

# FLORIDA ATLANTIC UNIVERSITY™

## Graduate Programs—COURSE CHANGE REQUEST<sup>1</sup>

UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 CATALOG \_\_\_\_\_

DEPARTMENT SCHOOL OF URBAN AND REGIONAL PLANNING	COLLEGE COLLEGE FOR DESIGN AND SOCIAL INQUIRY
COURSE PREFIX AND NUMBER URP 6549	CURRENT COURSE TITLE THE PUBLIC SECTOR AND ECONOMIC DEVELOPMENT PLANNING
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM) Fall 2016	_____ TERMINATE COURSE (LIST FINAL ACTIVE TERM)
CHANGE TITLE TO: ECONOMIC DEVELOPMENT PLANNING  CHANGE PREFIX FROM: TO:  CHANGE COURSE NO. FROM: TO:  CHANGE CREDITS <sup>2</sup> FROM: TO:  CHANGE GRADING FROM: TO:  CHANGE DESCRIPTION TO:  NOTE: THE PURPOSE OF THIS CHANGE IS TO SIMPLIFY AN OVERLY LONG AND SOMEWHAT CONFUSING TITLE; THIS DOES NOT REFLECT ANY SUBSTANTIVE CHANGE TO THE COURSE.	CHANGE PREREQUISITES/MINIMUM GRADES TO*:   CHANGE COREQUISITES TO*:   CHANGE REGISTRATION CONTROLS TO:   *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
Faculty contact, email and complete phone number: Steven Bourassa, Director, School of Urban and Regional Planning, sbourassa@fau.edu, (561) 297-4164	Attach syllabus for ANY changes to current course information.
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here:  N/A	Please consult and list departments that might be affected by the change(s) and attach comments. <sup>3</sup>  N/A

Approved by: <span style="float: right; font-size: small;">Digitally signed by Steven C Bourassa DN: cn=Steven C Bourassa, ou=Florida Atlantic University, ou=School of Urban and Regional Planning, email=sbourassa@fau.edu, c=US, postalCode=33402-0117, o=07-05007</span> Department Chair: <u>Steven C Bourassa</u> College Curriculum Chair: <u>[Signature]</u> College Dean: <u>Wesley Hawkins</u> UGPC Chair: <u>[Signature]</u> Graduate College Dean: <u>[Signature]</u> UFS President: _____ Provost: _____	Date: <u>2-9-16</u> <u>3/2/16</u> <u>2-9-16</u> <u>3-2-16</u> _____ _____	<ol style="list-style-type: none"> <li>1. Syllabus must be attached; see guidelines for requirements: <a href="http://www.fau.edu/provost/files/course_syllabus.2011.pdf">www.fau.edu/provost/files/course_syllabus.2011.pdf</a></li> <li>2. Review Provost Memorandum: Definition of a Credit Hour <a href="http://www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf">www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf</a></li> <li>3. Consent from affected departments (attach if applicable)</li> </ol>
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Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the University Graduate Programs Committee meeting.

## URP 6549 Economic Development Planning

Florida Atlantic University

Fall 2016

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**Course ID:** URP 6549

**CRN Number:** 97324

**Credit Hours:** 3.00

**Time:** 7:10 – 10:00pm

**Class Meets on:** Mondays

**Classroom:** S0390

**Class Website:** <http://bb.fau.edu>

**Instructor:** Jesse Saginor

**Office:** SO 284H

**Office Hours:** 4-7pm (M and T)

**Email:** [jsaginor@fau.edu](mailto:jsaginor@fau.edu)

**Phone:** 561-297-4283

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### COURSE DESCRIPTION

URP6549

This course has four primary objectives:

1. To highlight the various economic development approaches and analytical methods underlying planning processes.
2. To introduce you to different methods used by researchers in addressing and measuring economic development problems and policies.
3. To enable you to practice some of the many economic development methods, because practice makes perfect.
4. To understand that economic development is the difference between planning to do and doing.

This is a course that will require you to work hard and read often to gain familiarity with multiple economic development concepts and methods. The reading assignments listed on the last page of this syllabus are not recommendations, but requirements so that you are prepared to engage in class discussion. The better prepared we are as a class, the more we can do above and beyond just merely lectures and more along the lines of discussions and simulations inside the classroom that require everyone's participation. Education is not a passive endeavor; it is an active endeavor that requires all of us to be prepared. If I'm the only one prepared, the classroom becomes a lecture hall. If we are all prepared, then the classroom becomes a forum for active learning. Who knows? We may even enjoy the course, but that enjoyment requires us to be prepared, do the readings, show up on time, have a pulse, and work together.

## **COURSE OBJECTIVES**

The course objective will meet the criteria indicated by PAB (Planning Accreditation Board). The coursework underlying PAB focuses on a metric of general planning knowledge, planning skills, and values and ethics. While the focus of this course is on economic development, the knowledge and skills relate directly to an area of practice underlying planning. At the end of the semester students are expected to be able to

- Gain a general knowledge of economic development theory and history;
- Understand current and future dimensions of economic development at a local, regional, state, national, and international scale;
- Use analytical, problem-solving research skills to identify, test and evaluate relationships in the built environment;
- Conduct research on a specific area from conception to completion;
- Use numerical reasoning and computation skills to conduct quantitative analysis of social and geographic information;
- Use forecasts and scenarios to anticipate and describe future changes;
- Use written, oral, and graphic skills to communicate using professional publication guidelines.

## **REQUIRED TEXTBOOK**

Green Leigh, N., and E. J. Blakely. *Planning Local Economic Development: Theory and Practice*, 5<sup>th</sup> edition (Los Angeles: Sage, 2013).

## **RECOMMENDED TEXT AND READINGS**

Armstrong, H., and J. Taylor. *Regional Economics and Policy*, 3<sup>rd</sup> edition (Oxford, England: Blackwell Publishers, 2000)

Carn, E., J. Rabianski, R. Racster, and M. Seldin. *Real Estate Market Analysis: Techniques and Applications*, (Englewood Cliffs, NJ: Prentice-Hall, 1988).

Clapp, J. *Handbook for Real Estate Market Analysis* (Englewood Cliffs, NJ: Prentice-Hall, 1987).

The Dewberry Companies. *Land Development Handbook: Planning, Engineering, and Surveying* (New York City, NY: McGraw-Hill, 2002).

DiPasquale, D., and W. C. Wheaton. *Urban Economics and Real Estate Markets* (Englewood Cliffs, NJ: Prentice-Hall, 1996).

Fanning, S. *Market Analysis for Real Estate: Concepts and Applications in Valuation and Highest and Best Use* (Chicago: Appraisal Institute, 2005)

McCann, P. *Urban and Regional Economics* (Oxford, England: Oxford University Press, 2001).

### CLASS WEBSITE

This class uses Blackboard at FAU to enhance the online learning experience of students. This class website contains materials related to the course and student grades so that you can stay apprised of your grades in the course. *Students are expected to check <http://bb.fau.edu> regularly for available class information. This class will use your FAU email address in communication, so please make sure your FAU email account is working properly.*

### ATTENDANCE POLICY

It is the student's responsibility to come to class on time and maintain an excellent attendance and class participation record. Roll call will be taken for each class, not just to make sure that you are there, but it also enables me to put your face with your name. In case of serious medical illnesses, severe weather conditions, observed religious holidays, or serious family emergency events, which prevent the students from attending regular classes, appropriate official and/or third-party signed documentary proof is needed. For those who work part-time or full-time, no work-related excuses are acceptable without instructor's approval. Work-related excuses include but are not limited to: business trips, meetings and other related obligations. Timely notice of the events, which restrict the student's capability to attend the classes, is appreciated before the classes. No after-the-fact excuses are acceptable except the aforementioned emergency events.

It is the student's responsibility to obtain all class-related materials if he/she cannot make it to class due to approved excuses or emergency events.

#### Additional Policies:

- **Turn off cell phones during class. No text messaging or reading email during class.** If your phone rings, I get to answer it and inform whoever is calling of the classroom policies.
- **Laptops are NOT allowed**, however, I may incorporate their use into some class exercises. If this is the case, I will notify everyone at least one week in advance.
- **Arrive on time and stay for the entire class. Sadly, yes, in my two years of teaching at FAU, I've actually had to put this in my syllabus.**

### EVALUATION AND GRADING

Your coursework consists of a combination of three assignments, one presentation, and active class participation. The components of your final grade are as follows:

Assignments (3 at 20% each, and a final presentation at 20%)

Active Class Participation (20%)

Total points possible for the course: 100

***Assignments and Presentations (3 assignments at 20% each and a presentation at 20%)***

Throughout the term, you will have a series of written assignments in research design, data collection, data analysis, and research results presentation and communication. Students should get familiar with Microsoft Word and Excel in order to finish the assignments. The use of Excel spreadsheets and graphic techniques, technology such as online survey tools, and data collection and public participation through social network sites (Facebook and Twitter) and online portals may be demonstrated and used in class, time permitting. Detailed guidelines about each assignment will be posted on Blackboard at least three weeks before the due date. Additionally, my homework assignments are not assignments that can easily be done at the last minute; they often require some planning ahead because data needed are not always easily available. **All homework assignments must be submitted via the TurnItIn assignment link on Blackboard.**

***Active Class Participation (20%)***

**Students should come to class on time, stay in class, and actively participate in class discussion and exercises.** The participation includes, but is not limited to: general discussion, critical questions, ungraded in-class exercises, and other class activities. Be proactive when you learn. Respect each other and tolerate differences. Off-topic discussions are not allowed in class. Attendance will be administered in each class. Pop quizzes may be administered intermittently throughout the semester to ensure you are keeping up with the course materials. These quizzes can be administered on any day the class meets, and will require you to answer very straightforward questions from the course materials covered from previous classes or the current class.

The best and only way to participate actively in class is to be in class and speak. Attendance is not enough to secure an excellent participation grade. If I were to stand silently in front of the room for the entire semester, what impression would you have about me, beyond the fact that it would be really weird and probably awkward after a certain amount of silence? Additionally, the best way to participate is not to just show up and talk, but to do the readings in advance so that we can have meaningful discussions in class. We can learn through educated conversation in a seminar-type format or we can learn through me lecturing: the difference largely rests with you and how well you are prepared to discuss the assigned readings at the beginning of each class.

***Late Policy:***

Success in this course depends on the timely completion of the course assignments. As such, the late policy for this class is very simple: **late = 0**. If you have a medical or personal issue that prevents you from submitting your assignments on time, please let me know **immediately**. In the absence of an approved excuse, the late policy will stand. My telephone number, e-mail address, and office hours are included at the top of this syllabus. Be certain to use them. **A planning major is required to have at least a C as a satisfactory grade for this course.**



**Grading Structure:**

**A = 94-100 (4.00); A- = 90-93.99 (3.67)**

An "A" signifies an exceptional clear and creative grasp of the concepts of the course with demonstrated ability to apply this knowledge to specific problem situations. It also means that the student has actively participated in class activities and has completed all material in a professional and timely manner. The material indicates that the student spent extra time, personal energy, and critical reflection in an effort to demonstrate exceptional work. The student's work exemplifies excellent attention to detail in both content and form, is cited properly, and demonstrates a solid analytical understanding of the course material and the ability to synthesize that knowledge through assigned work.

**B+ = 87-89.9 (3.33); B = 84-86.9 (3.00); B- = 80-83.9 (2.67)**

A "B" signifies a solid understanding of the major concepts of the course and the ability to apply those concepts. It also means that the student's effort and class participation have exceeded the minimal basic requirements for the course. All assignments were judged to be solid in content and were completed in a timely manner.

**C+ = 77-79.9 (2.33); C = 74-76.9 (2.00); C- = 70-73.9 (1.67)**

A "C" signifies a satisfactory understanding and application of the concepts of the course as well as minimal participation in class activities. It also indicates that the student completed the appropriate assignments that satisfied the basic course requirements.

**D+ = 67-69.9 (1.33); D = 64-66.9 (1.00); D- = 60-63.9 (0.67)**

A "D" signifies a below average demonstration and application of the concepts of the course and/or inadequate preparation in class activities. It may also indicate that assignments were not completed in a satisfactory or timely manner.

**F = less than 60 (0.00) (undergraduate students)**

**F = less than 70 (0.00) (graduate students)**

An "F" signifies that the student has not demonstrated adequate understanding or application of the course material. It may also indicate that the student has not met the attendance or assignment requirements.

**PLAGIARISM POLICY AND CODE OF ACADEMIC INTEGRITY**

Plagiarism, or any other form of cheating, will not be permitted or tolerated. Anyone who commits such acts bears the risks of serious punishment. All students will be held responsible for following and abiding by the University's policy on plagiarism and academic integrity.

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility.

The FAU Code of Academic Integrity requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitute academic irregularities:

- (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.
- (b) The presentation of words or ideas from any other source as one's own are an act defined as plagiarism.
- (c) Other activities that interfere with the educational mission of the university.

For full details of the FAU Code of Academic Integrity, see University Regulation 4.001 at [http://www.fau.edu/regulations/chapter4/4.001 Code of Academic Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

### **SCHEDULE CHANGE POLICY**

The School of Urban and Regional Planning strictly adheres to University Policies, procedures, and deadlines regarding student schedule changes. It is the sole responsibility of the student to meet all deadlines in regard to adding, dropping, or changing the status of a course. Only in exceptional cases will a deadline be waived.

### **STUDENT ACCESSIBILITY SERVICES**

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodation due to a disability to properly execute course work must register with the Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 110 (561-799-8585)—and follow all SAS procedures (see <http://www.fau.edu/sas/> for procedures and forms).

### **STUDENT SUCCESS RESOURCES**

If you read the book, take good notes, study for quizzes, and read the assignment instructions closely, you should succeed. If you are having problems reading assignments, or having difficulty with exams or quizzes, or completing computer assignments, see your instructor during office hours or contact your instructor via email. It is imperative that you contact your professor early in the term if you are having problems with this course. Do not wait until the end of the term to seek assistance. If you

need individualized help or tutoring in reading, writing, taking notes, or other academic issues, please see one of the help centers listed below:

UNIVERSITY CENTER FOR EXCELLENCE IN WRITING

<http://www.fau.edu/UCEW/WC/>

LEARNING COMMUNITY

<http://www.fau.edu/class/LearningCommunity/>

TUTORING, STUDY HELP, & ACADEMIC SUPPORT

<http://www.fau.edu/ctl/TutoringStudyHelpAndAcademicSupportStudentResources.php>

CENTER FOR LEARNING AND STUDENT SUCCESS

<http://www.fau.edu/CLASS/>

CAREER DEVELOPMENT CENTER

<http://www.fau.edu/cdc/>

STUDENT INVOLVEMENT AND LEADERSHIP

<http://www.fau.edu/sil/>

If you are having personal problems and need guidance or help, please contact one of the centers listed below:

OFFICE OF HEALTH AND WELLNESS

<http://www.fau.edu/wellness/index.php>

<http://www.fau.edu/wellness/staff.php>

COUNSELING CENTER

<http://www.fau.edu/counseling/>

STUDENT INTERVENTION TEAM

<http://www.fau.edu/studentsindistress/index.php>

<http://www.fau.edu/studentsindistress/aboutus.php>

<http://www.fau.edu/studentsindistress/SITrole.php>

STUDENT CRISIS AWARENESS COMMITTEE

<http://www.fau.edu/studentsindistress/SCACROLE.php>

***Syllabus subject to change!***



## Course Outline

G&B = Green Leigh & Blakely;

All other readings are available electronically through the FAU Library.

Day	Class Description & Activities	Readings
8/22	Introduction to the course/projects and purpose	G&B Chapter 1; Rubin, H.J. (1988). "Shoot anything that flies; Claim anything that falls: Conversations with economic development practitioners." <i>Economic Development Quarterly</i> . 2(3): 236-251.
8/29	Theories of Economic Development – General	G&B Chapter 2; Bendavid-Val Chapter 2.
9/5	Theories of Economic Development – Specific  <b>PROPOSAL FOR SEMESTER PROJECT DUE IN CLASS FOR DISCUSSION</b>	G&B Chapter 3
9/12	<b>NO CLASS – LABOR DAY</b>	
9/19	Central Cities	G&B Chapter 4; Kasarda, J.D. (1990). "City jobs and residents on a collision course: The urban underclass dilemma." <i>Economic Development Quarterly</i> . 4(4): 313-319. Porter, M.E. (1997). "New strategies for inner-city economic development." <i>Economic Development Quarterly</i> . 11(1): 11-27. Niu, Y.,C. Ding, and G. Knaap. (2015). "Employment centers and agglomeration economies: Foundations of a spatial economic development strategy." <i>Economic Development Quarterly</i> . 29(1): 14-22.
9/26	Local/Neighborhood	G&B Chapter 5; Nowak, J. (1997). "Neighborhood initiative and the regional economy ." <i>Economic Development Quarterly</i> . 11(1): 3-10. Florida, R. (2014). "The creative class and economic development." <i>Economic Development Quarterly</i> . 28(3):196-205. Stokan, E. (2013). "Testing Rubin's model 25 years later: A multilevel approach to local economic

		development incentive adoption." <i>Economic Development Quarterly</i> . 27(4): 301-315.
10/3	Regional  <b>PROJECT PAPER 1 DUE</b>	G&B Chapter 6; Bartik, T.J. (1990). "The market failure approach to regional economic development policy." <i>Economic Development Quarterly</i> . 4(4): 361-370. Gordon, V. (2009). "Perceptions of regional economic development: Can win-lose become win-win?" <i>Economic Development Quarterly</i> . 23(4): 317-328.
10/10	Neighborhood and Regional Development	G&B Chapter 7; Wiewel, W., B. Brown, and M. Morris. (1989) "The linkage between regional and neighborhood development." <i>Economic Development Quarterly</i> . 3(2): 94-110.
10/17	Education	G&B Chapter 8; Pink-Harper, S. (2015). "Educational attainment: An examination of its impact on regional economic growth." <i>Economic Development Quarterly</i> . 29(2): 167-179. Jenkins, J.M. (2014). "Early childhood development as economic development: Considerations for state-level policy innovation and experimentation." <i>Economic Development Quarterly</i> . 28(2): 147-165. Hayter, C.S. (2015). "Social networks and the success of university spin-offs: Toward an agenda for regional growth." <i>Economic Development Quarterly</i> . 29(1): 3-13.
10/24	Clusters	G&B Chapter 9; Porter, M.E. (2000). "Location, competition, and economic development: Local clusters in a global economy." <i>Economic Development Quarterly</i> . 14(1): 15-34. Wolman, H. and D. Hincapie. (2015). "Clusters and cluster-based development policy." <i>Economic Development Quarterly</i> . 29(2): 135-149.
10/31	Businesses  <b>PROJECT PAPER 2 DUE</b>	G&B Chapter 10; Gittell, R., J. Sohl, and E. Tebaldi. (2014). Do entrepreneurship and high-tech concentration create jobs? Exploring the growth in employment in

		U.S. metropolitan areas from 1991 to 2007." <i>Economic Development Quarterly</i> . 28(3): 244-253. Wolman, H., E. Stokan, and H. Wial. (2015). "Manufacturing job loss in U.S. deindustrialized regions – its consequences and implications for the future: Examining the conventional wisdom." <i>Economic Development Quarterly</i> . 29(2) 102-112. Shaffer, S., I. Hasan, and M. Zhou. (2015). "New small firms and dimensions of economic performance." <i>Economic Development Quarterly</i> . 29(1): 65-78.
11/7	Politics	G&B Chapter 11; Reese, L. (2011). "Policy versus place luck: Achieving local economic prosperity." <i>Economic Development Quarterly</i> . 25(3): 221-236.
11/14	Incentives	G&B Chapter 12; Reese, L. (2014). "The alchemy of local economic development." <i>Economic Development Quarterly</i> . 28(3): 206-219.
11/21	Evaluation	G&B Chapter 13;
11/28	<b>Presentations</b>	
12/5	<b>NO CLASS – READING DAY</b>	
<b>12/12 FINALS</b>	<b>Presentations/FINAL PROJECT PAPER DUE</b>	

Last updated on 2/3/2016