UNIVERSITY OF NORTH TEXAS

DEPARTMENT OF PUBLIC ADMINISTRATION
CHILTON HALL, DENTON

PADM 5310
Seminar in Economic and Community Development

Course Outline
Spring 2016

Class Meeting: Thursday 2.00 – 4.50PM @ LANG 309
Instructor: Simon A. Andrew, Ph.D.
E-mail: sandrew@unt.edu
Telephone: 940-565-4982
Fax: 940-565-4466
Office: Chilton Hall 204A
Office Hours: Monday 3.00 – 5.00PM
Or by appointment
Course Description
This course examines the basic role of governance as an instrument of economic and community development in the United States. The course focuses on the meaning and application of development primarily on sub-national development with particular reference to cities and towns. The course first introduces many of the important themes and issues pertaining to development. Second, it offers theories and conceptual frameworks for thinking about the processes of development. Topics include economic development tools, politics of development, development financing, and development organizations.

Course Objectives
- To familiarize students with the history, theories, and practices of local economic development planning;
- To expose students to a broad range of economic development policy options and current topics in economic development;
- To help students become familiar with the language, tasks, and experience of economic development practice;
- To highlight to students the many methods of financing local economic development activities;
- To examine the shortcomings and dilemmas of economic development planning.

Course Assignments and Grading
Course Essay
   Essay                                  25 %
Examination
   Final Exam                              25 %
Group Project
   Final project                          25 %
   Group Presentation                     10 %
Participation
   Individual Reflections (on weekly readings) 15 %

Grades Breakdown
A = 100–90%  B = 89–80%  C = 79–70%  D = 69–60%  F = 59% below

Course Policies
1. I expect students to attend all course sessions, complete all required readings prior to class time, participate in class discussions and complete the written assignments and examinations. All assignments must be turned in on time. No work will be accepted after 6 pm on Thursday, May 12, 2016.
2. If you are using a computer or other technology to take notes, this is fine. It is not ok, however, to surf the web, text others, or read or send emails during class time. If you choose to ignore this, plan to retake the class at a later date as it will result in one-full level grade point deduction from your final course grade (i.e., your overall grade in the course will move from an A to a B, a B to a C, etc.).

Essay
Each student is required to submit one essay. The essay must be chosen from a list of discussion questions (see below). If a student has a preference for a particular set of questions related to the topic covers during a discussion, I am happy to accommodate. Your essays should be typed, 2.0 spaced, using standard margins and 12-font in a proportional font such as New Times Roman.
Note that you are limited to write a total of 2,500 words. Please do not tinkering with font size and margins.

A general guideline on how to write an essay can be found in websites such as http://essayinfo.com/ To get you start thinking about an essay, I suggest reading around the topic and the recommended readings. You should not limit your reading to only those listed in the course outline. An acceptable essay must go beyond mere description of factual information, and will integrate materials from various sources and perspectives, including class readings and your own assessments. In other words, don't just list descriptive or factual information on the topic. Your essay will be graded on the quality of the arguments, the organization of the essay, adequate use of existing literature, grammar, and spelling.

**Examination**

The Final Exam will be given on **April 21, 2016**. The exam will require students to synthesize and analytically reflect upon the course readings and discussion. The Exam will be comprised of essay and short answer, and definitional questions. The final exam will be accumulative; all of the materials from the semester will be pertinent and applicable to the final exam questions.

**Group Project**

A three-person group will be formed as soon as possible for the purpose of analyzing, reporting, and presenting a case study. The project will involve original research and field work for the preparation of a report on the economic and community development efforts. No one will be allowed to study the city where she/he works.

The final draft of the project should be approximately 25 pages in length excluding reference section, appendices etc. and written in proper form (double-spaced types, 1" margins, no larger than 12 point font, citations).

**Group Presentation**

Group presentation should not be more than 20 minutes. A major goal of your presentation is to make it interesting and informative to the class using creativity whenever possible. Your oral presentation should include illustrations, easy to read visual aids, and provide information about the purpose, scope, and operation of the project you are examining. The audience should learn a great deal about how the project addresses economic and community development issues.

**Policy on Disability Accommodation**

Students with disabilities needing academic accommodation should (1) register with and provide documentation to the Office of Disability Accommodation (ODA); and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during office hours before the 12th class day of regular semesters.

**Acceptable Student Behavior**

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including
F. Policy On Cheating and Plagiarism
Notice of this policy shall be given in all public administration classes each semester, and written copies shall be available in the public administration departmental office.

Definitions
The UNT Code of Student Conduct and Discipline defines cheating and plagiarism "as the use of unauthorized books, notes, or otherwise securing help in a test; copying other's tests, assignments, reports, or term papers; representing the work of another as one's own; collaborating without authority with another student during an examination or in preparing academic work; or otherwise practicing scholastic dishonesty."

Penalties
Normally, the minimum penalty for cheating or plagiarism is a grade of "F" in the course. In the case of graduate departmental exams, the minimum penalty shall be failure of all fields of the exam. Determination of cheating or plagiarism shall be made by the instructor in the course, or by the departmental faculty in the case of departmental exams.

Cases of cheating or plagiarism on graduate departmental exams, papers, theses, or dissertations shall automatically be referred to the departmental Curriculum and Degree Programs Committee. Cases of cheating or plagiarism in ordinary course work may, at the discretion of the instructor, be referred to the Curriculum and Degree Program[s] Committee in the case of either graduate or undergraduate students. This committee, acting as an agent of the Department, shall impose further penalties, or recommend further penalties to the Dean of Students, if they determine that the case warrants it. In all cases, the Dean of Students shall be informed in writing of the case.

Appeals
Students may appeal any decision under this policy by following the procedures laid down in the UNT Code of Student Conduct and Discipline. [Adopted 1977, revised 1993]

Student Evaluation of Teaching Effectiveness (SETE)
Students are strongly encouraged to complete the Student Evaluation of Teaching Effectiveness (SETE) survey. This short survey will be made available on-line at the end of the semester. You can access the evaluations from the MyUNT portal at https://my.unt.edu or go directly to the SETE at https://sete.unt.edu/. Use the same log-in information (EUID and password) used to log into my.unt.edu.
COURSE OUTLINE

WEEK 1
21 January
Course Overview and Expectations
What is Economic Development?

WEEK 2
28 January
Discussion question: Is development a problem that needs to be solved?
Readings


WEEK 3
4 February
Development Strategies and A Retrospective Look at Economic Development Efforts
Classifying Economic Development Strategies
Economic Development Tools
Discussion questions
Discuss the different approaches required to understand economic development policies and strategies? What purpose(s) do they serve?

Readings


WEEK 4
11 February
Limitations of Economic Development
The Incentives Debate
Are Economic Development efforts Rational?
Discussion question:
What are the theoretical arguments for the failures or successes of economic development incentives?

Readings


WEEK 5  
18 February

Politics of Development and the Creative Class

Discussion question
To what extent can the creative class contribute to local economic development?

Readings


WEEK 6  
25 February

Economic Development in Texas I

Using Sales Tax to Promote Economic Development
Sections 4A & 4B Economic Development Sales Tax

Discussion questions
What are the main differences between Sections 4A and 4B of the Economic Development Sales Tax in Texas? Why do some localities adopt them while others do not?

Readings

WEEK 7  
3 March

Economic Development in Texas II

Tax Initiatives and Incentives for Local Development
Property Tax Abatement
Tax Increment Financing
Texas Economic Development Act

Discussion questions
How do local governments compete in attracting businesses to their communities? Who benefits from the interlocal competition and who will be the losers?

Readings


Background reading –

**WEEK 8**

10 March

**Regional cooperation and special economic development districts**

**Discussion questions**

What are the various approaches to economic development initiatives at the regional level? Discuss whether cities' involvement in regional level initiatives can produce economic benefits to local governments?

**Readings**


“City, County, Cooperative and Regional Efforts” pp. 180 – 197
“Other Economic Development Initiatives” pp. 205-232

**WEEK 9**

17 March

**Spring Break**

**WEEK 10**

24 March

**Economic Development through Tourism and Sport Facilities**

**Discussion questions**

Are state and local government subsidies of professional sports and facilities justified? Why or why not?

**Readings**


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<th>WEEK 11</th>
<th>Growth Machine, Business Development, and Entrepreneurial City</th>
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<tr>
<td>31 March</td>
<td><strong>Discussion Question:</strong> Can small towns determine their own economic development destiny? Can we regard them as an entrepreneurial city? What role does city branding play in building a healthy local economy?</td>
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**Readings**


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<th>WEEK 12</th>
<th>Economic Development and Disasters</th>
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<td>7 April</td>
<td><strong>Discussion Question:</strong> To what extent major disasters have an negative impact on economic development?</td>
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**Readings**

TBA

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<tr>
<th>WEEK 13</th>
<th>Local Economic Development and Common Pool Resources: Special Water Districts</th>
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**Readings**

TBA

***************Group Project (1st Draft due)***************

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<th>WEEK 15</th>
<th>Roundtable Discussion: Discussant/Group (Comments due)</th>
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<tr>
<th>WEEK 17</th>
<th>Final Draft (Group Project due)</th>
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