1. Administrative Information

Instructor: Edward S. Smith, Ph.D.
Time: Tuesdays 4:30–7:00 p.m.
Location: Sparks Hall 427
Office Hours: Tuesdays 2 p.m.–4 p.m.; By appointment
Office: AYSPS V-56
Email: esmithjr@gsu.edu
Phone: (404) 413-0138

2. Course Objectives

This course will provide a broad overview of theories and models of urban growth and economic development, as well as the strategies and practices in implementing it. The city is a dynamic system and this course will provide a contextual understanding of the economic, social, demographic, and political forces that shape the development and community life of urban areas, as well as the agents involved and the planning process. Students will understand the challenges of developing regions, cities and communities that are economically dynamic, socially equitable and environmentally sustainable. Students will be exposed to both long-standing debates and recent developments in economic development practice and theory. Students will also be acquainted with the resources and techniques instrumental in the analysis of economic development policies and programs. This course requires extensive reading, case preparation, analytic writing, and class debate.

To be more specific, the learning objectives are:

(1) **Theory**: to examine the theoretical foundations of urban growth and economic development and be familiar with the major theories of how economic development occurs at various levels;

(2) **Context**: to understand how economic, social, and political forces shape local communities and influence urban policy making regarding local growth and development, and examine the context in which development occurs;

(3) **Instruments**: to gain familiarity with the instruments (principles, tools, and techniques) for carrying out local economic development, their effectiveness, and their impacts on local communities; as well as to understand the roles of institutions involved in the development process;
(4) **Functional policy applications**: to learn about the issues, principles, and methods for managing local growth and development in a variety of functional areas, such as land use and transportation, housing, infrastructure, and human capital and workforce development;

(5) **Tradecraft**: to demonstrate the ability to assess and formulate economic development strategy for an urban area and professional writing and presentation skills.

3. **Course Materials**

Primary Text:

Supplemental Text:
Additional readings will be posted on iCollege.

Policy resources:

(1) Brookings Institute, Metropolitan Policy Program
(2) Department of Housing and Urban Development
(3) Cityscape: A Journal of Policy Development and Research
(4) Economic Development Quarterly
(5) Housing Policy Debate
(6) Journal of Urban Affairs
(7) Journal of Policy Analysis and Management
(8) Initiative for a Competitive Inner City

Metro-Atlanta specific resources:

(1) Atlanta Regional Commission
(2) Invest Atlanta
(3) Urban Land Institute: Atlanta

4. **Course Requirement and Evaluation**

Class sessions will be a mixture of lectures and class discussions/debates. Additional readings and course materials will be provided on iCollege. Course grades will be determined as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cluster Analysis (group)</td>
<td>15%</td>
</tr>
<tr>
<td>Economic Strategy exercise (individual)</td>
<td>15%</td>
</tr>
<tr>
<td>Case Study Presentation and Report (group)</td>
<td>25%</td>
</tr>
<tr>
<td>Final Examination (individual)</td>
<td>30%</td>
</tr>
<tr>
<td>Class Attendance and Participation (individual)</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Cluster analysis**: students will work in groups of 4 as consultants for a regional/metropolitan area/local economic development agency. Location quotient and cluster analysis will be performed to examine the industrial mix of the area as well as its competitive advantage.
**Economic strategy exercise:** students will complete one short (approximately 1,250 words) individually written case study of an economic development strategy and discuss it in class. It can be a city, region, or a single project.

**Case study presentation and report:** students will work in groups of 4 as consultants for regional/metropolitan area/local economic development agency. In addition to the cluster analysis, students will also look at the social, economic and demographic characteristics of the city. Students will then analyze current economic development strategies that the city is undertaking and assess whether these are effective strategies. Students will incorporate both the results that such initiatives have had thus far on the region AND you will assess the “fit” of such strategies with your own socioeconomic analysis of the region. Is the city fully maximizing its strengths? If not, devise your own economic development strategy that is most suitable for the city and the opportunities and challenges of implementing it. Students need to tie the analysis with the relevant debates and theories from class. All members of the team must be involved in researching and presenting the materials.

The estimated length of the report will be approximately 2,500 words, excluding appendix and references. The presentation should last approximately 20 minutes and include a visual component, including, but not limited to, power point presentations.

**Final examination:** The final exam will be take home, and will consist of essay questions that draw on the class readings, lectures and class discussions.

*All* memos, reports and exams should be uploaded to iCollege by the beginning of class. Late assignments will be penalized, and a passing grade will not be assigned unless all assignments are completed.*

**Class participation:** students are expected to read materials before class, attend each class and to participate actively in class discussions.

*Student attendance is mandatory.* It is recognized that students may be unable to attend class as a result of observance of recognized religious holidays of the student’s faith, serious illness, or family emergencies. In such cases students are responsible for notifying the professor prior to the absence. In addition, students are responsible for the missed material, and are encouraged to obtain class notes from other students.*

Quizzes and attendance checks will be scheduled throughout the course. Those with 3 or more absences will not receive a passing grade for this course.
5. Course Policies

(1) Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Please advise the instructor if you have a documented disability and request accommodation.

(2) All students are responsible for knowing and following GSU’s Policy on Academic Honesty. Each student is expected to adhere to the highest standards of academic honesty and responsible for avoiding any activity that suggests plagiarism, cheating, unauthorized collaboration, falsification, or multiple submissions. Please refer to the GSU Code of Conduct for further explanation of the University policy.

(3) The University has very specific policies on Dropping Classes and Voluntary Withdrawal from courses, with possible penalties for withdrawals after the first two weeks of courses. For the only exception to this policy, see the Hardship Withdrawal information on the Dean of Students web site.

(4) This course syllabus provides a general plan for the course; deviations may be necessary. Guest lectures and field trips might be scheduled along the way and students will be notified in advance. As necessary, content and evaluations may be added or removed as the course progresses.

(5) Turn off cell phones and keep them off the desk during lectures and exams. Text messaging during class is strictly prohibited and grounds for dismissal.

(6) Final grades will not be posted or given out over the phone or via email.

(7) Your constructive assessment of this course plans an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation

6. Course Schedule

January 9     Course Introduction and Overview


January 16     Urban Growth and Problems


**January 23  Urban Growth and Problems (continued)**

**January 30  Economic Development: Concepts and Theories**

Leigh and Blakely:
Chapter 1: “The Enduring Argument for Taking Local Economic Development Planning”
Chapter 2: “The Influence of National and State Policies on Local Economic Development”
Chapter 3: “Concepts and Theories of Local Economic Development”


**February 6  Economic Development: Tools and Techniques I**

Leigh and Blakely
Chapter 6: “Introduction to Analytical Methods for Local Economic Development Planning”
Chapter 7: “Local Economic Development Strategy”

**February 13  Economic Development: Tools and Techniques II**
Lab session – Library Resources Overview
Guest Instructor – La Loria Konata (Policy Studies Librarian)
Location: Library – Classroom 1 (near Saxby’s Coffee)

***Group cluster analysis assignment due to iCollege by February 20.***

February 20  Economic Development as a Process

Leigh and Blakely:
Chapter 4: “The Local Economic Development Profession and Professionals”
Chapter 5: “The Local Economic Development Planning Process”
Chapter 12: “Building the Implementation Plan”
Chapter 13: “Institutional Approaches to Local Economic Development”


***Individual Economic Strategy case exercise due to iCollege by February 27.***

February 27  Economic Development: Various Strategies

Leigh and Blakely:

Chapter 8: “Locality Development”
Chapter 9: “Business Development”
Chapter 10: “Human Resource Development”
Chapter 11: “Community Economic Development”


March 6  Economic Development and Urban Policy in the International Context

How do other countries combat urban problems?

Mike Davis, “The Urban Climacteric” in *The Planet of Slums*, Verso.


March 13  
**Spring Break – No Class**

March 20  
**Identity, Creativity and Economic Development**


March 27  
**Technology, Universities and Economic Development**

Leigh and Blakely
Chapter 14: “Local Economic Development Planning’s Response to the Flatter and Climate-Challenged World”


April 3       **Group Case Study Discussion**

April 10    **Immigrants, Small Businesses and Economic Development**


Lin, Jan, and Melody Chiong. "Immigrant Growth Machines: Metropolitan Reinvention in Los Angeles."


**April 17       ***Case Study Group Presentations***

** ***Case Study Report due in iCollege***

April 24       *Final Examination due by 7:30 p.m.*