

## **Course Information:**

PA 6342 Local Economic Development

Summer 2008

Class Hours: Wednesdays 4-6:45 PM

Classroom: Plano Municipal Building

## **Professor Contact Information:**

Dr. Douglas J. Watson

Office: WSTC 1.206

E-mail: [Douglas.watson@utdallas.edu](mailto:Douglas.watson@utdallas.edu)

Telephone: 972-883-4907

Office Hours: Daily 8-11:30 AM; Monday 5-7 PM

## **Course Description:**

This course will focus on urban economic development policy and practice. It will explore not only the policies pursued by local governments to attract, retain, and create the economic base, but will also examine the political, economic, and social context in which economic development occurs. Particular consideration will be given to issues related to the economic development policy-making process, planning for economic development, and economic development strategies and mechanisms.

Economic development is a concern of most governments because it directly impacts the welfare of a nation, state, or locality. Jobs and corporate investment create wealth that citizens can use to purchase goods and start new businesses. A strong economy at all levels of government produces taxes allowing governments to achieve their missions in education, infrastructure, and service delivery. Since at least the 1930s, the federal government has played an important role in economic development.

Over the past fifty years, state governments have been heavily involved in economic development, especially in efforts to attract industries. Over the past twenty years, local governments have become much more directly involved in developing their own economies. This course will examine the roles of the federal, state, and local governments in economic development. The focal point of the course will be economic development at the local level of government in the United States.

## **Student Learning Objectives:**

- To enhance the set of skills and understanding of local economic development that students bring to the public sector workplace.
- To expose students to the political, economic, social and theoretical context in which local economic development occurs.

## Required Readings:

Koven, Steven G. and Thomas S. Lyons 2003. Economic Development: Strategies for State and Local Practice. Washington, D.C.: ICMA Publications. ISBN: 0873261348

Watson, Douglas J. and John C. Morris 2008. Building the Local Economy: Cases in Economic Development.\* Athens, GA: Carl Vinson Institute of Government.

Watson, Douglas J. 1995. The New Civil War: Government Competition for Economic Development. Praeger: Westport, CT.

Various journal articles and book chapters cited in this syllabus are accessible electronically. The URL for this page is: <http://utdallas.docutek.com/eres/coursepage.aspx?cid=452>

Password: Available to class only

*\*All royalties donated to the Larry D. Terry Scholarship Fund at UTD*

## Expectations:

To maximize the opportunities for a productive class, each student is expected to do the following:

- Attend all classes and be on time. If you cannot attend class or are going to be late, please let me know by e-mail or phone in advance.
- Complete all assignments on time.
- Do your share of the assigned work as a member of a group.
- Make an active contribution to the class discussions.
- Submit work of graduate-level quality.

## Course Requirements:

**Active Participation-** This course is a seminar and depends on your active participation in class. That means that you have to read the assignments carefully and come to class prepared to share your opinions and insights with other class members. Attendance is very important since the class meets only once per week. If you know you will not be able to attend, please let me know in advance via e-mail or telephone. More than two absences may affect your final grade.

**Journal Articles-** You will be required to find one journal article from peer-reviewed academic journals, such as *Economic Development Quarterly*, *Economic Development Journal*, *Public Administration Review*, *State and Local Government Review*, or *Public Performance Review* on topics we are discussing. Summarize the main points of the journal article in approximately three pages, be prepared to present your report to the class, and turn in the article and the summary. It will be due in the first five

weeks of the course and will be worth ten points of your final grade.

***In the News-*** Local economic development issues are given extensive coverage in the newspaper and other media every day. Over the course of the semester, please bring to class at least five articles from the print media that relate to an important issue in local government management. When you present your news article, discuss how it relates to the course readings. Preferably, please find articles that deal with elected officials, city managers, or department heads facing tough issues or questioning.

***Case Study PowerPoint*** – The purpose of the assignment is to allow each student comprehensively to examine an actual city from the perspective of an economic development professional. For this assignment, each student will prepare a professional PowerPoint presentation that showcases a city for the purpose of marketing it to corporations and industries looking to expand or relocate industrial manufacturing facilities.

Students are encouraged to employ open-ended and/or semi-structured interviews (telephone or e-mail correspondence with key participants is acceptable), as well as documents and other information necessary for a thorough presentation that informs an audience and strongly markets the community. **Digital photos of the community should be used to add visual interest.**

NOTE: It is likely that you may find yourself buried in data in this assignment. Do NOT feel you have to report it all. Do the analysis with whatever data makes sense. I encourage the use of tables and graphs to make the most important points. Do not overload your audience with too much information.

**Guidelines:** The following are guidelines for the presentation. In addition to these areas, other items may also be included based on the unique features of your chosen community. Remember, in some cases you will need to handle these issues delicately. The presentation should anticipate questions that will be raised during a professional presentation.

- 1) **First Slide:** Identify the community, the title of the presentation, and your name. Include contact information for the economic development efforts.
- 2) **Introduction:** Describe the community.
  - Form of government
  - Municipal demographics and statistics
  - Municipal and county demographic trends over the past decade
  - Weather and notable geographical/environmental features
  - Education information and statistics: public and private schools including state colleges and universities (enrollment trends, tuition costs, faculty, etc.)
  - Healthcare facilities with statistics
  - Utility availability and rates (power, gas, telecommunications services, waste disposal, water, sewerage)

- Transportation and Interstate access (highways, railroads, airports, nearest navigable waterway, nearest deepwater port, motor freight carriers with terminals, overnight package carriers)
  - Local taxes (sales, property, etc.) broken down
- 3) **Quality of Life:** What would it be like for company executives to live in your community and raise their families? What are the positive selling points? What image does the community have? Describe what makes the community unique (housing, banking, recreation, quality of life projects, churches, cultural activities, the downtown, special annual events, etc.). Does the community have a “brand” identification?
- 4) **Industrial Development:** Provide a complete, easy-to-understand overview of the industrial development efforts of the city. This section should describe
- How economic development efforts of the city are handled organizationally. This should describe what entity is ultimately responsible for recruitment and who has the authority to offer incentives. Who is the company’s point of contact for follow-up?
  - The existing industrial parks including the history of the parks, current industrial tenants, availability of lots, etc. This should clearly be marketing the properties by providing all the information to the audience to provide all the location information necessary for the industry. This information should include location, site owner, a general description of the topography, transportation accessibility, zoning, soil information (if available), utility suppliers, and asking price per acre.
  - The existing industrial plants (company name, products, location of plant, and year established- if available)
  - The major employers in the area with total employment statistics
  - The presence of unions
  - Wage data for at least five (5) basic job classifications (such as machine set-up operator, machinist, production assemblers, material handlers, bookkeeper, general clerk, machinery maintenance mechanic, etc.)
  - Workforce availability (unemployment rate) in city/county and surrounding cities/counties
  - Various state, county or other municipal programs/incentives used by the city to recruit industrial projects

*The following sections should be addressed as the final slides in the presentation.*

- 5) **Analysis:** Analyze the city’s economic development efforts.
- i. What are the city’s weaknesses? Strengths?
  - ii. What three (3) theories we have studied inform your analysis of this case?

Explain your rationale for choosing these.

- 6) **Recommendations:** If you were hired as a consultant to assist city staff in the area of economic development, what five (5) recommendations would you have for the city to strengthen its efforts or successes in economic development?
- 7) **Lessons Learned:** Discuss what lessons *you* learned from studying the case. How did the case relate to the material in this course or generally enhance your understanding of local economic development?

This assignment has two stages. Each stage must be completed to receive full credit.

**Stage One: The Proposal.** Send a brief proposal to me by *June 11*. Include in the proposal (a) the name of the local government you have chosen, (b) the proposed title for the presentation, (c) 2-3 paragraphs describing one major strength and one major weakness you will face in marketing the community.

**Stage Two: The Report.** Make your final presentation to the class and turn it into the professor.

*Short Summaries* - You will work as a member of a group that will have assigned readings, as shown on the attached schedule. Your group will be asked to present a concise summary of the key points of the assigned articles and your group will lead the discussion in class on it. Group members will need to communicate prior to the class on your individual roles in your shared responsibility for the presentation. In addition, you will write a 4-5 page summary on three of the assigned readings that you will turn in as your individual work. The three 4-5 page summaries are due during the semester as noted on the syllabus with each worth 10 percent of your grade.

*Class Discussions*- Many weeks, the class will have a question to discuss/debate. You can find them on the syllabus. Please do the necessary thinking and research in advance of the class so that you can make a meaningful contribution.

*Class Speakers*- We will have several local economic development professionals to speak to the class this semester. Please be prepared to ask questions of the speakers, specifically on topics that we are studying.

## **Grading Policy:**

*Examinations and Grading*- There will be a mid-term exam and a final exam, as shown on the class schedule. Your grade will be based on the following:

Individual work-	Final exam	20 percent
	Journal review	10 percent
	Power Point Presentation	30 percent

Group work-	Readings and Discussion	30 percent
	Rustville simulaton	10 percent

A final course grade will be assigned based on the following scale:  
 90-100 points = A; 80-89 points = B; 70-79 points = C; 60 or below = F.

## **Schedule, Calendar, and Assignments:**

(I will assign readings to different groups)

### **May 28 Introduction to Economic Development**

Douglas J. Watson and John C. Morris, 2008. "Introduction."

Roderic Hewlett, 2004. "In Plain Sight." Economic Development Journal 3(4): 33-39.

Sharp, Elaine B. 1990. "The Meaning of Economic Development" pp. 215-235 in Urban Politics and Administration. New York: Longman.

Sharon Disque, 2004, "A Seat at the Table" Economic Development Journal 3(1): 26-34.

#### ***Other Readings on this Topic:***

Robert A. Beauregard, 1993. "Constituting Economic Development: A Theoretical Perspective" in Richard D. Bingham and Robert Mier, eds. Theories of Local Economic Development. Sage: Thousand Oaks.

*Class Discussion: Using one point from this week's readings as your starting point, argue why economic development is vital to public organizations and to elected officials. Consider different aspects of the issue by not repeating what has already been stated by a colleague, but rather add to the points made by others in the class.*

### **June 4 Local Government and Economic Development**

Babcock, Richard F. 1990. "The City as Entrepreneur: Fiscal Wisdom or Regulatory Folly?" In Terry Jill Lassar, ed. City Deal Making. Washington, D.C.: Urban Land Institute.

Douglas J. Watson, 1995. The New Civil War. Praeger: Westport, CT. Chapter 1: "Competitive Governments."

John R. Logan and Harvey L. Molotch, 1988. "The City as a Growth Machine" (Chapter 3) in Urban Fortunes: The Political

Economy of Place. University of California Press.

Douglas J. Watson 1995. The New Civil War. Praeger: Westport, CT. “Alabama Attracts Mercedes Benz.”

***Other Readings on this Topic:***

Charles E. Lindblom, 1974. “Why Government Must Cater to Business.” Business & Society Review 27: 4-6.

**Class Speaker: Torry Edwards, City Manager, Terrell**

**Class Discussion:** Are municipalities “right” to care so much about economic growth as they clearly do? Please be prepared to argue for or against the active role of local governments in competing for economic development projects. Since both camps are active and vocal in communities, this exchange is a useful (and realistic) one.

Regardless of your role, be sure to mention specifically the readings from this week in your answer. Outside sources can also be used.

**June 11**

**Theories of Economic Development**

Koven and Lyons, Ch. 1, “Theories of Economic Development”

Aaron and Watson, “Networking in Economic Development: The Case of Project Emmitt” in Watson & Morris.

Cortright, Joseph, March 2006. “Making Sense of Clusters: Regional Competitiveness and Economic Development.” The Bookings Institution Metropolitan Policy Program.

***Other Readings on this Topic:***

Blair and Reese. Chapter 1, “Policy-Based Analysis for Local Economic Development” by Wilbur R. Thompson

Reese, Laura A. and Raymond A. Rosenfeld 2002. “Civic Culture and the Theories of Local Governance” in The Civic Culture of Local Economic Development. Sage: Thousand Oaks.

Blair, John P. and Robert Premus 1993. “Location Theory” in Richard D. Bingham and Robert Mier, eds. Theories of Local Economic Development. Sage: Thousand Oaks.

**Class Speaker: City Manager Bill Keffler, Richardson**

**Case Study Proposal is due this week.**

**June 18**

**Tools of Economic Development**

Douglas J. Watson, 1995. The New Civil War. Praeger: Westport, CT. Chapter 2: The Weapons of War.

Sharp, “Keeping up with the Joneses: Town Centers as Economic Development Tools” in Watson & Morris.

Koven and Lyons, Chapter 2.

Sands and Reese, “Implementing Economic Development Incentives: Strategy or Luck of the Draw” in Watson & Morris.

***Other Readings on this Topic:***

William Fulton 2006. “Count your Assets.” Governing 19(5): 64.

Blair and Reese Chapter 5. "Adding a Stick to the Carrot" by Larry C. Ledebur and Douglas P. Woodward.

**Class Speaker: Garland ED/Planning**

**Student PowerPoint Presentations**

**June 25-July 2**

**Developing a Local Economic Development Strategy**

Koven and Lyons, Chapters 3 -5

John P. Blair 1998. “Quality of Life and Economic Development Policy.” Economic Development Review 16(1): 50-54.

Hassett, “The ‘Shrinking’ of Youngstown” in Watson & Morris.

Sumners, “Strategies for Small Town Success” in Watson & Morris.

**Rustville Simulation**

**Student PowerPoint Presentations**

**July 9**

**High Technology, Education, and Development**

Koven and Lyons, Ch. 5.

Mayer, “Competition for High Tech Jobs in Second Tier Regions: The Case of Portland, Oregon” in Watson & Morris.

Class Discussion: In spite of economic development being different things to different people, there are a number of “shared truths” regarding local economic development.

Think about some of the “shared truths” that you have seen emerge from the literature and from class presentations and discussions. Choose one such “truth” and share it with the class and follow-up with your rationale for why you believe it is a “shared truth.”

**Class Speaker: Dallas ED**

**Student PowerPoint Presentations**

**July 16**

**The Site Selection Process**

Swope, Christopher 2001. “Site Seers.” Governing. November: 42-47.

Melkers and Czohara, “Peering into the Economic Development Black Box: Insight into Firm Location” in Watson & Morris.

Aaron, “A New Stadium=A New City: A Case Study of the Dallas Cowboys’ Quest for a New Playing Field” in Watson & Morris.

Caver and Galluci, “Transit-Oriented Development: the Euclid Corridor Transportation Project, and the Greater Cleveland RTA” in Watson & Morris.

**Class discussion:** This week share with the class a case of a plant location or closure. You should base your comments on at least two (2) newspaper articles or other reliable source to support your story. Explain how the community responded to the closing.

**Class Speaker: Sally Bane, Executive Director, Plano Economic Development Board**

**Student PowerPoint Presentations**

**July 23**

**The Politics of Local Economic Development: Power and Policy-making**

Koven and Lyons, Chapter 6

Laura A. Reese and Raymond A. Rosenfeld 2001. "Yes But...: Questioning the Conventional Wisdom About Economic Development." Economic Development Quarterly, 15 (November): 299-312.

Timothy S. Chapin and Charles E. Connerly 2004. "Attitudes Towards Growth Management in Florida" Journal of the American Planning Association 70(4): 443-452.

Battaglio, "Tragedy of the Crescent City: State and Local Economic Development in New Orleans Post Hurricane Katrina" in Watson & Morris.

Handley, "Birmingham: The Dome Disaster" in Watson & Morris.

**Class discussion:** Share with the class where the locus of power is (in your view) in local economic development policy and decision making based on the case study you have prepared for this class. Support your position by giving a true example from your case. Be sure to weave into your comments the readings assigned this week. Feel free to introduce outside sources.

**Class Speaker and Leader: Dr. Kimberly Aaron**

**Student PowerPoint Presentations**

**July 30**

**Local Economic Development Cases for Consideration**

Christopher Swope 2006. "Wing and a Prayer." In Kevin B. Smith, ed. State and Local Government 2005-2006, pp. 187-191. Washington, DC: CQ Press.

Lombard, "Crossing State Borders: Utility-Led Interstate Economic Development Cooperation in New England" in Watson & Morris.

Schortgen, "Non-profit Organizations and Local Economic Development: Addressing Low Income Housing in Dallas" in Watson & Morris.

Hoyman, Weaver, and Weinberg, "Rural Prison Sitings in North Carolina" in Watson & Morris.

Loomis, “Case Study for Community Redevelopment Following the Closure of Williams Air Force Base, Arizona” in Watson & Morris.

## **Final Exam**

### **UTD Required Content:**

#### **Student Conduct & Discipline**

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university’s Handbook of Operating Procedures. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents’ Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

#### **Academic Integrity**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one’s own work or material that is not one’s own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from

any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

### **Email Use**

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

### **Withdrawal from Class**

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to participate in the class once you are enrolled.

### **Student Grievance Procedures**

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

### **Incomplete Grade Policy**

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of "F."

### **Disability Services**

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22

PO Box 830688

Richardson, Texas 75083-0688

(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

### **Religious Holy Days**

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated. The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a

maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

### **Off-Campus Instruction and Course Activities**

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address given below. Additional information is available from the office of the school dean. ([http://www.utdallas.edu/BusinessAffairs/Travel\\_Risk\\_Activities.htm](http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm))

*These descriptions and timelines are subject to change at the discretion of the Professor.*

