



State and Local Economic Development

URP 5540

Fall 2023

Learning Outcomes

This course helps students develop a working knowledge of the theory, analytical methods, and practices of economic development planning. Upon completion of this course, students will have sufficient knowledge and skills to pursue a career in economic development planning to help communities create jobs, attract and start businesses, cultivate human capital, and brew innovation, industrial connection, and entrepreneurship. This course covers 1) theories related to economic development, 2) data and methods of economic analysis, and 3) strategies for practice and policymaking. This course will tie these three areas together through a project-based learning experience. Students will apply what they've learned to address pressing local development issues.

After successfully completion this course, students will be able to:

- Explain key concepts in economic development planning.
- Apply methods of economic analyses to examine concrete local economic development planning issues.
- Formulate evidence-based development strategies, adapt them to real-world settings, and effectively present them to a general audience (e.g., community members).

Textbook

Planning Local Economic Development: Theory and Practice, 6th Edition, 2016. Nancey G. Leigh and Edward J. Blakely. SAGE Publications, Inc. ISBN-13: 978-1506363998. ISBN-10: 1506363997. This textbook is required; sharing with classmates is okay. Older versions also work.

Resources

All materials, including readings, assignments, and discussion questions are available on the Canvas site.

Course Policies

Student groups of two will be formed spontaneously to finish the project of this course. I encourage students to form diverse groups (e.g., some members strong in theory, while others strong in practice/cases; students with different backgrounds, etc.). Every group member should do their fair share.

Absence should be avoided whenever possible. If absence is absolutely necessary, talk to me early on in the semester so that I can make proper arrangement. Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, official university activities, and students whose dependent children experience serious illness. These absences will be

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Class Meets

Tuesdays and Thursdays
3:05 – 4:20pm
BEL 0112

Office Hours

Tuesdays
10:00-11:30am
BEL 0334
Email me by 8am at the day of meeting if you plan to come

Prerequisites

Graduate standing at FSU or permission of the instructor.

Course Communication

I will send notifications through Canvas and students can reach me any time via emails. I usually respond within 24 hours unless on travel.

accommodated in a way that does not arbitrarily penalize students who have a valid excuse. If your absence with justified cause (e.g., work-restricted religious holy days) coincides with one or more of the major grading events (e.g., presentations, class activates), come talk to me **early on** in the semester so that we can make proper accommodation.

In this course, I will distribute a large number of materials to assist your study through Canvas. These materials are copyrighted and can only be used by you for the purpose of advancing your education. None of the course materials can be shared with people outside of this class.

University Policy

This course also abides by the Florida State University policies, such as the Public Health Protocols, Americans with Disabilities Act and the Academic Honor Policy. If you have a disability that needs to be accommodated, talk to me early on in the semester and we will make proper arrangement.

Public Health Protocols:

The CDC recommends that all individuals, even vaccinated individuals, wear proper and well-fitting masks in public indoor spaces, like classrooms, especially where social distancing is not possible and virus rates are high. The CDC assesses the infection rate in Leon County as High.

Florida is experiencing a surge of the Omicron BA.5 variant, the most easily transmissible Covid variant to date, which is able to evade previous immunity from infection and vaccination. It is a much more transmissible variant than the original virus, the Delta variant, or even the earlier Omicron variants. It can infect even vaccinated individuals and can be spread by them to others. It poses a special threat to members of the community with underlying health conditions and family members vulnerable to the virus. The best way to protect against serious illness is to be fully vaccinated, but not everyone among us can be.

For these reasons, FSU expects each of us to continue cooperating with common-sense public health protocols, including (1) getting vaccinated and boosted, (2) testing for the virus if you have symptoms, (3) staying home and away from others if you are sick, and (4) masking in public indoor spaces to protect yourself and others whenever there is reason for concern. In our classroom together, I will wear a proper, well-fitting mask, and I invite you to join me in order to reduce the spread of BA.5 and protect the vulnerable among us. Please remember that you should NOT attend class in person if you have tested positive for Covid-19 or are in quarantine.

Academic Honor Policy:

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>)

Americans with Disabilities Act:

Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodations for all persons with disabilities in a

manner that is consistent with academic standards of the course while empowering the student to meet integral requirements of the course.

To receive academic accommodations, a student: must register with and provide documentation to the Office of Accessibility Services (OAS); must provide a letter from OAS to the instructor indicating the need for accommodation and what type; and, should communicate with the instructor, as needed, to discuss recommended accommodations. A request for a meeting may be initiated by the student or the instructor.

Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services has been provided.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the Office of Accessibility Services

874 Traditions Way

108 Student Services Building

Florida State University

Tallahassee, FL 32306-4167

(850) 644-9566 (voice)

(850) 644-8504 (TDD)

oas@fsu.edu

<https://dsst.fsu.edu/oas>

Learning Assessments

The grading structure for this course is as follows. All readings are assignments are due before class at the due date.

1) Group project: CEDS Make-Over (65%)

The group project, consisting of two essays and a website, applies the theory, concept, methods, and strategies covered in class to real-life economic development planning and completes a makeover for a portion of a region's comprehensive economic development strategies (CEDS). It deepens students' understanding of the course content and develops the skills of critical thinking, professional writing, and public speaking. Group members will grade each other in terms of level of contribution, which will be factored into the individual grades for this group project. Grading rubrics are available on the Canvas site.

- The first essay motivates students' choice of a region for economic development planning and identifies portions of the region's CEDs to respond to; 15% of the final grade.
- The second essay applies at least three methods covered in class to analyze local economic development in the selected region, replicating and complementing the existing analysis in the region's CEDS; 25% of the final grade.
- The website, based on the results of the second essay, applies at least three strategies covered in class to put together a policy package for the selected region to move forward its economic development practices, which can be a substantial improvement from their current strategies, or a completely new strategy that is supported by evidence to be better than their existing strategies; 25% of the final grade.

2) Class participation (15%)

Students are expected to participate in class discussion and other activities. Participation will be graded by three categories:

√+, converts to a score of 15: very active participation, impressive preparation, original thoughts and strong arguments

√, converts to a score of 10: active participation, very good preparation, valuable thoughts and logical arguments

√-, converts to a score of 5: fair participation, some preparation, thoughts and arguments that contribute to the class activities

Class participation will be evaluated three times during the semester by the instructor (once at the end of each month), to give you timely feedback on your level of participation.

3) Assignments (20%)

Five homework will be assigned throughout the semester, each accounts for 4% of final grade. They will be applications of the course content, such as using the method studied in class to analyze your region of choice. These assignments directly help with the progress of your group project, and help you understand the methods and strategies not used in the group project. These assignments usually take the form of oral presentations at the beginning of the next class session, and sometimes also require the submission of a file (e.g., excel spreadsheet of the analysis). These assignments are *not* graded based on correctness (mistakes are allowed in the learning process) but graded based on the amount of efforts and creativity put into it.

Grades

Grades are not given but earned. Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal. All assessment rubrics and scores will be posted on the course Canvas site. If you have questions about how something was scored, please email me to schedule a time for us to meet in my office.

Late work will ***not*** be accepted for course credit so please plan to have it submitted before the scheduled deadline. I am happy to discuss any of your grades with you, and if I have made a mistake I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same this as making the cut ($89.99 \neq 90.00$). It would be unethical to make exceptions for some and not others.

Final Grade Cutoffs

		+	89.00%	+	79.00%	+	69.00%		
A	95.00%	B	86.00%	C	76.00%	D	65.00%	F	<60.0%
-	92.00%	-	82.00%	-	72.00%	-	60.00%		

Get Some Help!

You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting <https://ace.fsu.edu/> and use some of the resources. On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - see <http://ace.fsu.edu/tutoring> or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity. Sharpen your writing and communication skills (and improve your grade) by visiting <https://wr.english.fsu.edu/Reading-Writing-Center/How-to-Make-an-Appointment> and schedule an appointment with the campus Reading Writing Center. Finally, if you just need someone to talk to, visit <https://counseling.fsu.edu/>



Course Schedule

DUE BEFORE CLASS		DURING OUR CLASS MEETING
8/29	<i>All readings are due before class</i>	Overview: What is and Why Economic Development? <ul style="list-style-type: none"> • What is economic development? • Why do we need economic development? • A taste of economic development planning in a game Readings: <ul style="list-style-type: none"> • Leigh & Blakely (2016): Chapter 1. • Polese, M. (2011). Urban Development Legends: Grand theories do little to revive cities. <i>City Journal</i>. (Autumn, 2011). https://www.city-journal.org/article/urban-development-legends
Module 1: Theory and the Profession of Economic Development Planning		
8/31		Concepts and Theory I <ul style="list-style-type: none"> • Concepts related to economic development • Economic theories underlying economic development planning Reading: <ul style="list-style-type: none"> • Leigh & Blakely (2016): Chapter 3.
9/5	<i>Group project instruction & rubrics</i>	Concepts and Theory II <ul style="list-style-type: none"> • Concepts related to economic development • Economic theories underlying economic development planning Reading: <ul style="list-style-type: none"> • Leigh & Blakely (2016): Chapter 3.
9/7		No class meeting. Professor at Florida APA.
9/12		Local, Regional, State, and National Level Economic Development Planning <ul style="list-style-type: none"> • Levels of economic development planning

		<ul style="list-style-type: none"> • Coordination across different levels <p>Readings:</p> <ul style="list-style-type: none"> • Leigh & Blakely (2016): Chapter 2.
9/14		<p>The Profession of Economic Development Planning</p> <ul style="list-style-type: none"> • How do economic developers work? • What knowledge and skills do economic development planners need? <p>Readings:</p> <ul style="list-style-type: none"> • Leigh & Blakely (2016): Chapter 4. • Levy, J. M. (1990). What local economic developers actually do location quotients versus press releases. <i>Journal of the American Planning Association</i>, 56(2), 153-160. • Colorelli, M. & Associates (2012). Executive and Professional Competencies for Economic Developers. Washington, DC. International Economic Development Council.
9/19		<p>The Process of Economic Development Planning</p> <ul style="list-style-type: none"> • What are the steps of economic development planning? <p>Reading:</p> <ul style="list-style-type: none"> • Leigh & Blakely (2016): Chapter 5.
9/21		<p>Land Use Planning to Support Economic Development</p> <ul style="list-style-type: none"> • How does land use planning affect economic development? • What are land use planning tools to support economic development? <p>Reading:</p> <ul style="list-style-type: none"> • Berke, Philip R., David R. Godschalk, and Edward J. Kaiser with Daniel Rodriguez. 2006. <i>Urban Land Use Planning</i>, Fifth Edition. Urbana: University of Illinois Press. Chapter 12.
9/26	First essay due by 9/29 midnight	First Essay Presentation
Module 2: Data and Analytical Methods		
9/28		<p>The Economic Profile</p> <ul style="list-style-type: none"> • What is the economic profile? • Data sources and analytical skills to build an economic profile <p>Reading:</p> <ul style="list-style-type: none"> • Leigh & Blakely (2016): Chapter 6: 157-179.
10/3	First assignment due before class	<p>Location Quotient & Economic Base Analysis</p> <ul style="list-style-type: none"> • What is Location Quotient? • How to calculate Location Quotient? • How to use Location Quotient to conduct an Economic Base Analysis? <p>Reading:</p> <ul style="list-style-type: none"> • Leigh & Blakely (2016): Chapter 6: 180-192.

10/5	<i>Second assignment due before class</i>	Shift-Share Analysis <ul style="list-style-type: none"> • What is Shift-Share Analysis? • How to conduct a Shift-Share Analysis? Reading: <ul style="list-style-type: none"> • Leigh & Blakely (2016): Chapter 6: 192-200.
10/10	<i>Third assignment due before class</i>	Input-Output Model and Economic Impact Analysis <ul style="list-style-type: none"> • What is Input-Output Model? • How to use the Input-Output Model to conduct an Economic Impact Analysis? Reading: <ul style="list-style-type: none"> • Leigh & Blakely (2016): Chapter 6: 200-203.
10/12	<i>Fourth assignment due before class</i>	Cost-Benefit & Cost-Effectiveness Analysis <ul style="list-style-type: none"> • What is Cost-Benefit Analysis? • What is Cost-Effectiveness Analysis? • How to conduct Cost-Benefit and Cost-Effectiveness Analyses? • Ethical issues in Cost-Benefit and Cost-Effectiveness Analyses. Reading: <ul style="list-style-type: none"> • Flyvbjerg, B., Holm, M. S., & Buhl, S. (2002). Underestimating costs in public works projects: Error or lie? <i>Journal of the American Planning Association</i>, 68(3), 279-295.
10/17		Qualitative Study and Storytelling <ul style="list-style-type: none"> • What is qualitative study and story-telling? • How to use story-telling in economic development planning? Reading: <ul style="list-style-type: none"> • Sandercock, L. (2003). Out of the closet: The importance of stories and storytelling in planning practice. <i>Planning Theory & Practice</i>, 4(1), 11-28.
10/19		No Class. Professor at ACSP. Time dedicated to interviews and/or site observations.
10/24	<i>Second essay due by 10/27 midnight</i>	Second Essay Presentation
Module 3: Economic Development Strategies and Policies		
10/26		Placemaking Strategy <ul style="list-style-type: none"> • What is local economic development strategy? (An overview) • What is placemaking strategy? • What placemaking strategies do planners have? • How is placemaking practiced? Reading: <ul style="list-style-type: none"> • Leigh & Blakely (2016): Chapter 8.
10/31		Business Strategy <ul style="list-style-type: none"> • What is business strategy? • What business strategies do planners have?

		<ul style="list-style-type: none"> • How are business strategies practiced? <p>Reading:</p> <ul style="list-style-type: none"> • Leigh & Blakely (2016): Chapter 9. • Trainer, J. (2022). Cluster Bucks.
11/2		<p>Industry Targeting & Cluster Strategy</p> <ul style="list-style-type: none"> • What is industry targeting? • What is an industrial cluster? • What cluster and industry-targeting strategies do planners have? • How are cluster and industry-targeting strategies practiced? <p>Readings:</p> <ul style="list-style-type: none"> • Muro, M. & Katz, B. (2011). The new “cluster moment”: How regional innovation clusters can foster the next economy.
11/7		<p>Workforce Development Strategy</p> <ul style="list-style-type: none"> • What is workforce development? • What workforce development strategies do planners have? • How is workforce development practiced? <p>Reading:</p> <ul style="list-style-type: none"> • Leigh & Blakely (2016): Chapter 10.
11/9		No Class. Professor at ACSP.
11/14		<p>(Field Trip) Innovation Districts, Art and Culture Districts, Co-Working and Entrepreneurship</p> <p>Reading:</p> <ul style="list-style-type: none"> • Domi Station https://www.domistation.org/thirdact?gclid=Cj0KCQjw-O35BRDVARIsAJU5mQXiYC4bnX4eXHNAaHWWqn6E-1bb4sISuhFkX_zNXrkbdHAVnScLGKlaApljEALw_wcB • Domi Station Interview (on Canvas)
11/16		<p>No Class. Professor at NARSC.</p> <p>(Field Trip) Students use the time to visit the Art District. Talk to people and be prepared to discuss your site visit in class. Writing up the case as a story-telling document/website/podcast/etc. counts as an extra-credit assignment.</p>
11/21	<i>Extra-credit assignment due before class</i>	<p>Branding</p> <ul style="list-style-type: none"> • What is branding? • Why do we need branding? • How do you brand? <p>Reading:</p> <ul style="list-style-type: none"> • The 5 Biggest Mistakes in Economic Development Marketing. https://www.forbes.com/sites/andrewlevine2/2015/09/25/the-5-biggest-mistakes-in-economic-development-marketing/#4195c6cb2821 • The Research Triangle website. https://www.rtp.org/ • Montgomery County, Maryland https://thinkmoco.com/

		<ul style="list-style-type: none"> • Leon County, Florida http://oevforbusiness.org/
11/23		No Class; Thanksgiving.
11/28		Financing Economic Development <ul style="list-style-type: none"> • How to make sure that your economic development project is financially feasible? • Financial sources for economic development Reading: <ul style="list-style-type: none"> • Leigh & Blakely (2016): Chapter 12.
11/30	<i>Fifth assignment due before class</i>	Comprehensive Economic Development Strategy Discussion <ul style="list-style-type: none"> • What is a comprehensive economic development strategy? • Why do we need a comprehensive economic development strategy? • What's needed in a comprehensive economic development strategy? • Critical evaluation of a comprehensive economic development strategy Reading: <ul style="list-style-type: none"> • (tentative) Florida Strategic Plan for Economic Development submitted July 31, 2018. https://www.floridajobs.org/docs/default-source/division-of-strategic-business-development/fl5yrplan/fl-strategic-plan-booklet-2.pdf?sfvrsn=376778b0_6
12/5		Trendy Topic: Zoom Town a Good Economic Development Strategy? <ul style="list-style-type: none"> • What is zoom town? • Do you think it is a good economic development strategy? Reading: <ul style="list-style-type: none"> • The 'Zoom towns' luring remote workers to rural enclaves. BBC. https://www.bbc.com/worklife/article/20210604-the-zoom-towns-luring-remote-workers-to-rural-enclaves • Stoker P., Rumore D., Romaniello L. & Levine, Z. (2021) Planning and Development Challenges in Western Gateway Communities. <i>Journal of the American Planning Association</i>, 87(1), 21-33.
12/7	<i>Website due by 12/9 midnight</i>	Website Presentation

Note: Except for changes that substantially affect the implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.