Many planning and policy professionals become involved in urban economic development policy and strategy either directly, through the development and evaluation of economic development policies, or indirectly, through the interaction of economic development policy, planning, and other types of public policies. This course guides the student in sorting through the evidence of the primary determinants of economic growth and development in metropolitan regions and discusses strategies for strengthening regional economies. The student learns the primary elements of an economic development strategy and how to critique a strategy. We review methods for evaluating a regional economy’s strengths and weaknesses, understanding its unique characteristics, and formulating a strategy for improving a regional economy.

Throughout the class, we will work toward developing your final project: a strategy for improving the economy of a metropolitan region of your choice. If done well, this final product can strengthen the portfolio of accomplishments that you offer to a potential employer upon successfully completing the program. In order to maximize the quality and thoroughness of the final product, we will work in small teams. I encourage you to meet regularly with your team outside of class to ensure that progress is being made on the intermediate and final deliverables.

The course is the last in a three-course series. USP 572 provides the basic theory needed to understand the theoretical basis for economic development policy. 572L is a lab course that exposes the student to data sources and techniques for analyzing a regional economy. The final product for these courses is a regional profile that can and should serve as the starting point for your regional economic development strategy. Therefore, if you have not completed these courses, you should discuss this with me immediately to see if we can structure this course in a way that will give you an opportunity for a successful final product.

Ideally, the PhD and MUS students will serve as the “research” arm of their project teams. Thus, they will complete a research brief directly applicable to the strategy being employed by their team. The brief will provide the research required to identify and adapt specific economic development tools to the team’s strategy for a metropolitan region.

**COURSE OBJECTIVES**

- Build on knowledge of cities and regions developed in other courses;
- Place urban economic development in a framework that considers equity and environmental impacts;
- Use your knowledge of economic development theory to justify the application of specific policies for a particular region.
- Understand and apply research methods for evaluating alternative economic development strategies and their potential and actual impacts on different stakeholders.
- Deepen your knowledge of important data and policy research sources.
- Understand the crucial elements of economic development policy and strategy.
Understand institutional/governance structures that explain and shape economic development policy.

**PREREQUISITE**: USP 515 or an equivalent course in economics. It is *strongly recommended* that you have already taken USP 572 and USP 572L.

**REQUIRED READING MATERIALS**

The readings for each class period are listed in the schedule below. The textbook is:


Everything else I assign will be accessible electronically either on the Internet, on D2L, or through the PSU library’s electronic collection.

One important resource that I recommend scanning is the following, which is available to read online through the PSU library:


**REQUIREMENTS AND GRADING POLICIES**

1. **Participation.** This part of your grade will be based on four items:
   - **Participation in class.** I expect students to come to class prepared to discuss the assigned material and to contribute constructively to the discussions. As a project-based class we must all contribute ideas to each team’s project.
   - **Presentation of the abstract of your strategy**, along with demographic and economic statistics for the economy you have chosen to study.
   - **Presentation of your final strategy** during finals week.

2. **Project Workplan.** The workplan, due on October 6, will provide me an idea of how you plan to proceed with your project. I will distribute an outline in class and post it on D2L.

3. **A critique of an existing economic development plan or strategy for your region.** I will assign to you an existing economic development strategy for a metropolitan region. The critique, due October 13, should be about 8 pages long (double spaced) and discuss whether the strategy includes the key strategy elements defined in class. Please note: *I do not want a regurgitation of the strategy; I want your evaluation of whether and why the strategy is useful as a guiding document for an economic development program*. I will discuss this in class and in the assignment description.

4. **Completed Regional Profile.** The regional profile should have been completed in 572. However, you may want to make some changes to the regional profile once you’ve thought more about the strategy you might pursue for your final project. This profile does not have to be in final form. Its purpose is to inform the strategy. It is due on October 20.

5. **Summary of institutional environment and Interview Plan.** To ensure that you are working from a basis of the current state of affairs in your region, you will develop a plan for interviewing at least 3 key actors in your chosen metropolitan region (over the telephone). Before you can do that you need to understand the institutional context of your metropolitan region: who does what, what plans have already been developed, and have these plans been implemented? The interview plan will describe whom you will interview, what you will ask them, and how you think they will inform your strategy. The summary and interview plan are due on October 27. **This is a very tight timeline for scheduling and conducting interviews. You will want to get started on this right away.**
6. **Summary of interview results.** This summary, due Nov. 10, will explain how the answers provided from the interviews will inform your strategy.

7. **Abstract and outline for final paper.** This abstract and outline are due on November 17. They should contain sufficient detail so that I can offer feedback on your idea for your final paper. You will briefly present it to the class along with the key demographic and economic statistics informing your strategy. I will provide detailed feedback within several days.

9. **Research Brief.** The PhD and MA students will lead the authorship of the research brief due November 17. This brief will summarize the theory and empirical evidence that demonstrates the potential effectiveness of the strategy or strategies to be employed in the metropolitan region.

10. **Final Paper.** Each student team will choose an urban region to study and write an economic development plan—it is due December 8. If you have been completing the assignments on time all along, you should have little trouble completing by this time. On that day, your team will also deliver a brief (15 minute) presentation of your strategy during our final exam time (3:30 to 5:20).

11. **Reflection Paper.** Each individual student will write a short (3 page) reflection paper summarizing their experience in developing the strategy. See the assignment description for details. The paper is due December 9.

**Summary of Assignments and Due Dates:**

**Assignments are due by 3:30 PM on the due date via D2l.**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date due</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation</td>
<td>6-Oct</td>
<td>10</td>
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<tr>
<td>Workplan</td>
<td>13-Oct</td>
<td>5</td>
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<tr>
<td>Critique</td>
<td>13-Oct</td>
<td>10</td>
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<tr>
<td>Revised Profile</td>
<td>20-Oct</td>
<td>10</td>
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<tr>
<td>Institutional environment</td>
<td>27-Oct</td>
<td>5</td>
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<tr>
<td>Interview plan</td>
<td>27-Oct</td>
<td>5</td>
</tr>
<tr>
<td>Summary of interview results</td>
<td>10-Nov</td>
<td>5</td>
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<tr>
<td>Abstract and outline for final paper</td>
<td>17-Nov</td>
<td>8</td>
</tr>
<tr>
<td>Research brief</td>
<td>17-Nov</td>
<td>8</td>
</tr>
<tr>
<td>Final paper</td>
<td>8-Dec</td>
<td>30</td>
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<tr>
<td>Reflection paper</td>
<td>9-Dec</td>
<td>4</td>
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<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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In most cases, grades for assignments completed by the group will be assigned to the entire group. Only two assignments (the critique and the reflection paper) will be completed and graded individually.

**Incomplete Grades**

I am very reluctant to assign incomplete grades, and will only do so when circumstances are consistent with PSU’s policy. Poor planning is not a valid excuse. If you encounter unforeseen circumstances that meet the conditions outlined below, please let me know as soon as possible so we can come to an agreement about how to resolve the incomplete grade.

The PSU Bulletin states:

"A student may be assigned an “I” grade by an instructor when all of the following criteria apply:

1. Quality of work in the course up to that point must be C level or above."
2. Essential work remains to be done. "Essential" means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work.

3. Reasons for assigning an "I" must be acceptable to the instructor. The student does not have the right to demand an "I". The circumstances must be unforeseen or be beyond the control of the student. An instructor is entitled to insist on appropriate medical or other documentation. In no case is an "Incomplete" grade given to enable a student to do additional work to raise a deficient grade.

A written agreement, signed by both the student and the instructor, should include a statement of the remaining work to be done to remove the "I" grade, and the date, not to exceed one year from the end of the term of enrollment for the course, by which work must be completed in order to earn credit toward the degree. The instructor must specify the highest grade which may be awarded upon completion; the grade awarded should not exceed the level of achievement attained during the regular course period.

Late Assignments
A student who turns in an assignment late has been given an advantage over his or her classmates who complete the work on time. Therefore, late assignments will generally be marked down by one point for each day the assignment is late. This policy will apply except in exceptional circumstances like medical emergencies. Assignments are to be submitted via D2L.

Plagiarism Policy
Plagiarism will not be tolerated. It is a serious issue and is a violation of the PSU Student Conduct Code [http://www.pdx.edu/dos/conductcode.html](http://www.pdx.edu/dos/conductcode.html). For tips on how to recognize and avoid plagiarism, see [http://www.lib.pdx.edu/instruction/citationplag.html](http://www.lib.pdx.edu/instruction/citationplag.html).