ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:
Copy and paste current course information from Class Search/Course Catalog.

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th>SGSUP</th>
<th>Department</th>
<th>School of Geographical Sciences and Urban Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>PUP</td>
<td>Number</td>
<td>494 Title Economic Development Planning Units: 3</td>
</tr>
</tbody>
</table>

Is this a cross-listed course?
If yes, please identify course(s)
(Choose one) No

Is this a shared course?
Course description:
(Choose one) If so, list all academic units offering this course No

Requested designation: (Choose One)
Note: a separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Fine Arts and Design core courses (HU)
- Social and Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Global Awareness courses (G)
- Historical Awareness courses (H)
- Cultural Diversity in the United States courses (C)

A complete proposal should include:
☒ Signed General Studies Program Course Proposal Cover Form
☒ Criteria Checklist for the area
☒ Course Syllabus
☒ Table of Contents from the textbook, and/or lists of course materials

Contact information:
Name Elizabeth Mack Phone 480-965-6165
Mail code 5302 E-mail: eamack1@asu.edu

Department Chair/Director approval: (Required)
Chair/Director name (Typed): David Pijawka
Chair/Director (Signature): [Signature]
Date: 3-18-13

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08, 11/11/12/11, 7/12
Addendum: Literacy Application for PUP

3 changes will be made so this course meets the literacy requirements. These changes are as follows:

1. ENG 101 will be added as a pre-requisite for the course.
2. The 20 page writing assignment will be split into 2 10-page writing assignments. Each of these writing assignments will constitute 25% of the grade. The exam will be removed from the syllabus so the new grade breakdown will be as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Reading Responses (25%)</td>
<td></td>
<td>125</td>
</tr>
<tr>
<td>Class Participation (25%)</td>
<td></td>
<td>125</td>
</tr>
<tr>
<td>Regional Profile Paper (25%)</td>
<td></td>
<td>125</td>
</tr>
<tr>
<td>Topical Paper (25%)</td>
<td></td>
<td>125</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

The first writing assignment will be a 10-page double spaced extended discussion of a current issue in economic development that relates to the topics covered in class. Students will be asked to identify the issue, demonstrate how the issue relates to course material, and develop an extended discussion of the issue using literature from class and external sources. The assignment will be graded in stages that are as follows:

1. Thesis statement
2. Outline of paper
3. First draft of paper
4. Final draft of paper

The second writing assignment will ask students to compile and analyze information from academic articles and popular news sources, as well as data from government sources to produce an economic profile of a region. This profile is a 10-page double-spaced assignment that will be graded in the following stages:

1. Review of data and data analysis
2. Outline of paper
3. First draft of paper
4. Final draft of paper
Arizona State University Criteria Checklist for

LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. Critical inquiry involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites

2. Honors theses, XXX 493 meet [L] requirements

3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.
Proposer: Please complete the following section and attach appropriate documentation.

**ASU - [L] CRITERIA**

TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
</table>

**CRITERION 1:**
At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report.

1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".

   - C-1

**CRITERION 2:**
The composition tasks involve the gathering, interpretation, and evaluation of evidence.

1. Please describe the way(s) in which this criterion is addressed in the course design.

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".

   - C-2

**CRITERION 3:**
The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams.

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements.

   Please see the "Course Evaluation" section on pgs. 2 and 3 of the attached syllabus and the attached description on C-3.
2. **Also:**

Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-3".
## CRITERION 4:

These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. *Intervention at earlier stages in the writing process is especially welcomed.*

The committee is kindly asked to refer to the "Course Outline" portion of the syllabus on pgs. 4 and 7 for paper milestone due dates, the document entitled "Point_Breakdown_Pr Project_AllStudents", and the attached description on C-4.

1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments.

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUP</td>
<td>494</td>
<td>Economic Development Planning</td>
<td>Seeking the &quot;L&quot; designation</td>
</tr>
</tbody>
</table>

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</td>
<td>62% of the final grade is based on a term paper, reading responses, and an essay on the mid-term exam. The term paper is 20 pages long and this paper, along with its accompanying presentation is worth 25% of the final grade. In addition to this paper, there are 5 reading responses (about 500 words each) that are worth 25% of the final grade. The third writing component of the final grade is an essay section of the exam, which is worth 12% of their final grade. Combined, these writing assignments are designed to improve student’s critical thinking and writing skills by requiring and encouraging them to gather, interpret, and evaluate evidence.</td>
<td>The committee is kindly asked to refer to the &quot;Course Evaluation&quot; section on pgs. 2 and 3 of the syllabus for more detailed information about this criterion. Please also see the attached description on C-1.</td>
</tr>
<tr>
<td>C-2: The composition tasks involve the gathering, interpretation, and evaluation of evidence. Please describe the way(s) in which this criterion is addressed in the course design.</td>
<td>Students are expected to synthesize, analyze and evaluate course ideas and concepts for the paper and presentation portion of the grading scheme. As stated in the paper guidelines, the term paper is designed to have students “explore a topic covered in class in greater depth.” These guidelines also asks students to include in their papers: •A clear thesis statement that specifies the topic and aims of the paper. •A clear delineation of why</td>
<td>The committee is kindly asked to refer to the documents entitled &quot;Paper guidelines&quot;, &quot;sample reading response&quot;, and the attached description on C-2.</td>
</tr>
</tbody>
</table>
the topic you are researching is important.
• A synthesis of the literature, which means categorizing the literature and an explanation of the categories.
• A good conclusion that briefly reviews what the paper has covered and the relevant findings.

In summary, the goal of this paper is to help students construct a concise argument, identify relevant information to support this argument, and organize the required information to make a clear argument about a topic in the area of economic development.

The five reading responses (about 500 words each) are designed to improve students’ reading comprehension and writing skills by asking them to synthesize class readings and identify overarching themes that connect the readings.

| C-3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements. |
|---|---|
| C-3: There are two substantial writing tasks for the course in addition to writing required for in-class exams. These tasks are: 1. The five reading responses, which are worth 25% of the final grade and 2. The term paper, which is worth 25% of their grade. The writing portion of the term paper is worth 19% of the final grade and the accompanying presentation is worth 6% of the final grade. |
| C-4: C4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. Intervention at |
| C-4: Each of the assignments is designed to improve students’ writing, information gathering, and critical-thinking skills throughout the semester. As outlined in the syllabus, the five reading responses are evaluated on a 0 or check basis. Good assignments that |
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| C-3: The committee is kindly asked to refer to the "Course Evaluation" section on pgs. 2 and 3 of the syllabus for more detailed information about this criterion. Please also see the attached description on C-3.
| earlier stages in the writing process is especially welcomed. Please describe the sequence of course assignments-and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments. | follow instructions and clearly summarize course readings will be given a check. Assignments that are too short, not clear, and/or do not demonstrate an understanding of the readings will not receive any points. Students receive feedback on their reading responses, particularly the responses that need improvement. Students are also encouraged to come to office hours to meet with the instructor to obtain feedback and clear up any concerns they might have. The goal is to have the quality of responses improve throughout the course of the semester. Per the point breakdown, the paper is submitted in stages throughout the semester. A topic and thesis statement is submitted first, followed by a course outline, and finally the final draft of the paper. At each stage of the paper writing process, students receive feedback about the clarity of their topic and thesis statement, scope of the topic, and quality of information gathered. Students are also encouraged to come to office hours to meet with the instructor to obtain feedback and clear up any concerns they might have. The goal of work shopping the paper in stages is to have students receive feedback and complete a substantial product in stages so the final product is something they can show employers (if relevant). |
Attached Descriptions for Criteria 1-4

C-1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report.

62% of the final grade is based on a term paper, reading responses, and an essay on the mid-term exam. The term paper is 20 pages long and this paper, along with its accompanying presentation is worth 25% of the final grade. In addition to this paper, there are 5 reading responses (about 500 words each) that are worth 25% of the final grade. The third writing component of the final grade is an essay section of the exam, which is worth 12% of their final grade. Combined, these writing assignments are designed to improve student’s critical thinking and writing skills by requiring and encouraging them to gather, interpret, and evaluate evidence.

C-2: The composition tasks involve the gathering, interpretation, and evaluation of evidence. Please describe the way(s) in which this criterion is addressed in the course design.

Students are expected to synthesize, analyze and evaluate course ideas and concepts for the paper and presentation portion of the grading scheme. As stated in the paper guidelines, the term paper is designed to have students “explore a topic covered in class in greater depth.” These guidelines also asks students to include in their papers:

- A clear thesis statement that specifies the topic and aims of the paper.
- A clear delineation of why the topic you are researching is important.
- A synthesis of the literature, which means categorizing the literature and an explanation of the categories.
- A good conclusion that briefly reviews what the paper has covered and the relevant findings.

In summary, the goal of this paper is to help students construct a concise argument, identify relevant information to support this argument, and organize the required information to make a clear argument about a topic in the area of economic development.

The five reading responses (about 500 words each) are designed to improve students’ reading comprehension and writing skills by asking them to synthesize class readings and identify overarching themes that connect the readings.

C-3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements.

There are two substantial writing tasks for the course in addition to writing required for in-class exams. These tasks are: 1. The five reading responses, which are worth 25% of the final grade and 2. The term paper, which is worth 25% of their grade. The writing portion of the term paper is worth 19% of the final grade and the accompanying presentation is worth 6% of the final grade.
**Reading Responses:** As mentioned previously, the reading responses (about 500 words each) are designed to improve students' reading comprehension and writing skills by asking them to synthesize class readings and identify overarching themes that connect the readings.

**Term Paper:** In addition to the 5 required reading responses, students are asked to construct a 20 page paper that is worth 19% of their final grade. The goal of this paper is to help students construct a concise argument, identify relevant information to support this argument, and organize the required information to make a clear argument about a topic in the area of economic development.

**Presentation:** In addition to the reading responses and the term paper, each student must complete a 20-minute presentation that outlines the topic and key information from their term paper. Per the paper and presentation guidelines, students are advised that a good presentation adheres to the following guidelines:

- A good presentation will summarize your paper and present key facts and findings.

- Slides should not be cluttered with too much text. You should use your slides as a guide for the key points you would like to make.

- Your presentation should be on time. This means 20 minutes in length, no more no less. This will require you to practice your presentation in advance. The general rule is a minute a slide, but you may need less depending on how much you want to talk around each particular slide.

- Cite references on each slide using parenthetical citations. References should not be saved for the end of the presentation on the last slide only.

- If you use images, graphics, etc. these should be cited with the source placed directly beneath the image, graphic, etc.

- Do not include an outline slide for your presentation. This is not necessary if you guide your audience artfully through your content, which should be well organized for maximum impact.

**C4:** These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. *Intervention at earlier stages in the writing process is especially welcomed.* **Please describe the sequence of course assignments and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments.**

Each of the assignments is designed to improve students' writing, information gathering, and critical-thinking skills throughout the semester. As outlined in the syllabus, the five reading responses are evaluated on a 0 or check basis. Good assignments that follow instructions and clearly summarize course readings will be given a check. Assignments that are too short, not clear, and/or do not demonstrate an understanding of the readings will not receive any points. Students receive feedback on their reading responses, particularly the responses that need improvement. Students are also encouraged to come to office hours to meet with the instructor to
obtain feedback and clear up any concerns they might have. The goal is to have the quality of responses improve throughout the course of the semester.

Per the point breakdown, the paper is submitted in stages throughout the semester. A topic and thesis statement is submitted first, followed by a course outline, and finally the final draft of the paper. At each stage of the paper writing process, students receive feedback about the clarity of their topic and thesis statement, scope of the topic, and quality of information gathered. Students are also encouraged to come to office hours to meet with the instructor to obtain feedback and clear up any concerns they might have. The goal of work shopping the paper in stages is to have students receive feedback and complete a substantial product in stages so the final product is something they can show employers (if relevant).

Combined, the reading responses and term paper are designed to help students develop information gathering, writing, and critical thinking skills that will be relevant well after they graduate from ASU.
Arizona State University
PUP 494: Economic Development Planning
Spring 2013

Professor:
Elizabeth A. Mack
Office: Coor Hall 5616
Email: eamack1@asu.edu
Office Hours: Thursday 2pm-4pm or by appointment

Lecture Time and Location
Tempe Campus, Coor L1-88
Tuesday and Thursday
12:00-1:15pm

Required Materials

Textbooks

There is one required text for this class. Selected chapters will be taken from this text as part of the required reading. These chapters will be supplemented with additional readings, as noted in the schedule of classes, to provide students with the most complete introduction to economic development possible.

Required:


Recommended:


Course Description and Objectives

This course is designed to provide students with a broad overview of urban economic development in the U.S. This overview will include the role and goals of economic development in today’s global information economy. It will also provide students with a sense of the breadth of topics that fall beneath the umbrella of “economic development”. The objective of this course is to instill a working knowledge of economic development concepts that students may utilize in future course work or on the job market. A key focus of the course will be the application of course concepts to real world urban development issues in a U.S. context.
Format

The course is comprised of two classes per week. Classes will consist of lectures, discussion, and time dedicated for group work. The lectures will elaborate on information presented in the required reading, but may deviate from this material. Notes for this course will be provided as needed for comprehension of the readings, but students should plan on taking their own notes to better understand course concepts. If you are unable to attend class, it is the responsibility of the student to obtain notes from a classmate. Notes will not be provided by the instructor for students who are unable to come to class.

Reading Responses: You will hand in 5 responses to the readings over the course of the semester. The classes for which reading responses are required are noted in the Course Outline portion of the syllabus. Responses are due at the beginning of class. The goal of the responses is to get students to read the required materials before class on that particular day to facilitate class discussion. Guidelines for required elements in your reading responses will be posted on Blackboard. These will be graded on a 0 or check basis. Good assignments that clearly summarize course readings will be given a check or full points. Assignments that are too short, not clear, and/or do not demonstrate an understanding of the readings will not receive any points.

Class Participation: Participation in class is an essential element of this class to ensure comprehensive of the required readings and the ability to apply course concepts. Students are expected to attend class regularly and will also be graded on their participation in class. Participation will be evaluated by a variety of metrics including peer evaluation for group discussions. In order to receive a good participation grade it is necessary to do more than show up to class. This is why this portion of the grade is called class participation rather then attendance.

Mid-Term Exam: The mid-term exam will in class on the date designated in the Course Outline portion of this syllabus. This is exam is closed book and closed notes.

Final Exam: There is no final exam for this class.

Paper and Presentation: Students will be asked to complete a term paper for this class. The paper will be an in-depth discussion of one of the topics covered in class. Papers should be 20 pages in length, double-spaced. The content of this paper will be presented to your classmates in a presentation the last few weeks of class as noted in the Course Outline portion of the syllabus. More information, including a rubric for the paper and presentation are posted on Blackboard.

Extra Credit
No extra credit will be offered in this class.
Grades: The final grade is based on the number of points accumulated over the semester. There are a total of 500 points in this course. The distribution of points for the required elements of the course is as follows:

Reading Responses (25%)  
Class Participation (25%)  
Mid-Term Exam (25%)  
Paper and Presentation (25%)  
Total  

125  
125  
125  
125  
500  

Final Grades will be assigned using the following breakdown:

A  460 - 500  
A-  450 - 459  
B+  440 - 449  
B  410 - 439  
B-  400 - 409  
C+  390 - 399  
C  360 - 389  
C-  350 - 359  
D+  340 - 349  
D  310 - 339  
D-  300 - 309  
F  299 or below

COURSE OUTLINE

(Please note: date, topics, and assignments listed are estimates; they may be adjusted with advance notice as deemed necessary).

Week 1

1/08/2013  Course Introduction  
           Introduction to Economic Development

1/10/2013  Introduction to Economic Development

           Chapter 1: Blakely & Green Leigh: The Enduring Argument for Local Economic Development Planning

           Chapter 4: Blakely & Green Leigh: The Local Economic Development Profession and Professionals

**Week 2**

1/15/2013 Definition & Concepts

Chapter 2: Malizia and Feser: Definitions and Concepts of Development (including Appendix 2.1)

Chapter 3: Blakely & Green Leigh: Concepts and Theories of Local Economic Development


1/17/2013 Urban Economic Development: Why Bother?


Chapter 1: An introduction to state and local economic development policy

Chapter 3: Justifying economic development

**Week 3**

1/22/2013 State and National Economic Development Policy


Chapter 2: Blakely & Green Leigh: The Influence of National and State Policies on Local Economic Development

1/24/2013 Analytical Tools for Economic Development Planning

Chapter 6: Blakely & Green Leigh: Introduction to Analytical Methods for Local Economic Development Planning

*Topic for Class Paper and Presentation Due*
Week 4
1/29/2013  Economic Development Planning and Strategy Formulation
            Chapter 5: Blakely & Green Leigh: The Local Economic Development Planning Process
            Chapter 7: Blakely & Green Leigh: Local Economic Development Strategy
1/31/2013  Locality Development
            Chapter 8: Blakely & Green Leigh: Locality Development


Week 5
2/05/2013  Locality Development

2/07/2013  Business Development and Enterprise Zones
            Chapter 9: Blakely & Green Leigh: Business Development
Week 6
2/12/2013 Business Development and Entrepreneurship
Malizia and Feser Chapter 9: Theories of Entrepreneurship
2/14/2013 Business Development and Incubators

Week 7
2/19/2013 Human Resource Development
Blakely & Green Leigh: Chapter 10: Human Resource Development
2/21/2013 Human Resource Development

**Week 8**

2/26/2013 WRSA No class

*Work on Class Paper and Presentation*

2/28/2013 The Creative Class Debate


Outline of Class Paper Due in Class

**Week 9**

3/05/2013 Universities and Economic Development


3/07/2013 Mid-Term Exam In Class

**Week 10**

3/12/2013 Spring Break

3/14/2013 Spring Break
Week 11

3/19/2013  Technology-Based Economic Development


Reading response 1 due in class

3/21/2013  Quality of Life and Amenities in Economic Development


Reading response 2 due in class

Week 12

3/26/2013  Financing Local Development


3/28/2013  Financing Local Development


Reading response 3 due in class

Week 13

4/02/2013  Community Development

Blakely & Green Leigh: Chapter 11: Community Economic Development


4/04/2013  Community Development


*Reading response 4 due in class*

**Week 14**

4/09/2013  Institutional Approaches to Local Economic Development

Blakely & Green Leigh: Chapter 13: Institutional Approaches to Local Economic Development


4/11/2013  AAG No Class

*Work on Class Paper and Presentation*

**Week 15**

4/16/2013  Future Challenges in Economic Development

Perry, M. (2010). Controversies in Local Economic Development

Chapter 14: Blakely & Green Leigh: Local Economic Development Planning’s Response to the Flatter and Climate-Challenged World


*Reading response 5 due in class*

4/18/2013  Student Paper Presentations

4/23/2013  Student Paper Presentations

4/25/2013  Student Paper Presentations
Final Exam

5/07/2013  No final

Important Course Policies

Students are expected to adhere to Arizona State University’s Student Academic Integrity Policy https://provost.asu.edu/files/AcademicIntegrityPolicyPDF.pdf. Students are encouraged to obtain copies of this policy and become familiar with all regulations that pertain to conduct and academic integrity. For your convenience, this policy is posted on the Blackboard website for this course. It is expected that students will be familiar with the materials in this policy.

1. **Assignments:** Students may wish to study together and to discuss assignments with others. Assignments that are submitted, however, must be the student’s own work. Each submitted assignment should provide evidence that the student understands the concepts that the assignment seeks to develop. Violation of this expectation may lead to disciplinary action.

2. **Own Work:** Assignments, exams, and papers written in this class should be the student’s own work. This means that the student understands the course material and the content of their written work. Although students are encouraged to work together, the written content of assignments must be their own work and should in no way duplicate another student’s work. In the cases of definitions or exact quotes used from course or other readings, this information should be placed in quotes and cited accordingly.

3. **Exams:** Exams are in-class and closed notes. No assistance may be used on the exams including study guides or crib sheets.

4. **Review Sheets:** Review sheets for course materials may be provided at times to help students synthesize information but this should not be expected. This is an upper division course and students are expected to be able to pull out key concepts from the readings without the help of a review sheet.

5. **Plagiarism** is not allowed and is sufficient basis for awarding a failing grade in for an assignment. Plagiarism is defined as intentionally or knowingly representing the words or ideas of another as one’s own without citing them.

6. **Fabrication** is not allowed and is sufficient basis for disciplinary action. Fabrication is defined as the intentional falsification or invention of any information or citation.

7. **Citation of Sources:** Paraphrased sentences or exact quotes should always be cited. Facts and pieces of information that are not considered common knowledge (i.e. vegetables are nutritious) should be cited. The APA citation style is the appropriate citation format for this class. If you have questions about citing sources please ask the instructor.
8. **Disciplinary Action**: Cases will be dealt with on an individual basis, but this may include a failing grade for an assignment, failing grade for the course, failing grade of XE for the course, or dismissal from the program depending on the gravity of the offense.

9. The Professor will evaluate students on the basis of their own work and thought, which means that all work presented must be the student’s own, done specifically for this course. Students should be able to identify their sources of information such as web sites, books, journals and reports, to defend the logic of the arguments and conclusions, and to express ideas in various forms as their own property. Submissions of papers or assignments written for another course or by a person other than the student submitting the work may lead to disciplinary action.

10. If you are absent for an exam, a make-up will be offered only if (1) you contact Elizabeth Mack by phone (812-679-8620), email, or in person before the exam or in the **24 hours** immediately following the end of the exam period, **and** (2) you provide a written doctor's note stating that you were incapacitated and unable to attend the exam. There are no exceptions.

11. **Late Work**: Late papers and exercises are not acceptable. **DO NOT** send written assignments via email, place them under a door, or in a mailbox without permission. **If you do this without permission you will not receive credit for the assignment.**

12. **Students with Disabilities**: Every effort possible will be made to accommodate your special needs. Please see the course instructor at the beginning of the semester to discuss any needs that will enhance your learning experience.

13. Students are expected to attend all classes and actively take notes. Students who do not attend class on a regular basis will not do well in this course. Furthermore, those who do not read the assigned material carefully will also do poorly. All assigned readings and lecture material are examinable. If you miss class it is not the instructor’s responsibility to supply you with class notes. Please obtain these from a fellow classmate.

14. If you are having problems with the course material or with the assignments, or if you just seem to be falling behind, please see the course instructor or associate instructor as soon as possible.

15. Office hours are your opportunity to discuss course material outside of the class. Office hours also represent an opportunity to get to know your instructors (and for them to get to know you). Feel free to use office hours to find out more about the discipline of geography as well.

16. **Class conduct**: This course is designed to be discussion oriented and question friendly. Please use good judgment in class discussion and treat it like a work environment. This includes restricting conversations to **course relevant** material and not dominating class time. Class must also finish on time so please do not start new discussion threads near the end of class. If discussion has not helped make course concepts clear then please come to office hours. If a student is consistently disruptive and/or rude to the instructor and/or their classmates they
will be asked to leave the classroom. Participation will not be given for days students are asked to leave class.

17. **Email Communication:** The content of emails is a professional exchange and thus the content should be professional in nature. Email should be used to verify meeting times and other kinds of short communications. Extensive questions about course material should be reserved for office hours. **I will also not discuss grades over email due to privacy concerns.** This should be done after class or in office hours.

18. If you are unclear about any content of this syllabus, information in class, or readings, it is the student’s responsibility to speak with the instructor. The instructor will try and communicate clearly with students through rubrics, assignment instructions, and announcements. If the communication is not clear please ask about any doubts you may have.

**DISCLAIMER:** All information contained in this syllabus (other than the grade and absence policy portions) may be subject to change with advance notice as deemed appropriate by the instructor.
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Reading Response 2: Due in class 3/21/2013

Please answer the following question, making sure to address all parts within the word counts specified. You may use your class materials to help you answer the questions. Any quotes or ideas taken from the readings however must be cited. Parenthetical citations should be used and references should be included in your response documents. An example of parenthetical citation is as follows: Subprime lending was a key component of the 2008 economic crisis (Blakely and Bradshaw, 2010). Additional information about citing sources in the APA citation style may be found on the library website. Please include a word count at the end of your response.

1. What are the challenges associated with using quality of life as an indicator of economic development? Please be sure to include definition challenges and measurement challenges in your response. 400 words
Breakdown of Points for Project

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Guidelines

**Topic and Thesis Statement**

- At a minimum, the topic you choose must be relevant to the class and this must be demonstrated somewhere in your paper. Your thesis statement should address why this topic is important, what you will cover, and how you will cover the material.

- If you choose to start writing your introduction, this is great. You will be able to receive more feedback about your paper.

**Outline of Paper**

- At a minimum, you should have headers for each section of the paper and you need to put facts and quotes from references you have identified for use in your paper.

- If you choose to have more content in your outline, this is fine. Again, you will get more feedback the more content you have.

**Paper**

- This is the final version of your paper and it should conform to the guidelines posted on Blackboard at the beginning of the semester.

**Presentation**

- A good presentation will summarize your paper and present key facts and findings.

- Slides should not be cluttered with too much text. You should use your slides as a guide for the key points you would like to make.

- Your presentation should be on time. This means 20 minutes in length, no more no less. This will require you to practice your presentation in advance. The general rule is a minute a slide, but you may need less depending on how much you want to talk around each particular slide.

- Cite references on each slide using parenthetical citations. References should not be saved for the end of the presentation on the last slide only.
-If you use images, graphics, etc. these should be cited with the source placed directly beneath the image, graphic, etc.

-Do not include an outline slide for your presentation. This is not necessary if you guide your audience artfully through your content, which should be well organized for maximum impact.
Required Paper Materials
Your paper is designed to get you to explore a topic covered in class in greater depth. Please pick a topic of interest for which you wish to do additional research and write a paper. The paper may deal with any issue you wish as long as you can establish its relevance to a class topic. You must use readings from class and also incorporate additional references.

Required Elements
• Use of at least 3 references from class
• Use of at least 10 additional references
• You may use tables and figures, but these should be included at the end of the paper after your references. Please label tables and figures so you may refer to them in the paper.
• Parenthetical citations of ideas, facts, and quotes.
• You must establish relevance to the class topic, if you want to include this in the paper in your introduction or a separate section, this would be a good idea

Formatting Guidelines for Paper:
• Executive summary: single spaced, 1-inch margins, justified paragraph formatting
• Justified paragraph formatting
• Length: 20 pages (excluding references, tables and figures)
• Margins: 1"
• Font: Times New Roman 12 point
• Double spaced
• References: APA Style
• Use parenthetical citations where relevant
• Page numbers

Elements of a good paper:
• A clear thesis statement that specifies the topic and aims of the paper.
• A clear delineation of why the topic you are researching is important.
• A synthesis of the literature, which means categorizing the literature and an explanation of the categories.
• A good conclusion that briefly reviews what the paper has covered and the relevant findings.
• Good grammar. This is not an English class, but poor grammar and sentence structure that reduce the readability of the paper will impact your grade.
• Please cite sources for specific quotes or facts with either parenthetical citation or footnotes.
• Papers that make extensive use of quotes instead of synthesizing information will not receive high grades.
• The paper incorporates a variety of references. This is not a book report and is supposed to be a compilation of ideas. Papers that rely too heavily on one resource will not receive high grades.