

Syllabus

Instructor: Samuel R. Staley, Ph.D.
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Class Times: T/Thu, 3:35 pm to 4:50 pm
Location: BEL 111
Office Hours: T/R, 1:30 pm to 3:00 pm (M/W/F by appointment)

Required Readings

Edward J. Blakely & Nancy Green Leigh (B&L) *Planning Local Economic Development: Theory and Practice*, 5th Edition, (Sage Publications, 2013), ISBN: 978-1-4522-4259-0

Steven G. Koven & Thomas S. Lyons (K&L) *Economic Development: Strategies for State and Local Practice*, 2nd Edition, (ICMA Press, 2010), ISBN: 978-0-87326-191-3

Enrico Moretti, *The New Geography of Jobs* (Houghton-Mifflin, 2012), ISBN: 978-0547750118

Venkatesh, Sudhir Alladi, *Off the Books: The Underground Economic of the Urban Poor*, (Harvard University Press, 2008), ISBN: 978-0674030718

Useful blogs & web sites:

www.planetizen.com (professional planning portal) www.newgeography.com (contrarian articles on urban development) www.newurbannetwork.com (new urbanist web site) www.demographia.com (site hosted by contrarian demographer Wendell Cox) www.cnt.org (Center for Neighborhood Technology)

Course Overview and Objectives

This course examines the theory and practice of economic development planning on the state and local level with a heavy emphasis on applied public policy. Students will be introduced to frameworks used to formulate and implement economic development policy on state, regional and local levels. Students will also be introduced to, and expected to apply, conventional tools and techniques to analyze and evaluate the performance of economic development strategies and projects. The course also incorporates an experiential component with several site visits to locations in various stages of economic development in the city of Tallahassee. Students will be expected to use these tools to critically evaluate various economic development policies from both strategic and tactical perspectives in class. As an advanced course in urban planning, familiarity with the assigned readings will be assumed at the start of each class. Students will also be expected to articulate their perspectives in both oral and written forms.

Grading Policy & Scale

This course will use a standard grading scale to evaluate student performance: A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7), C+ (2.3), C (2.0), C- (1.7), D (1.0), and F (0.).

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The following criteria are generally applied to determining grades for papers and presentations:

A = Superior performance. The paper or presentation has a clearly articulated and organized argument without fundamental or minor errors in analysis. The paper is well written and arguments are grounded in facts and/or evidence. For graduate students, work is performed at a level suitable for a professional position as an analyst or consultant. For undergraduate students, work is performed at a sufficient level to warrant consideration for a full-time professional position as a full-time junior analyst or research assistant.

B = Above average. An organized, well-articulated paper with a clear thesis that thoughtfully and completely incorporates theory and evidence to make a consistent argument. No fundamental errors are evident.

C = Average. Papers in this range are organized, reasonably well articulated, and use fundamentally sound arguments, but suffer from minor errors and inadequate support. D = Below Average. Papers below average typically suffer from fundamental flaws in argument, lack evidence to support the main points, fail to incorporate principal theories and evidence, and are poorly written.

The class grade will be determined by a weighted average of the following specific assignments:

	Graduate	Undergraduate
Paper #1: Windshield Survey	10%	15%
Paper #2: Evaluation Framework	15%	15%
Paper #3: Regional Analysis	20%	15%
Paper #4: ED Case Analysis	20%	20%
Chapter presentations/discussions	10%	10%
Class Participation	25%	25%

Attendance and Participation

This class is designed to maximize student input and interaction. While not mandatory, attendance is highly encouraged. Attendance is essential to earning points for Class Participation as well as demonstrating knowledge of the material and ability to integrate concepts into assignments.

Presentation & Discussions

Each student will be required to present content from at least two (2) chapters from the assigned readings in class over the course of the semester. Graduate students should sign up for three (3) presentations. Presentations should be from separate readings. Presentations should include a formal presentation that includes a 5-minute formal presentation (e.g., power point or handouts) for content and a 5-minute discussion/Q&A. These presentations will be graded. Presentation materials should be sent by email to sstaley@fsu.edu by noon on the day of the presentation using the file naming protocol.

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Papers

You will be expected to complete four papers over the course of the semester. *All papers must be submitted through Turnit In on Canvas.* Additional details will be provided in class, but a thumbnail summary of each paper is provided below:

- A “windshield survey” is a field technique used to collect information about a community or neighborhood through observation, usually by automobile or bus. **Starting in downtown Tallahassee**, students should follow a major road until they reach rural land. Their observations about land use, building types, density, infrastructure, perceived demographics, quality neighborhoods, etc. should be synthesized into a 7-10 page single spaced paper, inclusive of graphics. Outside references (e.g., city web site, wikipedia, Google Earth, etc.) are recommended to verify your observations.
- The Evaluation Framework is, in effect, a list and initial assessment of the key factors that you would use to “score” a community or neighborhood to determine what type of economic development program or project should be considered. What are the community’s strengths and weaknesses? What demographic and economic trends enhance or limit the economic development potential of a site or project? What “weights” should these factors receive? This is an analytical paper, **not** a research paper, but research will be required to develop the framework. All source material should be referenced in the paper.
- The Regional Analysis asks you to empirically apply and interpret conventional quantitative tools and techniques to better understand fundamental economic trends on a regional and metropolitan level. Students will be assigned in teams, with graduate students as team leaders. Teams will be asked to assess the regional economic structure of the Tallahassee metropolitan area using techniques such as location quotients, export-base analysis, and shift-share analysis.
- The Economic Development Case Study is the capstone project for this course. Each student will be asked to identify a project or program of their choosing and evaluate its potential to generate jobs, income, or economic growth. The project or program must be approved by the instructor, and can be in Tallahassee or elsewhere as long as sufficient data exists for a completed project. Topics could include sports stadia, transit-oriented development, business location incentives, job training programs, tax policy, regulatory policy, etc.
- Students will be expected to make an oral presentation in class on their project and analysis.

Papers should be typed, single spaced, use 12-point font size, and have 1-inch margins and formatted to resemble a report or memorandum to a supervisor. Papers should have a title, a header and footer that explicitly identifies the author, the subject of the paper, **class**, date and page number. All references should be sourced using the author/date reference system (e.g., (Staley 2008, p. 12)) with complete sources in a separate reference section listed by last name of the author. Consult the *Chicago Manual of Style* if you have questions (examples available on wikipedia). Late papers will be penalized 5% per day.

Papers should be submitted electronically through Blackboard using the following file naming protocol:

4618,lastname,firstname,assignment

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(e.g, 5540,Smith,Joe,Windshield, or 4936,Jones,Amanda,FinalCaseStudy)

Papers submitted without following this protocol will be penalized 5 points (half a letter grade).

Academic Honesty

Cheating, plagiarism, and other forms of academic dishonesty will not be tolerated. 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://dof.fsu.edu/honorpolicy.htm>.)

All references should follow the Chicago Manual of Style, which is standard citation formats for social sciences. For assistance feel free to consult www.citethisforme.com.

American Disabilities Act Statement

Students with disabilities needing academic accommodations should: 1) Register with and provide documentation to the Student Disability Resource Center (SDRC); and 2) Bring a letter to the instructor from the SDRC indicating that you need academic accommodations and what type. Please do this within the first week of class.

Updates to the course material, changes in expectations, and modifications to assignments, required readings, and other elements of this course will be communicated via blackboard. Please consult this regularly.

Keys Deadlines and Milestones

Paper Deadlines

- Thursday, Sept 14: windshield survey turned in by noon (MS Word format)
- Thursday, Oct 5: Evaluation framework turned in by noon (MS Word format)
- Thursday, Nov 2: Regional Analysis turned in by noon (PDF or Word format)
- Monday, December 11: Final Economic Development Case Studies submitted electronically by noon (PDF format)

Site Visits (dates may change due to weather and availability of speakers)

- Tuesday, September 21: Smokey Hollow Village, Cascade Park. Park on the north side Of Cascade Park and cross over E. Lafayette (under Apalachee Pkwy)
- Tuesday, October 10: French Town. Meet on east side of Carter-Howell-Strong Park, at intersection of N. Copeland and W. Carolina Street
- Tuesday, October: 24: College Town. Meet at steps next to Urban Outfitters just south of Madison Social
- Thursday, November 3: Tallahassee Antique Car Museum. Guest Speaker: DeVoe Moore