How do regional economies grow and develop? What are the metrics and indicators by which we can analyze their development? What factors shape their growth and development over time? Who are the important actors making decisions that shape regional fortunes? Over which factors do public-sector actors in general, and urban planning in particular, have influence?

This course introduces students to theories of regional economic development. We will survey theories on multiple analytical levels: macro-level theories, such as economic base theory, that understand regional economies in relation to broader capital and resource flows within open, market-based national and global economies; micro-level theories that model the economic decisions of individual actors (i.e., firms, workers) and how they shape - and are shaped by - regional outcomes; and meso-level theories that assess how technological dynamics and industrial change and restructuring generate shifts in the spatial configuration of economic activity. Each level of analysis gives us a different set of insights that help us understand the way in which regional economies grow and change over time.

Although we are fundamentally concerned about the “economic,” our review of the literature will expose us to a number of disciplinary perspectives – economics, geography, political science, and urban planning. Additionally, we will sample from both “mainstream” (neoclassical) and “heterodox” (institutionalist and Marxian) perspectives on regional economies, and call attention to how they offer differing diagnoses of similar processes and outcomes.

Much of the literature that we will be reviewing relates to the literature on regional economies in the United States and other advanced industrial nations; however, the underlying theories are intended to be relevant to a wide variety of contexts, including developing countries. Wherever possible, we will assess the comparative applications of these theories.

In addition to discussions about theories of regional development, we will discuss tools, methods, and data sources for analyzing regional economies. A companion course (USP 597, Regional Economic Analysis, 2 credits) will provide a venue for working with regional economic data sources and analytical tools that you may use as part of assignments for this
This course is designed for multiple audiences with different learning goals. For MURP and other professional students, this course is intended to provide a basic theoretical framework for understanding regional economies, and exposure to tools, methods and sources for applied regional analysis. For Urban Studies master's and doctoral students, the course is intended to provide an entry into the scholarly debates around the regional economic development field in recent decades, and help build a foundation for comprehensive exams in the Economic Development field area. Because of this, for each week I have assigned a set of required readings for all students to complete, but have also identified a set of “supplemental” readings that I expect MUS/PhD students to read. For the purposes of our classroom discussions, however, we will focus on the readings assigned to all.

For both groups, the course is designed as a prerequisite for USP 517, Urban Economic Development Policy (taught in the fall term). Although our conversations will regularly discuss policy efforts around regional economic development, it will not be our primary focus.

**COURSE LEARNING OBJECTIVES**

By the end of the course, students should demonstrate the following learning objectives:

1) Compare and critically assess theories and current debates regarding urban and regional economic growth, development and change;

2) Understand and critically assess the theoretical foundations of regional economic development practice; and

3) Apply theoretical concepts and models appropriately to assess place-specific economic development dynamics, challenges and opportunities.

**TEXTS**

We will rely primarily on journal articles and book chapters for our readings in this course, which will be made available via D2L. There are two texts that we will be reading extensively and is recommended for you to obtain:


Additionally, the following text will be used extensively in the USP 597 Regional Economic Analysis section, with selections recommended in this portion of the course:


**ASSIGNMENTS AND GRADING**
The major assignments for the term, representing 70 percent of the course grade, will be broken down into two separate tracks: a professional track and an academic track. Each student must choose one of the two tracks within the first two weeks of class.

**Professional track:** The professional track is geared toward MURP students and other professional students, and will consist of two related analyses of a metropolitan region (other than Portland) of the student’s choosing:

- **Regional economic profile** (30%, due May 17, 5pm): This will consist of a 10 to 15-page profile of “top-level” economic indicators about your region, including population and demographic trends, employment and unemployment, poverty and income, and regional output levels, industrial and occupational structure, areas of specialization and competitive advantage, and recent trends.

- **Regional analysis** (40%, due June 14, 5pm): This report, of approximately 15-20 pages in length, will pull together the key findings from the previous report, along with other data and qualitative information from other sources. The resulting analysis will discuss the key trends and drivers of the regional economy, and identify a set of strategic issues that a regional economic development strategy would want to address.

All assignments will be submitted via D2L. Further guidance about each assignment will be posted on D2L.

**Academic track:** The academic track is geared toward MUS and PhD students and intended to allow them to use the course to explore theoretical and empirical directions that reflect their particular scholarly interests. (Students in other degree programs may choose the academic track, but only after consultation with the instructor.)

- **Topical literature review** (25%, due date variable): Each student will identify one of the weekly topics and write a 2000-3000 word literature review on that topic, covering all of the assigned and supplemental readings for that week, plus any other relevant literature. The review is due no later than the date of the subject in class.

- **Final research paper** (45%, due June 15, 5pm): The final paper may integrate material from the literature review, but must go beyond it in a significant way. The paper must address a topic relevant to the course and reflect an original conceptual or empirical contribution on the student’s part. The length may vary, but ideally, papers will approximate the length of a journal manuscript, or about 6,000-8,000 words. Students must submit a proposal by May 1st, and a 1,000-2,000-word progress report by end of the day on Friday, May 17th, which will be graded and count toward 10% of the assignment grade.

The remaining 30 percent of the course grade will be applicable to all students:

- **Weekly Reading Responses** (15%): Beginning with week 2, each student will be responsible for producing a 200-400 word response for six weeks over the term, to be posted on a D2L discussion board no later than noon on the day of class. Students are encouraged to read, rate (using the “+1” system on D2L) and respond to each other’s postings. A set of discussion questions will be posted to help inform your responses,
but you may write about whatever you like (as long as it is related to the week’s readings).

- **Class Participation** (15%): I expect that each student will come to class prepared and ready to contribute to the conversation. I do not intend to take attendance, but repeated absences will be reflected in your participation grade. Participation can occur in a variety of ways, including through activity on the D2L site, such as posting articles or media reports that are relevant to class discussions, or engaging in thoughtful debate with students on the discussion board.

There is no final exam in this course. On Tuesday, June 11th during the normally scheduled class time (1-3:40pm), students will give a brief (~10 minute) presentation of their final paper. Presentations will account for 10% of the final assignment grade (ie, 4 of the 40%).

LATE SUBMISSION POLICY: Late submissions will be accepted with a 1 percent per hour penalty (based on 100-point scale). Students may request additional time without penalty to complete assignments, as long as the request is submitted at least 24 hours ahead of the deadline and accompanied by a reasonable justification (to be determined by the instructor). A good rule of thumb is: if the reason could not have anticipated more than a week away, then it is generally reasonable. Deadlines in other classes or at work generally do not meet this criterion. You will be given at least 2 weeks (usually more) to complete each assignment so plan ahead!

ACCESS AND INCLUSION FOR STUDENTS WITH DISABILITIES: PSU values diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. My goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. If any aspects of instruction or course design result in barriers to your inclusion or learning, please notify me. The Disability Resource Center (DRC) [https://www.pdx.edu/drc] provides reasonable accommodations for students who encounter barriers in the learning environment. If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the Disability Resource Center to schedule an appointment and initiate a conversation about reasonable accommodations. If you already have accommodations, please contact me to make sure that I have received a faculty notification letter and discuss your accommodations.

ACADEMIC DISHONESTY: It should go without saying that plagiarism and cheating will not be tolerated, but I will say it anyway. “Academic dishonesty,” according to Section 577-031-0136 of the PSU Student Code of Conduct, refers to as “the act of knowingly or intentionally seeking to claim credit for the work or effort of another person or participation in such acts.” [http://www.pdx.edu/dos/codeofconduct] This encompasses both egregious acts of cheating like copying the answer to someone else’s exam, but also more mundane acts like lifting reference material from websites without attribution. I generally use the “TurnItIn” function on D2L, which compares submitted papers against published materials. Per university policy, instances of academic dishonesty may result in a
zero grade for those assignment(s); significant instances of academic dishonesty will be reported to the appropriate program director.

SAFE AND INCLUSIVE LEARNING ENVIRONMENT: As an instructor, one of my responsibilities is to help create a safe and inclusive learning environment for my students and for the campus as a whole. **We expect a culture of professionalism and mutual respect in our department and class.** You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to either the Office of Equity and Compliance or the Office of the Dean of Student Life.

Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment or sexual violence to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals. For more information about Title IX, please complete the required student module Creating a Safe Campus in your D2L.

Have feedback on Diversity, Equity or Inclusion (DEI) at the Toulan School? We welcome kudos, ideas, and concerns, related to this particular class or other issues in the Toulan School. Students are welcome to submit anonymous feedback here, and/or communicate with the DEI committee members directly.
### COURSE OUTLINE

**NOTE:** Required and supplemental readings are subject to change. Check D2L for an updated list.

#### Week 1 (Apr 2): Intro: What is (regional) economic development?

**Readings:**

**Supplemental readings:**

#### Week 2 (Apr 9): How do regional economies grow? (the macro view)

**Readings:**

  “Tiebout-North debate”:
  - North reply and Tiebout rejoinder.

**Optional:** Quinterno. ch. 2-3, “Regional Economic Growth,” and “Theories of Regional Economic Development”, pp. 29-74.

Supplemental readings:


Week 3 (Apr 16): Firms, industrial location and regions (the micro view)

Readings:


Media articles of business site location decisions (D2L).

Supplemental readings:


Week 4 (Apr 23): Understanding regional growth, evolution and resilience

Readings:
M&F, ch. 5-7, “Regional Theories of Concentration and Diffusion,” “Regional Growth Theory” and “Trade Theory,” pp. 103-173.


Optional:


Supplemental Readings:


Week 5 (Apr 30): Industrial restructuring and the return of manufacturing?

Readings:


Clark, Jennifer. 2014. “Manufacturing by design: the rise of regional intermediaries and the re-


Supplemental readings:

**Week 6 (May 7): Industrial districts and clusters**

**Readings:**

**Supplemental readings:**


**Cluster analysis:**


**Week 7 (May 14): Innovation and entrepreneurship**

**Readings:**


**Supplemental readings:**


**Week 8 (May 21): Human capital and the “creative class” debate**

**Readings:**


**Optional:**

**Supplemental readings:**


**Week 9 (May 28): Arts and the “Cultural Economy”**

**Readings:**


**Supplemental Readings:**


**Week 10 (June 4): Inequality and Economic Development**

In this final week, we will explore the relationship between economic, social and racial inequality and regional economic outcomes. There is a growing body of evidence suggesting that inequality is harmful to long-run economic outcomes, and that by contrast, equitable development measures could actually be beneficial.


**Finals week: Student Presentations**