



Economic Development Policy

UP 545

Fall 2024

Learning Outcomes

This course helps students develop a working knowledge of the theories, analytical methods, and applications of economic development policy. Upon completion of this course, students will have sufficient knowledge and skills to pursue a career in economic development planning to help communities create jobs, attract businesses, cultivate human capital, and brew innovation, industrial connection, and entrepreneurship. This course covers 1) economic development theories, 2) data and methods of economic analysis, and 3) the application of strategies and policies to promote economic development. This course will tie these three areas together through a project-based learning experience. Students will apply what they've learned to makeover a local or regional economic development strategy.

After successfully completion this course, students will be able to:

- Discern key concepts in economic development.
- Collect data and apply methods of economic analyses to examine local economic development issues.
- Formulate evidence-based development policies, adapt them to real-world settings, and effectively present them to a general audience (e.g., community members).

Textbook

Planning Local Economic Development: Theory and Practice, 6th Edition, 2016. Nancey G. Leigh and Edward J. Blakely. SAGE Publications, Inc. ISBN-13: 978-1506363998. ISBN-10: 1506363997. This textbook is required; sharing with classmates is okay. Older versions also work.

Resources

All materials, including readings, assignments, and discussion questions are available on the Canvas site.

Course Policies

Student groups of four will be formed spontaneously to finish the project of this course. I encourage students to form diverse groups (e.g., some members strong in theory, while others strong in practice/cases; students with different backgrounds, etc.). Every group member should do their fair share.

Kerry Li Fang
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Class Meets
Tuesdays and Thursdays
11:00am – 12:20pm
225 Temple Hoyne
Buell Hall

Office Hours
Tuesdays
2:00-3:00pm
Email me by 8am at the
day of meeting if you
plan to come

Prerequisites
Graduate standing at
Urbana-Champaign
or permission of the
instructor.

Course Communication
I will send notifications
through Canvas and
students can reach me
any time via email. I
usually respond within
24 hours unless on
travel.

Absence should be avoided whenever possible. If absence is absolutely necessary, talk to me early on in the semester so that I can make proper arrangement. Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, official university activities, and students whose dependent children experience serious illness. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. If your absence with justified cause (e.g., work-restricted religious holy days) coincides with one or more of the major grading events (e.g., presentations, class activates), come talk to me **early on** in the semester so that we can make proper accommodation.

In this course, I will distribute a large number of materials to assist your study through Canvas. These materials are copyrighted and can only be used by you for the purpose of advancing your education. None of the course materials can be shared with people outside of this class.

University Policy

This course also abides by policies of the University of Illinois at Urbana-Champaign, such as the Academic Integrity, Mental Health, Community of Care, etc.

Academic Integrity

Students should pay particular attention to Article 1, Part 4: Academic Integrity. Read the Code at the following URL: <http://studentcode.illinois.edu/>.

Academic dishonesty may result in a failing grade. Every student is expected to review and abide by the Academic Integrity Policy: <https://studentcode.illinois.edu/article1/part4/1-401/>. Ignorance is not an excuse for any academic dishonesty. It is your responsibility to read this policy to avoid any misunderstanding. Do not hesitate to ask the instructor(s) if you are ever in doubt about what constitutes plagiarism, cheating, or any other breach of academic integrity.

Mental Health

Significant stress, mood changes, excessive worry, substance/alcohol misuse or interferences in eating or sleep can have an impact on academic performance, social development, and emotional wellbeing. The University of Illinois offers a variety of confidential services including individual and group counseling, crisis intervention, psychiatric services, and specialized screenings which are covered through the Student Health Fee. If you or someone you know experiences any of the above mental health concerns, it is strongly encouraged to contact or visit any of the University's resources provided below. Getting help is a smart and courageous thing to do for yourself and for those who care about you.

Counseling Center (217) 333-3704

McKinley Health Center (217) 333-2700

National Suicide Prevention Lifeline (800) 273-8255

Rosecrance Crisis Line (217) 359-4141 (available 24/7, 365 days a year)

If you are in immediate danger, call 911.

Community of Care

As members of the Illinois community, we each have a responsibility to express care and concern for one another. If you come across a classmate whose behavior concerns you, whether in regards to their well-being or yours, we encourage you to refer this behavior to the Student Assistance Center (217-333-0050 or <http://odos.illinois.edu/community-of-care/referral/>). Based on your report, the staff in the Student Assistance Center reaches out to students to make sure they have the support they need to be healthy and safe.

Further, as a Community of Care, we want to support you in your overall wellness. We know that students sometimes face challenges that can impact academic performance (examples include mental health concerns, food insecurity, homelessness, personal emergencies). Should you find that you are managing such a challenge and that it is interfering with your coursework, you are encouraged to contact the Student Assistance Center (SAC) in the Office of the Dean of Students for support and referrals to campus and/or community resources.

Students with Disabilities

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor as soon as possible and provide the instructor with a Letter of Academic Accommodations from Disability Resources and Educational Services (DRES). To ensure that disability-related concerns are properly addressed from the beginning, students with disabilities who require assistance to participate in this class should apply for services with DRES and see the instructor as soon as possible. If you need accommodations for any sort of disability, please speak to me after class, or make an appointment to see me or see me during my office hours. DRES provides students with academic accommodations, access, and support services. To contact DRES, you may visit 1207 S. Oak St., Champaign, call 217-333-1970, e-mail disability@illinois.edu or visit the DRES website at <http://www.disability.illinois.edu/>. Here is the direct link to apply for services at DRES, <https://www.disability.illinois.edu/applying-services>.

Disruptive Behavior

Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students' ability to learn and an instructor's ability to teach. A student responsible for disruptive behavior may be required to leave class pending discussion and resolution of the problem and may be reported to the Office for Student Conflict Resolution (<https://conflictresolution.illinois.edu>; conflictresolution@illinois.edu; 333-3680) for disciplinary action.

Emergency Response Recommendations

Emergency response recommendations and campus building floor plans can be found at the following website: <https://police.illinois.edu/em/run-hide-fight/>. I encourage you to review this website within the first 10 days of class.

Religious Observances

Illinois law requires the University to reasonably accommodate its students' religious beliefs, observances, and practices in regard to admissions, class attendance, and the scheduling of examinations and work requirements. Students should complete the Request for Accommodation for Religious Observances form should any instructors require an absence letter in order to manage the absence. In order to best facilitate planning and communication between students and faculty, students should make requests for absence letters as early as possible in the semester in which the request applies.

Sexual Misconduct Reporting Obligation

The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX and Disability Office. In turn, an individual with the Title IX and Disability Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: wecare.illinois.edu/resources/students/#confidential.

Other information about resources and reporting is available here: wecare.illinois.edu.

Learning Assessments

The grading structure for this course is as follows. All readings and assignments are due *before class* at the due date.

1) Group project: CEDS Make-Over (65%)

The group project, consisting of two essays and a website, applies the theory, concept, methods, and strategies covered in class to real-life economic development planning and completes a makeover for a portion of a region or city's comprehensive economic development strategies (CEDS). It deepens students' understanding of the course content and develops the skills of critical thinking, professional writing, and public speaking. Group members will grade each other in terms of level of contribution, which will be factored into the individual grades for this group project. The same group member evaluation also applies to group assignments introduced in 3) below. Grading rubrics are available on the Canvas site.

- The first essay motivates students' choice of a CEDS to do a make-over and provides a theoretical critique of the CEDS; 15% of the final grade.
- The second essay applies at least three methods covered in this class to analyze economic development in the selected region, replicating and/or complementing the existing analysis in the region's CEDS and provides an analytical critique; 25% of the final grade.
- The website, based on the results of the second essay, applies at least three strategies covered in this class to put together a policy package for the selected region to move forward its economic development practices, which can be a substantial improvement from their current strategies, or a completely new strategy that is supported by evidence to be better than their existing strategies; this also serves as a policy critique of the CEDS; 25% of the final grade.

2) Class participation (15%)

Students are expected to participate in class discussion and other activities. Participation will be graded by three categories:

√+, converts to a score of 15: very active participation, impressive preparation, original thoughts and strong arguments

√, converts to a score of 10: active participation, very good preparation, valuable thoughts and logical arguments

√-, converts to a score of 5: fair participation, some preparation, thoughts and arguments that contribute to the class activities

Class participation will be evaluated three times during the semester by the instructor (once at the end of each month), to give you timely feedback on your level of participation.

3) Assignments (20%)

Six homework will be assigned throughout the semester. You need to select five of them to finish, each account for 4% of the final grade. If you finished all six, I will calculate the five highest score into the final grade. They will be applications of the course content, such as using the method studied in class to analyze your region of choice. These assignments directly help with the progress of your group project, and help you understand the methods and strategies not used in the group project. These assignments usually take the form of oral presentations at the beginning of the next class session, and sometimes also require the submission of a file (e.g., excel spreadsheet of the analysis). These assignments are *not*

graded primarily based on correctness (mistakes are allowed in the learning process) but graded primarily based on the amount of efforts and creativity put into it.

Grades

Grades are not given but earned. Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal. All assessment rubrics and scores will be posted on the course Canvas site. If you have questions about how something was scored, please email me to schedule a time for us to meet in my office.

Late work will **not** be accepted for course credit so please plan to have it submitted before the scheduled deadline. I am happy to discuss any of your grades with you, and if I have made a mistake I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same this as making the cut ($89.99 \neq 90.00$). It would be unethical to make exceptions for some and not others.

Final Grade Cutoffs									
+	98.00%	+	88.00%	+	78.00%	+	68.00%		
A	92.00%	B	82.00%	C	72.00%	D	62.00%	F	<60.0%
-	90.00%	-	80.00%	-	70.00%	-	60.00%		

Get Some Help!

You are expected to take personal responsibility for you own learning. This includes acknowledging when your performance does not match your goals and doing something about it. If you find yourself in need, please visit Connie Frank CARE Center <https://odos.illinois.edu/community-of-care/CAREcenter> to seek for expert help. Tutoring is available through OMSA <http://omsa.illinois.edu/programs/tutoring/> and writing support is available through the University of Illinois Writers Workshop <https://online.illinois.edu/getting-started/other-important-info-for-online-students/writing-support>. Finally, if you just need someone to talk to, visit <https://counselingcenter.illinois.edu/>.



Course Schedule

DUE BEFORE CLASS		DURING OUR CLASS MEETING
8/27	<i>All readings are due before class</i>	<p>Overview: What is and Why Economic Development?</p> <ul style="list-style-type: none"> • What is economic development? • Why do we need economic development? • A taste of economic development planning in a game <p>Readings:</p> <ul style="list-style-type: none"> • Leigh & Blakely (2016): Chapter 1. • Polese, M. (2011). Urban Development Legends: Grand theories do little to revive cities. <i>City Journal</i>. (Autumn, 2011). https://www.city-journal.org/article/urban-development-legends
Module 1: Laying the Foundation: Theory and the Profession of Economic Development Planning		
8/29	<i>Group project instruction & rubrics</i>	<p>Foundations of Knowledge: Concepts and Theories I</p> <ul style="list-style-type: none"> • Concepts related to economic development • Economic development theories <p>Reading:</p> <ul style="list-style-type: none"> • Leigh & Blakely (2016): Chapter 3.
9/3		<p>Foundations of Knowledge: Concepts and Theories II</p> <ul style="list-style-type: none"> • Economic development theories • Concept mapping <p>Reading:</p> <ul style="list-style-type: none"> • Leigh & Blakely (2016): Chapter 3.
9/5	<i>Assignment #1 due before class</i>	<p>Economic Development at Every Scale: From Local to National</p> <ul style="list-style-type: none"> • Levels of economic development planning • Coordination across different levels <p>Readings:</p> <ul style="list-style-type: none"> • Leigh & Blakely (2016): Chapter 2.
9/10		<p>Become a Pro: The Profession of Economic Development Planning</p> <ul style="list-style-type: none"> • How do economic developers work? • What knowledge and skills do economic development planners need? <p>Readings:</p> <ul style="list-style-type: none"> • Leigh & Blakely (2016): Chapter 4. • Levy, J. M. (1990). What local economic developers actually do location quotients versus press releases. <i>Journal of the American Planning Association</i>, 56(2), 153-160. • Colorelli, M. & Associates (2012). Executive and Professional Competencies for Economic Developers. Washington, DC. International Economic Development Council.
9/12		<p>Unpacking the Black Box: The Process of Economic Development Planning</p> <ul style="list-style-type: none"> • What are the steps of economic development planning?

		<ul style="list-style-type: none"> • Applications of these steps to a local context <p>Reading:</p> <ul style="list-style-type: none"> • Leigh & Blakely (2016): Chapter 5.
9/17		<p>Hackathon: Theoretical Critique of Economic Development Strategies</p> <ul style="list-style-type: none"> • How to find and read an economic development strategy? • How to theoretically critique an economic development strategy?
9/19	<i>First essay due by 9/23 midnight</i>	Student Showcase: First Essay Presentation
Module 2: Obtaining Your Hammer: Data and Analytical Methods		
9/24		<p>Show Me the Big Picture: The Economic Profile</p> <ul style="list-style-type: none"> • What is the economic profile? • Data sources and analytical skills to build an economic profile <p>Reading:</p> <ul style="list-style-type: none"> • Leigh & Blakely (2016): Chapter 6: 157-179.
9/26		No class meeting. Professor at Illinois APA. Students are encouraged to attend Illinois APA.
10/1	<i>Assignment t#2 due before class</i>	<p>Decoding Economic Strength: Location Quotient & Economic Base Analysis</p> <ul style="list-style-type: none"> • What is Location Quotient? • How to calculate Location Quotient? • How to use Location Quotient to conduct an Economic Base Analysis? <p>Reading:</p> <ul style="list-style-type: none"> • Leigh & Blakely (2016): Chapter 6: 180-192.
10/3	<i>Assignment t#3 due before class</i>	<p>What's in the Change: Shift-Share Analysis</p> <ul style="list-style-type: none"> • What is Shift-Share Analysis? • How to conduct a Shift-Share Analysis? • How to interpret the results of a Shift-Share Analysis? <p>Reading:</p> <ul style="list-style-type: none"> • Leigh & Blakely (2016): Chapter 6: 192-200.
10/8	<i>Assignment t#4 due before class</i>	<p>Bang for the buck: Input-Output Model and Economic Impact Analysis</p> <ul style="list-style-type: none"> • What is Input-Output Model? • How to use the Input-Output Model to conduct an Economic Impact Analysis? • How to interpret the result of an Economic Impact Analysis? <p>Reading:</p> <ul style="list-style-type: none"> • Leigh & Blakely (2016): Chapter 6: 200-203

10/10	<i>Assignment #5 due before class</i>	<p>Is it Worth it: Cost-Benefit & Cost-Effectiveness Analysis</p> <ul style="list-style-type: none"> • What is Cost-Benefit Analysis? • What is Cost-Effectiveness Analysis? • How to conduct Cost-Benefit and Cost-Effectiveness Analyses? • Ethical issues in Cost-Benefit and Cost-Effectiveness Analyses. <p>Reading:</p> <ul style="list-style-type: none"> • Flyvbjerg, B., Holm, M. S., & Buhl, S. (2002). Underestimating costs in public works projects: Error or lie? <i>Journal of the American Planning Association</i>, 68(3), 279-295.
10/15		<p>Beyond Numbers: Qualitative Study and Storytelling</p> <ul style="list-style-type: none"> • What is qualitative study and story-telling? • How to use story-telling in economic development planning? <p>Reading:</p> <ul style="list-style-type: none"> • Sandercock, L. (2003). Out of the closet: The importance of stories and storytelling in planning practice. <i>Planning Theory & Practice</i>, 4(1), 11-28.
10/17		No Class: Time dedicated to interviews and/or site observations.
10/22		<p>Hackathon: Analytical Critique of Economic Development Strategies</p> <ul style="list-style-type: none"> • How to analytically critique an economic development strategy?
10/24	<i>Second essay due by 10/28 midnight</i>	Student Showcase: Second Essay Presentation
Module 3: From Vision to Action: Economic Development Strategies and Policies		
10/29		<p>Building Places People Love: Placemaking Strategy</p> <ul style="list-style-type: none"> • What is local economic development strategy? (An overview) • What is placemaking strategy? • What placemaking strategies do planners have? • How is placemaking practiced? <p>Reading:</p> <ul style="list-style-type: none"> • Leigh & Blakely (2016): Chapter 8.
10/31		<p>Creating a Supportive Business Atmosphere: Business Strategy</p> <ul style="list-style-type: none"> • What is business strategy? • What business strategies do planners have? • How are business strategies practiced? <p>Reading:</p> <ul style="list-style-type: none"> • Leigh & Blakely (2016): Chapter 9. • Trainer, J. (2022). Cluster Bucks.
11/5		<p>From Niche to Network: Industry Targeting & Cluster Strategy</p> <ul style="list-style-type: none"> • What is industry targeting? • What is an industrial cluster? • What cluster and industry-targeting strategies do planners have? • How are cluster and industry-targeting strategies practiced?

		<p>Readings:</p> <ul style="list-style-type: none"> • Muro, M. & Katz, B. (2011). The new “cluster moment”: How regional innovation clusters can foster the next economy.
11/7		No Class. Professor at ACSP.
11/12		<p>Let’s Go See Some Innovative Spaces (Field Trip): Innovation Districts, Art and Culture Districts, Co-Working and Entrepreneurship</p> <p>Reading:</p> <ul style="list-style-type: none"> • Research Park https://researchpark.illinois.edu/
11/14		<p>Investing in People: Workforce Development Strategy</p> <ul style="list-style-type: none"> • What is workforce development? • What workforce development strategies do planners have? • How is workforce development practiced? <p>Reading:</p> <ul style="list-style-type: none"> • Leigh & Blakely (2016): Chapter 10.
11/19		<p>Getting Your Name Out: Branding</p> <ul style="list-style-type: none"> • What is branding? • Why do we need branding? • How do you brand? <p>Reading:</p> <ul style="list-style-type: none"> • The 5 Biggest Mistakes in Economic Development Marketing. https://www.forbes.com/sites/andrewlevine2/2015/09/25/the-5-biggest-mistakes-in-economic-development-marketing/#4195c6cb2821 • The Research Triangle website. https://www.rtp.org/ • Montgomery County, Maryland https://thinkmoco.com/ • Research Park, Illinois https://researchpark.illinois.edu/
11/21		<p>Show Me the Money: Financing Economic Development</p> <ul style="list-style-type: none"> • How to make sure that your economic development project is financially feasible? • Financial sources for economic development <p>Reading:</p> <ul style="list-style-type: none"> • Leigh & Blakely (2016): Chapter 12.
11/26-11/28		No Class. Fall Break.
12/3	<i>Assignment #6 due before class</i>	<p>Looking into the Crystal Ball: Zoom Town a Good Economic Development Strategy?</p> <ul style="list-style-type: none"> • What is zoom town? • Do you think it is a good economic development strategy? <p>Reading:</p> <ul style="list-style-type: none"> • The 'Zoom towns' luring remote workers to rural enclaves. BBC. https://www.bbc.com/worklife/article/20210604-the-zoom-towns-luring-remote-workers-to-rural-enclaves

		<ul style="list-style-type: none"> • Stoker P., Rumore D., Romaniello L. & Levine, Z. (2021) Planning and Development Challenges in Western Gateway Communities. <i>Journal of the American Planning Association</i>, 87(1), 21-33.
12/5		<p>Hackathon: Policy Critique of Economic Development Strategies</p> <ul style="list-style-type: none"> • How to critique the policy of an economic development strategy, theoretically and empirically?
12/10	<p><i>Website due by 12/12 midnight</i></p>	<p>A Season's Finale: Website Presentation</p>

Note: Except for changes that substantially affect the implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.