JPG1525H
Urban, Regional, and Community Economic Development
Fall 2019

Time: 10 AM – 12 Noon, Mondays  
Class Location: Sidney Smith 5016G

Instructor:  
Jason Spicer  
Office - Sidney Smith 5036  
Fall 2019 Office Hours: Monday 1 – 3 pm (Sign-Up Link)

Course Description. Some cities and regions attain seemingly high levels of economic development. Others appear “left behind.” How do we make sense of this divergence? What can planners, policymakers, and community advocates do in response? In this discussion-based seminar, we will:

(a) survey major theoretical paradigms of urban and regional economic development, which draw on multiple social sciences including economics, political science, sociology, and geography.

(b) examine traditional economic development planning/policy tools, grouped by their focus on people, places, or institutions/networks. We review cases, in Canada, the US, and other high-income democracies, of tax incentives, cluster/sector strategies, innovation districts and improvement/opportunity zones, workforce development, creative class strategies, labour mobility vouchers, and regional innovation ecosystems.

(c) analyze heterodox alternatives, which center 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 benefit agreements, anchor institutions, social procurement, worker cooperatives, and municipal/community ownership.

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<tr>
<th>Course Schedule Outline</th>
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<tr>
<td><strong>Week</strong></td>
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<td>9/9</td>
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<td>12/9</td>
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Course Objectives. This course has four main objectives, to provide students with:

1. a broad and comprehensive overview of the full range of economic development policy and planning tools and techniques deployed today in North America.

2. a conceptual framework, grounded in useful and influential theories, to make sense of both current and future economic development practices which will emerge during students’ careers.

3. a sense of the different employment opportunities and career options in economic development via exposure to diverse case studies and guest speakers.

4. a venue in which to further develop professional-level oral and written communication and analytical skills, particularly through the final case study and briefing memo (or paper).

Marking 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 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.

<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, 2 Briefing Notes/Memos OR 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 Briefing Note/Memo</td>
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<tr>
<td>B/B-</td>
<td>3-4 Responses</td>
<td>8 Classes</td>
<td>1 Group Case</td>
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<tr>
<td>C/D/F</td>
<td>2 Responses</td>
<td>7 Classes</td>
<td>1 Group Case</td>
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*Students may substitute two short individual memos 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 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 table.)

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. Case: Group Presentation. Students will work in small groups (2-3 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 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. We will review what constitutes a “case study.”

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 proposal, job/internship work sample portfolio, thesis, dissertation proposal).

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.

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/A+ range mark, you may choose to write two memos. Students interested in this should speak with the Instructor by Reading Week.)

Lateness, Extensions, Accessibility Services, Academic Integrity: Please see the addended document which details the department’s policies on these and other course matters.
DETAILED COURSE TOPICS AND READINGS SCHEDULE
(readings subject to change through second week of class)

PART ONE: CORE THEORIES AND CLASSICAL PRACTICES

9/9 COURSE INTRODUCTION

9/16 THE PUZZLE OF DIVERGENT REGIONAL ECONOMIES

Guest Speaker: Michael Henderson, Director, Pittsburgh Regional Alliance

Required:


*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.

9/23 TRADITIONAL ED: INCENTIVES AND INDUSTRIES; EX-IM AND ECONOMIC BASE THEORY

Discussion Case: Amazon HQ2 “post-mortem”

*Submit proposed case team before class. Students lacking team will be assigned one.*

Required:


Dressler, A. 2013. The Shifting Landscape of Business Incentives in Europe. Site Selection.

Recommended:

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


9/30 Place-Based Strategies: Industrial/Innovation Districts, ED Zones, Clusters

Discussion Case: Ontario ED “Zones”: Commercial Improvement Plans, BIAs, NIAs

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

Required:


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:

Brookings, 2017. Innovation Districts


10/7 PEOPLE: 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 (Toronto/Queen’s Park)

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


10/14 Thanksgiving — NO CLASS

10/21 INSTITUTIONS: FROM NETWORKS TO BUSINESS/INNOVATION ECOSYSTEMS

Guest Speaker: Catherine Cieply, City of Toronto Economic Development and Culture

Discussion Case/Presentation: City of Toronto Economic Development Overview

Required:

1. Networks and Institutions


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


Recommended:


**PART TWO: CRITIQUES + ALTERNATIVES: COMMUNITY ECONOMIC DEVELOPMENT**

### 10/28 Is There No Alternative? Cities as Laboratories of Critical Experiment

**Guest Speaker:** TBC, Ontario Ministry of Economic Development, Trade, Innovation


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)


### 11/4 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.

We will also have an in-class review session on 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.**

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

### 11/11 EXACTIVE – LIVING WAGE CAMPAIGNS AND COMMUNITY BENEFIT AGREEMENTS

**Guest Speaker:** TBC, Canadian Community Economic Development Network (Toronto)

**Discussion Case:** Community Benefit Agreements

**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.

**11/18 LOCALISM: ANCHOR INSTITUTIONS, LOCAL ENTERPRISE, + LOCAL PROCUREMENT**

*Case Dry Run Time and Place Submitted to Instructor*

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

**Required:**


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

City of Toronto Social Procurement Program.

Bronx Xchange – About Us.

**Recommended:**


**11/25 ECONOMIC DEMOCRACY, COMMUNITY WEALTH, + THE SOCIAL ECONOMY**

**Guest Speaker:** TBA, New York City Mayor’s Office – Inclusive Development
*Group Case Presentation - Dry Run Report one page max*

**Required:**

Flanders, L., 2018. *In the Age of Disaster Capitalism, Is ‘Survival Socialism’ the Solution?* The Nation.


**Recommended:**


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


**12/2 Wrap Up: Course Review/Case Study Presentations**

**12/9 Final Memo(s)/Paper Due**
Graduate Course Policies

Important Dates

Graduate courses are normally a minimum of 2-3 hours/week for 12 weeks. Reading week is optional for graduate courses. If observed, the instructor will inform the class and provide a make up date for the missed class.

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<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>July 15</td>
<td>Course enrolment begins</td>
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<tr>
<td>September 9</td>
<td>Most formal graduate courses and seminars begin</td>
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<tr>
<td>September 11</td>
<td>Summer session grades available for viewing online in ACORN</td>
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<tr>
<td>September 23</td>
<td>Final date to add full-year and Fall session courses</td>
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<tr>
<td>October 14</td>
<td>Thanksgiving Day (University closed)</td>
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<tr>
<td>October &amp; November</td>
<td>Undergraduate Reading Week: UTM – Oct. 15-18; UTSC – Oct. 12-18; STG – Nov 4-8*</td>
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<td>October 28</td>
<td>Final date to drop fall session half or full courses without academic penalty</td>
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<tr>
<td>November 25-29</td>
<td>Last week of graduate classes*</td>
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<tr>
<td>December 23</td>
<td>University closed for winter break until January 3 inclusive</td>
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Winter 2020

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<tr>
<td>January 6</td>
<td>University reopens, most formal graduate courses and seminars begin</td>
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<tr>
<td>January 8</td>
<td>Submission deadline for Fall session grades</td>
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<tr>
<td>January 15</td>
<td>Fall session grades available for viewing online in ACORN</td>
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<tr>
<td>January 20</td>
<td>Final date to add Winter session courses</td>
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<td>February 17</td>
<td>Family Day (University closed)</td>
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<tr>
<td>February</td>
<td>Undergraduate Reading Week: UTM – Feb. 18-21; UTSC – Feb 15-21; STG – Feb 17-21*</td>
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<tr>
<td>February 24</td>
<td>Final date to drop full-year and winter courses without academic penalty</td>
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<tr>
<td>March 23-27</td>
<td>Last week of graduate classes*</td>
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<tr>
<td>April 10</td>
<td>Good Friday (University closed)</td>
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<td>April 15</td>
<td>Winter grades due for students graduating in June 2020</td>
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Summer 2020

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<tr>
<td>May 6</td>
<td>Submission deadline for Winter session grades (for students not graduating in June)</td>
</tr>
<tr>
<td>May 13</td>
<td>Full-year and Winter session grades available for viewing online in ACORN</td>
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*If undergraduate reading week is observed, the instructor must provide a make-up date for the missed class. This may include an extra class at the end of term.

Course Syllabi

A final course syllabus, which includes all assignments, deadlines and weighting of methods of evaluation, must be made available to all students enrolled in the course as early as possible, no later than the deadline for enrolling in classes (September 23, 2019 for fall courses and January 20, 2020 for winter courses).

Changes to the methods of evaluation or their relative weights cannot be made after this date without the consent of a simple majority of students in the class, provided a vote is announced at the previous class meeting.
Late Assignments
Instructors are not obligated to accept late work, except where there are legitimate, documented reasons beyond a student’s control. In such cases a late penalty is not normally applied. In all other circumstances, if an instructor intends to accept and apply penalties to late assignments this will be clearly set out in the syllabus.

Attendance and Participation
Although attendance makes up no more than 20% of the final course grade, regular and consistent attendance in graduate courses is expected. Most graduate courses are seminar style classes, which involve collaborative work and in-class discussions with other students and instructors. Students who are unable to attend class each week must inform the instructor as early as possible.

Accessibility and Accommodations
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: http://studentlife.utoronto.ca/as

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, 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 policy on academic misconduct and the process for handling an allegation of academic misconduct is outlined at https://www.sgs.utoronto.ca/policies-guidelines/academic-integrity-resources/

Coursework Extensions
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, 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.

**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.

**Course Enrolment and Quercus**

Acorn is the only indicator of official course enrolment; Quercus is not. Students enrolled in Acorn will be automatically populated to a course’s Quercus site within 24 hours of enrolling. In some cases, if a student is on a course wait list or there is another delay in processing registration an instructor may give a student access to Quercus as a guest. This will not constitute official enrolment and students are responsible for making sure the course is added correctly using Acorn.

**Auditing**

Students who wish to audit a course must obtain permission directly from the course instructor within the first week of class. Permission is subject to available space and can only be granted by the course instructor.

Only registered students at the University of Toronto may audit courses. Auditing entitles a student to attend lectures only. Students may not submit any written work, attend labs/tutorials or write tests/exams. The student will not be enrolled in the course and the course will not appear on their transcript. The department does not provide certificates of attendance.

**Reading Courses**

Reading courses allow students to complete coursework in topics not covered by current course offerings in Geography or Planning. Reading course guidelines and form is found at [https://geography.utoronto.ca/wp-content/uploads/2012/07/ReadingCourseInstructions.pdf](https://geography.utoronto.ca/wp-content/uploads/2012/07/ReadingCourseInstructions.pdf). The form must be accompanied by a brief course outline.

**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.