



International Class at FSU, Politecnico di Milano and HSE

Economic Development Practicum: Industrial Development in a Global Perspective

Learning Outcomes

This class is a three-campus collaboration between FSU with Politecnico di Milano in Milan (Italy) and the Higher School of Economics in St Petersburg (Russia). It embraces urban economic development in a global setting, with a special focus on industrial development, industrial clusters, urban creativity and innovation, and entrepreneurship. In this class, we will learn theories, analytical methods, and development practices from instructors from all three campuses, introducing a wide range of global development approaches from first-hand experiences. More importantly, in this project-based class, we will team up with cross-continental peers to work on comparative projects, to explore effective ways of urban economic development, apply comprehensive methods to track the performance of different regions, and formulate policy recommendations to improve local development, create jobs, boost innovation and prompt entrepreneurship.

After successfully completing this course you will be able to:

- Apply economic development theories and analysis tools to solve concrete planning problems in both domestic and international settings
- Formulate evidence-based policy recommendations and adapt them to different political settings
- Communicate effectively with cross-cultural and cross-discipline audience
- Work effectively in international teams
- Articulate differences and commonalities in the US, Italian, and Russian perspectives of economic development

You may also be able to:

- Identify benefits as well as challenges in international collaborations and confront challenges with communication and conflict resolution skills
- Identify your own pre-assumptions about the other culture/countries and reflect on how these shape your attitude and behaviors

Resources

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

URP 5940
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Class Meets
Thursdays
9:45am–12:30pm

Office Hours
Tuesdays
10:00-11:30am
Email me ahead of time if
you plan to come

Prerequisites
I prefer that you have
taken URP5540, the
introductory economic
development course, but
it is not required.

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

Course Policies

Student groups will be formed spontaneously to finish the final project. Every group member should do their fair share in the collaboration. Students should organize their own groups. If there is a problem that cannot be solved within the group, the whole group should come see me and we will figure it out together.

Some of the issues raised in this class can stimulate strong feelings and heated debate. Because this is a college classroom, all discussions should be scholarly. Scholarly comments are:

- Respectful of diverse opinions and open to follow-up questions and/or disagreement.
- Mindful of cultural differences and open to different perspectives.
- Supported by evidence drawn primarily from course material; they may also be based on relevant personal experience; however scholarly comments are not intended as a way to promote personal values or beliefs.
- Delivered in normal tones and in a non-aggressive manner.

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, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness. 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. I understand the risk of the pandemic; so if you are not feeling well, please let me know at least one day ahead of the class meeting, and we can accommodate for you to join from Zoom.

In this course, I will distribute a large amount of materials to assist your study, either through Canvas or physical handouts. 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 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.

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:

Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center; and
- (2) bring a letter to the instructor indicating the need for accommodation and what type.

Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center 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:

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu/>

Learning Assessments

The grading structure for this course is as follows:

- 1) Group project (75%)

This course centers around the cross-continental joint projects studying topics involving US, Russian and Italian urban economic development with a comparative perspective. This project applies students' understanding of theory and analysis methods to examine economic development in two or three of these countries. It helps develop the skills of critical thinking, team collaboration, comparative study, academic writing and public speaking. This project starts in the third week and lasts till the end of the semester. It accounts for 75% of the final grade. Completion of this project is further broken down to smaller steps to ensure proper progress along the way and various chances for students to demonstrate their mastery of knowledge and skills. These steps are:

- (a) Topic Proposal (5%)

Explain the region and key question you will study

- (b) Progress report and presentation (20%)

Half-finished version of the final project

- (c) Reflective collaboration report (20%)

Report on your collaboration with international peers, how you contributed to each other's learning and projects, offer a comparative perspective related to class and/or project contents, and explain what you have learned from the collaboration.

- (d) Final report and presentation (30%)

Aside from presenting your own project, you are also expected to be a part of your international partners' presentations (e.g., present a part of the project, offer your comments and questions at the end, present a comparative perspective of the projects, etc.)

Detailed requirements, sample papers and grading rubrics are available on the Canvas site.

2) Class participation (15%)

Students are expected to participate in class discussion and other activities, such as presentations of course readings, preparing and answering questions related to course readings, and in-class exercises. 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

To help students prepare for the class discussion, readings will be posted on the Canvas site one week before we cover them in class.

3) Contribution to the Canvas Discussion Board (10%)

One discussion question will be posted after some class sessions on the Canvas site; students are expected to answer them and engage with classmates before the next class session. These questions help students to better engage with their international classmates. Each complete answer accounts for two points towards the final grade; so students need to complete five of them (there will be a total of six or seven) to get a full score. Each impressive answer (e.g., thoughtful answer, a lot of engagements with classmates) will receive an extra 0.5 point directly added to the final grade.

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

*indicates weeks of cross-continental collaboration. *All readings and assignments are due before class.*

DUE BEFORE CLASS		DURING OUR CLASS MEETING
1/6		Overview <ul style="list-style-type: none"> • Icebreaking: Introduction of instructors, students and the course • The concept of economic development • Comparative study
Module I: Theory		
1/13*		Economic Development at National and Global Scale <ul style="list-style-type: none"> • Introduction of instructors and students • What is economic development? • Economic development perspectives at the local, regional, national and global scale • How to compare competitiveness of regions across nations? Readings: <ul style="list-style-type: none"> • Blakeley, E., and Leigh, N. G. (2016). Planning Local Economic Development: Theory and Practice. 6th Edition. SAGE Publications, Inc. ISBN: 978-1506363998. Chapters 2-3. • Huggins, Robert & Hiro Izushi, 2009, Regional Benchmarking in a Global Context: Knowledge, Competiveness, and Economic Development, Economic Development Quarterly, 23:4, 275-293. • Yigitcanlar, T., & Lönnqvist, A. (2013). Benchmarking knowledge-based urban development performance: Results

		from the international comparison of Helsinki. Cities, 31, 357-369.
1/20*	<i>Group formation within each class</i>	<p>Urban Theory I (Macro-level): Urban Agglomeration</p> <ul style="list-style-type: none"> •What is urban agglomeration? •How do urban agglomerations contribute to economic development? •How can planners leverage urban agglomerations to achieve economic development? <p>Readings:</p> <ul style="list-style-type: none"> •Glaeser, Edward. 1998. Are cities dying? The Journal of Economic Perspectives 12(2): 139-160. •The Rise and Fall of Urban Economies - Lessons from San Francisco and Los Angeles (video): https://www.youtube.com/watch?v=ltfQ8sVwRbc
1/27*		<p>Urban Theory II (Industry-level): Industrial Clusters</p> <ul style="list-style-type: none"> •What is industrial cluster? •How do clusters benefit economic development? •How do planners leverage industrial clusters to encourage economic development? <p>Readings:</p> <ul style="list-style-type: none"> •Harrison, B., 2007. Industrial districts: Old wine in new bottles. Regional studies, 41 (S1), S107-S121. •Malmberg, A., & Power, D. 2005. (How) do (firms in) clusters create knowledge? Industry and Innovation, 12(4), 409-431. •Muro, M. & Katz, B., 2011. The new “cluster moment”: How regional innovation clusters can foster the next economy.
2/3*		<p>Urban Theory III (Micro-level): Face-to-face Communication, Networking and Urban Third Places</p> <ul style="list-style-type: none"> •Why is face-to-face communication important? •What type of cities can encourage social ties and face-to-face interactions? •What can planners do to encourage face-to-face communication? <p>Readings:</p> <ul style="list-style-type: none"> •Florida, R. (2003). Cities and the creative class. City & community, 2(1), 3-19. •Storper, M., & Venables, A. J. (2004). Buzz: face-to-face contact and the urban economy. Journal of economic geography, 4(4), 351-370. •Fang, L., Adelakun, F. and Goetemann, T. Brewing Innovation: Brewing Entrepreneurship: Coffee and Startups. Journal of Planning Education and Research. Forthcoming. (data source for county employment size in the US: https://www.bls.gov/cew/datatoc.htm)

Module II: Analytical Methods		
2/10*	<i>Topic proposal due (international group formation)</i>	Topic Proposal Presentation and International Team Formation
2/17*		Baseline Methods: Location Quotient & Shift-Share Analysis <ul style="list-style-type: none"> •What is location quotient? •What is shift-share analysis? •Application of location quotient & shift-share analysis
2/24*		More Statistics: Regression Analysis <ul style="list-style-type: none"> •What is regression analysis? •Application of regression analysis Readings: <ul style="list-style-type: none"> •Baptista, R. & Swann, P., 1998. Do firms in clusters innovate more? Research policy, 27 (5), 525-540.
3/3*		Spatial Analysis: Hot-Spot Analysis <ul style="list-style-type: none"> •What is hot-spot analysis? •Application of hot-spot analysis Reading: <ul style="list-style-type: none"> Feser, E. J., Koo, J., Renski, H. C., & Sweeney, S. H. (2001). Incorporating spatial analysis in applied industry cluster studies. Economic Development Quarterly, 22(4), 324-344.
3/10*		Qualitative Analysis <ul style="list-style-type: none"> •Analyzing urban spaces •Analyzing actors and practices •Interpreting their interaction Reading: <ul style="list-style-type: none"> •D. Silverman (2017) Doing Qualitative Research. Fifth edition. Sage University Press (Chapter 2. What You Can (and Can't) Do with Qualitative Research) •J. Gehl, B. Svarre (2013) How to Study Public Life. Island press (Chapter 1 Public Space, Public Life: an Interaction)
3/17	<i>Meeting time change to 10:00 am after daylight saving</i>	Progress Presentation (Spring break; attendance optional for FSU students)
3/24*		Cutting-Edge Method: Network Analysis <ul style="list-style-type: none"> •What is network analysis? •Application of network analysis technique Readings: <ul style="list-style-type: none"> Granovetter, Mark S. 1973. The strength of weak ties. American Journal of Sociology, 78(6): 1360-1380.

3/31* (No HSE)	<i>Progress report due by 4/2 midnight</i>	Progress Presentation
<i>Module III: Practical Strategies and Joint Projects</i>		
4/7*		Development Strategies and Policies in a Comparative Perspective <ul style="list-style-type: none"> • What commonly used development strategies and policies are there for economic developers? • How have they evolved over time? • How do strategies differ across countries? • How can you apply some of them to help with your projects? Readings: <ul style="list-style-type: none"> • Bradshaw, T. K., & Blakely, E. J. (1999). What are “third-wave” state economic development efforts? From incentives to industrial policy. <i>Economic Development Quarterly</i>, 13(3), 229-244. • Lowe, N., & Feldman, M. P. (2018). Breaking the Waves: Innovating at the Intersections of Economic Development. <i>Economic Development Quarterly</i>, 32(3), 183–194.
4/14*	<i>Reflective collaboration report due</i>	Final Project Presentation
4/21*	<i>Final report due by 4/23 midnight</i>	Final Project Presentation

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