
PLA1525H

Urban, Regional, and Community Economic Development

Mondays, 4 – 6 pm, Fall 2021

Location: SS 5017A (First two weeks online in my [Zoom Room](#))

Instructor

Jason Spicer

Fall 2021 Office Hours: By Appointment Tuesdays, 11 AM – 1 pm ([Sign-Up Link](#))

Course Description

Some city-regions attain seemingly high levels of economic development. Others appear “left behind.” In both, certain groups remain excluded from full economic participation. How do we make sense of this? More importantly, what can planners, policymakers, and community advocates do in response? In this discussion-based graduate seminar which offers an overview of urban, regional, and community economic development, we will:

- (a) **survey major theoretical paradigms of urban, regional, and community economic development**, which draw on multiple social sciences including economics, political science, sociology, and geography, reflecting the realities of actual policy-making and planning.
- (b) **examine traditional economic development planning/policy tools**, grouped by their foci on **people, places, and/or institutions/networks**. We hear from real-world practitioners and review real-life cases, in Canada, the US, and other comparable contexts, of tax incentives, cluster/sector strategies, innovation districts and improvement/opportunity zones, workforce development, creative class strategies, labour mobility vouchers, and regional innovation ecosystems. We also examine how these efforts can be evaluated using a range of qualitative and simple quantitative analytical techniques.
- (c) **analyze heterodox alternatives**, which centre equity and sustainability and are often collectively framed as “**community economic development.**” These are also grouped by logic: **exactive, localist, or democratic**. Coverage includes living wages, community benefits agreements, anchor institutions, social procurement, worker cooperatives, and municipal/community ownership. Many of these strategies focus on including those who have historically been excluded from full participation in the economy, including people of colour, immigrants, women, and 2SLGBTQIA.

Course Schedule Outline

Week	Topic	Group Case Deliverables
9/13	Introduction/Overview	
9/20	Divergent Regions – Explanations	Find Case Teammates
9/27	Incentives, Industries, Ex-Im and the Base	Finalize Case Team Roster
10/4	Places: Districts, Clusters, Zones	Submit Case Proposal – 1 p.
10/11	<i>Thanksgiving – No Class</i>	
10/18	People: Creative Class, Workforce Dev, Labour Mobility	
10/25	Institution, Networks and (Innovation) EcoSystems	Case Progress Report – 1 p.

11/1	Critical Approaches + Community Eco Dev: Overview	
11/8	Reading Week Lab: Memo Writing + Case Groups Meet	
11/15	Exactive: Community Benefits, Living Wages	
11/22	Localist: Procurement, Local Enterprise, Anchor Institutions	Submit Dry Run Schedule
11/29	Democratic: Social Economy, Community Wealth, Coops	Dry Run Debrief — 1 p.
12/6	Wrap Up + Review, Group Case Presentations	Present Case to Class
12/13	Briefing Note(s)/Paper Due	

Learning Outcomes/Course Objectives

This course serves as a graduate-level gateway course for the Economic Development Planning concentration in the MScPl program, and has four main objectives, to provide students with:

1. **a broad and comprehensive overview** of urban, regional and community economic development policy and planning tools and techniques deployed today in North America.
2. **a conceptual framework**, grounded in specific analytical practices and useful theories, to make sense of both current *and* future economic development trends to emerge during students' careers.
3. **a sense of the different employment opportunities and career options** in economic development via exposure to diverse case studies, tools/techniques, and practising guest speakers.
4. **a venue in which to further develop professional-level** oral and written communication, and both qualitative and quantitative data analysis skills, through reading responses, the final case study, and the policy briefing/memo (or paper).

Course Organization

This course is delivered in person. The course is synchronous, i.e. students are expected to be present from 4-6 pm Mondays. Each class period will consist of some combination of a discussion centred on reading response-based questions, presentations from practitioners, and activities such as real-time review of data sources and tools which apply analytical concepts in the course. All course readings and materials will be available either on Quercus or through the library, also online. Please note that for the first two weeks, we will meet online in my Zoom Room. Please use the link at the top of page 1.

Assignments and Evaluation

Students are marked on a “contract grading” scheme, based on their completion of ****full-credit**** assignments as specified in the schedule below. You choose your own mark!

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 is acceptable, they may submit 48+ hours early. The Instructor will review such early submissions and indicate if they require revision to receive full credit.

Course Grade	Weekly Reading Responses	Class Participation	Final Case Presentation and Report
A+	6+ Responses	9+ Classes	1 Group Case; 2 Briefing Notes/Memos OR 1 Full Individual Paper*
A	6+ Responses	9+ Classes	1 Group Case; 1 Briefing Note/Memo
A-/B+	4-5 Responses	8+ Classes	1 Group Case; 1 Briefing Note/Memo
B/B-	2-3 Responses	7+ Classes	1 Group Case
C/D/F	1 Response	<7 Classes	No Case

*Students may substitute two short individual memos in place of one full individual paper, see below.

Assignment Type 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 the preceding Saturday at midnight (Toronto time).

To receive credit, responses must not merely summarize required articles, but *synthesize and reflect* the readings, analyzing how they relate to professional or academic concerns regarding economic development planning, policy and practice.

Responses must also include between one and three questions you have based on the readings. (n.b. students who incorporate *recommended* readings into their responses may receive the higher mark on the contract table above.) Please include a word count at the bottom of your response. Learning to synthesize your thoughts succinctly is a professional skill these responses should help you develop.

Assignment Type 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, 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.

Assignment Type 3 – Case: Group Presentation

Students will work in small groups (2-4 people) to present a 10-15-minute case study in the final class session. A primary goal is to provide students with a chance to hone and develop their professional oral presentation skills, and to learn how to evaluate a case.

Groups for the case study presentations should be set **by the second/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 do the following:**

- (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 briefing;
- (c) receive a **unanimous vote** from their teammates that they have fully participated.

Suggested case topics will be distributed Week 1. We will review what constitutes a “case study” by Weeks 2-3.

Assignment Type 4 – Case: Individual Briefing Note/Memo or Paper.

Students must individually write either a short, professional memorandum/ briefing note report, or a traditional, full-length academic-style paper, depending on the grade they are seeking to obtain, and their goals for the class. This paper must relate to some aspect of the case study they have presented. Students are encouraged to use this as an opportunity to flesh out their thinking as pertains to other academic or professional deliverables (e.g. current issues paper, job/internships, thesis, dissertation).

A full paper is **3,500 to 6,000** words, excluding references, appendixes/exhibits, and the cover page. The short memo/briefing note is **1,500 to 2,500** words, excluding introductory material/header, executive summary, and references. It should be formatted as a memo or a briefing note. **Papers and memos must include a Word Count at the end.**

These are individual papers, not group assignments. Students are expected to write their own paper or report, focusing on an aspect/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+ mark, you may choose to write two memos. Students interested in this should speak with the Instructor by Reading Week.)

Late Penalties

Due to the contract marking scheme, late assignments are not accepted. Extensions without penalty will be granted for reasons of accommodation, illness or emergencies when appropriate documentation is submitted to the instructor. Reweighting of assignments/grades is not permitted.

Detailed Course Schedule

Part One: Core Theories + Traditional Economic Development Practices

Week 1 – September 13th

Course Introduction

Week 2 – September 20th

THE PUZZLE OF DIVERGENT REGIONAL ECONOMIES

****Find Group Case Teams****

Required Readings:

Storper, M. et al., 2015. The Rise and Fall of Urban Economies. Stanford Press. Ch. 2, *Skim*
Ch. 9.

Glaeser, E., 2011. Triumph of the City. Penguin. Chapters 1, 2, and 9.

Moretti, E., 2012. The New Geography of Jobs. Houghton Mifflin Harcourt. Introduction.

Acemoglu, D., Robinson, J., 2012. Why Nations Fail: The Origins of Power. Crown. Ch. 3.

Skim at least 1 of the following Economic Development (ED) Plans: [Toronto Conversation Guide and Strategy](#); [Montreal City](#) and [Montreal Region](#); [Vancouver](#); [Northern Ontario](#); [Quebec Regions](#); [BC Assembly of First Nations](#); [Community Futures Development Corporations \(Rural Areas\)](#).

Week 3 – September 27th

INCENTIVES AND INDUSTRIES; EX-IM AND ECONOMIC BASE THEORY

Invited Practitioner Guest Speaker: Alice Davis, Gensler Analytics (Chicago, IL)

****Finalize Group Case Teams****

Required:

Currid-Halkett, E., Stolarick, K., 2011. The Great Divide: Economic Development Theory Versus Practice. *Economic Development Quarterly* 25, 143–157.

Arku, G. 2015. [Economic Development Practices of Cities in Ontario, Canada](#). *Community Development*, 46:5, 604-615.

Peters, A., Fisher, P., 2004. The Failures of Economic Development Incentives. *Journal of the American Planning Association* 70, 27–37.

Bartik, T. 2018. [Who Benefits From Economic Development Incentives?](#) Upjohn Institute Technical Report No. 18-034. *Read Executive Summary Only*.

Rider, D. 2021. [How Toronto's Losing Bid for Amazon's HQ2 Headquarters Still Delivered Benefits](#). Toronto Star.

Liu, A. 2019. [A Better Way to Attract Amazon's Jobs](#). The New York Times.

Dressler, A. 2013. [The Shifting Landscape of Business Incentives in Europe](#). Site Selection.

Skim: Schaffer, W. 2010. Regional Impact Models. *Web Book of Regional Science*. Ch. 3 ([Regional Models of Income Determination: Simple Economic-Base Theory](#).)

Recommended:

Cleave, E. Arku, G., and Chatwin, M. 2017. [Cities' Economic Development Efforts In A Changing Global Economy: Content Analysis Of Economic Development Plans In Ontario, Canada](#). *Area* (49) 3: 359-368.

Skim: Jensen, N.M., Malesky, E.J., 2018. [Incentives to Pander: How Politicians Use Corporate Welfare for Political Gain](#). Cambridge University Press. Chs. 1-5, 10.

Week 4 – October 4th

PLACE-BASED STRATEGIES: INDUSTRIAL/INNOVATION DISTRICTS, ED ZONES, CLUSTERS, BIAS, AND CIPS

****Submit proposed case team and one-page max proposal before class. Students lacking team will be assigned one.****

Required:

Michie, J., ed. 2001/2014. Reader's Guide to the Social Sciences, Routledge. "Clusters" by G. Swann, pp. 223-224; and "Industrial Districts", 793-794.

Delgado, M., Porter, M., Stern, S., 2014. Clusters, convergence, and economic performance. *Research Policy* 43, 1785–1799.

Dewar, M. 2013. Paying Employers to Hire Local Workers in Distressed Places. *Economic Development Quarterly* 27:4: 284-300.

Markusen, A 1995. Sticky Places in Slippery Space. *Economic Geography*. 72(3): p. 293-313.

Melzer, R. 2020. [Zoning Dollars and Change: Local Economic Development Zones](#). Ch. 6 in *Zoning: A Guide for 21st Century Planning*.

Lemann, N., 1994. [The Myth of Community Development](#). The New York Times.

Zukin, S. 2020. [New York Tech Dossier: "Innovation Districts" in New York: Contentious Geographies of Growth](#). Metropolitix.

Florida, R., 2016. [The Truth About Economic Mobility](#). CityLab.

Skim 1 of the following 3: [Windsor, ON Economic Revitalization Community Improvement Plan](#), or [London, ON Community Improvement Plan Areas Summary](#), or [Toronto Neighbourhood Improvement Area \(NIA\): Strong Neighborhoods Strategy Overview](#).

Recommended:

Flynn, A. 2019. [Filling in the Gaps: The Role of Business Improvement Areas and Neighbourhood Associations in the City of Toronto](#). Munk IMFG.

Seidman, K. 2005. Chapter 1, "Capital Availability and Economic Development" in *Financing Economic Development*, Sage. p. 1-20.

Darchen, S. (2013) The Creative City and the Redevelopment of the Toronto Entertainment District: A BIA-Led Regeneration Process, *International Planning Studies*, 18:2, 188-203.

Wittenberg, A. 2020. [The Biggest Problem With Opportunity Zones](#). Bloomberg CityLab.

Baily, M.N., Montalbano, N., 2018. [Clusters and Innovation Districts: Lessons from the United States Experience](#). Brookings.

Week 5 – October 11th, Thanksgiving, No Class

Week 6 – October 18th

PEOPLE: CREATIVE CLASS, WORKFORCE DEVELOPMENT, LABOUR MOBILITY VOUCHERS

Invited Practitioner Guest Speakers: Kelly Pasolli, Director; Michelle Zhong, Research Associate; Blueprint ADE (Toronto, ON)

Required:

Read at least three articles in each subsection below.

Recommended: Read all items per subsection.

1. Creative Class? (Florida vs. Glaeser vs. Today)

Glaeser, E., 2005. Edward L. Glaeser, Review of Richard Florida's The Rise of the Creative Class. *Regional Science and Urban Economics* 35, 593–596.

Florida, R. 2004. [Response to Glaeser's Review](#).

CBC News, May 8, 2017. "[The Academic Who Coined "Creative Class" Now Says It's Causing More Problems Than He Thought.](#)"

Wetherell, S. 2017. "[Richard Florida is Sorry](#)", Jacobin. (*Skim*)

2. Human Capital and Workforce Development

Schrock, G., 2013. Reworking Workforce Development: Chicago's Sectoral Workforce Centers. *Economic Development Quarterly* 27, 163–178.

Olsen, D. and MacLaughlin, J., 2020. [When Training Works: Promising Workforce Development Practices](#). Metcalf Foundation (CA).

Zizys, T., 2021. [Advancing A Workforce Development Agenda for Toronto](#). Intergovernmental Committee for Economic and Labour Force Development. (*Skim*)

3. Labour Mobility Vouchers

Toronto Workforce Innovation Group (TWIC), 2020. [Pathways to Mobility: Relocating to Small-Town Communities in Ontario](#).

Schulz, N. 2012. [Interview with Enrico Moretti](#). American Enterprise Institute.

Smith, N. 2018. [How Governments Can Move People to Jobs](#). Bloomberg News.

Strategy Corp. 2020. [Should Government Jobs Move to Small Town Ontario?](#)

Browning, K. 2021. [Tech Workers Who Swore Off the Bay Area Are Coming Back](#). The New York Times.

Caliendo, M., Künn, S., Mahlstedt, R., 2017. Return To Labor Market Mobility: An Evaluation Of Relocation Assistance For The Unemployed. *Journal of Public Economics* 148, 136–151. (*Skim*)

Week 7 – October 25th

INSTITUTIONS, NETWORKS, AND ENTREPRENEURIAL/INNOVATION ECOSYSTEMS

Invited Practitioner Guest Speaker: Amie Sergas, Manager, Innovation Growth and Capital Unit, Ontario Ministry of Economic Development, Job Creation, and Trade (Toronto, ON)

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

1. Networks and Institutions

Required:

Smith-Doerr, L., and Powell, W. 2005. Networks and Economic Life. Ch. 17 in Handbook of Economic Sociology. Princeton University Press.

The Economist, 2006. "[The Growth of Growth Theory: Review of 'Knowledge and the Wealth of Nations'](#)".

Hall, P. and D. Soskice. Varieties of Capitalism: The Institutional Foundations of Comparative Advantage. Oxford University Press. Chapter 1. (*Skim*)

Recommended:

Autor, David, et al. 2020. "The Fall of the Labor Share and the Rise of Superstar Firms." The Quarterly Journal of Economics 135(2) : 645-709.

Saxenian, A. 1994. Regional Advantage: Culture and Competition in Silicon Valley and Route 128. Harvard University Press. Introduction and Chapter 3.

2. Ecosystems

Required:

Moore, J.F., 1993. [Predators and Prey: A New Ecology of Competition](#). Harvard Business Review.

Cooke, P. 2008. "Regional Innovation Systems: Origin of the Species," International Journal of Technological Learning, Innovation and Development (1) 393-409.

Jackson, D. 2011. "[What is an Innovation Ecosystem?](#)" National Science Foundation, p. 1-12.

Spigel, B. 2017. The Relational Organization of Entrepreneurial Ecosystems. Entrepreneurship Theory and Practice, 41(1), 49–72.

Recommended:

Ted Rogers School at Ryerson University. 2016. [Mapping the Innovation Ecosystem in Eastern Ontario: Towards An Inclusive Canadian Innovation Strategy](#).

Leonard, T. 2009. "Redeemed by History: Review essay on Thomas K. McCraw, Prophet of Innovation: Joseph Schumpeter and Creative Destruction" History of Economic Ideas XVII (1): 189-195.

Gertler, M.S. and Wolfe, D.A. 2004. "Ontario's Regional Innovation System: The Evolution Of Knowledge-Based Institutional Assets", in Braczyk, H-J., Cooke, P. and Heidenreich, M. (eds) Regional Innovation Systems: The Role of Governance in a Globalized World. London: Routledge, pp. 91-124.

Part Two: Alternatives - Community Economic Development

Week 8 – November 1st

IS THERE NO ALTERNATIVE? CITIES AS LABORATORIES OF CRITICAL EXPERIMENT

Required:

Savitch, H.V., Kantor, P. 2002. Cities In The International Marketplace: The Political Economy Of Urban Development In North America And Western Europe. Princeton U. Press. Chapters 1, 9.

Marcuse, P., 2009. From Critical Urban Theory To The Right To The City. City 13, 185–197.

Spicer, J. and Casper-Futterman, E. 2020. Conceptualizing Community Economic Development – Evidence from New York City. Journal of Planning Education and Research.

Rush, C., Schilling, J. and Moore, G. 2020. [A Strategic Plan to Rebalance Power in Fresno for Inclusive and Equitable Growth](#). Stanford Social Innovation Review.

Recommended:

Liu, A., 2016. [Remaking Economic Development: The Markets And Civics Of Continuous Growth And Prosperity](#). Brookings.

Benner, C., Pastor, M. 2015. [Equity, Growth, and Community: What the Nation Can Learn From America's Metro Areas](#). University of California Press. Chs. 2 and 9.

Week 9 – November 8th

READING WEEK – No Readings, Guest Speaker and Workshop Session on memos

Invited Practitioner Guest Speaker: Hannah Renglich, Canadian Community Economic Development Network

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

During the second half of class, we will review how to write an effective professional policy/planning memo or briefing note. **Some jobs may require you to write one as part of the interview process, so this is an important skill to develop.**

Week 10 – November 15th

EXACTIVE – LIVING WAGES AND COMMUNITY BENEFITS

Invited Practitioner Guest Speaker: Rosemarie Powell, Executive Director, Toronto Community Benefits Network

Required: Read two+ full-length academic articles and one popular piece in each subsection below.
Recommended: Read all items per subsection.

1. From Living Wage Campaigns to Basic Income Experiments

Spicer, J., R. Manduca and T. Kay, 2020. National Living Wage Movements in a Regional World: The Fight for \$15 In the United States, p. 41-67 in Pohler, D. (editor), Reimagining the Governance of Work and Employment, LERA Annual Research Volume. Cornell U. Press.

Hirsch, D., L. Valadez-Martinez, 2017. The Living Wage. Agenda Publishing. Ch. 2.

Martin, I., 2001. Dawn Of The Living Wage: The Diffusion Of A Redistributive Municipal Policy. Urban Affairs Review 36, 470–496.

Lester, T.W., 2012. Labor Standards and Local Economic Development: Do Living Wage Provisions Harm Economic Growth? Journal of Planning Education and Research 32, 331–348.

Graeber, D. 2013. [On the Phenomenon of Bullshit Jobs: A Work Rant](#). Strike Magazine.

Wells, N. 2021. [Report Recommends Against Basic Income In B.C., Saying It's No Cure-All](#). Vancouver Sun.

Treisman, R. 2021. ['Like Being Able to Breathe': Stockton's Universal Basic Income Experiment Paid Off, Study Finds](#). KQED.

Cox, D. 2020. [Canada's Forgotten Universal Basic Income Experiment](#). BBC.

2. Community Benefits Agreements

Marantz, N.J., 2015. What Do Community Benefits Agreements Deliver? Evidence From Los Angeles. Journal of the American Planning Association 81, 251–267.

Kim, M. 2020. [Negotiation or Schedule-Based? Examining the Strengths and Weaknesses of the Public Benefit Exaction Strategies of Boston and Seattle](#). Journal of the American Planning Association.

Patterson, K.L., Ranahan, M., Silverman, R.M. and Yin, L. 2017. [Community Benefits Agreements \(CBAs\): A Typology for Shrinking Cities](#). International Journal of Sociology and Social Policy, Vol. 37 No. 3/4, pp. 231-247.

Galley, A., 2015. [Community Benefits Agreements](#). The Mowat Centre (CA).

Van Ymeren, J. & S. Ditta. 2017. [Delivering Benefit: Achieving Community Benefits in Ontario](#). The Mowat Centre (CA).

Toronto Community Benefits Network. 2021. [Advancing the CBA Framework](#).

Week 11 – November 22rd

LOCALISM: ANCHOR INSTITUTIONS, LOCAL ENTERPRISE, LOCAL VS. SOCIAL/MINORITY PROCUREMENT

Case Dry Run Time and Place Submitted to Instructor

Invited Practitioner Guest Speaker: Katherine Mella, Director of Policy and Planning, Bronx Cooperative Development Initiative (New York, NY)

Required:

Hess, D. 2009. Localist Movements in a Global Economy: Sustainability, Justice, and Urban Development in the United States. MIT Press. Chapter 1.

Deller, S. C., Lamie, D., & Stickel, M. 2017. Local Foods Systems and Community Economic Development. *Community Development*, 48(5), 612-638.

Sutton, S. 2010. Rethinking Commercial Revitalization: A Neighborhood Small Business Perspective. *Economic Development Quarterly* 24(4): 352–71.

Shelton, L. and Minniti, M. 2018. [Enhancing Product Market Access: Minority Entrepreneurship, Status Leveraging, And Preferential Procurement Programs](#). *Small Business Economics* (50): 484 – 491.

Ehlenz, M. 2017. [Defining University Anchor Institution Strategies: Comparing Theory to Practice](#). *Planning Theory & Practice*, 19(1) 74 – 92.

Dragigevic, N. 2015. [Anchor Institutions – The Prosperous Province: Strategies for Building Community Wealth](#). The Mowat Centre (CA).

What Works Centre for Local Economic Growth (UK), 2018. [“Local Procurement”](#).

[City of Toronto Social Procurement Program](#).

[Community Economic Development Investment Funds \(CEDIF\) in Canada](#). Centre for Public Impact.

Recommended:

DeFilippis, J., 2004. *Unmaking Goliath: Community Control In The Face Of Global Capital*. Routledge, Chapter 1.

Porter, M. 2010. [Anchor Institutions and Urban Economic Development: From Community Benefit to Shared Value](#). Inner City Economic Forum Summit/Harvard Business School.

Week 12 – November 29th

ECONOMIC DEMOCRACY, COMMUNITY WEALTH, + THE SOCIAL ECONOMY

Invited Practitioner Guest Speaker: TBC

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

Required:

Dubb, S., 2016. Community Wealth Building Forms: What They Are and How to Use Them at the Local Level. *The Academy of Management Perspectives* 30, 141–152.

Spicer, J., 2020. Worker and Community Ownership as An Economic Development Strategy: Innovative Rebirth or Tired Retread of a Failed Idea? *Economic Development Quarterly*.

Sengupta, U., 2015. Indigenous Cooperatives In Canada: The Complex Relationship Between Cooperatives, Community Economic Development, Colonization, And Culture. *Journal of Entrepreneurial and Organizational Diversity* 4 (1), 121-152.

Quarter, J., Ryan, S., and Chan, A. 2014. [Social Purpose Enterprises: Case Studies for Social Change](#). University of Toronto Press. Introduction (pp. 3-24), Intro Pages for Section A (pp. 25-26), Section B (pp. 117 – 118), Section C (pp. 213 – 214), and Section D (p. 283).

Flanders, L., 2018. [In the Age of Disaster Capitalism, Is ‘Survival Socialism’ the Solution?](#) The Nation.

Mochama, V. 2020. [How Black Women Built a Better Economy](#), The Walrus.

Recommended:

NYC CWPB. 2020. [Municipal Policies for Community Wealth Building](#).

DeFilippis, J., 2004. *Unmaking Goliath: Community Control In The Face Of Global Capital*. Routledge, Chapter 2.

Gordon Nembhard, J., 2014. *Collective Courage: A History Of African American Cooperative Economic Thought And Practice*. Penn State Press. Ch. 1.

Week 13 – December 6th

Final Class, Course Wrap Up + Case Study Presentations

Final Memos/Papers Due December 13th

Policies

The department’s full [Graduate Course Policies](#) apply to all courses offered.

Accessibility Services

The University of Toronto is committed to accessibility. If you require accommodations because you are disabled, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible.

Where there is an accommodation recommended by [Accessibility Services](#), the department and/or instructors will be provided with an accommodation letter.

Academic Integrity

Academic misconduct by graduate students is taken very seriously. The University's policy on academic misconduct is found in the [Code of Behaviour on Academic Matters](#) (the Code). Students in graduate studies are expected to commit to the highest standards of integrity and to understand the importance of protecting and acknowledging intellectual property. For example, it is assumed that they bring to their graduate studies a clear understanding of how to cite references appropriately, thereby avoiding plagiarism.

Regarding plagiarism, the Code includes the following statements:

B.i.1. It shall be an offence for a student knowingly:

(d) to represent as one's own idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e., to commit plagiarism.

Wherever in the Code an offence is described as depending on "knowing," the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.

Other academic offences include the possession and/or use of unauthorized aids in examinations, submitting the same paper for different courses without the knowledge of the instructors, forgery (whether of academic records or other documents), concocting facts or references to sources, personating someone, and other forms of cheating and academic dishonesty. Please refer to sections B.i.1. and B.i.3. in the Code for detailed descriptions of offences applicable to students.

The [SGS Academic Integrity Resources webpage](#) outlines the policy on academic misconduct and the process for handling an allegation of academic misconduct.

Religious Accommodations

Students must alert instructors in a timely fashion to any upcoming religious observances and anticipated absences. Instructors will make every reasonable effort to avoid scheduling tests, exams or other compulsory activities at these times. In the case of an unavoidable conflict with a compulsory activity, every reasonable effort is made to give students the opportunity to make up missed work.

Copyright in Instructional Settings

If a student wishes to record (tape, video, photograph, etc.) any lecture presentations or other similar materials provided by the instructor; the instructor's written consent must be obtained beforehand. Otherwise, all such reproduction is infringement of copyright and prohibited. In the case of private use by students with disabilities, the instructor's consent shall not be unreasonably withheld.

Extension Requests

The authority to grant an extension to submit coursework beyond the sessional grade deadline is with the department and not the instructor of the course. To request a formal extension beyond a grade deadline, students must submit a Coursework Extension Form, completed by both the student and course instructor, to the relevant graduate department prior to the final grade deadline.

In order to ensure fairness in granting extensions, the department must be reasonably certain that:

- The reasons for delay are serious and substantiated.
- The student is not granted unfair advantage over other students in the course.
- The student has a reasonable chance of completing the outstanding work within the time allotted.
- The normal and satisfactory completion of any new coursework is not in jeopardy.

Extension requests for medical reasons (e.g. short-term illness) must be accompanied by a medical note. Extension requests for students with accommodations due to disability must be supported by documentation from Accessibility Services. Extension requests for other reasons must be detailed in the form or a note to the department.

Mental Health Statement

As a student at U of T, you may experience circumstances and challenges that can affect your academic performance and/or reduce your ability to participate fully in daily activities. An important part of the University experience is learning how and when to ask for help. There is no wrong time to reach out, which is why there are resources available for every situation and every level of stress.

Please take the time to inform yourself of available resources, including:

- [Geography & Planning Mental Health Support Website](#)
- [Graduate Wellness Services](#)
- [Student Mental Health Resources](#)
- [Emergency support if you're feeling distressed](#)

An important part of the University experience is learning how and when to ask for help. Please take the time to inform yourself of available resources.

Other Student Services and Support Resources

- [Links to Additional Student Services and Support Resources](#) (general services and support for students, international student support, Health & Wellness, financial aid and professional development)