point deduction for each minute after midnight. Postings made after 12:10 am will be given a grade of 0. It is crucial that each student stays up to date on the readings in order to get his/her postings completed on time. **Each student is expected to participate in all of the threaded discussions.** The first threaded discussion posting during Week 1 is not graded.

When posting a response, please keep the following **guidelines** in mind:

1. For all discussion threads, students should be careful to respond to all aspects of the original question(s). There are two formats we will use: general discussions and posts.
 - For general THREADED DISCUSSION, do not pretend you are in a vacuum. Acknowledge and react to what others have already said. Students are encouraged to support or take issue with points raised by other students.
 - For DISCUSSION POSTS, students are encouraged to read other posts, but should compose an answer independent of what others have said. In other words, do not rely on what others have said for *your* answer.
2. Similar to the discourse in seminar classes, I am looking for only substantive contributions. Participants are expected to have read the material in advance of their postings so they can share insightful comments, criticism, and perspectives with the class. Some students may find it useful to compose the posting in a Word document to facilitate editing prior to making the actual posting via WebCT. **Be sure to include in your posting specific references to the assigned readings and lecture to demonstrate your grasp of the concepts. In other words, you should demonstrate that you have read and digested the assigned materials.**
3. The quality of the posting is more important than quantity. Two to four paragraphs should be sufficient to get your point across.

4. The posting should include a descriptive and appropriate phrase in the “Subject” field. This will help to organize the discussion.
5. You are expected to be involved in the discussion throughout the week. You should visit the discussion several times each week to keep up with the discussion taking place. Making one post is not adequate to receive full credit. Each student should make one “main” posting addressing the weekly question AND have at least one other posting demonstrating they are engaged in the discussion as it occurs.
A helpful hint: If someone makes reference to your contribution or takes issue with something you have stated, you will want to respond before the time has elapsed for the week. If you do not respond, it is obvious that you are not checking back on the threaded discussion as it develops.
6. Since the threaded discussions are our class discussions, the same rules apply as in class. In general, these include the following: become engaged in class discussion, be honest, don't posture, be respectful, and don't ramble. In addition, each participant is expected to employ all conventions of good English composition, including, but not limited to capitalization, grammar, spelling, punctuation, format, and referencing.
7. During discussions, there may be professional disagreement. Do not make discussions personal. A fundamental premise underlying both academic freedom and public administration is respect for the individual. Disagree with respect – not with contempt.
8. Do not get in a habit of waiting until the end of the discussion to make your posting. Each student will be expected to make some “early in the week” postings. Grades will be reflective of when the posts are made.
9. Do not post ahead of schedule. While it is acceptable (and encouraged) for students to work ahead of the stated schedule, work should be posted only during the week it is due. In other words, students should not post discussion threads or assignments in Week 10 during Week 9, for example. If students wish to compose their assignments in advance, they should maintain those on their personal computer and post them only during the week they are due.

Grading Criteria for Threaded Discussions: In grading weekly threaded discussion contributions, I will look for three (3) things:

- 1. How well you respond to the specific discussion question**
- 2. How well you integrate the weekly readings/lecture into your answer**
- 3. How well you respond/react to what others say (if required)**

- Input that addresses all items well will receive an evaluation of 90 or above (A).
- Input that addresses all items marginally or addresses only two of the three items will receive an evaluation between 80 and 89 (B).
- Input that addresses the items inadequately or addresses only one of the items will receive an evaluation of 79 or below (C/D/F).

Case Study PowerPoint – The purpose of the assignment is to allow each student to comprehensively examine an actual city from the perspective of an economic development professional. For this assignment, each student will prepare a professional PowerPoint presentation that showcases a city for the purpose of professionally marketing it to a hypothetical corporation and industry looking to expand or relocate industrial manufacturing facilities. **This semester, students will be required to select a city in the state of CALIFORNIA.** (Exceptions to this requirement may be requested, but will only be permitted under extraordinary circumstances.)

Students are encouraged to conduct thorough research about the city and contact economic development professionals, and gather other published documents to obtain the information necessary to compile an informative presentation that strongly markets the community.

NOTE: *Do not rely on only one or two people associated with the city to obtain the information required for this assignment. In many cases, you will not be able to meet or talk with the economic development director or the mayor. You will need to do your own research. So, here are a few suggested sources of information:*

- *US Census*
- *Chamber of Commerce (a newcomers' guide typically will offer useful quality of life information)*
- *City and public school websites (various information and statistics)*
- *Public Information or Marketing division of the City (if one exists in your city)*
- *City Planning Department (sometimes maintain transportation maps/information, demographic or other planning-related information)*
- *State Employment or Unemployment Office (employment rates, wage-related data)*
- *Various city offices such as the Office of Mayor, City Manager, or City Clerk*
- *The County Government Office*

In other words, don't expect the city or the local economic development office to provide you with all you need for this project. You will need to be creative with how you obtain data. Whatever your source, be sure it is reliable by cross checking it with other sources. And, be sure to cite all your sources properly.

Presentation Style Requirements:

- 1.) **Visual Interest:** Clip art is not acceptable for this presentation. Instead, high-quality digital photos of the community should be used to add visual interest. (In other words, they should be visually sharp and crisp, not blurry.)
- 2.) **Backgrounds:** The slides should be designed with a colored background (that is, do not use white backgrounds). Consistency in backgrounds facilitates comprehension.
- 3.) **Font:**
 - a.) The font to be used using a sans serif font to facilitate reading by the audience. (Arial is one example of a sans serif font.)
 - b.) In general, the size of the font used for narrative throughout the presentation should be a consistent size.
 - c.) Do not use all caps. It comes across to an audience as shouting.

- 4.) **Sound:** Do not use sound on the slides.
- 5.) **Content:** Do not overload your audience with too much information on each slide. Do not number your slides.

A Word about Citations... While not typical in these kinds of presentations, **citations must be used and printed in a very small font at the bottom of each slide as appropriate.** For the purposes of our class, citations are required for interviews, census data, popular and academic literature on economic development including course readings, as well as internal documents. **A minimum of ten (10) peer-reviewed academic journal articles must be cited that are NOT a part of the course readings.** These academic citations are typically only included in the second half of the presentation -not in the marketing part of the presentation. (See "Outline" below.)

Outline: Students are urged to use the outline below to structure the presentation. In other words, **present the information in the order outlined below.** In addition to these areas, other items may be included based on the unique features of your chosen community. ***Remember, in some cases you will need to handle these issues delicately.*** The presentation should anticipate questions that will be raised during a professional presentation.

- 1) **First Slide(s):** Identify the community, the title of the presentation, and your name. Include contact information for the economic development efforts.
- 2) **Introduction:** Describe the community.
 - Form of government
 - Municipal demographics and statistics
 - Municipal and county demographic trends over the past decade
 - Weather and notable geographical/environmental features
 - Education information and statistics: public and private schools including state colleges and universities (enrollment trends, tuition costs, faculty, etc.)
 - Healthcare facilities with statistics
 - Utility availability and rates (power, gas, telecommunications services, waste disposal, water, sewerage)
 - Transportation and Interstate access (highways, railroads, airports, nearest navigable waterway, nearest deepwater port, motor freight carriers with terminals, overnight package carriers)
 - Local taxes (sales, property, etc.) broken down
- 3) **Quality of Life:** What would it be like for the company executives to live in your community and raise their families? What are the positive selling points? What image does the community have? Describe what makes the community unique (housing, banking, recreation, quality of life projects, churches, cultural activities, the downtown, special annual events, etc.)
- 4) **Industrial Development:** Provide a complete, easy-to-understand overview of the industrial development efforts of the city. This section should describe
 - **How economic development efforts of the city are handled organizationally.** This should describe what entity is ultimately responsible for recruitment and who has the authority to offer incentives. Who should the company contact for follow-up?
 - The **existing industrial parks** including the history of the parks, current industrial tenants, availability of lots, etc. This should clearly be marketing the properties by providing all the information to the audience to provide all the location information necessary for the industry. This information should include location, site owner, a general description of the topography, transportation accessibility, zoning, soil

- information (if available), utility suppliers, and asking price per acre.
- The **existing industrial plants** (company name, products, location of plant, and year established- if available).
- The **major employers in the area** with total employment statistics.
- Information on the presence of **unions**. (Do not ignore this requirement. If there are few or none, say so.)
- **Wage data** for at least five (5) basic job classifications (such as machine set-up operator, machinist, production assemblers, material handlers, bookkeeper, clerical, machinery maintenance mechanic, etc.)
- **Workforce availability** (unemployment rate) in city/county and surrounding area
- Various state, county or other municipal **programs/incentives used by the city to recruit or assist** industries.

This is the end of the marketing part of the assignment. The second half of the presentation should be addressed as the final slides in the presentation. In the slides, be sure to indicate that you are shifting from the first part to the second part of the presentation.

- 5) **Recommendations:** If you were hired as a consultant to assist city staff in the area of economic development, what **five (5) specific recommendations** would you have for the city to strengthen its overall economic development efforts? (Be realistic in light of the inherent challenges of local politics, finances, and legalities.) Describe each recommendation and your rationale behind each.
- 6) **Analysis:** Analyze the city's economic development efforts.
 - i. Strengths and Weaknesses
 1. What, in your opinion, are the city's three (3) most important **strengths** in regard to economic development? Give a brief background and describe why you chose each.
 2. What, in your opinion, are the city's three (3) most critical **weaknesses** in regard to economic development? Give a brief background and describe why you chose each.
 - ii. Application of Theory
 1. List three (3) **theories** that we have studied that inform your analysis of your city.
 2. Explain **how** each theory was useful to you in your analysis.
- 7) **Lessons Learned:** Discuss what lessons **you** personally learned from studying the case. How did the case relate to the material in this course or generally enhance your understanding of local economic development and public affairs generally?
- 8) **References:** A comprehensive list of all the sources used in the presentation should be included that are **presented and organized into the categories** described below. (Also, see "A Word about Citations" above.)

Categories:

- sources that are a part of the course readings
- **at least ten (10) peer-reviewed, academic sources** that are **not** included in the course readings
- individuals interviewed and the date of the interview

NOTE: It is likely that you may find yourself buried in data in this assignment. I encourage the use of (*legible*) tables and graphs to make the most important points.

This assignment has two stages. Each stage is required to receive full credit for this deliverable.

Stage One: The Proposal. This brief proposal is submitted to me early in the semester. Include in the proposal (a) the proposed title* for the presentation; (b) a one-paragraph rationale explaining why your chosen title is appropriate; (c) 2-3 paragraphs describing one major “economic development-related strength” of the community and one major “economic development-related weakness” you will face in marketing the community, and (d) a brief tentative bibliography consisting of at least seven (7) sources that are NOT a part of our assigned course readings. This bibliography should be in proper academic form and should list specific articles and books (only) that you have identified that may be useful in this project. Websites and the names of individuals may be included, but do not count as one of the sources.

**Note about the proposed title: In this project, you are (primarily) marketing your community to corporate executives who are deciding on whether to locate in your city or in one of a handful of other cities. You are not writing an academic research paper. You should choose a title that is catchy and positive. For example, “An Analysis of the Economic Development Efforts of Smithville” is NOT APPROPRIATE for this presentation. However, “The City of Smithville: Your Partner for Success” is appropriate.*

Special note about the Proposal: While the Proposal is not graded, late or poor (including incomplete) submissions will result in an automatic five (5) percentage point deduction from the final Presentation grade.

Stage Two: The Presentation. Submit your final presentation. Depending on the size of the file, students may need to send the presentation in separate sections or “zip” the file prior to successful delivery. **DO NOT WAIT UNTIL THE LAST MINUTE TO ATTEMPT TO SEND THIS FILE.**

NOTE TO AOL USERS: It is quite common that the AOL browser to encounter difficulties with WebCT. If you encounter problems using the AOL browser, connect using AOL and then launch a regular version of FireFox or Internet Explorer.

Case Study Grading Criteria: The criteria used to judge each case study will heavily depend on the following:

- The accuracy, extent, and comprehensiveness of your research. (It should be clear that you spent a great deal of effort on this assignment.)
- The extent to which you synthesize the research and offer insights into the case.
- The logical organization, professionalism, and effectiveness of the overall presentation based on the target audience described herein.

Course Grading Policy: The following are the components of the course grade:

Threaded Discussions (4)	20%
Case Study	38%
Thought Assignment	10%
Journal (3)	30%
Blog	<u>2%</u>
	100%

A final course grade will be assigned based on the following scale:

90-100 points = A; 80-89 points = B; 70-79 points = C; 69 or below = F.

* One of the unique features of WebCT is that the instructor is able to see how often individual students log in, what they access/download/view, how often they spend on the course site, etc. It is expected that students will keep up with viewing the lectures each week throughout the semester and will access the other components available on the course website. At random points during the semester, an "audit" will be conducted to assess student status to ensure that everyone is up-to-date. An audit will also be conducted prior to posting final course grades. The instructor retains the right to adjust final course grades for failure to access required course readings and/or lectures.

Course Policies

▪ Late Work

Threaded discussion postings should be made during the week they are due. If a posting is made within ten minutes after the deadline, there will be a one point deduction for each minute after midnight. Postings made after 12:10 am will be given a grade of 0. ALL OTHER LATE ASSIGNMENTS WILL RECEIVE A DEDUCTION OF TEN PERCENTAGE POINTS FOR EACH WEEK OR PORTION THEREOF FOLLOWING THE DUE DATE. Exceptions may include a mutually agreed arrangement made in advance or bona fide emergencies (be prepared to supply documentation). Problems with your personal computer (such as computer "crashes") do not count as an emergency. Review the schedule in this syllabus. If there are conflicts, please discuss them with me ASAP. And, please let me know if something significant happens to you during the semester that could interfere with your submitting class assignments on time (death in family, loss of job, etc.) **If you plan to submit an assignment late, be sure to let me know.** Students should make every effort to submit all final required course assignments by midnight on Sunday of the last week of class as identified in this Syllabus. Late final course assignments should be the exception and will be penalized as "late work" as described herein. **However, under no circumstances should students submit an assignment for credit after the last day of "final exams" as identified in the official University Academic Calendar for the applicable semester.**

▪ WebCT and Computing Assistance

For help with your computer-related questions, call the Help Desk at 972-883-2911 or email them at assist@utdallas.edu. You can also use the live web support at <http://webhelp.utdallas.edu/> to get answers to your questions online during their hours of operation.

▪ Instructor Availability

- You can contact me in a number of ways:
- E-mail is likely our best method for communication. Please use WebCT to contact me. I will generally respond to e-mail within 2-3 working days.
 - I typically visit campus at least once each semester. I will notify you when my trips to campus are planned. Please let me know if you would like to schedule a meeting with me during my visit.
 - You can also call me at the phone numbers on the first page of this syllabus.

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's Handbook of Operating Procedures. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. *The Department of Information Resources at UT Dallas provides a method for students to have their UTD mail forwarded to other accounts.*

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to participate in the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*. In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of "F."

Copyright Notice

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act. As a UTD student, you are required to follow the institution's copyright policy (Policy Memorandum 84-I.3-46). For more information about the fair use exemption, see <http://www.utsystem.edu/ogc/intellectualproperty/copypol2.htm>.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is: The University of Texas at Dallas, SU 22, PO Box 830688, Richardson, Texas 75083-0688; (972) 883-2098 (voice or TTY); email: disabilityservice@utdallas.edu.

If you anticipate issues related to the format or requirements of this course, please meet with the Coordinator of Disability Services. The Coordinator is available to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Services to notify them of your eligibility for reasonable accommodations. Disability Services can then plan how best to coordinate your accommodations.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty to verify that the student has a disability and needs accommodations. Students requiring special accommodation should contact the professor directly to address these issues and present the letter from Disability Services.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated. The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

Off-Campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address given below.

Additional information is available from the office of the school dean.

(http://www.utdallas.edu/Business_Affairs/Travel_Risk_Activities.htm)

These descriptions and timelines are subject to change at the discretion of the Professor.

Schedule and Assignments

The weeks on this syllabus run from a Monday morning through midnight the following Sunday. All assignments are due during the week, with submission no later than midnight on Sunday, Central Time.

Week Topic

1 **Introduction to Course** *Reminder - These assignments should be completed during the first week of class which begins January 7 and ends January 13. All items should be completed no later than midnight on Sunday, January 13.*

Assignments:

- Begin the reading assignments for Week 2 so that you will be able to post the Week 2 Threaded Discussion beginning **Monday, January 14.**
- *OPTIONAL:* Test your e-mail linkage to me by sending me a test message through the mail module of WebCT.

Threaded discussion: Write a brief professional biography (approximately 50 words) to introduce yourself to the class. *The first threaded discussion posting during Week 1 is mandatory, but does not count as one of your graded postings.*

2 **Introduction to Economic Development** *Reminder - This week begins Monday, January 14.*

Blair and Reese.

- "Introduction"
- Customization and Macroeconomic Efficiency (p. 307)

Robert A. Beauregard, 1993. "Constituting Economic Development: A Theoretical Perspective" in Richard D. Bingham and Robert Mier, eds. Theories of Local Economic Development. Sage: Thousand Oaks.

Roderic Hewlett, 2004. "In Plain Sight." Economic Development Journal 3(4): 33-39.

Sharon Disque, 2004, "A Seat at the Table" Economic Development Journal 3(1): 26-34.

Threaded discussion: Using one point from this week's readings as your starting point, argue why economic development so vital to public organizations and elected officials? Each posting should address a **different aspect** of the issue. In other words, do not repeat what has already been stated by a colleague. *[Hint: Before you make this first posting, be sure to review the description of Threaded Discussions in this Syllabus as well as the section discussing grading of the Threaded Discussions.]*

Local Government and Economic Development

Charles E. Lindblom 1974. "Why Government Must Cater to Business." Business & Society Review 27: 4-6.

Babcock, Richard F. 1990. "The City as Entrepreneur: Fiscal Wisdom or Regulatory Folly?" In Terry Jill Lassar, ed. City Deal Making. Washington, D.C.: Urban Land Institute.

Christopher Niedt. 2006. "Gentrification and the Grassroots: Popular Support in the Revanchist Suburb" Journal of Urban Affairs 28(2):99-120.

Douglas J. Watson 1995. The New Civil War. Praeger: Westport, CT.

- Chapter 1: Competitive Governments

Blair and Reese.

- Chapter 3: City Jobs and Residents on a Collision Course by John D. Kasarda

John R. Logan and Harvey L. Molotch 1987. "The City as a Growth Machine" (pp. 50-98) in Urban Fortunes: The Political Economy of Place. University of California Press: Berkeley, CA.

Threaded discussion: Are municipalities "right" to care so much about economic growth as they clearly do? This week, we will engage in a role play exercise. We will divide the class in half with each group arguing for or against the active role of local governments in competing for economic development projects. Since both camps are active and vocal in communities, this exchange is a useful (and realistic) one.

Those students whose last name begins with A-L should argue in **support** of cities aggressively pursuing economic development projects. Those students whose last name begins with M-Z should argue **against** the aggressive pursuits of these projects by municipalities. Regardless of your role, be sure to specifically cite the readings from this week in your answer. Outside sources can also be used.

This is a "discussion," so the A-L group should be reacting (with decorum) to the statements of the M-Z group and vice versa. Be sure to have a "main" post and at least one follow-up post during the week.

4 Theories of Economic Development (part 1)

Sharp, Elaine B. 1990. "The Meaning of Economic Development" (pp. 215-235) in Urban Politics and Administration. New York: Longman.

Koven and Lyons, Chapter 1

Blair and Reese.

- Chapter 1: Policy-Based Analysis for Local Economic Development by Wilbur R. Thompson

Reese, Laura A. and Raymond A. Rosenfeld 2002. "Civic Culture and the Theories of Local Governance" (pp. 17-49) in The Civic Culture of Local Economic Development. Sage: Thousand Oaks.

Case Study Proposal: This week, e-mail me your **Case Study Proposal**. [Be sure to re-read the description of the Case Study assignment in this Syllabus prior to submitting this deliverable.](#)

5 Theories of Economic Development (part 2)

No Lecture this week.

Blair, John P. and Robert Premus 1993. "Location Theory" in Richard D. Bingham and Robert Mier, eds. Theories of Local Economic Development. Sage: Thousand Oaks.

Malizia, Emil E. and Edward J. Feser 1999. "Regional Theories of Concentration and Diffusion" pp. 103-117 in Understanding Local Economic Development. Center for Urban Policy Research: New Brunswick, NJ.

Malizia, Emil E. and Edward J. Feser 1999. "Economic Base Theory" pp. 51-63 in Understanding Local Economic Development. Center for Urban Policy Research: New Brunswick, NJ.

Cortright, Joseph, March 2006. "Making Sense of Clusters: Regional Competitiveness and Economic Development." The Bookings Institution Metropolitan Policy Program.

6 JOURNAL #1 GRADED (Covering Weeks 1-5)

Individual journals will be accessed and graded by Dr. Hassett at some point during this week. Be sure to have your Journal complete and ready to be graded by 8 AM on MONDAY of this week.

FAIR WARNING: Grades will be assigned based on the status of the Journal **WHEN GRADED** and will not be reflective of additions or any changes made during the week - but after it has been graded. Again, to be safe, be sure your Journal is ready to be graded by 8 AM on Monday of this week.

Study suggestion: Use the remainder of the week to move ahead with the Week 7 readings and Journal postings for Journal #2.

7

Developing a Local Economic Development Strategy

***Note: The lecture is lengthy this week. Be sure to budget some extra time for this.*

Koven and Lyons, Chapters 3 -5

John P. Blair 1998. "Quality of Life and Economic Development Policy." Economic Development Review 16(1): 50-54.

Reichl, A. J. 1997. Historic Preservation and Progrowth Politics in U.S. Cities. Urban Affairs Review 32 (4): 513-535.

Blair and Reese.

- Chapter 12: Hidden Economic Development Assets by John P. Blair and Carole R. Endres

8

Local Economic Development Cases for Consideration (part 1)

Kimberly A. Aaron and Douglas J. Watson 2006. "Networking in Economic Development: The Case of Project Emmitt."

John P. Blair, Carole Endres, and Rudy Fichtenbaum 1990. "Characteristics of Successfully Revitalizing Local Economies." Economic Development Review 8(4): 43-49.

Stone, Clarence N. and Heywood T. Sanders 1987. "Reexamining a Classic Case of Development Politics: New Haven Connecticut" (pp. 159-181) in The Politics of Urban Development. University Press of Kansas: Lawrence, Kansas.

9

Local Economic Development Cases for Consideration (part 2)

No Lecture this week.

Joel Rast and Virginia Carlson 2006. "When Boeing Landed in Chicago: Lessons for Regional Economic Development." State and Local Government Review 38(1): 1-11.

Laura A. Reese and Raymond A. Rosenfeld 2002. "The Active-Elite Cases: Cadillac, Kettering, and Gloucester" (pp. 263-304) in The Civic Culture of Local Economic Development. Sage: Thousand Oaks.

Douglas J. Watson 1995. The New Civil War. Praeger: Westport, CT.

- Chapter 5: Alabama Attracts Mercedes Benz

Discussion POST: This week share with the class a case of a **manufacturing plant closure** that has been announced during the past twelve (12) months. Each Discussion POST should consist of two **clearly labeled** parts: (1.) The story of the plant closure described within its larger community and political context [*What does the mayor, economic development professional or the plant manager say about the closure?*]; (2.) A discussion of one important local economic development lesson your example demonstrates. **(continued...)**

You should base your comments on at least two (2) newspaper articles to support your story. Be sure you reference in your posting the articles you used and at least one reading from this week. **We will be learning from each other this week. You should not respond to the contributions of your colleagues.**

IMPORTANT HINT: Keep your eye on the postings as they are made during the week. Postings that repeat a story already posted earlier in the week will receive an automatic grade of "0." There are many stories from across the country that meet the criteria of this assignment, so there is no reason to have the same case posted by more than one student.

10 **SPRING BREAK**

11 **Local Economic Development: Marketing, Tools, and Negotiation**

***Note: The lecture is lengthy this week. Be sure to budget some extra time for this.*

Blair and Reese.

- Chapter 11: Neighborhood Initiative and the Regional Economy by Jeremy Nowak

Koven and Lyons, Chapter 2

Douglas J. Watson, 1995. The New Civil War. Praeger: Westport, CT.

- Chapter 2: The Weapons of War

Sharp, Elaine B. 1990. "Tools for Economic Development" (pp. 236-257) in Urban Politics and Administration. Longman: White Plains, NY.

William Fulton 2006. "Count your Assets." Governing 19(5): 64.

Discussion POST: Your assignment for this week is to identify a **manufacturing plant location** that has been announced during the past twelve (12) months. Each Discussion POST should consist of the following **clearly labeled** parts: (1.) The story of the plant location described within its larger community and political context; (2.) How negotiation or incentives played a role in the location; (3.) Offer the class your perspective on one important local economic development lesson your example demonstrates.

You should base your comments on at least two (2) newspaper articles to support your story. Be sure you reference in your posting the articles you used and **at least one reading from this week**. We will be learning from each other this week. You should not respond to the contributions of your colleagues.

IMPORTANT: Keep your eye on the postings as they are made during the week. Postings that repeat a story already posted earlier in the week will receive an automatic grade of "0." There are many stories from across the country that meet the criteria of this assignment, so there is no reason to have the same case posted by more than one student.

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JOURNAL #2 GRADED (Covering Weeks 7-11)

Individual journals will be accessed and graded by Dr. Hassett at some point during this week. Be sure to have your Journal complete and ready to be graded by 8 AM on MONDAY of this week. Individual Journal grades will be made available to students.

The Site Selection Process

Swope, Christopher 2001. "Site Seers." Governing. November: 42-47.

Emily Ramshaw 2007. The Dallas Morning News. "Business Initiative or Slush Fund?" August 13.

13

Politics and Local Economic Development

Koven and Lyons, Chapter 6

Blair and Reese

- Chapter 17: The Politics of Local Economic Development by Harold Wolman and David Spitzley
- Chapter 18: Shoot Anything that Flies; Claim Anything that Falls by Herbert J. Rubin

Lewis, Carol W. 2006. In Pursuit of the Public Interest. Public Administration Review 66(5): 694-701.

Wendy L. Hassett and Douglas J. Watson. 2007. "Contentious Development in Spokane" (pp. 86-111) in When Cities Change their Form of Government. PrAcademics Press: Boca Raton, FL.

On Course Home Page: *LA Times* - Home Depot article

Blog Assignment: Participate in our class blog on how the Home Depot article speaks to our topic this week.

14

Power and Policy-making

No Lecture this week.

Laura A. Reese and Raymond A. Rosenfeld 2001. "Yes But...: Questioning the Conventional Wisdom About Economic Development." Economic Development Quarterly, 15(November): 299-312.

John Portz 1994. "Plant Closings, Community Definition, and the Local Response." In David A Rochefort and Roger W. Cobb, eds. The Politics of Problem Definition: Shaping the Policy Agenda, pp. 32-49. University Press of Kansas: Lawrence, KS.

Robert D. Putnam 2007. "*E Pluribus Unum*: Diversity and Community in the Twenty-first Century." Scandinavian Political Studies, 30(2): 137-174.

Via web link on Course Home Page: Paul Posner Reading

OPTIONAL: Rolf Pendall, Robert Puentes, and Jonathan Martin 2006. "From Traditional to Reformed: A Review of the Land Use Regulations in the Nation's 50 Largest Metropolitan Areas." The Brookings Institution: Washington, DC.

15

JOURNAL #3 GRADED (Covering Weeks 12-14)

Individual journals will be accessed and graded by Dr. Hassett at some point during this week. Be sure to have your Journal complete and ready to be graded by 8 AM on MONDAY of this week. Individual Journal grades will be made available to students.

Study suggestion: Use this week to finalize your case study and review all our course material in preparation for the Thought Assignment which will be made available for a brief time only during the final week of class.

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FINAL ASSIGNMENTS DUE

CASE STUDY POWERPOINT DUE

Submit your Case Study via WebCT mail. Refer to the Case Study section of the Syllabus for other submission details.

If you have difficulty downloading your presentation via WebCT, contact the Help Desk. Some files may require that you zip them before they are sent. If the Help Desk cannot help you resolve the issues, send the file directly to me at wendy.hassett@utdallas.edu. This mode of delivery should be a last resort. Due to the possibilities of difficulty in sending your file, **DO NOT WAIT UNTIL THE LAST MINUTE TO ATTEMPT TO SEND THIS DELIVERABLE.** Early submissions are encouraged and welcomed.

Thought Assignment: This short essay assignment will be available on our class website. Students will post their contributions online.