
UP 545 Economic Development Policy and Planning

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Course Sessions: Tuesdays and Thursdays 3:30 – 4:50 PM, Temple Hoyne Buell Hall, Room 223

COURSE DESCRIPTION AND OBJECTIVES

This course will ask you to absorb a lot of information about the theory, the practice and the expanding conceptual boundaries of economic development. The ultimate skill to take away from this class is the ability to understand how economies work and fail and, most important, how the conceptual foundation of economic development is shifting under our feet. Some discrete goals for the class:

Understand textbook economic thinking, its popularity and its limits. Supply and demand, preferences, costs, and scarcity are all extremely important. Even after a career of thinking about them, one observes new aspects of them, and new implications, almost daily. At the same time, these core economics concepts just can't tell us that much about how cities actually operate, grow and change. One of my ambitions for this course is for you to learn economics as a kind of language, a strategic way in which to convey (or fail to convey!) important ideas about cities, policy, power and decision making.

Become a master of the uncharted territory we're entering. Traditional economic and political-economic ideas about cities are breaking down left and right. Young people enter their adult lives with hideous educational debts that change their spending, ambitions and decisions. Economic growth no longer guarantees income growth. We have cars without drivers, dying industries, industries that "make" information rather than things, and a generation of Americans who reject (supposedly) secure jobs for underemployment and urban amenities. Covid and the CARES act have sped up these transformations, but the class will emphasize the continuity of our crisis with prior, structural and still unresolved economic shifts. Rather than treat these changes as curious exceptions to tried-and-true rules, this course will foreground them: Old ideas offer less and less information about urban economies, and you'll thrive professionally if you can be smarter than your peers about these changes.

Learn something about urban politics, and its constraints. Economic development decisions are at their core political decisions about how resources are used, for whom, and with which goals. A basic problem of (most) economic development textbooks and teaching is that it pretends that *identifying* good ideas is the same thing as *persuading people to enact them*. It's not. Nor is there a such thing as an "economic developer." Power looks different everywhere. Individual cities have budgets that are high or low, good or bad credit ratings, centralized or decentralized authority, strong or weak regional policymaking bodies, infrastructure that's good or lousy, powerful or weak community groups – the list goes on. At the end of this course, you

should be comfortable thinking about power in nuanced, contextual ways – ways that will help you to be smarter about what is and isn't possible in the short and long run.

Understand linkages between economic development and other planning specializations.

There aren't a lot of interesting or rewarding jobs that focus solely on economic development. But thinking about economic development as a component of housing, infrastructure, transportation, land use, place-making and (especially) sustainability. Understanding these linkages will make you a better, more flexible practitioner – someone who is both more likely to get a good job, and more likely to move up within a given organization once you're employed.

Learn to use economic language for good. Benefit-cost analysis and labor statistics historically played a kind of disciplining role in urban policy – they allowed economists to fit cities and states with a kind of fiscal straightjacket that accounted housing, education and social infrastructure as *costs* rather than *inputs to economic growth*. The class exercises in particular will train you in expressing equity-forward measures as inputs to the growth that economists and politicians covet. You will use the language of growth to elevate, rather than beat down, social investment. It's a handy skill.

COURSE SUMMARY

Despite a dizzying proliferation of policies and celebrated cases, urban economic development remains a relatively new field. It evolved in response to urban population loss and economic contraction in the post-war era. In its earlier days, the practice of economic development was transactional and political: It revolved around deal-making and aggressive plans enacted by cities struggling to maintain footloose employers. The past twenty years have brought a wealth of technical refinement to the field. Today's economic development practitioners and analysts use sophisticated metrics and intensive data to answer questions about the effectiveness of their policies.

The hard science of evaluation suggests that traditional economic development programs designed to lure big employers have succeeded modestly, if at all. The subsequent search for new ideas has led to a lively period of innovation and a truly eclectic mix of programs. Today, urban economic development includes everything from living wage campaigns to the study of industry clusters, to urban agriculture, green jobs and arts-based development.

Ideally, this course would emphasize policy evaluation, and provide generalizable conclusions about which policies provide able responses to development problems. But firm answers of this type don't exist. Evidence of policy success is uneven, incomplete and contested. Furthermore, policies are rarely as portable as we imagine them to be – a successful job-training or diversification program in one city will fit poorly with another city's problems and policymaking bodies.

Judging individual policies is a complex act with no template to guide it. Indeed, one of the fundamental pleasures of economic development work is the creativity analysts must use to disentangle a policy from the many real-world factors that shape it. It is not enough to determine whether a program succeeds or fails on its own terms. The successful analyst must contextualize her evaluation with a consideration of local and regional political institutions, alternative scenarios, the size of a region's underlying economic problems, the disjuncture between policy design and policy implementation, and the potential for successfully reproducing a policy among

different industries, different worker populations, different economic conditions, and different cities.

The course prepares you for these challenges by emphasizing the institutional and practical elements of economic development. Each policy we consider makes sense as a response to a particular problem. But diagnosing economic problems is itself a contested act, and economic development organizations rarely implement policies as they are drawn up. The readings reflect this disjuncture, and our journey through economic development policy will embrace both the conceptual and practical components of economic plans. In addition to a broad knowledge of economic development policy and its challenges, you should take away from this course a broader understanding of the economic life of U.S. cities. Economic development policy cannot be accurately evaluated without a careful consideration of the unique challenges and political limitations cities face.

COURSE FORMAT

This course covers a lot of ground in one semester. We won't be able to cover everything on the syllabus in detail – some conversations will run over, and others won't get the time they deserve. That's OK – the goal is to learn as much as possible. To that end, I've organized the course to help you assimilate as much information as possible in a short amount of time. Two aspects of the course are essential to this goal.

First, the assignments will anchor your development of data skills, theoretical understanding and practical experience. Think about your final project early on and discuss it with me – it's incredibly important to your development. You'll build a body of facts, evidence and ideas about a topic important to you. Second, this course was essentially and deliberately designed as a discussion-based course. Two of you will take charge of the discussion for every class session. We are all going to talk. **Your active participation in these discussions is essential. The class schedule on Canvas lists the discussion topic for each class section. Use it to guide your reading and prepare a few thoughts, questions or comments.**

The course works best for students who have an intermediate-to-advanced understanding of local data and analytical techniques. Ideally, you will a) have completed UP 505 b) be currently enrolled in UP 505 or c) possess the basic data acquisition, manipulation and analysis skills needed to make sense of local economies. If you don't have that background, there might still be very good reasons for you to sign up for the course. Contact me, and I'll help you make a decision.

COURSE MATERIALS

The course has no required text. All readings are available on Canvas.

ASSIGNMENTS AND GRADING

To do their jobs well, economic development practitioners must a) identify sound plans and policies, and b) persuade those in power to implement them. As a corollary to these skills, practitioners are also tasked with c) identifying weaknesses in existing proposals and d) making the case against poorly conceived but politically popular plans.

The course assignments will help you develop these skills. All assignments are due by 11:59 pm on the listed due date. Project management is an incredibly valuable professional skill, and I encourage all of you to plan your work in a way that minimizes last-minute scrambles. Due dates for assignments are not flexible; make your travel plans and schedule other commitments accordingly.

If Canvas crashes or is unavailable, please send your assignment to me via email attachment. In fairness to all students, ten points will be deducted for late assignments, with an additional ten points deducted for each subsequent day until it is received. No exceptions can be made without a formal notice.

ASSIGNMENT	CONTRIBUTION
Attendance and Participation	10%
Leading Discussion	10%
Reading Responses	10%
Economic Development Institution Map	10%
Foxconned	15%
Alternatives to the Texas Miracle	20%
Final Project	25%

Participation and Attendance (10%): Your active participation is essential for success in this course. You are expected to attend all course sessions and engage with the course materials and your classmates. You are expected to complete the assigned readings prior to class and come to class prepared for discussion. Course sessions will include instructor and student-led discussions and small group exercises. You are strongly encouraged to share your perspectives, experiences, and questions, and respond to questions raised by the instructor and your classmates. If you cannot attend a session, please contact the instructor prior to that session. Absences will only be excused if you notify your instructor in advance that you cannot attend or have a documented medical or family emergency.

Leading Discussion (10%): Everyone will lead two class discussions over the semester. Students will present an overview of the week's reading/s and then lead the class in a discussion. Discussion prompts should draw on the discussion board posts and build on the material contained in the other readings for the week. A sign-up sheet and more instructions will be posted on Canvas after the course enrollment is finalized.

Reading responses and replies (10%): Over the semester, you will post ten reading responses and ten replies on the course discussion board. Responses should be based on the assigned readings and other supplementary material. Your responses should be about 300-400 words and must be posted before class.

In your responses, you should write about something that was important to you, whether you agreed with the author(s) or not and explain why; list the main argument of the reading(s) and react to them with one of your own; and explain how one or more the readings relate to each other, to you, and to the world. End your post with one open-ended discussion question for the class that emerges from the issues you raised in your response.

Your reply to a class member's reading response should be about 150-200 words. Pick someone's response that interests, provokes thoughts, even disagreement, and/or enlightens a subject for you. Please spellcheck your work and make sure it makes sense. As always, be respectful of other peoples' opinions.

Economic Development Institution Map (10%): Economic development textbooks refer to the fictive character of an "economic developer." It's a deliberately vague term that punts on the difficult and meaningful work of specifying which agencies, organizations and individuals impact local economies. This group assignment will ask you to list Chicago's economic development actors first by the book, and second by thinking through individual issues and problems.

Foxconned (15%): You will pretend that it is July 2017, and in a brief memo, you will advise the Wisconsin legislature on its plan to recruit Foxconn via subsidies, changes to state law, and more. Opinions on Foxconn are everywhere, and the facts depend on whom one consults. Your job is to do your own research, evaluate sources, and make a *persuasive* recommendation to the state legislature.

Alternatives to the Texas Miracle (20%): Using elementary shift share and location quotient techniques, you will propose an alternative to the Texas "model" of economic development, which has migrated to about 20 states that are very different from Texas.

Final Project (25%): President Joe Biden signed the \$1.9 trillion American Rescue Plan Act (ARPA), the latest federal stimulus bill to aid public health and economic recovery from the COVID-19 pandemic, on March 11, 2021. The plan included \$350 billion in emergency funding for state, local, territorial and tribal governments, known as [the Coronavirus State and Local Fiscal Recovery Funds](#). The Fund provides **substantial flexibility** for each jurisdiction to meet local needs within a variety of use categories, including education, public health, infrastructure, housing, economic development initiatives, employment, workforce development, and human services.

In this assignment, your job will be to pick a city and define specific and meaningful use of funds to expand affordable access to public services, remedy inequality and make investments that support long-term development and opportunity. You will define who will do what with what amount of money. Did I mention that each place has its own problems, a unique mix of resources and governance? You will use the theory and alternative measures developed during the rest of the course to make a broader case for why the investment you suggest matters for that specific place and the long-run impact it will have.

The final project report is due on Friday, 5/5/23 at 11:59 pm. Students will present an overview of their projects during the final week of classes.

Conversions from Numeric to Letter Grades

Numeric grades will be converted into letter grades using the scale outlined below. The course will not be graded on a curve.

Numerical Grade	Letter Grade		Numerical Grade	Letter Grade
> 92.5	A		> 70.0	C-
> 90.0	A-		> 67.5	D+
> 87.5	B+		> 62.5	D
> 82.5	B		> 60.0	D-
> 80.0	B-		< 60.0	F
> 77.5	C+			

Detailed instructions for completing each assignment will be provided. Submitted assignments will be graded and returned promptly with detailed feedback. The general grading rubric is as follows:

- An assignment at the A level demonstrates original thought and synthesis of ideas, sophisticated, cogent analysis, and is clearly written or presented. Outstanding work.
- An assignment at the B level presents above average analysis with appropriate evidence to support the ideas and is clearly written or presented. Very good work.
- An assignment at the C level shows a basic level of understanding, with analysis limited to the most obvious arguments. Writing is competent. Adequate work.
- An assignment at the D level misunderstands or misrepresents the material or is so poorly written or presented as to obscure the analysis. Inadequate work.

In academic discourse, your opinions must be supported with appropriate evidence and logical arguments. Your grade will reflect the quality of your work and fulfillment of the expectations outlined in this syllabus.

College and Campus Policies and Resources

Diversity: UIUC is committed to equal opportunity for all persons, regardless of race, ethnicity, religion, sex, gender identity or expression, creed, age, ancestry, national origin, handicap, sexual orientation, political affiliation, marital status, developmental disability, or arrest or conviction record. We value diversity in all of its definitions, including who we are, how we think, and what we do. We cultivate an accessible, inclusive, and equitable culture where everyone can pursue their passions and reach their potential in an intellectually stimulating and respectful environment. We will continue to create an inclusive campus culture where different perspectives are respected, and individuals feel valued.

The Department of Urban and Regional Planning (DURP) is committed to creating an environment of inclusion and opportunity that is rooted in the very goals and responsibilities of practicing planners. Conduct that interferes with the rights of another or creates an atmosphere of intimidation or disrespect is inconsistent with the environment of learning and cooperation that the program requires. By enrolling a course, students agree to be responsible for maintaining a respectful environment in all DURP activities, including lectures, discussions, labs, projects, and extracurricular programs. We will be governed by the University Student Code. Please see the [Student Code Article 1—Student Rights and Responsibilities](#) for further details.

Disability Services: To obtain disability-related academic adjustments, students with disabilities must contact the Disability Resources and Educational Services (DRES). Please refer to the Disability Resource Guide (<http://disability.illinois.edu/disability-resource-guide>) for more information and inform the instructor of any requests at the beginning of the semester.

Academic Integrity: [The UIUC Student Code](#) requires all students to support academic integrity and abide by its provisions, which prohibit cheating, fabrication, plagiarism, and facilitation of these and related infractions. According to Section § 1-401, “students have been given notice of this rule by virtue of its publication” and “regardless of whether a student has actually read this rule, a student is charged with knowledge of it.” The provisions of the Student Code are applicable to this course. In written work, all ideas (as well as data or other information) that are not your own must be cited.

Support resources and supporting fellow students in distress: As members of the Illinois community, we each have a responsibility to express care and concern for one another. We know that students sometimes face challenges that can impact academic performance (examples include mental health concerns, food insecurity, homelessness, personal emergencies). Should you find that you or a fellow student are managing such a challenge and that it is interfering with your coursework, you are encouraged to contact the professor or the [Student Assistance Center \(SAC\)](#) in the Office of the Dean of Students for support and referrals to campus and/or community resources. The SAC has a Dean on Duty available to see students who walk in, call, or email the office during business hours. For mental health emergencies, you can call 911 or walk-in to the Counseling Center; no appointment is needed. The University [Mental Health Resources](#) website can help you decide what kind of assistance you might need and how to get connected to services for **mental health, wellness, access, and accommodation**. The resources on this website reflect many different approaches, ranging from personal counseling to forming groups to address issues in your school or work environment.

Technology access: The [Technology Loan Program](#) is a partnership established across the campus IT community to loan technology hardware to eligible students who have unmet needs. This includes loaning computers and internet hotspot technologies to support online learning and work-from-home activities for the duration of the Covid-19 crisis. Students in need are encouraged to contact the [Student Assistance Center](#) (SAC) at 217-333-0050 or helpdean@illinois.edu. The SAC helps students understand university policies and procedures, connects them to campus resources, and supports students in crisis.

Attendance: It is the instructor's decision as to when a student's absences become excessive and should be reported. If in the opinion of an instructor, the attendance of a student becomes so irregular that his or her scholarship is likely to be impaired, the instructor may submit an [irregular attendance form](#) to the Associate Dean of the student's college. A copy is forwarded to the student, who should contact the instructor immediately to work out a solution. If irregular attendance continues without excuse, the instructor may request the student be withdrawn from the course. This request for withdrawal would result in a grade of F for the course. Extenuating circumstances will always be considered when supporting evidence is presented. See [Rule 1-501](#) and [Rule 1-502](#) in the Student Code for more information.

Special Circumstances: Please communicate any expected or unexpected absences with the instructor as early as possible. If you will be absent for a class period, you must alert the instructor before class to potentially receive an excused absence. Every effort will be made to work with students with unusual or unexpected obligations outside the course (family emergencies, health issues, participation in University sanctioned activities, etc.).

Safety and Security in the Classroom: Emergencies can happen anywhere and at any time. It is important that we take a minute to prepare for a situation in which our safety or even our lives could depend on our ability to react quickly. When we're faced with any kind of emergency – like fire, severe weather, or if someone is trying to hurt you – we have three options: Run, hide or fight. For more information, please refer to the General Emergency Response Recommendations at <http://www.senate.illinois.edu/emergencyresponse.pdf>.

Sexual Misconduct Reporting Obligation: The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX and Disability Office. In turn, an individual with the Title IX and Disability Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options. A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality can be found here: <https://wecare.illinois.edu/resources/students/#confidential>. Other information about resources and reporting is available here: <http://wecare.illinois.edu>.

Writers Workshop: The Writers Workshop contributes to the intellectual and creative activities of the University of Illinois by providing support for all writers in the campus community-- undergraduate and graduate students, faculty, and staff. The Writers Workshop provides individual and small-group consultations, hosts workshops on academic and professional writing concerns, sponsors writing groups and writing retreats, and visits classrooms upon request to

introduce our resources or to provide a tailored, interactive presentation. See <http://www.cws.illinois.edu/workshop/> for more info.

SCHEDULE

Even long-term and devoted practitioners often struggle to answer the basic question of what development is. We begin the course by reviewing basic dilemmas – about the difference between development and growth, about creating prosperous people or prosperous places. You are unlikely to arrive at a firm answer to these questions – few people ever do! But you will benefit greatly from thinking through and recognizing these basic fault lines in how people conceptualize the goals and means of development. The schedule, readings and plan for each class session will be posted on the Canvas homepage.

SCHEDULE

SESSION	WEEK	DATE	DAY	TOPIC
1	1	Jan-17	Tu	Introduction and Overview
2	1	Jan-19	Th	What Economic Development Professionals Do
3	2	Jan-24	Tu	Economic Growth vs. Economic Development
4	2	Jan-26	Th	Economic Base Theory
5	3	Jan-31	Tu	Occupational Analysis – Guest Lecture
6	3	Feb-2	Th	Firms and Industrial Location
7	4	Feb-7	Tu	Clusters
8	4	Feb-9	Th	Innovation
	4	Feb-10	F	ASSIGNMENT 1 DUE
9	5	Feb-14	Tu	Financing Economic Development – Guest Speaker
10	5	Feb-16	Th	Industry and Employment Data
11	6	Feb-21	Tu	Analytical Techniques
12	6	Feb-23	Th	Business Incentives
	6	Feb-24	F	ASSIGNMENT 2 DUE
13	7	Feb-28	Tu	Rankings and the Corporate Welfare
14	7	Mar-2	Th	The Creative Class
15	8	Mar-7	Tu	Consumption-Driven Economic Development
16	8	Mar-9	Th	Review
	9	Mar-14	Tu	SPRING BREAK – NO CLASS
	9	Mar-16	Th	SPRING BREAK – NO CLASS
17	10	Mar-21	Tu	Green Jobs
18	10	Mar-23	Th	Tourism as a Form of Economic Development – Guest Speaker
19	11	Mar-28	Tu	Immigrant-Driven Economic Development
20	11	Mar-30	Th	Workforce Development
		Mar-31	F	ASSIGNMENT 3 DUE
21	12	Apr-4	Tu	Anchor Institutions
22	12	Apr-6	Th	The Human Development Alternative
23	13	Apr-11	Tu	Labor Reforms
24	13	Apr-13	Th	The CARES Act
25	14	Apr-18	Tu	Universal Public Programs
26	14	Apr-20	Th	Review Session
27	15	Apr-25	Tu	IN-CLASS PRESENTATIONS – FINAL PROJECTS
28	15	Apr-27	Th	No Class – Work on your Final Projects
29	16	May-2	Tu	Last Day of Class: Semester Wrap-Up
30	16	May-5	F	FINAL PROJECTS DUE

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Reading List and Class Schedule

Week 1.

January 17: Class Introduction and Overview

Lecture: Course format, goals, expectations, assignments

January 19: What Economic Development Professionals Do

Lecture: What economic development practitioners do, who they are, their job titles, their responsibilities

Blakely and Leigh, Ch. 4. “The Local Economic Development Profession and Professionals”

State of Illinois' Economic Development Plan: goals, measures, assumptions and omissions

Discussion: What surprises you in the Illinois State Economic Development Plan? What's missing, and what gets a lot of attention? What do you imagine policymakers do with this information?

Week 2.

January 24: Goals: Economic Growth vs. Economic Development

Lecture: Economic development in practice, politics and growth imperatives

Blakely and Leigh, Ch. 1: The Enduring Case for Local Economic Development

Feldman, M., Hadjimichael, T., Lanahan, L., & Kemeny, T. (2016). The logic of economic development: a definition and model for investment. *Environment and Planning C: Government and Policy*, 34(1), 5–21.

January 26: Theories of Economic Development

Lecture: Overview of basic economic growth and development theories, overview of economic base theory and its alternatives

Blakely and Leigh, Ch. 3: Concepts and Theory of Local Economic Development

“Economic Base Theory,” in Malizia and Feser, *Understanding Local Economic Development*. New Brunswick: CUPR Press.

Week 3.**January 31: Occupational Analysis**

Lecture: Moving from industries to occupations, the human capital turn in economic thought, practical advantages of the human capital focus

Markusen, Ann. 2004. "Targeting Occupations and Regional and Community Economic Development." *Journal of the American Planning Association* 70 (3): 253-268.

Mathur, Vijay. 1999. "Human Capital-Based Strategy for Regional Economic Development." *Economic Development Quarterly* 13 (3): 203-216.

February 2: Firms and Industrial Location

Lecture: Industrial location in practice, global production in networks and the spatial division of labor, reshoring manufacturing production

Markusen, Ann and Kate Nesse. 2007. "Institutional and Political Determinants of Firm Location." In Markusen, ed., *Reigning in the Competition for Capital*.

Week 4.**February 7: Clusters**

Lecture: Industrial Clusters

Porter, Michael E. 2008. *Clusters and the New Economics of Competition*. Harvard Business Review.

Initiative for a Competitive Inner City. 2011. "An Industrial Strategy for the City of St. Paul."

February 9: Innovation

Lecture: Product and profit cycles, innovation and efficient markets, policy challenges

Clark "Uneven Innovation, Excerpts"

Berger, Suzanne. 2013. "How to Move Innovation into the Economy." In *Making in America*. Cambridge: MIT University Press.

Clark, Jennifer. 2012. "Is there a Progressive Approach to Innovation Policy?" *Progressive Planning*, Spring 2012.

Week 5.**February 14: Financing Economic Development – Guest Speaker**

Lecture: Overview of basic economic development financing tools

Guest Lecture / Carly McCrory-McKay, Champaign County Economic Development Corporation

February 16: Industry and Employment Data

Lecture: Overview of basic economic development sources and data

Blakely and Leigh, Ch. 6: Introduction to Analytical Methods for Local Economic Development Planning

Cortright and Reamer: Socioeconomic Data for Understanding Your Regional Economy.

Week 6.**February 21: Analytical Techniques**

Lecture: Overview of analytical techniques, location quotients, shift share, etc.

Blakely and Leigh, Ch. 6: Introduction to Analytical Methods for Local Economic Development Planning

Cortright and Reamer: Socioeconomic Data for Understanding Your Regional Economy.

February 23: Business Incentives

Lecture: Theory and mechanics of economic development incentives, arguments for and against their use

Peters and Fisher, 2004. "The failure of economic development incentives."

LeRoy, Greg. 2007. "Nine Concrete Ways to Curtail the War among the States," Ch. 8 (pp. 183-197) in *Reining in the Competition for Capital*.

Urban Leaders on the Right Way to Lure Amazon HQ2. Bloomberg, at: <https://www.bloomberg.com/news/articles/2018-08-16/urban-leaders-on-the-right-way-to-lure-amazon-hq2>

Week 7.**February 28: Rankings**

Lecture: The Texas model, building the argument for an alternative

Fisher, Peter S. and Greg LeRoy. 2013. "Grading Places: What do the Business Climate Rankings Really Tell Us," Introduction, Chapter 1, Chapter 2, Chapter 3. Washington, D.C.: Good Jobs First.

Cowen, Tyler. 2013. "Why Texas is our Future." *Time*, October 28. at: <http://time.com/80005/why-texas-is-our-future/>

Longman, Phillip. 2014. "Oops: The Texas Miracle that isn't." *Washington Monthly*, March/April. at: http://www.washingtonmonthly.com/magazine/march_april_may_2014/features/oops_the_texas_miracle_that_is049289.php?page=all

March 2: The Creative Class

Lecture: The political appeal and intellectual fit of the creative class model; its continued growth in practice; criticisms of the creative class model, and their ineffectiveness

Florida, Richard. 2002. "Cities and the Creative Class." *City & Community* (2) 1: 3-19.

Optional, but highly recommended. Peck, Jamie, "Struggling with the Creative Class"

Week 8.**March 7: Consumption-Driven Economic Development**

Lecture: The growing importance of consumption-driven models, evidence on legal marijuana in Colorado, measurement challenges

Doussard, Marc. 2016. "The Other Green Jobs: Legal Marijuana and the Promise of Consumption-Driven Economic Development."

Optional, but recommended. Markusen and Schrock, *Consumption-Driven Urban Development*

March 9: Review

Review and In-Class Discussion

Final Project Introduction

Week 9.**March 14 and March 16: SPRING BREAK, NO CLASS****Week 10.****March 21: Green Jobs**

Lecture: The promise of green jobs, barriers to the green future

"Renewable Cities" and "The Elements of Greenovation" in Joan Fitzgerald's *Greenovation: Urban Leadership on Climate Change*.

March 23: Tourism and Urban Revitalization

Guest Speaker / Terri Reifsteck, Vice President of Marketing & Community Engagement, Visit Champaign County

Week 11.**March 28: Immigrant-Driven Economic Development**

Lecture: Immigration and economic development

Why American Cities are Fighting to Attract Immigrants, from The Atlantic, at <https://www.theatlantic.com/business/archive/2015/07/us-cities-immigrants-economy/398987/>

New Americans in Champaign County: Snapshot of the Demographic and Economic Contributions of Immigrants in the County

March 30: Workforce Development

Lecture: The practical appeal of workforce development, growth of the practice, labor market intermediation

Blakely and Leigh, Ch. 10: Human Resource Development

Schrock, Greg. 2014. "Connecting People and Place Prosperity: Workforce Development and Urban Planning in Scholarship and Practice." *Journal of Planning Literature* 29 (3): 257–71.

Cappelli, Peter H. 2015. "Skill Gaps, Skill Shortages, and Skill Mismatches: Evidence and Arguments for the United States." *ILR Review*, 68 (2): 251–90.

Week 12.**April 4: Anchor Institutions**

Lecture: The theory and practice of anchor institutions

Dubb, Steve and Howard, Ted. 2012. *Leveraging Anchor Institutions for Local Job Creation and Wealth Building*.

William Worthy's Concept of "Institutional Rape" Revisited Anchor Institutions and Residential Displacement in Buffalo, NY

April 6: The Human Development Alternative

Lecture: Investing in people, potential of human development approach to revive economic development theory and practice

Doussard, M., & Yenigun, O. (2022). From Capital to Capabilities: Human Development Theory and New Directions in Economic Development. *Journal of Planning Education and Research*.

Amartya Sen: A More Human Theory of Development, Asia Society, et:
<https://asiasociety.org/amartya-sen-more-human-theory-development>

Week 13.

April 11: The Human Development Alternative - Labor Reforms

Lecture: Living wage laws, paid sick leave and wage theft

Doussard, Marc and Jack Lesniewski. 2016. "Fortune Favors the Organized: How Chicago Activists Won Equity Gains Under Austerity." Journal of Urban Affairs

Review Chicago's Labor Laws at:

https://www.chicago.gov/city/en/depts/bacp/supp_info/officeoflaborstandards.html

April 13: The Human Development Alternative - Universal Public Programs

Lecture: Universal Basic Income Pilot Programs

Finland Gave People \$640 A Month, No Strings Attached. Here's What Happened

Browse Stockton SEED to get a sense for how the city developed an experiment in guaranteed income – come to class prepared to discuss

Week 14.

April 18: The Human Development Alternative – The CARES Act

Lecture: The American Rescue Plan Act (ARPA) and the Coronavirus State and Local Fiscal Recovery Funds: How can cities use the CARES Act and the American Rescue Plan Act (ARPA) money?

Gerken and Boshart (2020) The CARES Act Supports Key Programs, but More is Needed Soon, the Metropolitan Housing and Communities Policy Center at the Urban Institute

April 20: Review Session

Review and in-class discussion

Week 15.

April 25: In-class presentations – Final Projects

April 27: No Class – Work on your Final Projects

Week 16.

May 2: Last day of Class: Semester Wrap-Up

NOTE: This syllabus is subject to change at the instructor's discretion.