Course Description and Goals

The goal of this course is to acquire a command of the fundamentals of economic development from the local perspective. This is accomplished by reading and absorbing the theoretical literature on economic development from the fields of state politics, urban politics, rural politics, planning, sociology, and economics. Economic development is not just a theoretical proposition, but a practical set of micro-decisions for a community’s short-term and long-term development strategies in which analysis and theory can be usefully applied. We will be applying this material to a practical community setting using a variety of development strategies.

For the purpose of this course, we will consider many economic development questions for a wide variety of communities. As economic development policies are not one size fits all, we will develop criteria to measure the success or failure of these policies in urban and rural settings. For any community, there are three sets of issues concerning economic development. The first concerns the impacts of a particular development event (like growth) and the community’s need to offset or accommodate such impacts. As a class, we will develop and apply a set of criteria with which to evaluate community impacts. The second set of issues involves a choice of three broad policies for the community: (1) retention of current business and population, (2) recruitment of a large industrial siting, and/or (3) sustained growth (often small commercial development strategies). Each has certain advantages and disadvantages. The third set of issues involve smaller strategies the community should engage in including packages, the use of government owned projects to stimulate development like prisons, tourism promotion, main street development, and other strategies.

A one size economic development strategy does not fit all communities: Therefore, the appropriateness of a community’s strategies depends on a community’s baseline economic picture, goals, resources, and constraints. There are also factors within community control such as its leadership qualities in negotiation and ability to re-negotiate arrangements over time.

We will evaluate whether a particular economic development event will be good or not so good for a community. The criteria for establishing this evaluation includes: (1) economic impacts such as jobs, job pay/benefits, and job security. (2) social impacts, such as quality of life and environmental impacts, and (3) public administration impacts (the impact of the event on government).

Course Structure

This course is designed as a seminar. As such, an emphasis will be placed on critical discussion of the assigned reading material. Because we only meet once each week, each session must cover a lot of material. While the beginning of the class will focus on theories behind economic development, the majority of the class will center around the analysis of specific economic development strategies. Students should come to class prepared and ready to participate actively in these discussions.
My Teaching Philosophy

I believe that my role in the classroom is to help you learn the class material, as well as skills such as clear writing, speaking, and critical thinking. Towards this end, I develop a class that calls upon students to engage in reading, writing, talking, and listening. I want you to learn; I try to help make the material and tasks as clear as possible so that you are able to learn. I have an open door policy and will work with you to help you master class and reading material, as well as critical thinking skills.

Your Learning Philosophy

If you want a high grade with a minimum amount of work, you should enroll in another class. You will need to be dedicated to keeping up with the reading load and course assignments. If you want to learn as much as possible on the topic of urban politics, this class should be highly satisfactory. As upper-level students, I expect that you will consistently come to class prepared and ready to participate.

Readings

The following books have been ordered for the course. Please get the most updated editions listed below, as the content is different in older versions. These books are available at the University bookstore.


All additional readings will be posted on the course blackboard webpage.

Assignments and Grading

Exams

There will be a cumulative final exam. The final exam counts for 25% of your final grade. The exam will be essay format. The exam is scheduled for Wednesday, May 9 at 4.

Attendance and Class Participation

Attendance and participation account for 20% of your overall course grade. You are expected to be an active participant in our discussions and classroom activities. An emphasis will be put not only on quantity of participation, but the quality of comments. If speaking in class is difficult for you, come see me. I reserve the right to administer quizzes if participation becomes a problem.

Class attendance is required. You will be allowed one unexcused absence over the course of the semester. After that, each additional unexcused absence will lower your attendance grade by one letter grade. If you know you will be missing a class, please let me know as soon as possible. If you are more than ten minutes late to class, I reserve the right to mark you absent.
Paper

The paper accounts for 25% of your overall course grade (5% for the prospectus and 20% for the final paper). A 10 point deduction will be made for every half page less than 10. I also reserve the right to deduct fractions of this amount. I will stop reading if it is too long. The typesetting standards are 1 or 1.25 inch margins, 12 point font, Times New Roman, double spacing. Papers are due in class on the day listed on the syllabus, and will be lowered by 10 points for each day late. Papers turned in after class but on the due date will be considered one day late. A separate handout outlining the paper will be given at a later date.

Peer Review of Paper

You will offer a critique and review of one of your classmate’s research project which will count for 5% of your final grade. You are to give comments and recommendations on how to improve the final product. This should be 2-3 pages, double spaced.

Presentation

You will give a 12-15 minute presentation of your research project to your classmates at the end of the semester which will count for 5% of your final grade. You should prepare a powerpoint presentation highlighting your theory, hypothesis, data, and findings.

Discussion Leader

Each student will be required to lead the daily discussion one time (5% of your grade) during the course of the semester. This will show your ability to critically evaluate the readings, and challenge your fellow students with questions on the themes, findings, and implications of the assigned reading. Your responsibility is to email me your discussion questions 48 hours prior to the class meeting. There may be a handful of sessions where we have multiple sets of discussion leaders based on the amount of readings assigned, these will be noted on the sign up sheet. You will only be required to lead discussion for one reading—either an article or a chapter, not the entire session.

Talking Points

You will be required to come up with 2-3 talking points for each weeks readings which will count as 15% of your grade (2-3 talking points per reading, not 2-3 for the week. If we have 3 readings, you will need 6-9 questions). These should be posted on blackboard under “Talking Points” 48 hours before our class meeting (Monday by 4). I will pick out the best of these discussion questions and begin class with these as a starting point. The talking points should include all of the following:

1. title of article/chapter;
2. several ideas that you found new, relevant, and/or critical in the reading;
3. critical comments about ideas with which you disagreed or believed were unsubstantiated, inconsistent, or requires further examination (drawing upon other readings to illustrate weakness/inconsistency if appropriate); and
4. two to three questions that you would like discussed during the seminar

Grade Scale

Final grades for the course will be based on the following scale. I reserve the right to make adjustments to grades based on overall performance in the course. There will be no extra credit offered in the course, nor will there be curving grades.
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<td>80-82</td>
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**Honor Code**

Students are expected to be honest in their academic work. The University reserves the right to penalize any student whose academic conduct at any time is, in its judgment, detrimental to the University. Such conduct shall include cases of plagiarism, collusion, cheating, giving or receiving or offering or soliciting information in examinations, or the use of previously prepared material in examinations or quizzes. Violations should be reported to me and will be investigated and adjudicated according to the Policy on Academic Honesty of the College of Arts and Sciences. If the charges are found to be true, the student may be liable for academic or disciplinary probation, suspension, or expulsion from the University. Please refer to the university policy at [http://www.slu.edu/x12657.xml](http://www.slu.edu/x12657.xml).

**Expectations and Procedures**

**Technology**

Put everything on mute. You do not need to use your laptop for this course. Please take notes the old-fashioned way. This will dissuade the trend of college students to browse the web, check e-mail, and frequent social networking sites during lectures. I will post all lecture powerpoints on blackboard after the daily lecture. If I use additional material I will post it on blackboard so you may access it at a later point.

**Communication**

I will post grades, send class e-mails, etc. with Blackboard. Be sure that you can access the e-mail address listed. I will only send e-mail out to your SLU e-mail accounts listed on the course roster in Blackboard. I will not keep track of any other e-mail addresses you may use.

I am very accessible both during and after normal work days. Please feel free to contact me or stop by my office if you need to talk. Also, please contact me immediately if you are going to miss an exam or need to reschedule. I do not like to give make up exams, but under extenuating situations, I will make allowances. Please contact me prior to the exam if you need to reschedule, I will not allow make up exams if contacted after the exam period.

**Disabilities**

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.

- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Student Success Center (BSC 331) or by going to [www.slu.edu/success](http://www.slu.edu/success).

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at 314-977-8885 or visit the Student Success Center. Confidentiality will be observed in all inquiries.
Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

**Tentative Class Schedule**

- **January 18:** Introduction and Course overview
- **January 25:** Defining Economic Development: Theories and Planning  
  Koven and Lyons 1-3
- **February 1:** International, National and State Influence on Local Economic Development  
  Turner (2003)  
  Grant and Hutchinson (1996)
- **February 8:** Public Reaction to Economic Development: NIMBYism, LULU, Impact fees and Eminent Domain  
  Schively 2007  
  Fishel 2001  
  Hoyman and McCall 2010  
  Hoyman and Weinberg 2006
- **February 15:** “The Buffalo Hunt”: Policies to Attract Industry to States  
  Koven and Lyons 4-6
- **February 22:** Economic Development as a Process: Auto industry example  
  Hoyman entire book.
- **February 29:** **PAPER PROSPECTUS DUE IN CLASS**  
  *Human Capital, Social Capital, and the Creative Class*  
  Putnam (1995)  
  Hoyman and Faricy (2008)
- **March 7:** Sports Stadiums, Teams, and Sporting Events  
  Rich 2000, Chapters 1-3 (BB)  
  Matheson and Baade 2006 (BB)  
  Baade and Matheson 2004 (BB)
- **March 14:** Spring Break, NO CLASS
- **March 21:** Urban Revitalization and Housing  
  Dreier, Mollenkopf, and Swanstrom 2004, Chapters 1-3 (BB)  
  Goetz 2003, Chapters 2,3, and 9 (BB)
- **March 28:** Business Development, Clustering, Research Parks  
  Blakely and Leigh 9, 11, 12 (BB)  
  Koven and Lyons 7
- April 4: **PAPER DRAFT EMAILED TO DR. WINDETT**
  No class

- **April 11: PEER REVIEWS DUE IN CLASS**
  *Education as a Tool of Economic Development*

- **April 18: Wal-Mart, Mega-retail, and Main Street**
  Mitchell 2006 (BB)
  Basker 2004 (BB)
  Sobel and Dean 2008 (BB)
  Geisman 2004 (BB)

- **April 25: Paper presentations**

- **May 2: FINAL PAPER DUE IN CLASS**
  *Paper presentations/ Exam Review*

- **May 9: Final Exam: 4 pm**