Urban and Regional Economic Development, 90-743
Fall 2015

Time and Location:  
Sep 3 – Dec 10, 2015  
Wednesdays 6:00 PM to 8:50 PM, Hbh 1511

Instructor:  
Jerry Paytas,  
jerry.paytas@fourtheconomy.com  
(412) 926.8576

Course Website:  
Blackboard, F-15 Urban and Regional Economic Development

Office Hours:  
By appointment

Course Description
Urban and Regional Economic Development refers to efforts to stimulate wealth creation, and increased standard of living and the mitigation of poverty. As the pace of change in the economy quickens, cities and regions are undertaking a variety of programs and policies to attempt to improve local economic outcomes. Too often, these efforts are misinformed, ill conceived or the product of copying apparently successful policies from other locales. The emerging field of economic development is an effort to improve the efficacy of these efforts through the systematic application of economic principles, methods and rigorous policy analysis.

Course Objectives
Upon successful completion of this course you should be able to:

- Explain key concepts, theories and methods in the pursuit of regional economic development.
- Critique the theories and methods of regional economic development in their application to a region.
- Examine a regional economy using critical analytical methods like shift share, location quotients, and comparative analysis.
- Recommend a regional development strategy based on your theoretical critique and economic analysis.

Evaluation and Grading
The evaluation for the course consists of a class presentation on your region and a regional assessment policy paper (due in four parts). In consultation with the instructor, you will pick a U.S metropolitan area to analyze during the semester. Using this region, you will learn the tools and techniques for analyzing the economic and demographic characteristics of a region. You will also prepare topical issue presentations based on the readings and their region. The final paper will integrate your analysis and insights. Submit all assignments via Blackboard.

<table>
<thead>
<tr>
<th>Grading</th>
<th>Portion</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Regional Analysis Part A: About your region</td>
<td>10%</td>
<td>Sep. 17</td>
</tr>
<tr>
<td>Regional Analysis Part B: Population &amp; Housing</td>
<td>20%</td>
<td>Oct. 1</td>
</tr>
<tr>
<td>Regional Analysis Part C: Employment &amp; Industry</td>
<td>20%</td>
<td>Oct. 15</td>
</tr>
<tr>
<td>Group presentation on your regions</td>
<td>20%</td>
<td>Varies</td>
</tr>
<tr>
<td>Regional Analysis Part D: Synthesis of regional analysis &amp; strategic recommendations</td>
<td>30%</td>
<td>Dec. 10</td>
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Grading: Regional Analysis Parts A-D

<table>
<thead>
<tr>
<th>Regional Analysis (100 Points)</th>
<th>Weight</th>
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<tbody>
<tr>
<td>The topic/issues are clearly defined</td>
<td>15%</td>
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<tr>
<td>Issues and arguments are structured and organized</td>
<td>15%</td>
</tr>
<tr>
<td>Evidence is relevant to the defined issues</td>
<td>20%</td>
</tr>
<tr>
<td>Communicates the issues clearly</td>
<td>20%</td>
</tr>
<tr>
<td>Develop an individual argument / conclusion</td>
<td>30%</td>
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The Regional Analysis is an integrative exercise that draws on all the analytical tools and readings. The memos should reflect your individual insights and recommendations on the most critical issues for your region. Regions will be selected from a pre-determined list provided by the instructor in the first class and available on Blackboard. Each student will have a unique region. The regions included on the list will have the data available for the class assignments and will enable comparison and contrast with the other regions based on key regional performance dimensions.

Parts A-C should address each of the deliverables and data points. Provide a chart, graph, table or matrix of the data deliverables. Do not describe the graphs or lines as if you are giving directions. Explain the significance of the indicator – why it is important and what it means for the region. Also explain how your region is performing either in terms of the trend for the region or by comparison with the U.S. See the Massachusetts Innovation Economy Annual Index pages 20-52 for examples http://index.masstech.org/sites/mtc/files/documents/Index_2013_2.pdf.

The final memo, Part D, should provide a concise, stand-alone explanation of a specific economic development issue that you have identified through your analysis and that is related to one of the major themes of the course. It should help the reader to quickly understand the policy issue and underlying social or economic need, including (where appropriate): basic definitions, explanation of concepts, historical background, examples, and major debates or controversies. In addition, provide links and a brief bibliography in case the reader would like to examine the issue in more depth (either in theory, case studies, policy descriptions, etc.). The Regional Analysis memos should NOT be a patchwork of quotes and bullet points from other sources. It should instead be primarily an analytically rigorous exploration of the topic in your own words.

Part D, should not summarize the readings but compare and contrast their approaches to the issue(s) you select for discussion. It should include your own reactions and insights on these issues.

- Identify and describe at least one development strategy being applied to your region either internally (a locally or regionally developed strategy) or externally (for example, by a state or provincial government).
- Refer to the major features and trends of the region’s economy identified in Parts A-C, including current, past, and (if possible) future trends that would inform your assessment of this activity.
- Assess whether the development strategy is likely to be successful in light of the region's economy and the ideas about regional development covered in the course. Does it deviate from theory or best practice in beneficial or detrimental ways?

Format: Word document or Adobe PDF. Provide a heading with your name, region and assignment (Part A-D), date, and “Submitted for 90-743”. Also put your name in the header or footer so that pages don’t get lost! The memo should not exceed six double-spaced pages. Use endnotes for your citations. For assigned readings you only need the author’s name and page number if applicable. For internet sources provide the URL and date of access. All other sources should include a full citation.
# Regional Analysis Deliverables

<table>
<thead>
<tr>
<th>Due</th>
<th>Task</th>
<th>Sources</th>
</tr>
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<tbody>
<tr>
<td>A Sep. 17</td>
<td>Description of your MSA &amp; Why you selected it</td>
<td></td>
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<tr>
<td>5 pages</td>
<td>FIPS code for your region</td>
<td>Census</td>
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<tr>
<td></td>
<td>Identify key economic development organizations and what services they provide</td>
<td>Websites, regional directories</td>
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<td></td>
<td>Annual population growth vs US (latest 10 years)</td>
<td>BEA-REIS</td>
</tr>
<tr>
<td>B Oct. 1</td>
<td>Annual population level (latest 10 years)</td>
<td>BEA-REIS</td>
</tr>
<tr>
<td>10 pages</td>
<td>Age distribution vs. US (latest year)</td>
<td>Census</td>
</tr>
<tr>
<td>max</td>
<td>Median Household Income vs. US</td>
<td>Census</td>
</tr>
<tr>
<td></td>
<td>Educational attainment, 25+, (latest year)</td>
<td>Census</td>
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<tr>
<td></td>
<td>Percent foreign born vs US, (latest year)</td>
<td>Census</td>
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<tr>
<td></td>
<td>Migration, (latest year)</td>
<td>Census Migration Flows Mapper</td>
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<td></td>
<td>Occupational distribution vs. US, (latest year)</td>
<td>BLS OES</td>
</tr>
<tr>
<td></td>
<td>Housing Supply and Demand (latest year)</td>
<td>Census</td>
</tr>
<tr>
<td>C Oct. 15</td>
<td>Total annual employment (latest 10 years)</td>
<td>BLS QCEW, BEA-REIS</td>
</tr>
<tr>
<td>10 pages</td>
<td>Employed residents, (latest 10 years)</td>
<td>BLS LAUS</td>
</tr>
<tr>
<td>max</td>
<td>Civilian labor force, (latest 10 years)</td>
<td>BLS LAUS</td>
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<tr>
<td></td>
<td>Unemployment, annual (latest 10 years)</td>
<td>BLS LAUS</td>
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<td></td>
<td>Top job growth industries (latest 4 quarters)</td>
<td>Census LED, Industry Focus</td>
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<td></td>
<td>Best paying industries (latest 4 quarters)</td>
<td>Census LED, Industry Focus</td>
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<td></td>
<td>Growth / Pay matrix (latest 4 quarters)</td>
<td>Analysis of LED Industry Focus</td>
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<td></td>
<td>Average Wages (latest 10 years)</td>
<td>BEA-REIS or QCEW</td>
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<td></td>
<td>Live-Work (latest 5 years)</td>
<td>Census On the Map</td>
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<tr>
<td>Dec 10</td>
<td>Part D: Synthesis of regional analysis &amp; strategic recommendations</td>
<td></td>
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<td>10 pages</td>
<td>max</td>
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## Grading: Group Presentation

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<tr>
<th>Group Presentation</th>
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<tbody>
<tr>
<td>Clarity and Relevance of Information</td>
<td>25%</td>
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<tr>
<td>Organization of material</td>
<td>25%</td>
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<tr>
<td>Clarity of Graphics and Visuals</td>
<td>20%</td>
</tr>
<tr>
<td>Appropriate use of terminology – limited jargon and slang</td>
<td>20%</td>
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<tr>
<td>Eye contact, posture, gestures</td>
<td>10%</td>
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</table>

Using language with clarity is an art. It involves choosing and using words that relate best to the speaker's intended purpose and meaning for a particular audience. Clearly communicating your analysis of a regional economy is a critical skill for professional life. This assignment provides a chance to develop the communication skills that complement the writing and analytical skills you learned in your earlier assignments. In addition, this assignment requires that you coordinate your efforts with others in a group setting to deliver an in-depth presentation that compares and contrasts your regions. Regions will be grouped in class based on a comparison and contrast of their indicators of growth and development.
Your purpose in this assignment is to inform. Choose the focus, structure, support, and the words you use wisely. All of these elements combined are essential in delivering your message to your audience. Be sure that you give yourself plenty of time to complete this assignment so that you have ample time to rehearse your final presentation as a group. The unique challenges of this assignment can only be met successfully with careful planning and effort from all members of your group.

The group will have 20 minutes to present a comparison and contrast of the growth and development of their regions.

- Present summary indicators to identify which regions are healthy or unhealthy?
- Which ones are growing or declining?
- What trends are improving or getting worse?
- Do they provide a good quality of life for the residents?
- What development conditions or factors do they have in common?
- Have these resulted in similar development outcomes or does the experience of these regions diverge in an unexpected way.
- Identify any areas or issues of concern for the region.

Convert the powerpoint to a PDF and submit it after your presentation.
Policies

Course Material & Readings
The course uses a textbook, as well as articles, journals and other resources that are available on the web including a significant amount of economic data. You are expected to read before class and to spend time to developing an understanding of the material so they can apply the ideas and analytical tools to a region of their choice. The class is discussion based and you are expected to ask and debate questions that arise from and are informed by the readings or your analysis of a region. It is most beneficial to read the assignments BEFORE class.

Where links to online material have been provided every effort has been made to ensure that they are current and accurate. However, there is no guarantee that these links will not change during the course. It is your obligation to make every effort to locate these resources in time to complete any readings or assignments. Inform the instructor at least three days before class if you are not able to find a resource. Inability to find a resource is not an excuse for coming to class unprepared any more than it would be showing up for work unprepared.

Collaboration & Plagiarism
The course is primarily focused on individual work and mastery of the concepts, theories and methods of economic development. Economic development is a collaborative enterprise, but it also requires knowledgeable and qualified professionals. The emphasis is on developing original work and thought that is worthy of Master's degree. You may discuss and compare or contrast their regions, but all assignments should be the work of a single individual. All assignments will be submitted via Blackboard and will be checked for plagiarism. Be sure to check your work yourself before submitting the assignment. You will not be penalized for quoted and properly cited material. You must agree to the plagiarism contract in order to receive a grade in this course – sign and date it and then make a copy for the instructor.

Personal Accommodations
Students with Disabilities: If you wish to request an accommodation due to a documented disability, please inform your instructor and contact Disability Resources as soon as possible. They can be reached at access@andrew.cmu.edu or 412-268-2013.

Students with family or religious or other external obligations: If you have obligations that prevent you from attending a specific class, inform the instructor at least one week in advance to make arrangements for what you may miss during class. If you have other extenuating circumstances, such as an extended illness that affects your ability to complete the course, please notify the Program Director and Instructor.

Late Assignments
If you have an issue that prevents you from completing an assignment on time and you notify the instructor by 5:00 PM on the day before the assignment is due you can arrange an extension. If you do not notify the instructor you will be penalized 10% for every day that the assignment is late.
# Class Assignment and Schedule

| September 3 | Back to Basics: Theories of Growth and Development  
*Theme: How does your garden grow? Understand the basics of what drives growth & decline.*  
- Demand / Export Models and Supply / Import Replacement  
- Location Theory and its critiques  
- Profit Cycles and Product Cycles  
- Innovation / Cluster / Milieu  
- Regional Economic Influences (Globalization, Technology, Information, Suburbanization) Public and Private Benefits Models for Economic Development and Market Failure as a Rationale for Economic Development  
Discussion: What is economic development? What types of development are good? Good for whom? Does one size fit all? What is a region? Why does it matter? |
| September 10 | Making sense of a region: Data Primer  
- BEA, Regional Economic Accounts, Local area annual estimates  
  [http://www.bea.gov/iTable/index_regional.cfm](http://www.bea.gov/iTable/index_regional.cfm)  
- Local Employment Dynamics: [http://lehd.ces.census.gov/](http://lehd.ces.census.gov/) Review these resources; On The Map; QWI Online and Industry Focus.  
  [http://flowsmapper.geo.census.gov/flowsmapper/flowsmapper.html](http://flowsmapper.geo.census.gov/flowsmapper/flowsmapper.html)  
  [http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml](http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml)  
  [http://www.bls.gov/data/State and County Employment and Wages](http://www.bls.gov/data/) (Quarterly Census of Employment & Wages - QCEW) and [Local Area Unemployment Statistics (LAUS)](http://www.bls.gov/data/) |
| September 17 | Making sense of a region: Analytical Tools  
- Review of Plagiarism – In class lecture and presentation  
- BLS Location Quotient Calculator: [http://www.bls.gov/cew/cewlq.htm](http://www.bls.gov/cew/cewlq.htm)  
  Location Quotients:  
  [http://garnet.acns.fsu.edu/~tchapin/urp5261/topics/econbase/lq.htm](http://garnet.acns.fsu.edu/~tchapin/urp5261/topics/econbase/lq.htm)  
  **Tool 4: Shift-share Analysis Helps Identify Local Growth Engines**  
  Shift Share Tool: [http://www.georgiastats.uga.edu/sshare1.html](http://www.georgiastats.uga.edu/sshare1.html)  
  Part A Due |
<table>
<thead>
<tr>
<th>September 24</th>
<th>Making sense of a region: Review of Methods and Analytical Tools</th>
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<tbody>
<tr>
<td></td>
<td>In class discussion and review of analytical tools and methods. This will include student discussion and review of the findings for their regions. It is recommended to bring your laptop or a portable drive with your data and findings.</td>
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<tr>
<th>October 1</th>
<th>NO CLASS – UEDA Annual Summit in Anchorage</th>
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<tr>
<th>October 8</th>
<th>Development Finance and Incentives</th>
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<tr>
<td></td>
<td><em>Theme: How to avoid the Zero-Sum Game? Learn the basic language of development finance and why, when and how to best use incentives.</em></td>
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|              | Good Jobs First - Clawbacks: [http://www.goodjobsfirst.org/accountable-development/key-reforms-clawbacks](http://www.goodjobsfirst.org/accountable-development/key-reforms-clawbacks) |


| October 15 | Save our City: Community Development  
**Theme**: Do you rebuild places or people?  
Optional:  
| October 22 | Workforce Investment and the Talent Economy  
**Theme**: Do you rebuild places or people - continued?  
Student Presentations of their Region |
| October 29 | Urban Redevelopment  
Real Estate and Brownfields  
**Theme**: How do we provide more fairness and account for the true costs of developing land?  
Student Presentations of their Region |
| November 5 | **Field of Dreams: Amenities, hospitality, tourism & sports**  
Theme: Can you use the development of amenities to spur development?  
These articles are available through CMU Library e-journals and OCLC FirstSearch ECO (Electronic Collections Online) service.  
| --- | --- |
| November 12 | **Leveraging Strategies for Development: Cluster Building**  
Theme: How do cluster strategies increase the effectiveness of economic development?  
| November 19 | **Grow your own: Entrepreneurship & Business Development**  
Theme: What limits the ability of entrepreneurship to impact a regional economy?  
| November 26 | **Thanksgiving – NO CLASS** |
| December 3 | **Anchor Institutions and Networks**  
Theme: *Where do you find the fuel for innovation?*  


C. Scott Dempwolf: Networks, Innovation and Economic Development  
Read: [http://www.terpconnect.umd.edu/~dempy/research_projects.html](http://www.terpconnect.umd.edu/~dempy/research_projects.html)  

Review  
| December 10 | **It’s a Wrap / Make Up Day / URED Jeopardy**  
Theme: *Where do you find the fuel for innovation?*  

No readings or assignments |
| Last Class | **Part D Synthesis Due** |
Plagiarism and Cheating

Plagiarism and cheating will not be tolerated. All material submitted for a grade will be evaluated for plagiarism. Assignments should be submitted through the Turnitin application in Blackboard (see http://www.cmu.edu/teaching/resources/plagiarism.html for more information). This course is a safe place to develop your own thoughts and opinions as you become a master in your field. Be familiar with university and Heinz School policies. **Consider yourself warned!**

The university policies are available from http://www.cmu.edu/policies/documents/Cheating.html, and the Heinz school policies are detailed in the student handbooks, http://www.heinz.cmu.edu/current/handbooks/. Cheating includes but is not necessarily limited to:

1. Plagiarism, explained below.
2. Submission of work that is not your own for papers, assignments or exams.
3. Submission or use of falsified data.
4. Theft of or unauthorized access to an exam.
5. Use of an alternate, stand-in or proxy during an examination.
6. Use of unauthorized material including textbooks, notes or computer programs in the preparation of an assignment or during an examination.
7. Supplying or communicating in any way unauthorized information to another student for the preparation of an assignment or during an examination.
8. Collaboration in the preparation of an assignment. Unless specifically permitted or required by the instructor, the university will usually view collaboration as cheating. You are responsible for understanding the policies of the department offering any course as they refer to the amount of help and collaboration permitted in preparation of assignments.
9. Submission of the same work for credit in two courses without obtaining the permission of the instructors beforehand.

Plagiarism includes, but is not limited to, failure to indicate the source with quotation marks or footnotes where appropriate if any of the following are reproduced in the work submitted by a student:

1. A phrase, written or musical
2. A graphic element
3. A proof
4. Specific language
5. An idea derived from the work, published or unpublished, of another person

Note that material on the web is subject to the same rules for cheating and plagiarism as any other source.

I have read and agree to the plagiarism policy described above. I fully understand that if the instructor determines my work is plagiarized I will fail the course and may be expelled from the University.

______________________________  PRINT Andrew ID  ____________
Signature of Student Date

*Sign, date and then return a copy of the signed form to the instructor*