Course Outline

Class meets Tuesdays 5:30p – 8:00p
0407 State Hall

Instructor: Professor Robin Boyle
3199 F/AB
577-8711
r.boyle@wayne.edu

Office Hours
2-5 PM, Tuesday or by appointment

Course Objectives

This course is a graduate seminar examining the theory and practice of local economic development predominantly drawing on examples in the United States of America. By providing a broad overview of the concepts that underlie sub-national attempts to enhance local economies, the course will be valuable to those interested in public policy and economic development practice.

Learning Outcomes

Students completing the course in local economic development [full title: “State, Regional and Urban Economic Development: Policy and Administration”] will be expected to understand and discuss the underlying concepts that help explain the changing condition of local (sub-national) economies. Through lectures, discussion, directed reading and applied research, students will develop an understanding and a critical awareness of policies, plans and programs that have been and are used to improve the economic condition of the urban region and its communities. Student will develop an understanding of public and not-for-profit agencies and the private companies that engage in this professional activity. Students will also learn to measure the effects of current local economic policies and programs and, where appropriate, experiment with policy and program change. Individually, and in teams, students will develop written, verbal and graphic skills to both evaluate policies and programs and then prescribe improvements in the field of local economic development.

As has been the case over recent years, there will be a distinctive focus on the condition of the Michigan/Detroit economy and the search for diversification through new economic development opportunities within the city. The course will include small-team based applied research that has the potential to assist implementation of neighborhood level economic development.
Required Text

Additional Recommended Text

NOTE: Many additional readings will be regularly assigned during the semester. These will be distributed through BlackBoard and I urge you to pay attention to WSU emails and to postings on BlackBoard.

Course Assessment
The primary basis for course assessment will be divided between an individual research notes and a team-based activity (with report and presentation), reporting on the applied research project.

Students will be assigned in the first week of class to the topic readings for the preparation of individual research notes, with further individual discussion on the assigned topics as class progresses.

NOTE: It is important that students named to read/present work on a specific topic and on a selected date work collaboratively to select their readings and distribute tasks for the leading the class discussion. Communication with me on the topics selected, and by whom, is essential. I’ll expect to meet with all students as they select readings and prepare their notes.

Distribution of Assessment
Notes on Reading Assignments  40%
Applied (Team) Research Report+Presentation  50%
Attendance and Participation  10%
COURSE SCHEDULE

Key:  
BB = Readings located on BlackBoard  
** = Team Applied Research Reporting/Presentations

January 09  
Course Introduction and Outline
  
Setting economic development into context  
Definitions and concepts  
Who does economic development?  
Working in an ever-evolving urban context

Allocation of Reading Topics
  
Readings:  

January 16  
Introduction to Applied Research Project - “Detroit and the Maker Economy 2.0”

Readings:  
1. Kaufmann Foundation – MegaTrends  [BB]  
2. Detroit Future City - The Economic Growth Element  [BB]

January 23  
The Economic Condition of the Midwest, Michigan and Detroit

Readings:  
1. Detroit Regional Chamber, State of Region, latest  [BB]  
2. BLM Economic Competitiveness Report, latest  [BB]  
3. SEMCOG Economic Development Strategy 2016  [BB]

Applied Research Project: Team Selection and discussions  **

January 30  
Towards a New Economy for Michigan / Detroit and Building the Knowledge Economy

Readings:  
Green Leigh + Blakely Chs. 1 and 14  
Florida, 2014  [BB]  
Michigan Future, latest  [BB]

February 06  
Class will not meet

February 13  
Jobs, Wages and Training – A Reality Check

Readings:  
Green Leigh + Blakely Chs. 10  
Schrock, 2014  [BB]  
Kneebone, Brookings, 2013  [BB]

Professional Input – Clarinda Barnett-Harrison  
United Way of SE Michigan
February 20  State Policies/Programs for Local Economic Development – Michigan 2018

Professional Input  Stephanie Fries - MEDC

Readings:  Green Leigh + Blakely Ch. 2
Jelier and Sands (09) Ch. 2 and 3 [BB]
MiED History [BB]
http://www.michiganadvantage.org/

First report back from teams  **

February 27  Neighborhoods, Innovation and Economic Opportunity

Professional Input  Michael Smith - Invest Detroit
Lauren Hood – Consultant

Readings:  To be assigned

Thursday March 1 – Detroit Region Chamber – Policy Conference – All Day

March 06  Theme 1: The Mobility Economy

Readings:  APTA – Shared Mobility, 2016 [BB]
Deloitte – Smart Mobility, 2015 [BB]

Second report back from teams  **

March 13  Spring Break – Class Does Not Meet

March 20  Theme 2: Sustainable Urban Industrial Development

Readings:  PAS 577, 2014 [BB]

March 27  Theme 3: The New Urban Economy: Bread and Circuses: Tourism, Visitors, Arts, Culture and Sports

Readings:  Eisinger, 2000
Markusen and Gadwa, 2010 [BB]
Currid, 2009 [BB]

April 03  Theme 4: Land + Food and the Local Economy
Readings: Rockefeller–Resilient Food Systems, 2016 [BB]

Third report back from teams **

April 10  
**Theme 5: LED, and the Changing Retail Economy**

Readings: Merrick, “Are Malls Over”, 2014 [BB]

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**Study Tour – Pittsburgh – Thursday 4/12 to Sunday 4/15**

April 17  
**Theme 6: LED, Place-making, the Quality of Life**

Readings: MI Municipal League, 2014 [BB]  
DUSP/MIT, 2013 [BB]  
Wyckoff, 2010 [BB]  
Leinberger, 2009 [BB]

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April 24  
**Applied Research Project**

TEAM PRESENTATIONS **

Note: Presentation timing to be announced

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May 01  
Final Report Submission

NOTE: Class will not meet
Student Reading Assignments and Presentations - “SRP”

Students (in pairs/clusters) will be required to present and lead the discussion of assigned readings on a particular topic. The presentation will consist of a short summary of the main arguments of the readings, followed by an assessment of the relevance of the article(s)/reports to this class. Presentation of case study material is also required. The individual presentations will also be assessed (20% of final grade).

Students assigned to these topics will also be required to prepare and discuss at least one additional reading germane to the subject. Each student will select this.

These readings must be summarized and analyzed in a written paper, between 12 and 15 pages in length. Paper and electronic submission is required and all papers will be posted on BlackBoard. (represents 20% of final grade)

Note: the grading of this assignment will be based on completeness, level of effort and timeliness.

Other Requirements

Students are expected to attend and participate in all class activities. If possible, the instructor should be informed ahead of time if it will be necessary for a student to miss a class. Other Department and University policies with respect to grading and academic integrity will apply in this class.

Policy on Cell Phones and Laptops/iPads:

Students are expected to respect the classroom as a learning environment. Use of personal electronic devices during class is permitted for note-taking and relevant research. Use of laptops, etc. for private, non-class activity, will result in the student being asked to leave the classroom. Repeated misuse of these devices will constitute grounds for withdrawal. Students are requested to switch-off their cell phones while in class. Thanks.

Plagiarism

http://doso.wayne.edu/student-conduct/Academic_Integrity.html

“Students are expected to be honest and forthright in their academic studies. Students who commit or assist in committing dishonest acts are subject to downgrading and/or additional sanctions as described in the Student Code of Conduct. Faculty and students are responsible for knowing the different forms of academic dishonesty as well as for being aware of the Student Code of Conduct.”

NOTE:

If you feel that you may need an accommodation based on the impact of a disability, please feel free to contact me privately to discuss your specific needs. Additionally, the office of Educational Accessibility Services (EAS) coordinates reasonable accommodations for students with documented disabilities. The Office is located in the Student Center Building, Room 583, phone 313-577-1851 (voice)/313-577-3365 (TTY).