

UPP 530: Economic Development I Spring 2009

Time: Tuesdays 9:00-11:50 a.m.
Location: 2236 Art and Design Hall
Office Hours: Tuesdays and Thursdays 1:30-2:30 pm
and by appointment

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Course Syllabus

(as of January 12, 2009)

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 economic development practitioners. The course is designed primarily for students with academic and career interests 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 following 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 the basic principles to enable critical assessments 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. Students are urged to think critically about the underlying theoretical assumptions used to justify policy interventions and how these assumptions influence the consideration and treatment given to 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 will help 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. This class 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.

Basic experience using word processing (e.g., Microsoft Word) and presentation software (e.g., Microsoft Powerpoint) is assumed. Students lacking experience using Microsoft Powerpoint may find it useful to attend the Introduction to Powerpoint seminar offered by the Academic Computing and Communications Center (see <http://www.uic.edu/depts/acc/workshops/bydate.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 with follow-up discussion sessions and 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 I highly encourage you 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 will delve more deeply into particular issues rather than cover the strategies broadly. It is important that the assigned readings be completed prior to class sessions on that topic to provide the background for us to have 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 several 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 let me know if you have trouble finding or accessing a reading.

Requirements and Grading

Your course grade will be based on class preparation and discussion participation (15%), a written midterm examination (25%), a seminar presentation (30%), 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 evidence of a valid medical emergency. The midterm will be take-home and open-note but must be completed individually.

All required readings listed for a topic should be completed prior to the first session on that topic unless I indicate otherwise.

Class Preparation and Participation

The preparation and participation portion of your 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 fellow classmates in their presentation seminars. Please plan to attend all class sessions for their full length. Excessive unexcused absences will reduce your grade, 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 you may 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 your 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 of up to 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 either in class or by posting to the class Blackboard site on Tuesday February 24 and will be due one week later, on Tuesday March 3, by the start of class at 9:00 am.

Seminar Presentation

Each student will conduct one seminar session in class on an applied strategy or an issue of concern to economic development practitioners. These may be individual or partnered presentations, depending on the final class enrollment. The subject assignments and dates will be determined during the first few weeks of class. A tentative list of topics follows; this list may change according to class enrollment and topic scheduling.

Preliminary List of Seminar Topics:

1. Sports Stadium and Arena Development
2. Enterprise and Empowerment Zones
3. Industrial Extension and Business Technical Assistance
4. Business Incubators
5. Microenterprise Loans
6. Business and Community Improvement Districts
7. Living Wage Campaigns
8. Workforce Development
9. Creative Class Strategies
10. Industry Cluster Strategy

Seminars will consist of a student presentation (15-30 minutes), followed by a class question-and-answer discussion session. (More precise time guidelines will be given and will depend on whether the presentation is prepared and presented by an individual or by two partners.) 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 you practice in presenting your ideas professionally to an interested audience. You will be graded both on the content and the delivery of your presentation. Two students will also prepare ungraded evaluations of your presentation for further peer feedback. You will be provided in advance with a copy of the evaluation sheet that I (and the student evaluators) will use so that you will understand what I am looking for. I strongly encourage you to prepare and deliver your presentation using Microsoft PowerPoint or an equivalent program. Please note that if time is tight (depending on class enrollment), you will be held to no more than the maximum time limit for your presentation, so plan and practice accordingly. Please provide me with your presentation slides or other handouts by email **by 8:00 am** on the day that you present.

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 thesis. 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 and draft abstract (two or three paragraphs describing the topic and how you think you may lay out the paper) must be submitted by **9:00 am on Tuesday, March 10**. Final papers are due by **5:00 pm on Saturday, April 25**. 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/ucat/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.

Preliminary Class Schedule

This schedule is subject to change based on class progress and scheduling. The dates for guest speakers are preliminary. Asterisks indicate the dates of student seminar presentations.

No.	Date	Unit	Topics	Presentation(s)
1	1/13	I – The Setting	<ul style="list-style-type: none"> • Course Overview • Intro to Economic Development 	
2	1/20		<ul style="list-style-type: none"> • The U.S. Context 	
3	1/27		<ul style="list-style-type: none"> • The U.S. Context, continued • What Is Economic Development? 	
4	2/3	II – Theoretical Foundations	<ul style="list-style-type: none"> • Industrial Location 	
5	2/10		<ul style="list-style-type: none"> • Classical to Post-Keynesian Theory 	
6	2/17		<ul style="list-style-type: none"> • Welfare Economics • The Value of Place 	
7	2/24		<i>TBA, possible guest speaker(s)</i>	
8	3/3	III – Business Investment	<ul style="list-style-type: none"> • Business Incentives • Entertainment 	*
9	3/10		<ul style="list-style-type: none"> • Inner-City Investment; <i>guest speaker – Dennis Vichiarelli? (TBA)</i>	*
10	3/17	IV – Endogenous Growth	<ul style="list-style-type: none"> • Technology and Innovation 	
	3/24		<i>SPRING BREAK (no class)</i>	
11	3/31		<ul style="list-style-type: none"> • Small Businesses • Entrepreneurship 	*
12	4/7	V – Factor Conditions	<ul style="list-style-type: none"> • Infrastructure <i>possible guest speaker (TBA)</i>	*
13	4/14		<ul style="list-style-type: none"> • Workforce and Talent 	*
14	4/21	VI – Strategic Planning	<ul style="list-style-type: none"> • Industry Targeting and Clusters 	*
15	4/28	Epilogue – Wrap-Up	<ul style="list-style-type: none"> • Student Paper Discussion • Course Wrap-Up and Evaluation 	

Course Topics and Required Readings

The listed readings are required and should be completed prior to the first session on that topic.

UNIT ONE: THE SETTING

Session 1: Course Introduction; Introduction to Economic Development

January 13

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

There are no readings required prior to Session 1.

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

January 20

- *history of U.S. urban and regional economic policy*
- *development of federal and state policy approaches*
- *community-based development organizations*
- *local economic development in the modern global economy*

Glasmeyer, 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.

Blakely, E. J., and T. K. Bradshaw. 2002. *Planning Local Economic Development: Theory and Practice*. 3rd Ed. Thousand Oaks, California: Sage Publications. Ch. 1 "A New Argument for Taking Local Economic Development Initiatives", pp. 1-28.

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.

Session 3: The Political Context, Defining Economic Development

January 27

- *the political context of local economic development*
- *alternative definitions of economic development*
- *growth versus development*
- *what should development be?*
- *can economic development be consistent with 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.

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: Alfred A. Knopf. Ch. 1 "The Perspective of Freedom," pp. 13-34. (Optional: "Introduction," pp. 3-11.)

Dewar, M. E. 1998. Why state and local economic development programs cause so little economic development. *Economic Development Quarterly*, 12 (1): 68-87.

UNIT TWO: THEORETICAL FOUNDATIONS

Session 4: Industrial Location

February 3

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

Harrington, J. W., and B. Warf. 1995. *Industrial Location: Principles, Practice, and Policy*. London, United Kingdom: Routledge. Please read Ch. 2 "Locating to Minimize Costs" and Ch. 3 "Locating to Maximize Revenues and Profits," pp. 18-52. Please also read the beginning of 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'.

Additional readings to be announced...

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

February 10

- *classical and Keynesian equilibrium models*
- *economic base theory as an explanation for regional growth*
- *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.

Session 6: Welfare Economics, Market Failure: The Value of Place

February 17

- *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.

Bolton, R. 1992. 'Place prosperity vs people prosperity' revisited: an old issue with a new angle. *Urban Studies*, 29 (2): 185-203.

Pettus, A. 2006. Rethinking New Orleans. *Harvard Magazine*. January-February. Cambridge, Massachusetts. Available at <http://www.harvardmagazine.com/on-line/010673.html> (accessed November 5, 2007).

Session 7: Theory Catch-Up, Overview of Strategies, Who Benefits?

February 24

- *possible topics*
 - *catch-up on theories*
 - *overview of strategies*
 - *which localities and populations benefit from economic development?*
- *guest speaker(s): TBA*
- **Assignment: midterm disseminated**

Readings to be announced...

UNIT THREE: BUSINESS INVESTMENT

Session 8: Location-Based Incentives: Entertainment

March 3

- *Student Presentation: Sports Stadium and Arena Development*
- *pros and cons of location-based business incentives*
- *sports, gaming, and entertainment as economic development strategies*
- **Assignment: midterm due**

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. (Available in Davis Library.) Please read Ch. 1 "The Tax Dodgers are Coming! The Tax Dodgers Are Coming!", pp. 9-46, and Ch. 7 "Loot, Loot, Loot for the Home Team", pp. 156-167.

Lowe, N. 2007. Don't write off incentives yet. *Raleigh News and Observer*. Available at <http://www.newsobserver.com/opinion/columns/v-print/story/562389.html> (accessed December 18, 2008).

[*New York Times*]. 1994. As Vote Nears, Detroit Edges Closer to Gambling. 1994. July 24. Available at <http://query.nytimes.com/gst/fullpage.html?res=9B0DE1D9133EF937A15754C0A962958260> (accessed November 30, 2007).

[Michigan in Brief.] 2002. *Michigan in Brief: 2002-2003*. Ch. 5 "About the Issues", section titled "Casinos and Other Legal Gambling". Available online at <http://www.michiganinbrief.org/> (accessed November 30, 2007). Read "Casino Gambling" section, pp. 64-66, and "Discussion", pp. 67-68 (page numbers for pdf version).

Gustafson, S. 2007. Betting on Detroit. *Pantagraph.com*, October 9. Available at <http://www.pantagraph.com/articles/2007/11/13/family/prime/doc470bb606ed32f812769125.txt> (accessed November 30, 2007).

Smith, J. 2007. Casino Windsor cuts workers as sales fall. *The Detroit News*, November 15. Available at <http://www.detnews.com/apps/pbcs.dll/article?AID=/20071115/BIZ/711150330/1264/ENT08> (accessed November 30, 2007).

Session 9: Investment in Inner Cities and Low-Income Communities; Guest Speaker March 10

- *Student Presentation: Enterprise and Empowerment Zones*
- *inner-city development strategies and challenges*
- *guest speaker: Dennis Vichiarelli? To be confirmed...*
- ***Assignment: Paper subject and draft abstract due***

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.

Additional readings to be announced...

UNIT FOUR: ENDOGENOUS STRATEGIES

Session 10: Technology and Innovation

March 17

- *the concept of technology*
- *the process of innovation*
- *state science and technology programs*
- *venture capital*

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 www.eda.gov/PDF/eda_ttc.pdf (accessed November 4, 2007). Read 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.

Lerner, J. 2002. Boom and bust in the venture capital industry and the impact on innovation. Federal Reserve Bank of Atlanta *Economic Review*, Fourth Quarter: 25-39.

Session 11: Small Businesses and Entrepreneurship

March 31

- *Student Presentations: Industrial Extension and Small Business Assistance; Incubators; Micro-Enterprise Loans*
- *economic role of small businesses*
- *economic development policies targeting small businesses and entrepreneurship*

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.

Servon, L. J. 1997. Microenterprise programs in U.S. inner cities: economic development or social welfare? *Economic Development Quarterly*, 11 (2): 166-180.

Mazullo, J. 2001. Not business as usual. *Planning*, 67 (9): 4-7.

Duffy, K. 2007. Nonprofit turns donated properties into space for small businesses. *Atlanta Journal-Constitution*, December 20. Available at http://www.ajc.com/business/content/business/stories/2007/12/19/seedamerica_1220.html (accessed December 31, 2007).

UNIT FIVE: FACTOR CONDITIONS

Session 12: Infrastructure; Guest Speaker TBA?

April 7

- *Student Presentations: Business Improvement Districts*
- *transportation and telecommunications infrastructure*
- *guest speaker: TBA*

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

Chandra, A., and E. Thompson. 2000. Does public infrastructure affect economic activity? Evidence from the rural interstate highway system. *Regional Science and Urban Economics*, 30: 457-490.

Additional readings to be announced...

Session 13: Workforce and Talent

April 14

- *Student Presentations: Living Wage Campaigns; Workforce Development Strategies; Creative Class Strategies*
- *approaches to workforce development and retraining*
- *human capital and the creative class*

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.

Giloth, R. P. 2003. Workforce intermediaries: partnerships for the future. *Economic Development Quarterly*, 17 (3): 215-219.

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 21

- *Student Presentation: Industry Cluster Strategy*
- *targeting clusters*
- **Assignment: Paper due 5:00 pm Saturday April 25**

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 comments and response as interested.

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.

EPILOGUE: WRAP UP

Session 15: Strategies Catch-Up; Discussion of Student Papers; Course Evaluation

April 28

There are no readings required prior to Session 15.