

# **URBAN ECONOMIC DEVELOPMENT POLICY**

USP 517 - Fall 2022

Thursday 4:00 PM to 6:30 PM

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Office Hours: by appointment and zoom

## **COURSE OVERVIEW**

Economic development has several definitions and applications. This course explores economic development as the practice of maintaining a strong diverse economy to provide opportunities for the local population. Economic development also encompasses the ability for residents to access jobs and opportunities to which contribute to quality of life and financial security. One of the foundational elements for economic development is an economic base of traded and local sector businesses that provide various services to a community and prospects to create wealth. A community will only thrive if it is one in which all people can participate, prosper, and achieve equitable outcomes.

This class focuses on practical professional economic development experience augmented by theoretical discussion. The student learns the primary elements of an economic development strategy and how to critique a strategy. We review methods for evaluating a regional economy's strengths and weaknesses, understanding its unique characteristics, and formulating a strategy for improving a regional economy.

Throughout the class, we will work toward developing your final project: a strategy for improving the economy of a metropolitan region of your choice. If done well, this final product can strengthen the portfolio of accomplishments that you offer to a potential employer upon successfully completing your program. In order to maximize the quality and thoroughness of the final product, we will work in small teams. I encourage you to meet regularly with your team outside of class to ensure that progress is being made on the intermediate and final deliverables.

The course is one of a three-course series. USP 572 provides the basic theory needed to understand the theoretical basis for economic development policy. 597 is a lab course that exposes the student to data sources and techniques for analyzing a regional economy. The final product for these courses is a regional profile that can serve as the starting point for your regional economic development strategy. However, if you have not completed these courses, we will identify an alternative starting point for your strategy.

Team members will fill different roles on the team. We will work during the first class to form teams and to identify roles that each team member will play. This may depend on a student's course of study. For example, a PhD student may serve as the researcher on the team because their program is research focused and they may be working on reviewing relevant literature as part of preparing for their field area exams. However, this is flexible and I will work with each team to build a structure that provides each member a set tasks that engages them and makes a significant contribution to the final product.

## **COURSE OBJECTIVES**

- Build on knowledge of cities and regions developed in other courses;
- Place urban economic development in a framework that considers equity, resilience, economic growth and environmental impacts;
- Use your knowledge of economic development theory to justify the application of specific policies for a particular region;
- Understand and apply research methods for evaluating alternative economic development strategies and their potential and actual impacts on different stakeholders;
- Understand the crucial elements of economic development policy and strategy;
- Understand institutional/governance structures that explain and shape economic development policy;
- Develop skills in creating a strategy with tangible outcomes; and
- Encourage curiosity and ask questions.

## **PREREQUISITE**

There is no prerequisite. It is *recommended* that you have already taken USP 515 or an equivalent course in economics, USP 572 and USP 597.

## **REQUIRED READING MATERIALS**

The readings for each class period are listed in the schedule below. The textbook is:

Leigh, Nancy Green and Edward J. Blakely. 2017. *Planning Local Economic Development: Theory and Practice*. Sixth Edition. Thousand Oaks, CA: Sage Publications.

(Note: this text is available in ebook form.)

Everything else I assign will be accessible electronically either on the Internet, on Canvas, or through the PSU library's electronic collection.

## REQUIREMENTS AND GRADING POLICIES

(Details of assignments are provided in the "Assignments" section of Canvas)

**1. Participation.** Your participation in class is vital. The class needs each and every one of you to participate energetically and fully. Class attendance is required. Our class is driven by discussion; we need everyone in class! This part of your grade will be based on three items:

- **Participation in class.** I expect students to come to class prepared to discuss the assigned material and to contribute constructively to the discussions. As a project-based class we must all contribute ideas to each team's project and I will be asking for contributions from everyone.
- **Presentation of the critique of your strategy,** regarding the strengths and weaknesses of the regional strategy.
- **Presentation of your final strategy** during finals week.

**2. Project Workplan/staffing plan.** The workplan will provide me an idea of how you plan to proceed with your project and how your team will be organized. I will distribute an outline in class and post it on Canvas.

**3. A critique of an existing economic development plan or strategy for your region.** You will select an existing economic development strategy for a metropolitan region from a list of options. The critique, should be about 8 pages long (double spaced) and discuss whether the strategy includes the key strategy elements defined in class. Please note: *I do not want a regurgitation of the strategy; I want your evaluation of whether and why the strategy is useful as a guiding document for an economic development program.* I will discuss this in class and in the assignment description.

**4. Regional Profile/Existing Conditions Assessment.** This profile compiles existing public data regarding your selected region. Its purpose is to provide a framework and foundation for the final strategy. This outline summarizes quantitative information and prompts questions you will be asking as part of the upcoming interviews. It should identify existing regional plans that you will review to prepare for your interviews. You will present the profile and outline in class.

**5. Interview Plan.** To ensure that you are working from a basis of the current state of affairs in your region, you will develop a plan for interviewing at least 3 key stakeholders in your chosen metropolitan region (over the telephone). Before you can do that you need to understand the institutional context of your metropolitan region: who does what, what plans have already been developed, and have these plans been implemented? The interview plan will describe whom you will interview, what you will ask them, and how you think they will inform your strategy. **This is a**

**very tight timeline for scheduling and conducting interviews. You will want to get started on this right away.**

**6. Summary of key findings and interview results.** This summary will explain how the answers provided from the interviews will inform your strategy. This is not a verbatim transcript but a summary of key points and themes. Take all of the quantitative and qualitative data you have compiled to determine themes/issues that you will address in your strategy. These findings are the foundation for explaining why you are making the ultimate recommended actions.

**7. Draft Strategy.** This is the first draft of the strategy that should be approximately 75% complete. The strategy incorporates the regional profile, outline, theories learned in class, and key findings.

**8. Final Strategy.** If you have been completing the assignments on time all along, you should have little trouble completing by this time. On that day, your team will also deliver a brief (15 minute) presentation via PowerPoint of your strategy during our final exam time.

**9. Reflection Paper.** *Each individual student* will write a short (2 page) reflection paper summarizing their experience in developing the strategy. See the assignment description for details.

## Summary of Assignments and Due Dates:

***Assignments are due by 3:00 PM on the due date via Canvas.***

Assignment	Date Due	Points
Participation	NA	10
Workplan/staffing plan	10/05	3
Strategy Critique	10/12	12
Regional Profile/Existing Conditions Assessment	10/19	12
Interview Plan	10/26	9
Summary of Interview Results and Key Findings	11/09	5
Draft Strategy (75% of Final)	11/16	16
Final Strategy	12/07	30
Reflection Paper	12/09	3
Total		100

**In most cases, grades for assignments completed by the group will be assigned to the entire group.** Only two assignments (the critique and the reflection paper) will be completed and graded individually.

### **INCOMPLETE GRADES**

I am very reluctant to assign incomplete grades, and will only do so when circumstances are consistent with PSU's policy. Poor planning is not a valid excuse. If you encounter unforeseen

circumstances that meet the conditions outlined below, please let me know as soon as possible so we can come to an agreement about how to resolve the incomplete grade.

The PSU Bulletin states:

"A student may be assigned an "I" grade by an instructor when all of the following criteria apply:

1. Quality of work in the course up to that point must be C level or above.
2. Essential work remains to be done. "Essential" means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work.
3. Reasons for assigning an "I" must be acceptable to the instructor. The student does not have the right to demand an "I". The circumstances must be unforeseen or be beyond the control of the student. An instructor is entitled to insist on appropriate medical or other documentation. In no case is an "Incomplete" grade given to enable a student to do additional work to raise a deficient grade.

A written agreement, signed by both the student and the instructor, should include a statement of the remaining work to be done to remove the "I" grade, and the date, not to exceed one year from the end of the term of enrollment for the course, by which work must be completed in order to earn credit toward the degree. The instructor must specify the highest grade which may be awarded upon completion; the grade awarded should not exceed the level of achievement attained during the regular course period. "

## **LATE ASSIGNMENTS**

A student who turns in an assignment late has been given an advantage over his or her classmates who complete the work on time. Therefore, late assignments will generally be marked down by one point for each day the assignment is late. This policy will apply except in exceptional circumstances like medical emergencies. If you have such an emergency, please let me know as soon as possible. Assignments are to be submitted via Canvas.

## **PLAGIARISM POLICY**

Plagiarism will not be tolerated. It is a serious issue and is a violation of the PSU Student Conduct Code <http://www.pdx.edu/dos/conductcode.html>. For tips on how to recognize and avoid plagiarism, see <http://www.lib.pdx.edu/instruction/citationplag.html>.

## **EQUITABLE AND SAFE LEARNING ENVIRONMENT**

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. We expect a culture of professionalism and mutual

respect in our department and class. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the [Office of Equity and Compliance](#) or the [Office of the Dean of Student Life](#).

Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment or sexual violence to a confidential employee who does not have this reporting responsibility, you can find [a list](#) of those individuals. For more information about Title IX please complete the required student module [Creating a Safe Campus](#) in your Canvas.

## **DIVERSITY AND INCLUSION**

PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment.

If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, [drc@pdx.edu](mailto:drc@pdx.edu), <https://www.pdx.edu/drc>.

- If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations.
- Students who need accommodations for tests and quizzes are expected to schedule their tests to overlap with the time the class is taking the test.
- Please be aware that the accessible tables or chairs in the room should remain available for students who find that standard classroom seating is not useable.
- For information about emergency preparedness, please go to the [Fire and Life Safety webpage](https://www.pdx.edu/environmental-health-safety/fire-and-life-safety) (<https://www.pdx.edu/environmental-health-safety/fire-and-life-safety>) for information.

## **PROVIDING ACADEMIC AND EMPLOYMENT SUPPORT TO STUDENTS**

PSU is committed to providing students with an educational environment where students may thrive in their educational pursuits. Incidents of interpersonal violence or sexual harassment may create barriers to students completing their education. We at Portland State support students to help them overcome these barriers. PSU's Dean of Student Life, Title IX Coordinator, Interpersonal Violence (IPV) Advocates and CARE team are committed to assisting students who have experienced any form of sexual harassment or interpersonal violence.

[Title IX of the Educational Act of 1972](#) requires educational institutions (PSU) to provide academic and employment support to students and/or employees, including student

employees, who experience sexual harassment, sexual assault or any other form of interpersonal violence. Academic and employment support includes, but is not limited to,

- Providing additional time to complete assignments or to take exams;
- Completing the course without attending the lectures;
- Providing academic support, such as tutoring;
- Arranging to have extra time to complete or re-take a course or withdraw from a course without an academic or financial penalty;
- Providing a No Contact Order (NCO) between the victim and the alleged perpetrator, where the victim and the alleged perpetrator may not contact each other;
- Changing the alleged perpetrator or the victim's course to prevent both students from being in the same course;
- Providing excused absence from employment with PSU for a reasonable time; and
- Changing hours of employment or department of employment at PSU.

PSU **must** provide these academic and/or employment supports whether or not the student decides to report the matter to Office of the Dean of Student Life or the Office of Equity and Compliance. An IPV Confidential Advocate, the CARE Team Case Manager, the Assistant Dean/Director of Conduct and Community Standards or the Title IX Coordinator may contact a faculty member/instructor and/or a supervisor to arrange for academic and/or employment support for a student or employee who has experienced interpersonal violence. If a faculty member or supervisor has any questions about providing the academic or employment support, the faculty member should contact PSU's Title IX and 504/ADA Coordinator, Julie Caron, at [jucaron@pdx.edu](mailto:jucaron@pdx.edu) or 5-4410.



Week	Date	Class theme(s)	Assignment Due	Reading Assignments
1	9/28	<p><b>INTRODUCTION</b></p> <p>What do we mean by economic development?</p> <p>Why are we focused on regions?</p> <p>What is a workplan and how do I write one?</p>	Complete <a href="#">google doc</a> if you want to meet with Professor Pyszka for one-on-one introduction.	
2	10/05	<p><b>FOUNDATION OF ECONOMIC DEVELOPMENT</b></p> <p>Knowing your economy: What are the most important clues about what strategies might work for a region?</p> <ul style="list-style-type: none"> <li>• How do we discover a region's economic strengths and build on them? (authenticity)</li> <li>• How do we "diagnose and treat" regions that are too dependent on industries in decline?</li> <li>• How do we promote regional resilience?</li> </ul>	<p>Selected <a href="#">regional strategy</a> for critique</p> <p>Team workplan for your strategy</p>	<p>Leigh and Blakely Ch 3 and 6</p> <p>Michael E. Porter, "<a href="#">Clusters and the New Economics of Competition</a>," HBR, 1998.</p> <p>Explore <a href="#">US Cluster Mapping</a> website</p>
3	10/12	<p><b>ELEMENTS OF A STRATEGY</b></p> <p>What makes a good and equitable strategy?</p> <p>What should an economic development strategy contain?</p> <p>What information is required to write it?</p>	Strategy Critique – Informal presentation of high-level overview	Leigh and Blakeley Ch 5 and 7
4	10/19	<p><b>INNOVATION</b></p> <p>Research &amp; Development (R&amp;D)</p> <p>Venture Capital (VC) funding</p>	<p>Regional Strategy Outline</p> <p><a href="#">Arsh + Accelerator</a></p>	<p>Leigh and Blakely Chapter 9</p> <p>Atkinson, Robert, Muro, Mark, Whiton, Jacob <a href="#">THE CASE for GROWTH CENTERS How to spread tech innovation across America</a>, December 2019</p>

5	10/26	<p><b>EQUITY/WEALTH CREATION</b></p> <p>Who benefits from Economic Development Policies?</p> <p>How do can we design economic development policies that have greater benefits for under-resourced and under-represented people?</p>	<p>Interview plan</p> <p>Cobi Lewis/MESO</p>	<p>Leigh and Blakely Ch. 1</p>
6	11/02	<p><b>ED ORGANIZATIONS &amp; WORKFORCE DEVELOPMENT</b></p> <p>How do we support the development and growth of new businesses and industries?</p> <p>Human resource development: How do regions successfully address workforce challenges? Impacts of Automation</p>	<p>Nothing Due. Work on Interviews</p>	<p>Leigh and Blakely Chapter 10 and 13</p> <p>James Jacobs and Jennifer Worth, "<a href="#">The Evolving Mission of Workforce Development in the Community College</a>," 13 Ideas That Are Transforming Community Colleges, Working Paper, 2019.</p> <p>Zeynep Ton, <a href="#">The Case for Good Jobs</a>, HBR, November 30, 2017</p>
7	11/09	<p><b>RESILIENCE</b></p> <p>Economic development actions to address climate change.</p> <p>Fundamental needs including basic infrastructure and food</p>	<p>Summary of interview results and key findings</p>	<p>Leigh and Blakely Ch 14</p> <p><a href="https://www.newyorker.com/magazine/2015/07/20/the-really-big-one">https://www.newyorker.com/magazine/2015/07/20/the-really-big-one</a></p> <p><a href="https://newrepublic.com/article/148303/america-ready-next-superstorm">https://newrepublic.com/article/148303/america-ready-next-superstorm</a></p>
8	11/16	<p><b>PLACEMAKING &amp; IMPLEMENTATION, RESILIENCE</b></p> <p>Talent Attraction: Utilizing Urban Renewal, TIF, storefront improvement programs.</p>	<p>Draft Strategy</p> <p>Mike Williams</p>	<p>Leigh and Blakely Ch 12</p> <p>Wyckoff, Mark A, Neumann, Brad, Pape, Schindler, Kurt. 2015. <a href="#">Placemaking as an economic Development Tool: A Placemaking Guidebook</a>. (This is a large document. You are not expected to read completely but review unfamiliar concepts.)</p>

9	11/23	<b>NO CLASS</b>	Happy Thanksgiving. I will email you feedback on your draft strategy by 11/21. Use the feedback to work on your strategy.	
10	11/30	<b>CURRENT ISSUES &amp; LEADERSHIP</b>	Post a leadership quote <a href="#">to google doc</a> that most resonates with you.  Virtual Class	
11	12/07	<b>Presentations</b> NOTE: We will use the Final exam time for presentations	<b>Final Strategy Report Presentation</b>	
	12/10		<b>Reflection Paper</b>	

### **COURSE ALIGNMENT WITH STRATEGY DEVELOPMENT**

<b>Weeks</b>	<b>Focus</b>	<b>Strategy Element</b>
1-4	Orientation/Foundation	Profile and Data
5-7	Analysis	Interviews and Key Findings
8-11	Solution	Strategy and Actions