

# JPG1525H

## Urban, Regional, and Community Economic Development

Monday 4-6 pm, Fall 2020

Location: Online

### Instructor

Jason Spicer

Fall 2020 Office Hours: Fridays, 3 – 5 pm (Online by Appointment, Sign-Up Link TBA)

### Course Description

Some city-regions attain seemingly high levels of economic development. Others appear “left behind.” In both, certain groups remain excluded from full participation in the economy. How do we make sense of this? More importantly, what can planners, policymakers, and community advocates do in response, particularly in the rapidly changing economic world of COVID-19? 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 focus on **people, places, or institutions/networks**. We hear from real-world practitioners and review real-life 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. We also examine how these efforts can be evaluated using a range of qualitative and simple quantitative analytical techniques.
- (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 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
9/14	Introduction/Overview	
9/21	Divergent Regions – Explanations	
9/28	Incentives, Industries, Ex-Im and the Base	Find Case Teammates
10/5	Places: Districts, Clusters, Zones	Finalize Case Team Roster
10/12	<i>Thanksgiving – No Class</i>	
10/19	People: Creative Class, Workforce Dev, Labour Mobility	Finalize Case Topic Idea
10/26	Institution, Networks and (Innovation) EcoSystems	Case Progress Report – 1 p.

11/2	Critical Approaches + Community Eco Dev: Overview	
11/9	Reading Week Lab: Memo Writing + Case Groups Meet	
11/16	Exactive: Community Benefits, Living Wages	
11/23	Localist: Procurement, Local Enterprise, Anchor Institutions	Submit Dry Run Schedule
11/30	Democratic: Social Economy, Community Wealth, Coops	Dry Run Debrief — 1 p.
12/7	Wrap Up + Review, Group Case Presentations	Present Case to Class
12/14	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 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 online using videoconferencing platform technology. The course is synchronized, meaning that students are expected to be present from 4-6 pm Mondays on the technology platform for class. Each class period will consist of some combination of a discussion centred around 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.

## 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+	7+ Responses	9+ Classes	1 Group Case, 2 Briefing Notes/Memos OR 1 Full Individual Paper*
A	7+ Responses	9+ Classes	1 Group Case, 1 Briefing Note/Memo
A-/B+	5-6 Responses	8 Classes	1 Group Case, 1 Briefing Note/Memo
B/B-	3-4 Responses	8 Classes	1 Group Case
C/D/F	2 Responses	7 Classes	1 Group 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 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 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.”

### 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 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. **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/A+ range 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

(readings subject to change through second week of class)

### Part One: Core Theories + Traditional Economic Development Practices

#### Week 1 – September 14<sup>th</sup>

Course Introduction

#### Week 2 – September 21<sup>st</sup>

### **THE PUZZLE OF DIVERGENT REGIONAL ECONOMIES**

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**Invited Practitioner Guest Speaker: Michael Henderson, Pittsburgh Regional Alliance**

#### **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 28<sup>th</sup>

### **INCENTIVES AND INDUSTRIES; EX-IM AND ECONOMIC BASE THEORY**

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#### **Required:**

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

Godwin A., 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*.

Austin, I. 2018. [Why Toronto Made the Playoffs for Amazon’s HQ](#). The New York Times.

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:**

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.

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

Week 4 – October 5<sup>th</sup>

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

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#### **In-Class Tool/Data: Cluster and Zone/District Metrics and Tools**

*\*Submit proposed case team 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.
- 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.
- Lemann, N., 1994. [The Myth of Community Development](#). The New York Times.
- Skim*: Flynn, A. 2019. [Filling in the Gaps: The Role of Business Improvement Areas and Neighbourhood Associations in the City of Toronto](#). Munk IMFG.
- Skim*: Seidman, K. 2005. Chapter 1, “Capital Availability and Economic Development” in *Financing Economic Development*, Sage. p. 1-20.
- 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](#).
- Skim*: 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.

### **Recommended:**

- Brookings, 2017. [Innovation Districts](#)
- Tankersley, J., 2018. [Tucked Into the Tax Bill, a Plan to Help Distressed America](#). The New York Times.
- Asheim, B.T., 1996. Industrial Districts As ‘Learning Regions’: A Condition For Prosperity. *European Planning Studies* 4, 379–400.
- Porter, M. 1998. [Clusters and the New Economics of Competition](#), Harvard Business Review.
- Baily, M.N., Montalbano, N., 2018. [Clusters and Innovation Districts: Lessons from the United States Experience](#). Brookings.
- Gertler, M.S and Wolfe, D.A. 2006. “Spaces Of Knowledge Flows: Clusters In A Global Context,” in B. Asheim, P. Cooke and R. Martin (eds) *Clusters in Regional Development*. London: Routledge, pp. 218-235.

Week 5 – October 12<sup>th</sup>, Thanksgiving, No Class

**PEOPLE: CREATIVE CLASS, WORKFORCE DEVELOPMENT, LABOUR MOBILITY VOUCHERS**

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**In-Class Tool/Data: Labour Market and Workforce Planning Analysis**

**Invited Practitioner Guest Speakers: Kelly Pasolli, Director; Kelly O'Connor, Research Associate; Blueprint ADE (Toronto, ON)**

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

**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.](#)"

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

**2. Human Capital and Workforce Development**

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

Ontario Public Service Report, 2016. [Building the Workforce of Tomorrow](#). *Read* Executive Summary, *Skim* Remainder.

City of Toronto, 2012. [Working as One](#) – Toronto's Workforce Development Strategy. *Read* Intro, *Skim* Remainder.

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**

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

Pearlstein, S. 2020. [Forget Seattle and LA: We Should Bet Big on St. Louis and Baltimore](#). The Washington Post.

Gaskell, A. 2019. [Is Political Division Reducing Labor Market Mobility?](#) Forbes.

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

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

Bindley, K. 2020. [Remote Work is Reshaping San Francisco, As Tech Workers Flee and Rents Fall](#). Wall Street Journal/Fox Business News.

*Skim:* 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.

Week 7 – October 26th

## INSTITUTIONS, NETWORKS, AND (INNOVATION) ECOSYSTEMS

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### In-Class Tool/Data: Social Network Analysis; Innovation Ecosystem Mapping

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

#### Required:

#### 1. Networks and Institutions

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

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

*Skim:* 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.

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

*Skim:* Castells, M. 1996. The Rise of the Network Society. Wiley-Blackwell. Chapter 3, The Network Enterprise: The Culture, Institutions, and Organizations of the Informational Economy.

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

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.



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

*Skim:* 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.

*Skim:* 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.

### **Recommended:**

Safford, S. 2009. *Why the Garden Club Couldn't Save Youngstown*. Harvard U. Press. Chapter 1.

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

## Part Two: Critiques + Alternatives: Community Economic Development

Week 8 – November 2<sup>nd</sup>

### **IS THERE NO ALTERNATIVE? CITIES AS LABORATORIES OF CRITICAL EXPERIMENT**

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**Invited Practitioner Guest Speaker: Alison Crowley, Director, Construction + Development, Forterra (Seattle, WA)**

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*.

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

*Skim:* 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 9<sup>th</sup>

### **READING WEEK – NO READINGS, GUEST SPEAKER AND WORKSHOP SESSION ON MEMOS**

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**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 16<sup>th</sup>

## **EXACTIVE – LIVING WAGES AND COMMUNITY BENEFITS**

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### **In-Class Tool/Data: Living Wage Estimation**

**Invited Guest Speaker: Kuni Kamizaki, University of Toronto, Parkdale Community Benefits/CED**

**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 Reimagining the Governance of Work and Employment: LERA (Labor and Employment Relations) Annual Research Volume. Cornell University Press/ILR 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.

McGregor, J. 2014. [Ikea To Raise Workers' Pay To A 'Living Wage'](#). Washington Post.

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

Cooke, J. 2018. [Basic Income movement strong despite Ontario's actions](#). Toronto Star.

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

#### **2. Community Benefits Agreements**

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).

Howe, R. et al., 2020. [Ontario Rethink Proposed Community Benefit Charges](#). Goodmans LLP.

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.

Week 11 – November 23<sup>rd</sup>

**LOCALISM: ANCHOR INSTITUTIONS, LOCAL/DISADVANTAGED BUSINESS ENTERPRISES + LOCAL/SOCIAL PROCUREMENT**

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*\*Case Dry Run Time and Place Submitted to Instructor\**

**Invited Practitioner Guest Speaker: TBA**

**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.

Ehlenz, M. (2020) [Can You Imagine What's Happened in Durham?](#), Journal of the American Planning Association.

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

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

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

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

**Recommended:**

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

Teitz, M.B., 1989. Neighborhood Economics: Local Communities and Regional Markets. Economic Development Quarterly 3, 111–122.

Week 12 – November 30<sup>th</sup>

**ECONOMIC DEMOCRACY, COMMUNITY WEALTH, + THE SOCIAL ECONOMY**

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**Invited Practitioner Guest Speaker: Stacey Cordeiro, Boston, MA – Boston Center for Community Ownership, The Ujima Project, City of Boston Employee Ownership Council, US Federation of Worker Cooperatives – Boston Chapter.**

***\*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.

Mochama, V. 2020. How Black Women Built a Better Economy, The Walrus.

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

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.

NYC Consumer and Worker Protection Bureau. 2020. [Municipal Policies for Community Wealth Building](#).

*Skim:* Thompson, M., Nowak, V., Southern, A., Davies, J., & Furmedge, P. 2020. Re-grounding the city with Polanyi: From urban entrepreneurialism to entrepreneurial municipalism. Environment and Planning A: Economy and Space, 52(6), 1171–1194.

*Skim:* 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.

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

**Recommended:**

Gibson-Graham, J.K., Cameron, J., Healy, S., 2013. Take Back The Economy: An Ethical Guide For Transforming Our Communities. University of Minnesota Press. Chapter 1.

Schlachter, L.H., 2017. Stronger Together? The USW-Mondragon Union Co-op Model. Labor Studies Journal 42, 124–147.

Kelly, M. and Rattner, S. 2009. [Keeping Wealth Local: Shared Ownership and Wealth Control for Local Communities](#). Ford Foundation Wealth Creation in Rural America Project.

**Week 13 – December 7th**

Course Wrap Up + Case Study Presentations

**Week 14 – December 14th**

Final Memos/Papers 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.

#### Fall 2020

July 30, 2020	Course enrolment opens
September 8, 2020	F (fall) and Y (fall-winter) session graduate courses and seminars begin
September 11, 2020	Final registration deadline
September 21, 2020	Deadline to add F (fall) and Y (fall-winter) session courses
October 26, 2020	Deadline to drop Fall courses
October-November 2020	Undergraduate reading week*

#### Winter 2020

January 4, 2021	S (winter) session graduate courses and seminars begin
January 13, 2021	Grades for F (fall) courses available for viewing on ACORN
January 18, 2021	Deadline to add S (winter) session courses
February 22, 2021	Deadline to drop S (winter) and Y (fall-winter) session courses
April 16, 2021	Grade deadline for students graduating in June 2021

#### Summer 2021

May 3, 2021	Summer F (May-June) and Y (May-August) session graduate courses and seminars begin
May 19, 2021	Grades for S (winter) and Y (fall-winter) courses available for viewing on ACORN
May 28, 2021	Final date to drop F (May-June) session courses without academic penalty
June 7, 2021	Summer S (July-August) session graduate courses and seminars begin
July 14, 2021	Grades for F (May-June) courses available for viewing on ACORN

\* Reading week applies to undergraduate programs, and is optional for graduate courses, at the discretion of the instructor. If observed, the instructor will inform the class and provide a make-up date for the missed class. This may include an extra class at the end of term. Fall reading week dates: UTSC – October 10-16; UTM – October 13-16; UTSG – November 9-13. Winter reading week dates: UTSC – February 13-19; UTM – February 16-19; UTSG – February 16-19.

### 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. 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.

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

## 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. The [Reading Course 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.