

Urban Economic Development Syllabus

POLS 5360 and 4360

Spring Semester, 2021

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Phone: 314-977-3936 or 314-605-2499 (cell) You're more likely to receive a quick reply if you contact me by email or by cell.

Office Hours: Tuesday 1:00-3:00 or by appointment. All meetings will be on Zoom this semester.

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Overview of Course:

Urban areas are still the chief engines of economic growth in the U.S despite the economic ravages of the Covid pandemic. This is particularly true for regions of the country that have experienced significant growth in recent years, for example, cities like Seattle, WA; Miami, FL; and Portland, OR; and Austin, TX. This begs the following questions:

1. What are the chief drivers of economic growth?
2. Can other cities emulate their high-growth peers?
3. What tools do cities have to help spur economic growth?

Declining cities have always faced enormous challenges in turning around their economic fortunes. These challenges have been worsened by several modern forces, particularly globalization and technology. These forces have accelerated the normal "creative destruction" of modern capitalism (Joseph Schumpeter, 1942). Other current challenges that cities face include climate change, pandemics and terrorism. These have been added to the "traditional" urban problems of poverty, crime, deteriorating infrastructure, inadequate revenues, etc.

This course will introduce you to the context, theory, process, and practice of local economic development policy in the United States with an emphasis on the economic revitalization of declining urban cores. We will investigate St. Louis as a classic example of a city that has been in long-term decline and what can be done to reverse this. The objectives of the course are: 1)

provide an introduction to the key concepts, ideas, strategies and (often conflicting and contradictory) goals of urban economic development; 2) give you an understanding of the impacts that global, national, regional, and state economic forces and policies have on cities; 3) allow you to critically reflect on the goals, objectives, and outcomes of local economic development efforts, particularly in light of questions like who benefits, who loses, and how do such efforts increase or decrease social inequality? 4) provide the tools to examine the historical, economic, political, and social environments in which economic development policymaking occurs; 5) provide an opportunity to analyze the range of strategies, programs, and tools that are used to improve the economic prospects of neighborhoods, cities, and regions; and 6) give you an understanding the complex politics of urban economic development.

The case study we will be using this semester is St. Louis City, which has, Colin Gordon points out, the dubious distinction of being the poster child for modern urban decline in the United States. St. Louis' problems are the product of decades of bad policy choices and private disinvestment. In this course, we will examine what economic development efforts have been employed and what can be done that will finally help St. Louis turn its economy around.

There will be one or two guest speakers who will talk about economic development from the standpoint of their practitioner experience.

Textbooks:

Colin Gordon. *Mapping Decline*

Nancy Green Leigh and Edward J. Blakely. *Planning Local Economic Development: Theory and Practice*. 5th or 6th edition.

Outline of Assignments:

Week 1: Introduction: What is local economic development? (Feb.1)

- Definition
- Why local economic development?
- The global context
- The national economy
- Wealth and income inequality

Discussion board: Introduce yourself.

Week 2: The Effect of National and State Economic Policy on Local Economic Development (Feb.8)

- Different approaches to growth

- Effects of different policies on local economies
 - Monetary and fiscal policy
 - Trade policy
 - Social welfare policy
 - Health-care policy
 - Full-employment policy
- National development policy for local governments
- State economic development policy

Required Reading: Leigh and Blakely, chapters 1 & 2

Week 3: Theories of local economic development (Feb.15)

- Theories promoting growth and development
- Why it is so difficult to move from theory to reality in economic development
- Evolution of economic development theory and practice to fit current political reality

Required Reading: Leigh and Blakely, chap. 3

Possible Guest Speaker: Rebecca Hyde, Librarian, to discuss research resources at Pius Library.

Week 4: Local Economic Development as a Profession; Introduction to St. Louis: Case Study (Feb.22)

- What does a local economic development professional do?
- Tasks and responsibilities
- Constituents and clientele
- Local economic development as a profession and career
- Introducing the St. Louis Case study

Required Reading: Leigh and Blakely, chap. 4; Gordon, Preface, pp.1-38.

Week 5: Local Economic Development Planning Process (March 1)

- Important preliminary steps in the planning process
- The phases of the planning process
- Resource management for effective planning
- Local economic development roles
- Typology of planning approaches
- Creating an effective economic development strategy: Part I
- St. Louis Power and Politics, pt.1

Required Readings: Leigh and Blakely, chap.5; Gordon, pp. 39-53

Week 6: Analytical tools for local economic development (March 8)

- Requirements for effective analysis in local economic development
- Economy strengths and weaknesses analysis
- Creating an economic profile
- Using data and building on comparisons
- Which analytical tool should you use?
- Economic projections, the ripple effect, and industrial clusters
- Creating an effective economic development strategy: Part II
- St. Louis Power and Politics, pt.2

Required Readings: Leigh and Blakely, chap. 6; Gordon, pp. 53-68

Week 7: Effective local economic development strategy (March 15) Online Midterm exam due by 7:00

What an effective strategy should accomplish

- Important preliminary steps to formulating a strategy
- Choosing among alternative strategies
- Economic development planning and local comprehensive planning
- Traps and pitfalls in formulating an effective strategy
- Assembling the strategy
- Projects, plan financing and implementing the strategy
- St. Louis Race and Reality, Pt.1

Required Readings: Leigh and Blakely, chap. 7; Gordon, pp.69-88

Possible GUEST SPEAKER: Former St. Louis Mayor and Former Director of Grand Center, Vincent Schoemehl.

Week 8: Locality development (March 22)

- Urban design and effective local economic development
- Land acquisition strategy
- Infrastructure development and “shell” buildings
- The regulatory environment, BIDs, and other tools of effective locality development
- New approaches to community revitalization (townscaping, shopsteading, housing and neighborhood improvement, etc.)
- St. Louis Race and Reality, Pt.2

Required Readings: Leigh and Blakely, chap.8; Gordon, pp.89-111

Week 9: Business development (March 29)

- Importance of a good business climate
- Developing local entrepreneurship
- Effective business development strategies (business assistance centers, small business development centers, micro-enterprise, etc.)
- Tourism and effective locality promotion
- Financial incentives, enterprise zones, and other important approaches
- St. Louis Politics of Zoning pt.1

Required Readings: Leigh and Blakely, chap. 9; Gordon, pp.112-129

Week 10: Local workforce development strategies (April 5)

- Importance of workforce development
- Necessity of effective workforce development for global competitiveness
- Goals of human resource strategies and programs
- Human resource strategies and local economic development goals
- Importance of good public education for workforce development
- St. Louis Politics of Zoning, pt.2

Required Readings: Leigh and Blakely, chap. 10; Gordon, pp.129-152

Week 11: Community and neighborhood economic development strategies (April 12)

- Community development corporations
- Community and neighborhood cooperatives
- Local enterprises, employee/worker ownership, and sustainable enterprises
- Marketing the community: promoting neighborhood/community assets
- St. Louis Politics of Urban Renewal and Fighting Blight, pt.1

Required Readings: Leigh and Blakely, chap.11; Gordon, pp.153-171

Week 12: Effective implementation Strategies (April 19) Using private-public partnerships to build an effective development strategy

- Marketing, financing, project viability, and sustainability analysis
- Other tools for effective implementation (feasibility analysis, cash flow analysis, project sustainability, project design, and monitoring)
- St. Louis Politics of Urban Renewal and Fighting Blight, pt.2

Required Readings: Leigh and Blakely, chap. 12; Gordon, pp.171-186

Possible GUEST SPEAKER: City of Rock Hill City Administrator, Jennifer Yackley

Week 13: Organizational prerequisites of local economic development (April 26)

- Organizational resources necessary to build an economic development strategy
- Internal professional expertise (economic development specialist) and external resources (public-private partnerships)
- Institutional approaches and typology of local development organizations
- Local economic development in a global economy
- The role of technology
- Climate change and local economic development: sustainable economic growth
- Other future challenges
- The future of local economic development planning
- St. Louis City of Blight

Required Readings: Leigh and Blakely, chap. 13 &14; Gordon, pp.187-228

Week 14: Class presentations (May3)

Week 15: Wrap-up, Review and possible Presentations

Online Final Exam is due by May 14 by 11:59 PM

Assignments:

Two short policy memos. Between 8-10 pages each. Note: the actual text in these memos does not have to be 8-10 pages. This includes graphs, figures, etc.

1. Why does your city need economic development? (**Due Feb.22**). In this memo, you will analyze important trends in your city affecting economic growth. What has been the trend in major economic indicators over the past 5 years? These include: Who are your city's largest employers? Is your city gaining or losing population? What is your city's demographic composition (percentage of black, whites, Hispanics, and others; fastest growing racial and ethnic group; children, adult and senior population; percent college-educated, etc.)? How does this composition affect the demand for city services? What are your city's revenue sources? Which one grew the fastest? The slowest? Based on this data, construct an argument for why your city needs an economic development strategy and who your strategy will help. Do you

think more attention should go to small businesses, minority-owned businesses, the unemployed? Be as specific as you can.

2. Describe who has benefitted most and least from the economy in your city since the Great Recession (**Due April 5**). The focus of this memo is to identify the local economy's big winners and losers. Use data from the same sources used in the first memo or find other sources if you need to. You will need to dig deeper into the data by looking at things like unemployment statistics, median household income (by race), the fastest growing neighborhoods and their demographic characteristics, trends in home ownership (average price of a home, etc.) to construct a profile of the groups who have experienced the most economic growth and those who have been left behind. Is there income inequality in your city? If so, how wide is the gap between the rich and the poor? You can probably find Gini coefficients for your city online. These will give you a sense of how big the inequality gap is. Make sure to make relevant comparisons including to the state and country. How does the strategy you came up with in the previous assignment address the issue of inequality? If you have to revise the strategy in light of the inequality gap then do so.

3. Final project: Develop an economic development plan (**Due May 10**). In this paper, the idea is for you to put everything together that you've learned during the course to design an effective economic development strategic plan for your city. In formulating your plan, pay close attention to the issues that you addressed in your policy memos. Why your city needs an economic development plan should be part of the Background section. If your city's economy has not benefited everyone, use your plan to describe, using specifics, how you intend to reverse this. If your city's economy has done a reasonably good job of helping people throughout the income spectrum then explain how your plan will continue to do this or even improve economic outcomes for everyone in the city. You also need to address feasibility issues in your plan by discussing how the current political leadership can sell to the public, convince the city council or board of aldermen to adopt, and implement your plan. Include an Executive Summary, in which you articulate the 10 goals of your plan and how you will determine the plan's success.

If you are a doctoral student, please see me no later than 2nd week of class to discuss a research paper that will be substituted for the final project above.

In-class presentation of your economic development plan (May 3 and possibly 10). Using Power Point present your plan to the class. You must be succinct and focus on the main points you want your audience to take away. There will be an opportunity about mid-way through the semester for you to do

a dry-run because presentation skills are critical in the profession. In the dry run, you will be presenting the main points from your first 2 policy memos.

4) Blackboard final (Due May 15 by 11:59 PM)

Grade Distribution for Assignments:

Class attendance and discussion board.....	20%
Economic Development Briefs 1&2.....	10% each
Final Project.....	20%
Midterm Exam.....	20%
Final Exam.....	20%

Attendance Policy:

Your success in this course will depend on your ability to complete the daily reading and weekly writing and discussion assignments as well as your ability to read the biography of Benjamin Franklin as if you were having a conversation with the author each day. (The last is just to make sure you're paying attention!)
Absence in three classes without a reason that is out of the control of the student will result in a one level drop in the final grade (i.e. illness, work conflict, medical emergency, etc.) see more information at link below:

<https://catalog.slu.edu/academic-policies/academic-policies-procedures/attendance/>

Courtesy Expectations:

Students will treat their classroom obligations as they would treat any serious professional engagement. That includes:

Laptops and other devices are frowned upon in this course. In other words, you will need to ask permission to use one in class.

Preparing thoroughly for each session in accordance with the instructor's request;

Adhering to deadlines and timetables established by the instructor;

Providing constructive feedback to faculty members regarding their performance.

MANDATORY STATEMENT ON FACE MASKS (FALL 2020)

The University's [Interim Policy on Face Masks](#) governs all students, faculty, staff, and campus visitors in all University-owned, leased, or operated facilities. All persons physically present in any such University facility associated with this course shall comply fully with this policy at all times. Masks must be worn before entry to all such University facilities (as well as outdoors on all University property when six feet of distance is unpredictable or cannot be maintained).

Saint Louis University is committed to maintaining an inclusive and accessible environment. Individuals who are unable to wear a face mask due to medical reasons should contact the Office of Disability Services or Human Resources to initiate the accommodation process identified in the University's [ADA Policy](#). Inquires or concerns may also be directed to the [Office of Institutional Equity and Diversity](#). Notification to instructors of SLU-approved ADA accommodations should be made in writing prior to the first class session in any term (or as soon thereafter as possible).

As the instructor of this course, I shall comply fully with SLU's policy and all related ADA regulations.

Students who attempt to enter a classroom without wearing masks will be asked by the instructor to wear masks prior to entry. Students who remove their masks at any time during a class session will be asked by the instructor to resume wearing their masks.

Note: Accordingly, no consumption of any food will be allowed in class.

Students who do not comply with a request by a SLU instructor to wear a mask in accordance with the University's *Interim Policy on Face Masks* may be subject to disciplinary actions per the rules, regulations, and policies of Saint Louis University, including but not limited to the *Student Handbook*. Non-compliance with this policy may result in disciplinary action, up to and including any of the following:

- dismissal from the course(s)
- removal from campus housing (if applicable)
- dismissal from the University

To immediately protect the health and well-being of all students, instructors, and staff, instructors reserve the right to cancel or terminate any class session at which any student fails to comply with faculty or staff request to wear a mask in accordance with University policy.

Students are strongly encouraged to identify to their instructor any student or instructor not in compliance. Non-compliance may be anonymously reported via the SLU Integrity Hotline at 1-877-525-5669 (or confidentially via the Integrity Hotline's website at <http://www.lighthouse-services.com/slu>)

Academic Integrity Syllabus Statement

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at:

<https://www.slu.edu/arts-and-sciences/faculty-resources/syllabi-statements.php>

Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

Specific College of Arts and Sciences Academic Honesty Policies and Procedures may be found at:

<http://www.slu.edu/x12657.xml>

Title IX Syllabus Statement

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; akratky@slu.edu; 314-977-3886) and share the basic fact of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/general-counsel-home/office-of-institutional-equity-and-diversity/sexual-misconduct-policy> www.slu.edu/here4you .

Student Success Center Syllabi Statements

In an effort to be inclusive of students' learning styles and needs with regard to academic support, the following statement has been developed for use in course syllabi which identifies resources for student support in various areas of learning. As faculty members construct their syllabi for future courses, it is requested that they update materials to include new language regarding academic and career related support offered to students through the Student Success Center.

The syllabus statement will be available throughout the year by visiting the following websites, but we encourage you to place these resources on any departmental websites you feel necessary:

- Student Success Center: www.slu.edu/success
- Reinert Center for Transformative Teaching & Learning: www.slu.edu/cttl

Student Success Center Syllabus Statement:

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center, a one-stop shop, which assists students with academic and career

related services, is located in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning) by visiting the Student Success Center or by going to www.slu.edu/success.

DISABILITY ACCOMMODATIONS

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact Disability Services to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact Disability Services, located in the Student Success Center and available by email at Disability_services@slu.edu or by phone at [314.977.3484](tel:314.977.3484). Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from Disability Services and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact Disability Services. Confidentiality will be observed in all inquiries.

Note: due to accreditation requirements, regulatory differences, and/or location-specific resources, the School of Law, the School of Medicine, and SLU Madrid have their own standard language for syllabus statements related to disability accommodations. Faculty in those units should seek guidance for syllabus requirements from their dean's office.

TEMPORARY Mandatory Syllabus Statement on In-Class Attendance & Participation

Effective: August 1, 2020 - TBD

1.0 Introduction

SLU's current [University Attendance Policy](#) does not address challenges related to in-class attendance (and in-person participation in class-related activities) raised in the COVID-19 era.

2.0 Scope

This statement is required for all syllabi for all courses at all locations (*except the Madrid Campus*) offered by the colleges/schools and other academic units reporting to the University Provost.

3.0 Mandatory Syllabus Statement on In-Person Class Attendance and Participation

The health and well-being of SLU's students, staff, and faculty are critical concerns. Accordingly, the following University policy statements on in-person class attendance are designed to preserve and advance the collective health and well-being of our institutional constituencies.

1. Students who exhibit any [potential COVID symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) shall absent themselves from any in-person class attendance or in-person participation in any class-related activity until they have been evaluated by a qualified medical official. Students should contact the [University Student Health Center](#) for immediate assistance.
2. Students who exhibit any [potential COVID symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) but who feel well enough to a) attend the course synchronously in an online class session or b) participate in asynchronous online class activities, are expected to do so. Those who do not feel well enough to do so should absent themselves accordingly.
3. Students (whether exhibiting any of potential COVID symptoms or not, and regardless of how they feel) who are under either an isolation or quarantine directive issued by a qualified health official must absent themselves from all in-person course activity per the stipulations of the isolation or quarantine directive. They are expected to participate in synchronous or asynchronous online class activities as they feel able to do so, or absent themselves accordingly.
4. Students are responsible for notifying each instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible.
5. As a temporary amendment to the current [University Attendance Policy](#), all absences due to illness or an isolation/quarantine directive issued by a qualified health official shall be considered "Authorized" absences (effective August 2020 through May 2021).

4.0 Development and Approvals

Development:

This statement was developed by a committee of faculty and staff from the Faculty Senate and Provost's Office; members were:

Member	Constituency Represented	Appointment Method
Bobbi Shatto	University Faculty Senate	Per Senate President & FS Procedures
Shane Graber	University Faculty Senate	Per Senate President & FS Procedures
Sophia Izhar	Student Government Association	Per SGA President & SGA Procedures
Zahva Naeem	Student Government Association	Per SGA Academic VP & SGA Procedures
Cathy Cooke	Distance Education Office	Per Assoc. Provost of Distance Ed
Gina Merys	Reinert Center	Per Reinert Center Director
Donna Bess Myers	Student Development	Per VP of Student Development
Renee Jonas	Student Development	Per VP of Student Development
Steve Sanchez	Office of the Provost	Per Provost
Miriam Joseph	Office of the Provost	Per provost

Approvals:

1. Approved by CADD: August 10, 2020
2. Approved by Provost: August 10, 2020