JPG2151H
Urban and Regional Economic Development in Theory and Practice
Fall 2018

Time: 10 AM – 12 Noon, Mondays
Class Location: Sidney Smith 5017A

Instructor:
Jason Spicer
Office - Sidney Smith 5036
Fall 2018 Office Hours: Monday 3 – 5 pm

Course Description. Some cities and regions have attained a seemingly high level of economic development. Other areas appear “left behind”, excluded from economic gains. How are we to make sense of this divergence? What tools can urban/regional planners, sub-national policymakers, and community advocates deploy in response? In this discussion-based graduate seminar, we will:

(a) survey mainstream paradigms in urban and regional economic development, drawing on theories from multiple social sciences, including economics, political science, sociology, and geography.

(b) examine the planning practices and public policies that reflect these various theories, grouped based on their focal logic: do they attempt to advance economic development by focusing on **people, places, or institutions/networks**? We will review these practices in action where possible, examining and discussing cases of planning and policy interventions, primarily in Canada, the US, and other high-income democratic countries. We will review **tax incentives, cluster/sector strategies, innovation districts, workforce development, creative class strategies, labour mobility vouchers, regional innovation ecosystems, and institutions/networks.**

(c) consider heterodox alternatives, which construct a different model of economic development that centres equity and sustainability. These alternatives, too, are grouped by their logic, based on whether they deploy an **exactive, localist, or democratic** approach to economic development. Coverage will include **living wage campaigns, community benefit agreements, anchor institution strategies, local/social procurement, worker cooperatives, and municipal/community ownership.**

Course Objectives. This course has three main objectives, to provide students with:

1. a **broad and comprehensive overview** of the wide range of policy and planning tools and techniques deployed in economic development, particularly in the North American context.

2. a **sense of the different employment opportunities and career options** in economic development, broadly defined, via exposure to diverse case studies and guest speakers.

3. a **venue in which to further develop professional-level** oral and written communication and analytical skills, particularly through the final case study and associated paper/report.
Grading Scheme. Students will be marked based on a “contract grading” scheme, based on their completion of *full-credit* assignments as specified in the schedule below. Students may not “mix and match” assignment types below to receive a desired grade. If a student completes all assignments for an A in most categories, but only completes the A-/B+ requirement in another category, they will receive an A-/B+ range grade.

To receive *full credit* for any assignment, it must be delivered on time and completed as per the instructions for each assignment type, as follows. If a student is unsure whether their work will be marked as completed, they may submit an assignment 48+ hours early. The Instructor will review such early submissions and indicate if they require revision to receive full credit.

<table>
<thead>
<tr>
<th>Course Grade</th>
<th>Weekly Reading Responses</th>
<th>Class Participation</th>
<th>Final Case Presentation and Report</th>
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<tbody>
<tr>
<td>A+/A</td>
<td>7+ Responses</td>
<td>9+ Classes</td>
<td>1 Group Case, 1 Full Individual Paper*</td>
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<tr>
<td>A-/B+</td>
<td>5-6 Responses</td>
<td>8 Classes</td>
<td>1 Group Case, 1 Short Individual Report</td>
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<tr>
<td>B/B-</td>
<td>3-4 Responses</td>
<td>8 Classes</td>
<td>1 Group Case</td>
</tr>
<tr>
<td>C/D</td>
<td>2 Responses</td>
<td>7 Classes</td>
<td>1 Group Case</td>
</tr>
<tr>
<td>F</td>
<td>&lt;2 Responses</td>
<td>&lt;7 Classes</td>
<td>None</td>
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*Students may substitute two short individual reports in place of one full individual paper, see below.

Course Requirements.

1. **Weekly Reading Responses.** To receive full credit for a weekly reading response, students must submit a 400-750 word reading response on Quercus by Saturday at midnight (Toronto time) before class the following Monday. To receive full credit, responses must not merely summarize the required articles, but rather synthesize and reflect on the reading, analyzing how the assigned readings relate to professional concerns regarding economic development planning, policy and practice. (n.b. students who also attempt to incorporate some of the recommended readings into their responses are more likely to receive the higher grade of each range in the table above!)

2. **Participation.** To receive full participation credit each week, students must be present for the entire scheduled class time. Students are also expected to complete the readings, and have read the posted reading responses, before class, and be prepared to discuss them in class. Students are also expected to complete in-class group exercises and engage with guest speakers.

3. **Group Case Presentation.** Students will work in small groups (2-5 people) to present a 15-20-minute case study in the final class session. A primary goal of the case study is to provide students with a chance to hone and develop their professional oral presentation skills. Groups for the case study presentations must be set by the third week of class, with details on the presentation content expectations also provided by the Instructor at that time. To receive full credit for the group case presentation, students must: (a) complete all required elements of the presentation; (b) submit all required interim deliverables for the case as specified in the syllabus: determine team roster, finalize case selection, submit interim status/progress report, file dry run video report; and (c) receive a unanimous vote from their team-mates that they have fully participated in the case presentation. Suggested case topics are included as a supplement to the syllabus, and will be distributed in class and on Quercus by Week 2. We will also review what constitutes a “case study” in Week 2.

4. **Individual Case Paper/Report.** Students may write either a short, professional memo-style report or a traditional, full-length academic-style paper, depending on the grade they are seeking to obtain. This paper must relate to some aspect of the case study they have presented. Students
are encouraged to use the paper as an opportunity to flesh out their thinking as pertains to other academic deliverables (e.g. current issues paper, dissertation proposal).

A full paper is 3,500 to 6,000 words in length, excluding references, appendixes/exhibits, and the cover page. The short memo/report is 1,500 to 2,500 words in length, excluding the introductory material/header, a one-page executive summary, and references. It should be formatted as a memo or professional report.

These are individual papers and are not group assignments. Students working on the same group case are expected to write their own paper or report, focusing on an aspect or theme in the case that is of interest to them. Students are strongly encouraged to meet with the Instructor in office hours to discuss their paper topic, before Reading Week. (n.b. If any student wishes to pursue the short professional memo option, but also wants to be considered for an A/A+ range mark, you may choose to write two memos. Students interested in this option should speak with the Instructor by Reading Week.)

**Lateness, Extensions and Accessibility Services**: No late assignments will be accepted, nor will any extensions be granted, except for documented medical/emergency situations, or for documented accessibility needs. If any student in the class anticipates that they might utilize Accessibility Services, please let the Instructor know as soon as possible so that reasonable accommodation can be made. Please consult [https://www.studentlife.utoronto.ca/as](https://www.studentlife.utoronto.ca/as) for further information.

**Plagiarism.** Quoting or paraphrasing others’ work without citation constitute plagiarism. This is an academic offense at the University of Toronto. Students should not submit academic work completed for other classes before consulting with the Instructor. Please see “Rules and Regulations”, Arts and Science Calendar ([www.artsandscience.utoronto.ca/ofr/calendar/rules.htm](http://www.artsandscience.utoronto.ca/ofr/calendar/rules.htm)) and the ‘How Not to Plagiarize’ website ([http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize](http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize)).

### Course Schedule Outline

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Group Case Deliverables</th>
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<tbody>
<tr>
<td>9/10</td>
<td>Introduction/Overview</td>
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<tr>
<td>9/17</td>
<td>Divergent Regions – Explanations</td>
<td>Find/Select Case Teammates</td>
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<tr>
<td>9/24</td>
<td>Trad’l Economic Development: Incentives, Exports</td>
<td>Finalize Case Team Roster</td>
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<tr>
<td>10/1</td>
<td>Places: Districts, Clusters/Sectors, Zones</td>
<td>Finalize Case Topic Idea</td>
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<td>10/8</td>
<td>Thanksgiving – No Class</td>
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<tr>
<td>10/15</td>
<td>People: Creative Class, Workforce Dev, Labour Mobility</td>
<td>Case Progress Report – 1 p.</td>
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<tr>
<td>10/22</td>
<td>Institutions: Networks and Innovation Systems</td>
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<tr>
<td>10/29</td>
<td>Critical Approaches: Overview</td>
<td></td>
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<tr>
<td>11/5</td>
<td>Reading Week – Lab Session, Group Case Meetings</td>
<td></td>
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<tr>
<td>11/12</td>
<td>Exactive: Community Benefits, Living Wages</td>
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<td>11/19</td>
<td>Localist: Social/Local Procurement, Anchor Institutions</td>
<td>Submit Dry Run Schedule</td>
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<tr>
<td>11/26</td>
<td>Democratic: Solidarity Economy, Cooperatives, Municipal and Community Ownership</td>
<td>Dry Run Debrief — 1 p.</td>
</tr>
<tr>
<td>12/3</td>
<td>Wrap Up/Review/Group Case Presentations</td>
<td>Present Case to Class</td>
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<tr>
<td>12/10</td>
<td>Paper Due</td>
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Detailed Course Topics and Readings Schedule
(readings subject to change through second week of class)

Part One: Core Theories, Concepts and Practices

9/10 Course Introduction

9/17 The Puzzle of Divergent Regional Economies – Theories and Explanations

Required:


Recommended:


9/24 Traditional Economic Development: Exports, Imports, and Base Theory; Incentives

Discussion Case: Amazon HQ2
Guest Speaker: Michael Henderson, Director, Pittsburgh Regional Alliance

*Submit proposed case team rosters by start of class. Students lacking a team will be assigned one.*

Required:

Raice, S., Stevens, L. 2018. ‘Hi, It’s Amazon Calling, Here’s What We Don’t Like in Your City.’ The Wall Street Journal.

Recommended:


10/1 Place-based Strategies: Industrial + Innovation Districts, Clusters, Opportunity Zones

*Group final project case selections due by beginning of class*

Required:


Skim: Brookings, 2017. Innovation Districts

Recommended:


10/8 Thanksgiving – NO CLASS
10/15 People: The Creative Class, Workforce Development, Labour Mobility Vouchers

*Group final case progress report due by start of class – one-page max*

Guest Speakers: Kelly Pasolli, Sr. Researcher; Kelly O'Connor, Researcher; Blueprint ADE
Discuss Case/Presentation: Ontario’s Workforce Development System

Required:

1. Creative Class? (Florida vs. Glaeser vs. 2018 Reality)


2. Human Capital and Workforce Development


Employment and Social Development Canada, 2018. “Governments of Canada and Ontario reach agreement to give more people the tools they need to find and keep good jobs”

3. Labour Mobility Vouchers


10/22 Institutions: From Networks to Business/Innovation Ecosystems

Required:

1. Networks and Institutions

Granovetter, M.S., 1973. The Strength of Weak Ties. American Journal of Sociology 78, 1360–1380.


2. **Business Ecosystems, Regional Innovation Systems, and Innovation Ecosystems**


**Recommended:**


**Part Two: Critiques and Other Avenues**

10/29 **Is There No Alternative? Cities and Regions as Laboratories of Critical Experimentation**

**Guest Speaker:** Catherine Cieply, City of Toronto - Economic Development and Culture, **Discussion Case/Presentation:** City of Toronto Economic Development Overview


Castells, M. et al., 2017. Another Economy Is Possible: Culture And Economy In A Time Of Crisis. John Wiley & Sons. Introduction (pp. 1-4) and Conclusion (pp. 205-214)


11/5 READING WEEK – Lab Session: Group Case Meetings During Class

Students will meet with their case group, either during class time or another pre-arranged 2-hour time period during the week, for a self-directed working session.

*Reminder: Students encouraged to meet with Instructor about their paper topic by this week!* 

11/12 Exactive Practices – Living Wage Campaigns and Community Benefit Agreements

Discussion Case: Community Benefit Agreements
Guest Speaker: TBA

**Required:** Read at least two items from each subsection below.

**Recommended:** Read all items per subsection.

1. From Living Wage Campaigns to Basic Income Experiments


2. Community Benefit Agreements


   LeRoy, G. 2018. Will Amazon’s HQ2 Auction be a Community Benefits Game-Changer, or a Monument to High-Tech Arrogance? Site Selection Magazine.

11/19 Localism: Anchor Institutions and Local/Social Procurement

*Case Dry Run Time and Place Submitted to Instructor*

Discussion Case: Bronx Cooperative Development Initiative/Bronx Xchange (New York)
Guest Speaker: Maggie Tishman, Program Director for Economic Innovation, Bronx Xchange

**Required:**


Bronx Xchange – About Us.

**Recommended:**


**11/26 Economic Democracy, Community Control, and Community Wealth**

**Guest Speaker: Rachel Meketon, Greater Dayton Union Coop Initiative (GDUCI - Ohio)**

**Discussion Case/Presentation: Worker Cooperatives in US Cities**

**Group Case Presentation - Dry Run Report one page max**

**Required:**


**Recommended:**


Spicer, J. 2017 *The French Connection: Cooperatives at the Heart of the Social and Solidarity Economy*, Community Innovators Lab Radio at MIT.


12/3 Wrap Up: Course Review/Case Study Presentations

12/10 Final Paper Due