

**EASTERN MICHIGAN UNIVERSITY
DEPARTMENT OF GEOGRAPHY AND GEOLOGY
URBAN AND REGIONAL PLANNING PROGRAM**

**PLSC/URP 580, URP 479
LOCAL DEVELOPMENT POLICY**

Winter 2016
Strong Hall 201
M 5:30 PM-8:10 PM

Instructor: Dr. Heather Khan, Strong Hall 225
Email: hkhan3@emich.edu ~ **Telephone:** 734-487-8021
Office Hours: M 11AM-5PM and by appointment

Course Description

The general objective of this course is to equip you as a leader to analyze conditions and strategies in promoting economic development, which has become a critical task for local governments and nonprofit organizations.

A single seminar cannot address every concern of those involved in economic and community development. You have other courses covering the finance, personnel, and management questions facing government and nonprofit leaders. Thus, our aim is to analyze significant trends in the development of American communities along with public policies that might affect them.

The seminar is divided into four parts. The first examines the broader context within which local development takes place. Part two concentrates on approaches to identifying and analyzing community assets (both positive and negative). The third section covers alternative development strategies and the processes of formulating and implementing development plans. The fourth part examines community amenities, sustainability, and the role of equity, all of which have taken on increasingly significant roles in communities' long-term planning.

Course Objectives

1. *To familiarize students with the history, theories, and practices of local development policy in the United States;*
2. *To expose students to a broad range of local development policy options;*
3. *To help students become more familiar with the language, tasks, and experiences of economic development practice and practitioners;*
4. *To place local development within a framework that considers equity and environmental impacts;*
5. *To familiarize students with the shortcomings and dilemmas of local development planning and policy in the United States.*

Course Requirements

The course will primarily be conducted as a seminar course. Each class session will be associated with a set of required readings. Students are expected to complete these readings prior to class and come to class

prepared to discuss them. Student preparation and participation are paramount in this course. **Full attendance and thoughtfulness of comments are noted at each class session.**

The required text is available at the EMU Book Store at the Student Center. The additional readings will be available through Canvas.

Required:

1. Leigh, Nancey Green, and Edward J. Blakely. 2013. *Planning Local Economic Development: Theory and Practice* 5th edition. Thousand Oaks, CA: Sage.
2. Fogelson, Richard. 2001. *Married to the Mouse: Walt Disney World and Orlando*. Yale University Press.
3. Additional REQUIRED readings are available through Canvas.

Please be aware that the financial cost of taking this course includes, along with tuition, your purchase of these books; if you cannot afford these books, then you cannot afford to take this course.

Grading and Course Assignments

Grading

Grades for this course will be based on the following work:

For Graduate Students

Community Profiles (2 @ 10%)	20%
White Paper	30%
Presentation of Final Report	10%
Seminar Lead	20%
Quizzes	10%
Class Participation	10%

For Undergraduate Students

Community Profiles (2 @ 10%)	20%
White Paper	25%
Presentation of White Paper	10%
Seminar Lead	20%
Quizzes	15%
Class Participation	10%

Final grades will be based on the following scale:

A	94 or higher
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66

D-	60-62
F	less than 60

Explanation of Grades

C+ and Lower” Grades (81 and Lower): A grade of “C+” or lower is given to assignments well below an acceptable level for work generated by professional planners. These assignments have major errors of fact and/or calculation (the answers are wrong), the text is poorly written (with misspellings, poor grammar, and/or poor sentence structure) and does not clearly convey the main points to the reader, the graphics are poor (with inaccurate tables/charts, poor titles, no data sources), and/or the oral presentation provided little of value to the audience. This work is absolutely unacceptable in my courses, for graduate-level study, and for professional-grade planning work more generally.

B- Grades (82-84): A grade of “B-” is given to an assignment of below acceptable quality for professional planners. These assignments often have minor to major errors of fact and/or calculation. This work is often characterized by poorly constructed text, unclear graphics and tables, and/or poor overall organization and presentation. However, unlike “C+” work, “B-“ work typically is not far from minimum professional quality; “B-“ work often results from a product being rushed out the door or from a lack of sufficient attention to the product on the part of the student. This work should be considered unacceptable, but it can usually be professional-quality with more attention and minor to major revisions.

B Grades (84-90): A grade of “B” is given to work that meets the minimum level of quality expected of professional planners. Work of “B” quality is factually and technically correct, methodologically sound, nicely presented, but is typically presented with little flair and no real attention to detail. Additionally, the text provides a relatively clear message to the reader. However, “B” quality work typically lacks precision of language and in the presentation of data, and the work usually has no spark of originality or flair that makes it stand out. This work should be considered the minimum acceptable level for students in the planning program, as it represents good, professional level work.

B+ Grades (90-93): A grade of “B+” is given to an assignment that is factually and technically correct and that has individual elements of higher quality than that of “B” work. The assignment may have exceptional tables and graphics, the presenter may have made a confident and competent delivery, or the text may read very well and convey the central message very well. However, “B+” work typically falls short in some areas. This work should be considered very solid professional work and of a quality that would serve you well throughout your career.

A- Grades (93-95): A grade of “A-” is given to an assignment that represents almost the highest quality work that might be generated for a given assignment. “A-“ assignments are technically, methodologically, and factually 100% accurate. These assignments typically fall short of the highest quality work in the organization and flow of the text or in the area of presentation. This work should be considered excellent professional work, of a quality that easily can convey your conclusions to audiences and support very effective work in the planning profession.

A Grades (95+): A grade of “A” is given to an assignment of the highest professional quality. “A” assignments are technically, methodologically, and factually 100% accurate. They are presented with great efficiency of language and graphics, but also with flair and using language that the reader can easily navigate through. An “A” assignment is easy to read and leaves no doubt with the reader as to the main points of the work. All evidence necessary to support these main points is provided in the text and referenced clearly for the reader. All graphics in “A” work are top notch: they are appropriately titled, sourced, colored, labeled, etc. This work should be considered top notch professional work, of a quality that you should aspire to at all times.

Course Assignments

Community Profiles: You are required to choose a community and write and present two profiles of the community. Both profiles should analyze the community and compare it to the state, nation, and other relevant geographies (e.g., MSA). Most of your data will come from the U.S. Census Bureau, including the American Community Survey (ACS). A good starting point for local data is the Southeast Michigan Council of Governments: <http://www.semcog.org/>. Together, both profiles make up the foundation of your white paper. The specific community profile assignment guidelines will be provided in a handout in class and posted to our course site on Canvas.

White Paper: This assignment, in concert with two community profiles, deals with your chosen community in Southeastern Michigan, which must be approved by the end of the third week of the semester. Your report should use our reading, your profiles, and additional research to analyze development options and strategies for the community you choose. A draft must be submitted to the instructor Monday, April 4 in class. Electronic and late copies are not accepted. You will also present your draft in class during Week 15. Final white papers are due during the final exam period (see the Schedule of Classes and Reading Assignments at the end of this syllabus for the exact due date and time). Specific paper guidelines will be handed out in class and posted to our Canvas course page.

Presentation of White Paper: You will present the final draft of your white paper in class during Week 15. Specific presentation guidelines and a presentation rubric will be handed out in class and posted to our Canvas course page.

Seminar Lead: Students will be responsible for leading the class discussion of the week's readings at scheduled times during the semester. The seminar leader(s) will assist in exploring, summarizing, and debating the key points raised by the readings. The instructor will provide specific information regarding the expectations and content of the assignment the first day of class.

Quizzes: There will be 6-7 short quizzes, most of them unannounced. The quizzes will cover assigned reading and can be done on the first day when a reading is assigned. In other words, reading needs to be finished before we start something, not afterward. I will count your highest five quiz grades.

Class Participation: You should be prepared for each class, having completed the required readings for that day's class (as outlined in the course schedule below). In addition, much of this course is intended to take the form of a seminar, with regular opportunities for students to present their thoughts on topics covered in the course. Your participation in these discussions is a required part of this course. Failure to adequately and competently participate in classroom discussions will result in a substantially reduced participation grade for the course. Your participation grade covers analysis of assigned reading during the semester. Merely describing or summarizing what you read is "B-/C+" work. The emphasis here is on the quality, not quantity, of your comments.

Attendance: Attendance will be taken regularly. Students are responsible for everything that takes place during each class. Students will be given one unexcused absence. Subsequently, each unexcused absence will result in a 3 % reduction of your final grade. Please contact the instructor ahead of time if you will miss a class. Accommodations will be made for documented family/medical emergencies.

Late Assignment Policies:

Students are responsible for completing all work by the deadline. Assignments that are turned in late for any reason will have 10 percentage points taken off for the first day late (anytime within the first 24 hours after the assignment is due), 20 percentage points taken off for the second day late (anytime within 24-48

hours after the assignment is due) and 30 percentage points taken off for the third day late (anytime within 48-72 hours after the assignment is due). A grade of zero will be given for the fourth day late and after.

Extensions for assignments or an *incomplete* grade in the course will only be granted for severe hardship or extenuating, documented circumstances. Competing pressures from other courses, job requirements, or computing problems do not qualify as severe hardship or extenuating circumstances. Incompletes “I” are only given out for documented ongoing situations. Please consult with me for all the requirements for which an “I” would be given.

Communication

Students are strongly encouraged to contact me at hkhan3@emich.edu, at 734-487-8021, or during my office hours if they have any questions, comments, or concerns pertaining to readings, assignments, course dynamics, or anything else related to the course.

All communication with your instructor (face-to-face, email, phone, Canvas) must be conducted in a professional manner. Rude, discourteous, hostile, threatening, harassing, aggressive, insulting, inappropriate, sexist, racist, combative and/or disruptive communications will not be tolerated and will result in referral to the Office of Student Conduct and Community Standards.

All email communication should include the following components: a respectful greeting, clear, grammatical and properly punctuated text, and your name. The instructor should be addressed as “Professor Khan” or “Dr. Khan”. Emails that do not include all of these components will not receive a response. Email communication should be courteous and respectful in manner and tone. Do not send emails that are curt or demanding.

Do not expect an immediate response via email. I typically respond to email between normal business hours (M-F 8am-5pm). However, a response may be sent within two business days. If your email question is sent at the last minute, it may not be possible to send you a response before an assignment is due.

Classroom Conduct

Class time will consist of a combination of interactive presentations and class discussion. Urban planning and policy topics can sometimes be controversial. Practicing intellectual honesty and tolerance of personal differences is crucial to professional success as an urban planner. Students should feel comfortable and safe to express their ideas and opinions in class. Respecting the right of other students to learn is also imperative. This requires being on time for class and staying until the class is over, listening while others are speaking, refraining from talking or making noise while others are speaking, and being careful not to monopolize the discussion.

All phones and other electronic devices must be turned off during class. You may not use your computer in class unless you are presenting and using your computer or I ask you to bring them in for a specific reason.

Using electronic devices in class without permission will be considered an absence.

University Policies

In addition to the articulated course specific policies and expectations, students are responsible for understanding all applicable University guidelines, policies, and procedures. The EMU Student

Handbook is the primary resource provided to students to ensure that they have access to all university policies, support resources, and student's rights and responsibilities. Changes may be made to the EMU Student Handbook whenever necessary, and shall be effective immediately, and/or as of the date on which a policy is formally adopted, and/or on the date specified in the amendment. **Please note:** Electing not to access the link provided below does not absolve a student of responsibility. For questions about any university policy, procedure, practice, or resource, please contact the Office of the Ombuds: 248 Student Center, [734.487.0074](tel:734.487.0074), emu_ombuds@emich.edu, or visit the website: www.emich.edu/ombuds

CLICK HERE to access the EMU Student Handbook and University Policies:
<http://www.emich.edu/studenthandbook/policies/index.php>

University Writing Center

The University Writing Center (115 Halle Library; 487-0694) offers one-to-one writing consulting for both undergraduate and graduate students. Students can make appointments or drop in between the hours of 10 a.m. and 6 p.m. Mondays through Thursdays and from 11 a.m. to 4 p.m. on Fridays. The UWC opens for the Winter 2016 semester on Monday, January 11 and will close on Tuesday, April 19. Students are encouraged to come to the UWC at any stage of the writing process.

The UWC also has several satellite locations across campus (in Owen, Marshall, Pray-Harrold, and Mark Jefferson). These satellites provide drop-in writing support to students in various colleges and programs. Satellite locations and hours can be found on the UWC web site: <http://www.emich.edu/uwc>. UWC writing consultants also work in the Academic Projects Center (116 Halle Library), which offers drop-in consulting for students on writing, research, and technology-related issues. The APC is open 11 a.m. to 5 p.m. Mondays through Thursdays. Additional information about the APC can be found at <http://www.emich.edu/apc>.

Students seeking writing support at any location of the University Writing Center should bring a draft of their writing (along with any relevant instructions or rubrics) to work on during the consultation.

Modifications to the Syllabus

The professor reserves the right to make changes to any and all elements of this syllabus as necessary for the success of the course as defined by the professor. Such changes will be communicated via email within the online classroom (Canvas). Such changes may only be announced once. Such changes may include modifications to any and all aspects of this syllabus. **It is the responsibility of every student to make sure to read any and all announcements and emails as they are posted or sent.**

Schedule of Classes and Reading Assignments

Part I: The Local Context

Week 1 **Preview of the Course, Introductions, and Seminar Lead Assignments**
1/11

An Overview of American Urban Development

- Blakely and Leigh, Chapter 1, Chapter 2, pgs. 40-71.
- Glaser, Edward L. 2009. "The Death and Life of Cities." In *Making Cities Work: Prospects and Policies for Urban America*, edited by Robert P. Inman, 22-62. Princeton: Princeton University Press.*

Supplementary Reading:

- Ehrenhalt, Alan. 2012. *The Great Inversion and the Future of the American City*. New York: Knopf. [He argues that several trends point to the rebirth of central cities. Includes chapters on Atlanta, Cleveland, DC, Philadelphia, Houston, Phoenix, and Denver.]
- [Brookings Metropolitan Policy Program](#). This project by the Brookings Institution, a major think tank, examines a wide range of urban issues.

Week 2
1/18

No Class – MLK, Jr. Day

On your own:

- Viewing of Michael Moore’s *Roger and Me*

Week 3
1/25

Traditional Theories of Urban Growth and Decline

- Blakely and Leigh, Chapter 3
- Lord and Price (1992). “Growth Ideology in a Period of Decline: Deindustrialization and Restructuring, Flint Style.” *Social Problems* 39(2): 155-169.*
- Natter and Jones. (1993) “Pets or Meat: Class, Ideology, and Space in Roger & Me.” *Antipode* 25(2): 140-158.*

Supplementary Reading:

- Thompson, Wilbur R. 1965. *A Preface to Urban Economics*. Baltimore: Johns Hopkins University Press.* [This is a classic in the field of urban economics.]

Preparation for Profile #1

Quiz

Week 4
2/1

Clusters, Occupations and Urban Development

- Fogelson. Chapters 1, 2
- Porter, Michael E. 2000. “Location, Competition, and Economic Development: Local Clusters in a Global Economy.” *Economic Development Quarterly* 14:1 (February): 15-34.*
- Markusen, Ann, Gregory H. Wassall, Douglas DeNatala, and Randy Cohen. 2008. “Defining the Creative Economy: Industry and Occupational Approaches.” *Economic Development Quarterly* 22:1 (February): 24-45.*
- Susan Lackey. *Talent and Skill: Michigan’s Driving Economic Development Issue*. Michigan Economic Developers Association White Paper. November 2012.*

Supplementary Reading:

- Motoyama, Yasuyuki. 2008. “What Was New About the Cluster Theory? What Could It Answer and What Could It Not Answer?” *Economic Development Quarterly* 22:4 (November): 353-363.

Quiz

Week 5
2/8

The Creative Class Controversy

- Fogelson, Chapters 3, 4

- Florida: *Cities and the Creative Class*. Selected pages*
- Macgillis, Alec. 2010. "The Ruse of the Creative Class." *The American Prospect*. January 4: 12-16. Available: http://prospect.org/cs/articles?article=the_ruse_of_the_creative_class

Supplementary Reading:

- Florida, Richard. 2014. "The Creative Class and Economic Development." *Economic Development Quarterly* 28:3 (August): 196-205.
- Katz, Bruce, and Jennifer Bradley. 2013. *The Metropolitan Revolution: How Cities and Metros Are Fixing Our Broken Politics and Fragile Economy*. Washington, DC: Brookings Institution Press.
- Hoyman, Michele, and Christopher Farley. 2009. "It Takes a Village: A Test of the Creative Class, Social Capital, and Human Capital Theories." *Urban Affairs Review* 44:3 (January): 311-333.

Part II: Assessing Community

Week 6 2/15

The Development Process

- Blakely and Leigh, Chapters 5, 13
- Fogelson, Chapter 5
- Rubin (1988). "Shoot Anything that Flies, Claim Anything that Falls." *Economic Development Quarterly* 2(3): 236-251.*

Supplementary Reading:

- Sands, Gary, and Laura A. Reese. 2008. "Cultivating the Creative Class: And What About Nanaimo?" *Economic Development Quarterly* 22:1 (February): 8-23. [Tests Richard Florida's theory, with mixed results, using data on Canadian urban areas.]
- Levy (1990). "What Economic Developers Actually Do." *Journal of the American Planning Association* Spring: 153-160.

Profile #1 Due

Preparation for Profile #2

Week 7 No Class - Winter Recess

Week 8 2/29

Analytical Techniques

- Blakely and Leigh, Chapter 6
- Fogelson, Chapters 6, 7
- Montana, Jennifer Paige, and Boris Nenide. 2008. "The Evolution of Regional Industry Clusters and Their Implications for Sustainable Economic Development: Two Case Illustrations." *Economic Development Quarterly* 22:4 (November): 290-302.

Supplementary Reading:

- Colgan, Charles S., and Colin Baker. 2003. "A Framework for Assessing Cluster Development." *Economic Development Quarterly* 17:4 (November): 352-366. [Examines clusters using data for the state of Maine.]
- Allen, Jennifer H., and Thomas Potiowsky. 2008. "Portland's Green Building Cluster: Economic Trends and Impacts." *Economic Development Quarterly* 22:4 (November): 303-315.

Week 9
3/7

Presenting and Implementing a Plan

- Blakely and Leigh, Chapter 12
- Fogelson, Chapters 8, 9
- Peters, A. and P. Fisher. 2004. The Failures of Economic Development Incentives. *Journal of the American Planning Association*. 70(1): 27-37.

Supplementary Reading:

- Bartik, Timothy. 2005. Solving Problems with Economic Development Incentives. *Growth and Change* 36(2): 139-166.

Week 10
3/14

GUESTS: Washtenaw County economic development professionals

Profile #2 Due

Part III: Strategies and Plans

Week 11
3/21

Locality Development

- Blakely and Leigh, Chapter 7, 8
- Hollander, Justin B. 2010. "Moving Toward a Shrinking Cities Metric: Analyzing Land Use Changes Associated with Depopulation in Flint, Michigan." *Cityscape: A Journal of Policy Development and Research* 12: 133-151. Available: <http://www.huduser.org/portal/periodicals/cityscape/vol12num1/ch5.pdf>

Supplementary Reading:

- Altshuler, Alan, and David Luberoff. 2003. *Mega-projects: The Changing Politics of Urban Public Investment*. Washington: Brookings Institution Press.
- Bowman, Ann O'M., and Michael A. Pagano. 2004. *Terra Incognita: Vacant Land and Urban Strategies*. Washington: Georgetown University Press.

Week 12
3/28

Business Development

- Blakely and Leigh, Chapter 9
- McFarland, Christina, and J. Katie McConnell. 2013. "Small Business Growth During a Recession: Local Policy Implications." *Economic Development Quarterly* 27:2 (May): 102-113.
- Reese, Laura A. 2014. "The Alchemy of Local Economic Development." *Economic Development Quarterly* 28:3 (August): 206-219.

Supplementary Reading:

- Hall, Jeremy L., and Christopher E. Bartels. 2014. "Management Practice Variation in Tax Increment Financing Districts: An Empirical Examination of the Administrative Theory of Performance." *Economic Development Quarterly* 28:3 (August): 270-282.
- Sands, Gary, Laura A. Reese, and Heather L. Khan. 2006. "Implementing Tax Abatements in Michigan: A Study of Best Practices." *Economic Development Quarterly* 20:1 (February): 44-58.
- Sanders, Heywood T. 2002. "Convention Myths and Markets: A Critical Review of Convention Center Feasibility Studies." *Economic Development Quarterly* 16:3 (August): 195-210.

- Hearn, James C., T. Austin Lacy, and Jarrett B. Warshaw. 2014. "State Research and Development Tax Credits: The Historical Emergence of a Distinctive Policy Instrument." *Economic Development Quarterly* 28:2 (May): 166-181.

Part IV: Planning for Quality of Life, Equity, and Sustainability

Week 13 Community Amenities and Quality of Life

4/4

- Blakely and Leigh, Chapter 11
- Fogelson, Chapter 9
- Sorkin, Michael. 2002. "See you in Disneyland". In *Readings in Urban Theory*, Edited by S. Fainstein and S. Campbell, 335-53.*
- Wolf-Powers, Laura. 2010. "Community Benefits Agreements and Local Government: A Review of Recent Evidence." *Journal of the American Planning Association* 76:2 (Spring): 141-159.*
- Oh, Youngmin, In Won Lee, and Carrie Blanchard Bush. 2014. "The Role of Dynamic social Capital on Economic Development Partnerships Within and Across Communities." *Economic Development Quarterly* 28:3: 230-243.*

Supplementary Reading:

- Bruegmann, Robert. 2005. *Sprawl: A Compact History*. Chicago: University of Chicago Press.
- von Hoffman, Alexander. 2003. *House by House, Block by Block: The Rebirth of America's Urban Neighborhoods*. New York: Oxford University Press.
- Graddy, Elizabeth, and Lili Wang. 2009. "Community Foundation Development and Social Capital." *Nonprofit and Voluntary Sector Quarterly* 38:3 (June): 392-412.

Draft White Paper Due

Week 14 Equity and Sustainability

4/11

- Hill, E. W., & Brennan, J. 2005. America's Central Cities and the Location of Work. *Journal of the American Planning Association*, 71(4), 411-431.
- Krumholz, Norman. 1991. "Equity and Economic Development." *Economic Development Quarterly*, 5:4, 291-300.
- Hanna, Kevin S. 2005. "Planning for Sustainability: Experiences in Two Contrasting Communities." *Journal of the American Planning Association*, 71:1 (Winter): 27-40.
- Lubell, Mark, Richard Feiock, and Susan Handy. 2009. "City Adoption of Environmentally Sustainable Policies in California's Central Valley." *Journal of the American Planning Association* 75:3 (Summer): 293-308.

Supplementary Reading:

- Portney, Kent. 2003. *Taking Sustainable Cities Seriously: Economic Development, the Environment, and Quality of Life in American Cities*. Cambridge, MA: MIT Press.
- U.S. Green Building Council. This site has information about LEED certification and similar development initiatives.

Week 15 Presentations of White Papers

4/18

Final white papers due by Monday, April 25 at 5pm

* Articles are posted to Canvas.