

## UPP 530: Economic Development I Spring 2012

Time: Thursdays 6:00-8:50 p.m.

Location: Burnham Hall B10

Office Hours: Tuesdays and Thursdays 3:30-4:30 p.m.  
and by appointment

Professor: Joshua Drucker

Office: 221 CUPPAH

email: [jdruck@uic.edu](mailto:jdruck@uic.edu)

telephone: 312-413-7597

### Course Syllabus

(January 19, 2012)

#### *Course Description and Objectives*

This course introduces students to a range of ideas and perspectives on economic development planning, and some of the more common tools and strategies employed by practitioners of economic development. The course is designed for students interested in domestic economic development planning and policy-making, with required readings drawing primarily on the U.S. experience. International examples and comparisons may be incorporated into class discussions or assignments depending on student interests. The course objectives are:

- (1) to provide an introduction to the concepts, ideas, and strategies employed in the pursuit of economic development;
- (2) to develop and understand basic principles that enable critical assessment of alternative development policies and programs; and
- (3) to reflect on the goals and objectives, implementation strategies, and successes and failures of economic development efforts.

The context of economic development and the justification of development policy are two themes that run throughout the course. You should think critically about the theories and assumptions that underlie and justify policy interventions and how these underpinnings influence the consideration and treatment of different types of economic and social problems during the policy-making process. We will examine the economic, political, social, and institutional contexts within which economic development policy is designed, implemented, evaluated, and contested, and discuss the opportunities for and barriers to sustained economic performance that vary by region, city, and community. An awareness of the multiple influences and “pulls” on development policy helps economic development planners and practitioners cope with place-specific challenges to policy design and implementation.

#### *Prerequisites and Co-Requisites*

UPP 530 is intended to be taken prior to UPP 531—Economic Development II. UPP 530 considers a number of basic economic development theories, concepts, trends, and strategies, along with the *context* of professional practice within which economic development occurs. Students taking UPP 531 will be expected to have some familiarity with these topics from UPP 530.

It is important for UPP 530 to have a background in microeconomics at a level equivalent to at least one semester of coursework at the undergraduate level. It is difficult to understand and analyze *economic* development without some formal training in economics, and you will be expected to be familiar with basic microeconomic analysis concepts and tools such as supply and demand, productivity, and equilibrium analysis. UPP 514—Economic Analysis for Planning and Management—is offered in the Department of Urban Planning and Policy and provides appropriate background. If you are enrolled in

UPP 530 but do not have a sufficient microeconomics background be sure to contact me as soon as possible.

Basic experience using word processing (e.g., Microsoft Word) and presentation software (e.g., Microsoft PowerPoint) is assumed. Students lacking presentation software experience may find it useful to attend an Introduction to PowerPoint workshop offered by the Academic Computing and Communications Center (see <http://www.uic.edu/depts/accc/workshops/bydate.html>) or to work through a Lynda.com training tutorial (see <http://www.uic.edu/depts/accc/workshops/lynda.html>).

### *Class Format*

The class mixes lectures with discussion and seminar sessions. The first half of the course is mainly lectures with in-class discussion. Much of the second half of the course is structured as a series of seminars, combining student presentations and follow-up discussion sessions with short lectures and discussions centered on the assigned readings. Lectures will be used to organize material from the readings and related sources in a systematic fashion and to supplement it with additional background and examples. In-class discussions may be either informal or structured, but the intention in all class sessions is to maintain an open discussion atmosphere, and you are highly encouraged to contribute examples, questions, clarifications, comments, discussion points, etc., throughout.

The lecture and seminar sessions will not necessarily cover all the material in the assigned readings, so attending class sessions is not a substitute for carefully reading the assigned literature. In many cases, lectures, discussions, and seminar presentations may extend the treatment of a topic beyond the scope of the required readings. For example, some of the strategies to be covered in the second half of the course are relatively straightforward, so that class discussion may delve more deeply into particular issues rather than cover the strategies broadly. It is important that you complete the assigned readings prior to class sessions on that topic to provide the background to enable an engaged and stimulating session. The quality of the discussions will depend directly on the level of student involvement and preparation, so please read all the assigned material and come to class prepared to contribute.

There will be guest speakers during the semester. The dates for these will be announced as they become known, and may cause some reshuffling of the class schedule.

### *Course Materials*

The required and optional readings are drawn from journals and excerpted from a variety of texts. Some are available on the Internet (with links provided below). The remainder are posted in electronic format on this course's Blackboard site or are available in Daley Library. All of the required readings are posted on the Blackboard site. Please notify me if you have trouble finding or accessing a reading.

All required readings listed for a topic should be completed prior to the session on that topic.

### *Requirements and Grading*

The course grades will be based on class preparation and discussion participation (15%), a written midterm examination (30%), a seminar presentation (25%), and a paper (30%). Late assignments or presentations will not be allowed or accepted unless (1) you have obtained approval and made alternative arrangements with me *well in advance of the due date*, or (2) you provide me with suitable evidence of a valid medical circumstance. The midterm will be take-home and open-note but must be completed individually.

### Class Preparation and Participation

The preparation and participation portion of the class grade will be assessed in part by regular attendance and in part by your contribution of informed comments, probing questions, or examples to class discussions. Both attendance and participation are essential for you to learn the most possible and in order to support your classmates in their presentation seminars. Please plan to attend all class sessions for their full length. Excessive unexcused absences will reduce course grades, and more importantly, will affect your ability to master the material in this course.

*Absences:* Each unexcused absence beginning with the second occurrence will reduce the maximum mark possible to receive for class preparation and participation by a full letter grade. (The maximum grade with two unexcused absences is a “B”, with three unexcused absences is a “C”, etc.). As with assignments and presentations, an absence will be considered unexcused unless (1) you have discussed the situation with me and obtained approval *in advance*, or (2) you provide evidence of a valid medical circumstance.

*Tardiness:* It is important to arrive at class on time so that there is ample time for presentations and discussions. Unexcused tardiness between five minutes and an hour will be treated as half an unexcused absence, and unexcused tardiness of more than an hour will be considered a full unexcused absence.

### Midterm

The midterm examination will cover approximately the first half of the course, Units I and II. The exam will be take-home and open-note but must be completed individually. The midterm will be made available by posting to the class Blackboard site on **Thursday February 23** and will be due one week later, on **Thursday March 1**, by the start of class at 6:00 pm. You should submit the midterm examination to me by email.

### Seminar Presentation

Each student will conduct or co-conduct one seminar session in class on an applied strategy or an issue of concern to economic development practitioners. Most of the seminars will be conducted by two students working as partners; there may be some individual presentations depending on final class enrollment. The subject assignments and dates will be finalized during the first few weeks of class.

#### *List of Seminar Topics:*

1. Sports Stadiums and Arenas
2. Business Incentive Zones (enterprise and empowerment zones, state and local tax abatement or reinvestment districts)
3. Tax Increment Financing
4. Tourism-Based Development
5. Business and Community Improvement Districts
6. Research Parks
7. Industrial Extension and Business Technical Assistance
8. Microenterprise Loans and Development
9. Business Incubators
10. Transportation and Economic Development
11. Green Jobs and Environmentally Sustainable Development
12. Living Wages
13. Workforce Development Strategies
14. Creative Class Strategies
15. Industry Cluster Strategy

Seminars will consist of a student presentation (20-25 minutes for a pair of presenters, 10-15 minutes for an individual presenter), followed by a class question-and-answer discussion session. As the presenter(s), imagine that you are giving a briefing to a group of economic and community developers

that is not familiar with the given strategy or issue. You are the expert(s) brought in to tell the group what the policy or strategy is; how, when, and whether it should be used; whether or under what conditions it will work; and whom it will benefit. You should consider the following questions:

1. What is the policy or strategy (or class of policies/strategies) in broad outline?
2. How did the issue arise and how has it developed?
3. What are the key issues surrounding the policy/strategy? Are there any major controversies involved (e.g., bidding wars among states using location incentives)? What is the rationale for the policy or strategy?
4. Who are the key players in implementing the policy (local, state, federal, private, public, nonprofit)? How is the policy or strategy typically implemented (top-down, bottom-up, with citizen input, without citizen input, etc.)?
5. What are the goals of the policy? What are the specific outcomes it is trying to achieve? Are the outcomes measurable?
6. Is there a market failure or distributional justification for intervention in the private market?
7. What are the specific policy mechanisms involved (tax incentives, in-kind and cash grants, information provision, etc.)?
8. Is there any evidence of the effectiveness of the policy or strategy? If evidence of efficacy is lacking, can you formulate any hypotheses regarding whether the strategy is or is not likely to work? Is it likely to work only under some circumstances? Are the costs of the policy/strategy likely to be worth the benefits?
9. What are the difficulties associated with properly evaluating the policy or strategy?
10. Who is likely to benefit from the policy? What are its probable distributional impacts?
11. What are the most recent developments associated with the issue? What is likely to happen in the near future?

This list contains suggestions only; for your particular topic, the most effective presentation may differ from these points, and additional (or fewer, or different) ideas may be appropriate. You may wish to end your presentation by suggesting some questions or issues for discussion.

This assignment is intended to give students practice in presenting ideas professionally to an interested audience. Presentations will be graded both on content and delivery. Students working in pairs should each present for a portion of the seminar, and will receive identical grades for content but individual grades for delivery. A copy of the evaluation sheet used by the instructor will be provided in advance to help you understand the criteria for grading presentation delivery.

Each student will prepare ungraded evaluations for two peer presentations during the course of the semester (so that each presentation receives one graded evaluation from the instructor and two ungraded peer evaluations). The peer evaluations are for feedback and suggestions only and will not be considered in grading. When you are evaluating another student's presentation, please be honest and constructive in your comments.

You are strongly encouraged to prepare and deliver the presentations using Microsoft PowerPoint or an equivalent program. Please note that if time is tight (depending on class enrollment), you will be held to the maximum time limit for the presentations, so plan and practice accordingly. Please provide the instructor with the presentation slides or other handouts by email **by 4:30 pm** on the day of the presentation.

### Paper Assignment

Please prepare a paper (10-20 double-spaced pages) that investigates a topic in economic development of your choosing. You may report on and analyze the economic development efforts of a particular community or region, or you may choose to investigate the history or current implementation of a particular topic or issue in economic development that is of interest to you. One possibility would be to

continue to explore the subject of your seminar presentation in greater depth by focusing on a particular piece of the issue or by examining one or more case examples in detail.

The primary requirement, beyond choosing a subject related to economic development, is that you adopt a critical approach. Do not simply report factual findings, but present an argument that interprets the findings or makes an evaluation or judgment and then assess your argument. Here are some generalized examples:

- Are the development efforts of a particular community or region appropriate for the social and political context? Are they likely to be able to achieve their objective(s) and why?
- How would a particular economic development practice be assessed and justified or criticized through the lens of different theoretical perspectives?
- What key conditions or characteristics determine the success of a particular economic development strategy or approach? In which locations or types of regions can these be conditions or characteristics be found or fostered?
- How have the particular characteristics and circumstances of a location or agency impacted the success or failure of an economic development strategy?

The intention is that the exercise lead to the development of knowledge, skill, or experience on your part. You should not perform empirical analytical work, but if you choose to analyze the economic development efforts of a region or community, you will need to interview or otherwise question multiple (two or more) locally active economic development practitioners in order to obtain a good sense of the development approaches and rationales being used.

To ensure appropriate topic selection and timely progress, a subject outline or abstract (two or three paragraphs describing the topic and how you think you may lay out the paper) must be submitted by **6:00 pm on Thursday, March 15**. Final papers are due by **6:00 pm on Monday, April 23** (*note that this is not a class date.*) Both the draft abstract and the final paper should be submitted to me by email.

### *Student Conduct and Intellectual Property*

The University of Illinois at Chicago Guidelines Regarding Academic Integrity state that: “All members of the campus community—students, staff, faculty, administrators—share the responsibility of insuring that these standards are upheld...Academic dishonesty includes, but is not limited to: cheating, fabrication, facilitating academic dishonesty / plagiarism, ... , nonoriginal works.” (The full guidelines are available online at <http://www.uic.edu/ucac/catalog/GR.shtml#qa>.)

For this course: (1) You are permitted and encouraged to seek advice and suggestions from other class members on the presentation and paper assignments. This may include exchanging or presenting drafts or preliminary versions for feedback and/or proofreading. (2) In all written and presented work, you must cite or otherwise fully attribute all ideas, data, and other information that are not your own. This includes information presented in tables, graphs, appendices, PowerPoint slides, etc. (3) You are *not permitted* to accept or give aid of any kind for the open-book midterm exam.

*Class Schedule*

This schedule is subject to change based on class progress and scheduling. Asterisks indicate student seminar presentations. The dates for guest speaker(s) and student presentations are preliminary.

No.	Date	Unit	Topics	Presentation(s)
1	1/12	I – The Setting	<ul style="list-style-type: none"> <li>• Course Overview</li> <li>• Intro to Economic Development</li> </ul>	
2	1/19		<ul style="list-style-type: none"> <li>• U.S. History and Economic Context</li> </ul>	
3	1/26		<ul style="list-style-type: none"> <li>• U.S. Political Context</li> <li>• What Is Economic Development?</li> </ul>	
4	2/2	II – Theoretical Foundations	<ul style="list-style-type: none"> <li>• Location and Trade</li> </ul>	
5	2/9		<ul style="list-style-type: none"> <li>• Economic Theory: Classical to Post-Keynesian</li> </ul>	
6	2/16		<ul style="list-style-type: none"> <li>• Welfare Economics</li> <li>• The Value of Place</li> </ul>	
7	2/23	III – Business Investment	<ul style="list-style-type: none"> <li>• Location-Based Incentives</li> </ul>	
8	3/1		<ul style="list-style-type: none"> <li>• Entertainment</li> </ul>	*
9	3/8		<ul style="list-style-type: none"> <li>• Inner-City Investment</li> </ul>	****
10	3/15	IV – Endogenous Growth	<ul style="list-style-type: none"> <li>• Technology and Innovation</li> </ul>	
	3/22	<i>SPRING BREAK – NO CLASS</i>		
11	3/29		<ul style="list-style-type: none"> <li>• Small Businesses</li> <li>• Entrepreneurship</li> </ul>	***
12	4/5	V – Factor Conditions	<ul style="list-style-type: none"> <li>• Infrastructure</li> <li>• Environment</li> </ul>	***
13	4/12		<ul style="list-style-type: none"> <li>• Workforce and Talent</li> </ul>	***
14	4/19	VI – Strategic Planning	<ul style="list-style-type: none"> <li>• Industry Targeting</li> <li>• Clusters</li> </ul>	*
15	4/26	Wrap-Up	<ul style="list-style-type: none"> <li>• Student Paper Discussion</li> <li>• Course Evaluation</li> </ul>	

*Course Topics and Required Readings*

The listed readings are required and should be completed prior to that session.

UNIT ONE: THE SETTING

Session 1: Course Introduction; Introduction to Economic Development January 12

- *course overview*
- *what do economic development practitioners do?*
- *community development versus economic development*
- *economic development actors*

There are no required readings for Session 1.

Session 2: History and Economic Context of U.S. Economic Development January 19

- *history of urban and regional economic policy in the United States*
- *development of federal and state policy approaches*
- *community-based development organizations*
- *economic development in the modern economy*

Levy, J. M. 1990. What economic developers actually do. *Journal of the American Planning Association*, 56 (2): 153-160.

Levine, T. M. 2005. What's the difference between good and great economic developers? *Economic Development Journal*, 4 (4): 16-19.

Glasmeier, A. K. 2000. Economic geography in practice: local economic development policy. In G. L. Clark, M. P. Feldman, and M. S. Gertler (eds.), *Oxford Handbook of Economic Geography*: 559-579. Oxford, United Kingdom: Oxford University Press.

Peck, D. 2010. How a new jobless era will transform America. *The Atlantic Monthly*. Available at <http://www.theatlantic.com/magazine/archive/2010/03/how-a-new-jobless-era-will-transform-america/7919>.

Foster, K. A. 2007. Snapping back: what makes regions resilient? *National Civic Review*, 96 (3): 27-29.

Session 3: Political Context of Economic Development; Defining Economic Development January 26

- *political context of local and regional economic development*
- *substantive and normative definitions of economic development*  
(*what is economic development? what do we want economic development to be?*)
- *growth versus development*
- *economic development and societal values*

Reese, L. A., and R. A. Rosenfeld. 2001. Yes, but...: questioning the conventional wisdom about economic development. *Economic Development Quarterly*, 15 (4): 299-312.

Renski, H. C. 2009. A new era of federal involvement in regional economic development? The case of the WIRED initiative. *Environment and Planning C*, 27 (4): 593-611.

Flammang, R. A. 1979. Economic growth and economic development: counterparts or competitors? *Economic Development and Cultural Change*, 28 (1): 47-62.

Malizia, E. 1994. A redefinition of economic development. *Economic Development Review*, (Spring): 83-84.

Sen, A. 1999. *Development as Freedom*. New York, New York: Alfred A. Knopf.  
Read Ch. 1 "The Perspective of Freedom," pp. 13-34. (Optional: "Introduction," pp. 3-11.)

## UNIT TWO: THEORETICAL FOUNDATIONS

### Session 4: Location and Trade

February 2

- *industrial location theory*
- *comparative advantage*
- *interregional trade*

Harrington, J. W., and B. Warf. 1995. *Industrial Location: Principles, Practice, and Policy*. London, United Kingdom: Routledge.

Ch. 2 "Locating to Minimize Costs", pp. 18-39.

Ch. 3 "Locating to Maximize Revenues and Profits", pp. 40-52.

Ch. 5 "Comparative Advantage and Industrial Location", from pp. 66-72, up to but not including the section 'Comparative Advantage, Economic Base Analysis, and Local Economies'.

Will, R., and A. MacPherson. 2001. The impact of the North American Free Trade Agreement on the economy of Western New York. *Economic Development Quarterly*, 15 (4): 340-349.

### Session 5: Economic Base Theory; Classical through Post-Keynesian Theories

February 9

- *economic base theory and regional growth*
- *classical and Keynesian equilibrium models*
- *neoclassical model of regional growth*
- *return to the (post-)Keynesian framework*
- *cumulative causation*

Malizia, E., and E. J. Feser. 1999. *Understanding Local Economic Development*. New Brunswick, New Jersey: Center for Urban Policy Research.

Ch. 3, "Economic Base Theory", pp. 51-80. (Please read pp. 51-63; read appendices as interested.)

Ch. 6, "Regional Growth Theory", pp. 123-149. (Please read chapter, pp. 123-140, and Appendix 6.1, pp. 140-142. Read or skim Appendix 6.2, pp. 142-148, as interested.)

Krikelas, A. C. 1992. Why regions grow: a review of research on the economic base model. *Economic Review*, 77 (4): 16-29.

Fulton, B. 2010. Cities that prosper, cool or not. *Newgeography.com*, December 9, 2010. Available at <http://www.newgeography.com/content/001898-cities-that-prosper-cool-or-not>.

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Session 6: Welfare Economics and Market Failures; The Value of Place

February 16

- *empirical approaches to evaluating economic development policies*
- *efficiency and surplus*
- *market failures as justification for economic development*
- *limitations of the welfare economics perspective*
- *people versus place in economic development*
- *efficiency, equity, and ethics*

Bartik, T. J. 1990. The market failure approach to regional economic development policy. *Economic Development Quarterly*, 4 (4): 361-370.

Courant, P. N. 1994. How would you know a good economic development policy if you tripped over one? Hint: don't just count jobs. *National Tax Journal*, 47 (4): 863-881.

Crane, R., and M. Manville. 2008. People or place? Revisiting the who versus the where of urban development. *Land Lines*, 20 (3): 2-7.

Pettus, A. 2006. Rethinking New Orleans. *Harvard Magazine*. January-February. Cambridge, Massachusetts. Available at <http://www.harvardmagazine.com/on-line/010673.html>.

UNIT THREE: BUSINESS INVESTMENT

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Session 7: Location-Based Incentives

February 23

- *theory catch-up (if necessary)*
- *overview of economic development strategies*
- *pros and cons of location-based business incentives*
- *deal-making implementation*
- ***assignment: midterm disseminated***

Peters, A., and P. Fisher. 2004. The failures of economic development incentives. *Journal of the American Planning Association*, 70 (1): 27-37.

LeRoy, G. 2005. *The Great American Jobs Scam: Corporate Tax Dodging and the Myth of Job Creation*. San Francisco, California: Berrett-Koehler Publishers.

Ch. 1 "The Tax Dodgers are Coming! The Tax Dodgers Are Coming!", pp. 9-46.

Lowe, N. 2007. Don't write off incentives yet. *Raleigh News and Observer*.

Weber, R. 2004. Negotiating the ideal deal. Presented at the Reining in the Competition for Capital Conference: Humphrey Institute of Public Affairs, University of Minnesota. Available at [http://www.hhh.umn.edu/projects/prie/c4c\\_papers.html](http://www.hhh.umn.edu/projects/prie/c4c_papers.html).

Bergen, K., M. Harris, and A. Cancino. 2011. State business-incentive program falling short of promised job creation. *Chicago Tribune*, March 5. Available at <http://www.chicagotribune.com/business/ct-biz-0306-incentives-20110303,0,4758938,full.story>.

Boodhoo, N. 2011. Would you like to play an incentives game? Midwest states are. *WBEZ Chicago*. December 14. Available at [www.wbez.org](http://www.wbez.org).

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Session 8: Entertainment

March 1

- *sports, gaming, and entertainment as economic development strategies*
- *student seminar: Sports Stadiums and Arenas*
- *guest speaker: Lauren Nolan*
- **assignment: midterm due**

LeRoy, G. 2005. *The Great American Jobs Scam: Corporate Tax Dodging and the Myth of Job Creation*. San Francisco, California: Berrett-Koehler Publishers.  
Ch. 7 “Loot, Loot, Loot for the Home Team”, pp. 156-167.

Belson, K. 2009. Stadium Boom Deepens Municipal Woes. *New York Times*, December 25.

[*New York Times*]. 1994. As Vote Nears, Detroit Edges Closer to Gambling. July 24. Available at <http://query.nytimes.com/gst/fullpage.html?res=9B0DE1D9133EF937A15754C0A962958260>.

[Michigan in Brief.] 2002. *Michigan in Brief: 2002-2003*. Ch. 5 “About the Issues”, section titled “Casinos and Other Legal Gambling”. Available at <http://www.michiganinbrief.org/>.  
“Casino Gambling” section, pp. 64-66.  
“Discussion”, pp. 67-68 (page numbers for .pdf version).

Gustafson, S. 2007. Betting on Detroit. *Pantagraph.com*, October 9.

Smith, J. 2007. Casino Windsor cuts workers as sales fall. *The Detroit News*, November 15.  
Available at <http://www.detroitnews.com/apps/pbcs.dll/article?AID=/20071115/BIZ/711150330/1264/ENT08>.

Pruitt, A. D., and S. Terlep. 2009. Detroit casinos fare surprisingly well in tough times. *The Wall Street Journal*, October 30.

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Session 9: Investment in Inner Cities and Low-Income Communities

March 8

- *inner-city development strategies and challenges*
- *student seminar: Business Incentive Zones*
- *student seminar: Tax-Increment Financing*
- *student seminar: Tourism-Based Development*
- *student seminar: Business and Community Improvement Districts*
- *who benefits from economic development?*

Porter, M. E. 1997. New strategies for inner-city economic development. *Economic Development Quarterly*, 11 (1): 11-27.

Harrison, B., and A. K. Glasmeier. 1997. Response: why business alone won't redevelop the inner city: a friendly critique of Michael Porter's approach to urban revitalization. *Economic Development Quarterly*, 11 (1): 28-38.

Bartik, T. J. 1991. *Who Benefits From State and Local Economic Development Policies?* Kalamazoo, Michigan: W. E. Upjohn Institute for Employment Research.

Ch. 8 "Is State and Local Economic Development Policy a Zero-Sum Game?", pp. 187-204.

Ch. 9 "Conclusion: People and Places", pp. 205-211.

Initiative for a Competitive Inner City, and Staples Foundation for Learning. 2010. *Leveraging Anchor Institutions to Grow Inner City Businesses: A Resource for Inner City Entrepreneurs*. Available at <http://www.icic.org> in Publications section.

Bostwick, W. 2011. Can hip urban crafts help revitalize rust belt manufacturing? Co.Exist, December 6. Available at <http://www.fastcoexist.com/1678931/can-hip-urban-crafts-help-revitalize-rust-belt-manufacturing>.

#### UNIT FOUR: ENDOGENOUS STRATEGIES

##### Session 10: Technology and Innovation

March 15

- *the concept of technology*
- *the process of innovation*
- *state science and technology programs*
- **assignment: paper subject due**

Malecki, E. J. 1997. *Technology and Economic Development: the Dynamics of Local, Regional, and National Competitiveness*. 2d Ed. Essex, United Kingdom: Longman.

Ch. 2 "Technological Capability: The Core of Economic Development", pp. 36-71. Please read second portion of chapter, pp. 51-71.

Reamer, A., L. Icerman, and J. Youtie. 2003. *Technology Transfer and Commercialization: Their Role in Economic Development*. Washington, D.C.: Economic Development Administration, U.S. Department of Commerce. Available at

[http://www.eda.gov/ImageCache/EDAPublic/documents/pdfdocs/eda\\_5fttc\\_2epdf/v1/eda\\_5fttc.pdf](http://www.eda.gov/ImageCache/EDAPublic/documents/pdfdocs/eda_5fttc_2epdf/v1/eda_5fttc.pdf).

Ch. 2 "An Overview of Technology Transfer and Commercialization Activities", pp. 15-49.

Plosila, W. H. 2004. State science- and technology-based economic development policy: history, trends and developments, and future directions. *Economic Development Quarterly*, 18 (2): 113-126.

Session 11: Small Businesses and Entrepreneurship

March 29

- *economic role of small businesses*
- *economic development policies targeting small businesses and entrepreneurship*
- *venture capital*
- *student seminar: Research Parks*
- *student seminar: Industrial Extension and Business Technical Assistance*
- *student seminar: Microenterprise Loans and Development*

Luria, D. 1996. Why markets tolerate mediocre manufacturing. *Challenge*, 39 (4): 11-16.

Bee, E. 2004. Small business: vitality and economic development. *Economic Development Journal*, 3 (3): 7-15.

Shane, S. 2009. Why encouraging more people to become entrepreneurs is bad public policy. *Small Business Economics*, 33 (2): 141-149.

Zoeller, T. D. 2011. Access to Capital: Fostering Job Creation and Innovation through High-Growth Startups. Testimony before United States Senate Committee on Banking, Housing, and Urban Affairs, July 20. Washington, D.C. Available at [http://www.kauffman.org/newsroom/testimony-of-ted-d-zoeller-before-the-united-states-senate-committee-on-banking-housing-and-urban-affairs.aspx?utm\\_source=Newsletter&utm\\_medium=Opticast&utm\\_campaign=Ideas\\_At\\_Work\\_07\\_2011](http://www.kauffman.org/newsroom/testimony-of-ted-d-zoeller-before-the-united-states-senate-committee-on-banking-housing-and-urban-affairs.aspx?utm_source=Newsletter&utm_medium=Opticast&utm_campaign=Ideas_At_Work_07_2011).

Servon, L. J. 2006. Microenterprise development in the United States: current challenges and new directions. *Economic Development Quarterly*, 20 (4): 351-367.

UNIT FIVE: FACTOR CONDITIONS

Session 12: Infrastructure and Environment

April 5

- *transportation and telecommunications infrastructure*
- *university roles in economic development*
- *student seminar: Business Incubators*
- *student seminar: Transportation and Economic Development*
- *student seminar: Green Jobs and Environmentally Sustainable Development*
- *guest speaker: Liz Jellema*

Feser, E. J. 2007. Encouraging broadband deployment from the bottom up. *Journal of Regional Analysis and Policy*, 37 (1): 69-72.

Chapple, K. 2008. *Defining the Green Economy: A Primer on Green Economic Development*. Berkeley: Center for Community Innovation, University of California. Available at <http://communityinnovation.berkeley.edu/reports/Chapple - Defining the Green Economy.pdf>.

Liston, C., T. Williams, and S. Rosenfeld. 2004. Reporting to work: postsecondary institutions as regional economic development actors. *Popular Government Magazine*, 69 (3): 23-30.

Session 13: Workforce and Talent

April 12

- *approaches to workforce development and retraining*
- *human capital and the creative class*
- *student seminar: Living Wages*
- *student seminar: Workforce Development Strategies*
- *student seminar: Creative Class Strategies*

Fitzgerald, J., and N. G. Leigh. 2002. *Economic Revitalization: Cases and Strategies for City and Suburb*. Thousand Oaks, California: Sage Publications.

Ch. 7 "Job-Centered Economic Development: An Approach for Linking Workforce and Local Economic Development," pp. 194-222.

Lowe, N. J. 2007. Job creation and the knowledge economy: lessons from North Carolina's life science manufacturing initiative. *Economic Development Quarterly*, 21 (4): 339-353.

Florida, R. 2003. Cities and the creative class. *City and Community*, 2 (1): 3-19.

Markusen, A. 2006. Urban development and the politics of a creative class: evidence from a study of artists. *Environment and Planning A*, 38 (10): 1921-1940.

UNIT SIX: STRATEGIC PLANNING

Session 14: Industry Targeting and Clusters

April 19

- *industry targeting*
- *clusters and economic development*
- *student seminar: Industry Cluster Strategy*
- **assignment: paper due 6:00 pm Monday April 23**

Voytek, K. P., and L. Ledebur. 1997. "Is industry targeting a viable economic development strategy?" In R. D. Bingham, and R. Mier (eds.), *Dilemmas of Urban Economic Development*. Thousand Oaks, California: Sage: 171-194.

Read main article. (Optional: comments and response.)

Porter, M. E. 1998. Clusters and the new economics of competition. *Harvard Business Review*: 77-90.

Feser, E. J., and M. I. Luger. 2003. Cluster analysis as a mode of inquiry: its use in science and technology policymaking in North Carolina. *European Planning Studies*, 11 (1): 11-24.

Feldman, M. P., and J. L. Francis. 2004. Homegrown solutions: fostering cluster formation. *Economic Development Quarterly*, 18 (2): 127-137.

WRAP-UP

Session 15: Course Wrap-Up

April 26

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- *catch-up as necessary*
- *discussion of student papers*
- *course evaluation*

There are no required readings for Session 15.