

Summer 2022 • Tuesdays 5:30pm to 10:00pm • Classroom: NIU Naperville, Rm 116

PSPA 635

Local Economic Development Policy

Christopher Goodman, Ph.D.

Office: IASBO Building (2nd Floor)

Office Hours: By appointment (click [here](#) to make an appointment online)

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Course Description

This course is intended to introduce students to the tools, institutions, analytical techniques, financing instruments, and policy issues relevant to local economic development policy. The goal of the course is to provide an experiential learning environment in which students gain an appreciation of the political, social, and economic forces that shape economic development decision-making. Students should also understand how to evaluate the outcomes of these policy interventions in the context of local economic development.

— NIU Graduate Catalog

Textbooks

- 📖 Nancey Green Leigh and Edward J. Blakely. 2017. *Planning Local Economic Development: Theory and Practice*. 6th. Thousand Oaks, CA: SAGE Publications.
- 📖 Sammis B. White and Zenia Z. Kotval. 2013. *Financing Economic Development in the 21st Century*. 2nd. Armonk, NY: M.E. Sharpe. Chapters posted on Blackboard

Additional required readings, as detailed below, will be available either online through the library or on [Blackboard](#).

Assignments

Course Assignments	Percentage	Due Date
Blackboard (BBd) Discussions Weekly Check-in Quizzes Class Participation	20%	Weekly
Briefings (8% each, 48% total)	48%	
Briefing 1: Retail Trade	(8%)	May 27 (11:59 PM)
Briefing 2: Industry Dynamics	(8%)	June 3 (11:59 PM)
Briefing 3: Development Finance	(8%)	June 10 (11:59 PM)
Briefing 4: Community Development	(8%)	June 17 (11:59 PM)
Briefing 5: Regional Connections	(8%)	June 24 (11:59 PM)
Briefing 6: Supporting Entrepreneurship	(8%)	July 1 (11:59 PM)
Final Paper	25%	July 5 (11:59 PM)
Presentation	7%	July 5 (5:30 PM)
TOTAL POINTS	100%	

MPA Competencies & Course Objectives

MPA Program Competencies

Each week, the instructor will strive to reinforce the readings and assignments scheduled for the week and discuss how the course's content relates to broader goals and competencies central to the MPA curriculum at Northern Illinois University. Students are also expected to work to create their own connections on how content from classes across the curriculum supports and reinforces the topics under study and the program's overall competencies. Students should view the following MPA program competencies as central to our work this semester:

- Effectively work with a diverse group of internal and external stakeholders
- Integrate current and preferred management practices of budgeting, human resources, information technology, statistical analysis, and performance measurement to improve organizations
- Apply decision-making theories to frame and solve public service problems
- Effectively participate in the public policy process in a role appropriate to a professional public manager
- Conduct environmental scans and identify the windows of opportunity to influence decisions

- Evaluate public service issues in terms of effectiveness, efficiency, equity and economy
- Communicate effectively both orally (public speaking) and in writing (analytical and persuasive) for a public service organization and in the public policy process.
- Understand and listen critically to diverse perspectives to address public service issues
- Develop or adapt policies, programs, goods or services to accommodate changing social demographics for the population they serve.

Course Objectives

By the end of the course, students will be able to:

1. Identify the political, social, and economic forces that shape economic development decision making.
2. Discuss economic development activities within the context of local government management and metropolitan governance.
3. Understand the logic of economic development planning and strategies.
4. Conduct an economic development assessment and understand how to analyze local policies.

Course Policies

Communications

Course announcements will be made via email so it is imperative that you check your e-mail daily. “I didn’t get the email” is never a valid excuse. The most effect method of communicating with me is using email; however, you are also encouraged to **schedule a meeting** at my office or a phone call.

Late Assignments

All course assignments are due at 11:59pm unless otherwise noted. Course policy is that late work will not be accepted. That said, you should always turn in your work, even if late. Generally, you will receive at least partial credit for late work, depending on the assignment. This is better than receiving a ‘o’ on the assignment. All assignments are due at the beginning of class on the assigned due date, unless otherwise specified. For students who contact the instructor before the assignment deadline regarding extenuating circumstances constituting an emergency, the

instructor will consider those circumstances and evaluate whether an accommodation can and should be made based on equity, fairness, and compassion. However, an accommodation should not be considered a matter of right in such circumstances.

Lauren's Promise

I will listen and believe you if someone is threatening you. Lauren McCluskey, a 21-year-old honors student athlete, **was murdered on October 22, 2018 by a man she briefly dated on the University of Utah campus.** We must all take action to ensure that this never happens again.

If you are in immediate danger, call 911.

If you are experiencing sexual assault, domestic violence, or stalking, please report it to me and I will connect you to resources or call **NIU's Counseling and Consultation Services** (815-753-1206).

Any form of sexual harassment or violence will not be excused or tolerated at Northern. NIU has instituted procedures to respond to violations of these laws and standards, programs aimed at the prevention of such conduct, and intervention on behalf of the victims. NIU Police officers will treat victims of sexual assault, domestic violence, and stalking with respect and dignity. Advocates on campus and in the community can help with victims' physical and emotional health, reporting options, and academic concerns.

Accessibility

If you need an accommodation for this class, please contact the Disability Resource Center as soon as possible. The DRC coordinates accommodations for students with disabilities. It is located in the Campus Life Building, Suite 180, and can be reached at 815-753-1303 or drc@niu.edu.

Also, please contact me privately as soon as possible so we can discuss your accommodations. Please note that you will not be required to disclose your disability, only your accommodations. The sooner you let me know your needs, the sooner I can assist you in achieving your learning goals in this course.

Name and Pronoun Statement

Class rosters and University data systems are provided to faculty with the student's legal name and legal gender marker. As an NIU student, you are able to change how your preferred/proper name shows up on class rosters. This option is helpful for various student populations, including but not limited to: students who abbreviate their first name; students who use their middle name; international students; and transgender students. As a faculty member, I am committed to using your proper name and pronouns. We will take time during our first class together to do

introductions, at which point you can share with all members of our learning community what name and pronouns you use, as you are comfortable. Additionally, if these change at any point during the semester, please let me know and we can develop a plan to share this information with others in a way that is safe for you.

Should you want to update your preferred/proper name, you can do so by looking at the following guidelines and frequently asked questions:

- https://www.niu.edu/regrec/preferred_proper_name/index.shtml
- https://www.niu.edu/regrec/preferred_proper_name/preferrednamefaq.shtml

Academic Integrity

The following statement is from the NIU 2017-18 Graduate Catalog:

“Good academic work must be based on honesty. The attempt of any student to present as his or her own work that which he or she has not produced is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another or use unauthorized notes or other aids during an examination or turn in as their own a paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentional or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in, either cheating or plagiarism on an assignment, quiz, or examination may receive a grade of F for the course involved and may be suspended or dismissed from the university.

The university has adopted additional policies and procedures for dealing with research misconduct among its students, faculty, and staff. The guidelines, entitled Research Integrity at Northern Illinois University, are available in department offices, in the office of the dean of the Graduate School, and online at www.niu.edu/provost/policies/appm/I2.shtml, and pertain to the intentional commission of any of the following acts: falsification of data, improper assignment of authorship, claiming another person's work as one's own, unprofessional manipulation of experiments or of research procedures, misappropriation of research funds.

If a graduate student fails to maintain the standards of academic or professional integrity expected in his or her discipline or program, the student's admission to the program may be terminated on recommendation of the student's major department. A statement on students' rights to the products of research is available in department offices, in the office of the dean of the Graduate School, and online at www.niu.edu/provost/policies/appm/I11.shtml.”

Ethics: In case it is not yet crystal clear, there is zero tolerance for plagiarism in this course, this program and this university. Anyone who violates the ethical imperative to cite the work of others

that is used in writing course papers is subject to an F for the course and possible dismissal from the university. If in doubt, cite the source, whether a quotation or a paraphrasing of someone else's work. I am happy to provide advice on how to cite works in specific situations. Use the Turabian style manual for all paper citations.

The English Department's statement on Plagiarism is direct and to the point:

www.engl.niu.edu/composition/guidelines/plag.shtml. I recommend you take the online tutorial available from the NIU website to be sure you understand the rules and principles writingtutorial.niu.edu/writingtutorial/style/plagiarismo1.html.

Course Outline

Module 01, 05/17: Introduction to Local Economic Development

Objectives: Identify the stakeholders in local economic development; Apply appropriate theories of local economic development; Identify the role of economic development practitioners

Required

-  Blakely and Leigh, Chapters 1, 3-4.¹
-  “The Politics of Local Economic Development”²

Module 02, 05/24: Economic Development Analytical Methods

Objectives: Locate and compile regional economic data; Use available data to analyze regional conditions

Required

-  Blakely and Leigh, Chapters 5-7.³
-  “Leflore County Retail Analysis.”⁴

Module 03, 05/31: Local and Regional Competition, Locality and Business Development

Objectives: Identify important business sectors; Generate development strategies based on data analysis; Identify drivers of firm location and growth

Required

-  Blakely and Leigh, Chapters 8-9.⁵
-  “Clusters and cluster-based development policy”⁶

1. Leigh and Blakely 2017.
2. Harold Wolman and David Spitzley. 1996. “The Politics of Local Economic Development.” *Economic Development Quarterly* 10 (2): 115–150.
3. 2017.
4. Brian Richard. 2012. *Leflore County Retail Analysis*.” Technical report. Hattiesburg, MS: The Trent Lott Center of Excellence for Economic Development, Entrepreneurship, Department of Economic, and Workforce Development, The University of Southern Mississippi.
5. 2017.
6. Harold Wolman and Diana Hincapie. 2015. “Cluster and cluster-based development policy.” *Economic Development Quarterly* 29 (2): 135–149.

Module 04, 06/07: Financing Economic Development

Objectives: Identify public and private funding sources; Recommend appropriate approaches to financing economic development

Required

 White & Kotval, Ch. 2, 3, 12.⁷

 “Business Improvement Districts and the “New” Revitalization of Downtown”⁸

 “At the Tipping Point”⁹

Module 05, 06/14: Implementing Development Plans

Objectives: Identify the impacts of economic development activities; Generate strategies for specific development projects

Required

 Blakely and Leigh, Chapters 11-13.¹⁰

 “Economic Impact Studies: Instruments for Political Shenanigans?”¹¹

 “Northern Illinois University and Our Region’s Prosperity”¹²

 “Inner-city economic development: Learnings from 20 years of research and practice”¹³

Module 06, 06/21: Regionalism and Collaboration

Objectives: Evaluate a community’s role in its regional economy; Identify regional partnership opportunities

7. White and Kotval 2013.

8. Jerry Mitchell. 2001. “Business Improvement Districts and the “New” Revitalization of Downtown.” *Economic Development Quarterly* 15 (2): 115–123.

9. James Krohe. 2001. “At the Tipping Point.” *Planning* (March): 20–25.

10. Leigh and Blakely 2017.

11. John L. Crompton. 2006. “Economic Impact Studies: Instruments for Political Shenanigans?” *Journal of Travel Research* 45 (1): 67–82.

12. Brian Richard. 2015. *Northern Illinois University and Our Region’s Prosperity*. Technical report. DeKalb, IL: NIU Center for Governmental Studies.

13. Michael Porter. 2016. “Inner-city economic development: Learnings from 20 years of research and practice.” *Economic Development Quarterly* 30 (2): 105–116.

Required

- 📖 Blakely and Leigh, Chapters 2.¹⁴
- 📖 “An Exploration of Collaboration Risk in Joint Ventures: Perceptions of Risk by Local Economic Development Officials.”¹⁵
- 📖 “Political incentives and transaction costs of collaboration among US cities for economic development.”¹⁶

Module 07, 06/28: Workforce and Entrepreneurship

Objectives: Compile and analyze employment and commuting data; Generate workforce development strategies based on regional conditions; Identify appropriate entrepreneurship support activities

Required

- 📖 Blakely and Leigh, Chapters 9-10.¹⁷
- 📖 White & Kotval,¹⁸ choose one chapter from Ch. 8, 10, 11, 15 (see Briefing Paper instructions for further guidance).
- 📖 “Measuring the Connection Between Workforce Development and Economic Development.”¹⁹

Module 08, 07/05: Economically, Socially and Environmentally Sustainable Regions

Objectives: Identify technological changes that challenge regional economies; Incorporate sustainable practices into regional economic development plans

Required

- 📖 Blakely and Leigh, Chapters 14.²⁰

14. 2017.

15. Jered B. Carr, Christopher V. Hawkins, and Drew E. Westberg. 2017. “An Exploration of Collaboration Risk in Joint Ventures: Perceptions of Risk by Local Economic Development Officials.” *Economic Development Quarterly* 31 (3): 210–227.

16. Christopher V. Hawkins. 2017. “Political incentives and transaction costs of collaboration among US cities for economic development.” *Local Government Studies* 43 (5): 752–777.

17. 2017.

18. White and Kotval 2013.

19. Elise Harper-Anderson. 2008. “Measuring the Connection Between Workforce Development and Economic Development.” *Economic Development Quarterly* 22 (2): 119–135.

20. Leigh and Blakely 2017.

☞ “Hierarchies of need in sustainable development: A resource dependence approach for local governance.”²¹

21. Aaron Deslatte and Eric Stokan. 2019. “Hierarchies of need in sustainable development: A resource dependence approach for local governance.” *Urban Affairs Review* 55 (4): 1125–1152.