

School of Planning, Public Policy and Management



PPPM 446/546: Socio-Economic Development Planning (CRN 24284/24297) Winter 2023

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Office hours/live chat: Wednesdays 12:00-1:00 PM (PST)
Course requirements: Microsoft Word and Excel

Course Description

Socio-economic development – guiding the long-term process of generating appropriate jobs and creating community wealth – has become one of the central concerns of planning and public policy. At base, socio-economic development is about the fundamental questions of environmental sustainability and social equity – how to advance the twin agenda of healthy communities and healthy environments.

Through a series of scheduled modules, this course introduces students to the practice of local socio-economic development. It considers all dimensions of the field, including the current context within which local economies exist, theories of development, analytical (quantitative) methodologies, the strategic elements of the four development options of locality, business, human resource, and community development, and plan implementation.

Course Objectives/Learning Outcomes

Upon completion of this course, students will:

1. Gain an understanding of basic theories that underlie socio-economic development.
2. Gain an understanding of the nature of socio-economic development in U.S. communities.
3. Be able to evaluate communities in terms of the level and character of their socio-economic development.
4. Have an understanding of how to develop and implement a socio-economic development strategy.

Course Website

The course website is located on the University of Oregon's Canvas system

(<https://canvas.uoregon.edu>). All material necessary to complete the course except the textbook will be posted on the website. Please check the website regularly and frequently to stay apprised of requirements, deadlines, and updates. Also, make sure that the University registrar has your correct email address, as I will sometimes use this email address to communicate with you.

Readings

There is one required textbook for the class. Copies are available at the University bookstore.

- Leigh, Nancey Green and Edward J. Blakely, *Planning Local Economic Development*, Sixth Edition, Sage, Los Angeles, 2017. (ISBN 978-1-5063-6399-8, paperback).

In addition to the textbook, several other readings will be assigned and posted on the Canvas site, including:

- *Cape Cod Business Climate Survey*
- *Forsyth County (NC) Economic Development Strategy*
- Jaffee, David, “Chapter 1 (The Meaning of Development and the Levels of Theory, pp. 1-9), Chapter 4 (Societal-Level Explanations I: Structural Modernization and Economic Growth Models, pp. 99-115) and Chapter 5 (Societal-Level Explanations II: Comparative Socio-Economic Systems and Strategies, pp. 117-140),” *Levels of Socio-Economic Development Theory*, Praeger, Westport. CT, 1998.
- Moore, Eric. “Measuring economic diversity,” Oregon Employment Department, September 2001.
- Peck, Jamie, “Struggling with the creative class,” *Journal of Urban and Regional Research* 29(4), December 2005, 740-770.
- *Portland Economic Development Strategy*

Some modules may also contain supplemental readings. While not required to be read, they contain additional information about specific topics.

Assignments and Grading

The course is divided into weekly modules, each of which will include one or two audio lectures about key elements of the reading(s). You can access each lecture and its corresponding *quick quiz* at any time during the duration of its module. Each module will also have a graded discussion, short paper and/or project to complete. In addition to these standard elements, there is also a final project requirement for graduate students.

Unless otherwise noted, all modules are accessible at 12:00 midnight on Mondays and all assignments are due by 11:59 pm on the last day of the module.

A brief description of each of these requirements and how they will be graded is provided below:

Quick quizzes – Most module quick quizzes will consist of five questions that will be some combination of true-false, multiple choice, and sentence completion. You will have two chances to take the quizzes and your highest score of the two will be your grade.

Quizzes will be available at the beginning of each module and must be taken before their deadlines, after which they will no longer be available. After your first attempt, only your score will be shown. If you take it a second time, your responses will be shown. Answers will be shown to everyone after the deadline.¹

Discussions – The purpose of the discussions is to provide an opportunity for asynchronous conversation about a topic. Vigorous, even opinionated, discussion is encouraged and welcome, but it must at all times be respectful and appropriate to an academic forum.

Each discussion will be posted from 12:00 midnight on the first day of the module and will be available for comments until 11:59 pm on the last day of the module. First comments are due mid-week (see “Comment 1” below). The discussions will remain available throughout the semester for continued voluntary posting, but no comments posted after the deadline will be graded.

For full credit, at least three comments must be posted to each discussion as explained below:

Comment 1 – Comment 1 is an expression of opinion or a statement of position about the topic of discussion. Questions posed in the discussion topic should be addressed and the readings should be integrated into the comment. Discussion that draws from personal experience or knowledge gained outside of class is also welcome. Comment 1 is expected to be fairly substantial and consist of at least several sentences organized into a coherent paragraph or paragraphs.

To leave time for responses, Comment 1 must be posted by 11:59 pm on the third day of the module.² A maximum of ten percent of the total possible score will be deducted for late Comment 1 postings, prorated hourly up to 48 hours.

Comments 2 & 3 – These comments are responses and follow-up responses to other comments and responses. They comprise the dialogue portion of the discussion and should be conversational. They may be counter-points, but not

¹ In addition to the regular quizzes, there is also a preliminary quiz, which must be completed successfully before the start of Module 3. It tests your knowledge of the course requirements.

² When there are Monday holidays, the module will be available on Monday as usual. However, it will “officially” start on Tuesday and end on Monday instead of Sunday. That means the third day deadline for 1st comments will be Thursday instead of Wednesday.

argumentative. One of them may be a response to a comment about your Comment 1 and at least one of them must be in response to another student's Comment 1.

Discussion grading: Discussion comments will be awarded points according to the criteria in the table below. Note that the analytical score for Comment 1 is worth 50 percent more than it is for the other two comments.³

Criteria	Level 3 – 6 points	Level 2 – 3 points	Level 1 – 0 points
Grammar & spelling	There are few grammatical and spelling errors in the posts.	There are several grammatical and spelling errors in the posts.	There are numerous grammatical or spelling errors in the post.
Analysis	The posts demonstrate serious thinking and connection to the readings, as well as (although not required) personal experiences, and/or other sources. All of the posted questions are addressed.	The posts tend to be regurgitations of the readings or reiterations of other comments. Not all of the posted questions are addressed.	The posts do not demonstrate an understanding of the readings nor are the posted questions addressed.
Rhetoric/engagement ⁴	The posts are engaging and thoughtful. The response posts enhance and engage the discussion.	The posts are cursory and not entirely clear and do not enhance engagement.	The posts lack coherence and clarity.

Short papers – Some modules will require the writing of a short paper (generally, 3-5 pages) on some aspect of the reading. These will vary by module and may be an expression of your thoughts, answers to specific questions that are posed, or evaluations of designated documents.⁵

³ Analysis and rhetoric scores are affected proportionally if the number of posted comments is less <3.

⁴ A small proportion (<1.0 out of 18.0) of discussion scores is calculated based on the amount of discursive activity that is generated. For example, a discussion thread with 2 responses would receive a credit of .30 while one with 4 responses would receive a credit of .60. Assuming that all other elements of the two discussions are equal, the respective scores would be 17.7 and 18.0.

⁵ Paper assignments in this course are not essays like you may encounter on an exam. Rather, each should be viewed as a small research paper that uses material from the module reading(s), lecture, videos, etc. to address specified content requirements.

Each short paper assignment will be posted at 12:00 midnight on the first day of the module and will be due by 11:59 pm on the last day of the module or on a specified date. All papers must be submitted as Word files, double spaced and using 12-point Times-New Roman, Calibri, or Arial font. If there is more than one submission, only the last one will be reviewed for grading.

Short paper assignments will not be visible or accessible through Canvas after their deadlines. See below for information about late submissions.

Short paper grading: Most short papers will be awarded a possible total of 12 points as shown on the course schedule (see below) and on the basis of three criteria as shown below:

Criteria	Level 3 – 33% of total points possible	Level 2 – less than 33% of total points possible	Level 1 – 0 points
Grammar & spelling	There are fewer than 5 grammatical and spelling errors in the paper.	There are 5-12 grammatical and spelling errors in the paper.	There are more than 12 grammatical or spelling errors in the paper.
Writing organization and style	The writing is clear, engaging, appropriate, and well organized.	Clarity and flow are somewhat lacking, organization is somewhat disjointed.	The writing is disorganized and lacking in coherence and clarity.
Content	The paper content requirements are fully met.	Some but not all of the paper content requirements are met.	None of the paper content requirements are met.

Due to the enrollment size of the class, paper grading will be presented in a standard format similar to the one shown below, with additional information available upon request.

GRADING FOR PAPER 1

Grammar	5.00	out of	5.00
Writing	4.00	out of	5.00
Content:			
Part 1	1.50	out of	1.67
Part 2	0.50	out of	1.67
Part 3	1.67	out of	1.67
 Total	 12.67	 out of	 15.00

If, after reviewing the answers guide, you would like more information about your paper grade, please contact me.

Projects – Some modules will require the completion of a specified project. It may involve applying a quantitative methodology, answering specific questions, collecting and presenting data with an accompanying narrative. Grading will be explained in the posted project narrative. For some projects, there may be a grade adjustment based on the degree of difficulty.

Each project assignment will be posted at 12:00 midnight on the first day of the module and will be due at 11:59 pm on the last day of the module. It is your responsibility to be sure that the projects you submit are the correct ones. If there is more than one submission, only the last one will be reviewed for grading.

Like short papers, project assignments will not be visible or accessible through Canvas after their deadline has passed. See below for information about late submissions.

Final project (graduate students only) – Graduate students are required to complete a final project, which involves the preparation of an economic profile of a community and an analysis of its economy. The instructions for project completion and an explanation of grading will be included in the posted project narrative. The final project will be available five weeks before finals week.

Assignment Submissions: It is your responsibility to make sure your assignments have been properly formatted and submitted for grading. If it is not properly formatted or available for my review, you will need to either re-submit the assignment or send it to me as an email attachment. Assignments that are unavailable for my review by the deadline due to submission or format problems may be subject to penalties or rejection.

Assignment References: There is no need to include material (articles, websites) that is provided in the course in a reference list. All that is necessary is that the author's last name and page number or website's name be cited in the body of the text (e.g., Leigh and Blakely, 56). Material that is not provided in the course needs to be cited with the year (e.g., Smith 2013, 103) and included in a list of references at the end of the paper. Use the reference format that is used in textbook at the end of each chapter.

Final Grade – Your final grade will be determined on the basis of the four elements of quizzes, discussions, short papers, and projects as shown in the table below.

Element	Number	Maximum possible points for each element	Total possible points
Quizzes	17	5	85
Discussions	4	12	48
Short papers	5	15-20	80
Projects			
Everyone	3	17-22	59
Graduate students	1	100	100

Total points possible (undergrads)	258
Total points possible (grads)	358

At the end of the semester, the total awarded points will be calculated and divided into the total possible points. This percentage will be used to determine the course grade, as shown below.

A+:	greater than or equal to 95%
A:	greater than or equal to 90% and less than 95%
B+:	greater than or equal to 85% and less than 90%
B:	greater than or equal to 80% and less than 85%
C+:	greater than or equal to 75% and less than 80%
C:	greater than or equal to 70% and less than 75%
D+:	greater than or equal to 65% and less than 70%
D:	greater than or equal to 60% and less than 65%
F:	less than 60%

To check on the current status of your grade at any time, click on “Grades” on the menu board on the left.

Class Participation and Environment

Since this is a 100% online course, there is no class participation grade. Rather, grades are based on the quality of the completed work.

Office Hours/Live Chat

This is an opportunity for students to engage directly and in real-time with the instructor. To access a scheduled live chat, simply click on the “Chat” menu link.

Email

General course and individual email communications will be sent through the Canvas webpage. It is recommended that email messages to the instructor be also sent through Canvas, although Outlook will be monitored. You can expect an immediate response (<1 hour) to emails that are sent during Office Hours. Outside those hours, the response time will generally be <3 hours, although it may be longer. On weekends, a response may not come until the following Monday or later.

Videos

There are two types of videos included in this course. One type is short “informational videos” that are intended to expand on or reinforce some concept or subject of interest in that module. There are also “demo videos” which contain instructions for either navigating a website (accessing internet data) or to doing project-related calculations.

Open Forums

The open forums in the Open Forums module provide students the opportunity to discuss the course among themselves as an alternative to direct communication with the instructor. There are no restrictions on the nature of the discussion other than that it conforms to the standards of

professional practice (see below). The open forum will not be graded or used in any way to determine grades.

Professional Practice

As an elective in the PPPM undergraduate pre-professional degree and the graduate professional degree programs, students are expected to behave in a professional manner at all times.

- Students should treat each other and the instructor with the professional courtesy and respect expected in a work environment.
- All communications relating to this course and all work turned in for this course should reflect professional standards in tone, presentation, formatting, and spelling.
- Some assignments will require use of a spreadsheet program for data analysis and graphing. Some familiarity with a spreadsheet program (e.g. Excel) is necessary, as well as basic concepts in mathematics at the high school level as we cover the analytic components of the material.

Writing Lab

This is a writing intensive course. If you struggle with writing, I strongly encourage you to use the services of the Writing Lab: The Writing Lab begins week two of the term and closes at 5:00 pm the Wednesday of finals week. Free tutors are available. Upper division and graduate student tutors are available on a drop-in basis or by appoint. (You must come to the writing lab to schedule your appointment.) 9:00am – 5:00pm, Monday – Friday, 72 PLC (Prince Lucien Campbell).

Math Review

This course requires some familiarity with basic concepts in mathematics at the high school level. The following (optional) book might be helpful for students seeking a review of some basic high school math skills.

- Schaum's Outline of Elementary Algebra (Third Edition) (Paperback) by Barnett Rich (Author), Philip Schmidt (Author). Schaum's Outline Series, McGraw-Hill, New York, ISBN 0-07-141083-X.

Documented Disabilities

Students who have a documented disability and anticipate needing accommodations in this course should communicate with the instructor as soon as possible. They should also request that the Counselor for Students with Disabilities send a letter verifying the disability.

Late Submission Policy

If you will be unable to submit an assignment on time, let me know before its deadline. Depending on your situation, special arrangements may be made for you to still submit it,

although there may be a late penalty.⁶ Without such prior notification, it is possible that your late assignment will be accepted for grading.

Incomplete Grade Policy

Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when “the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor.”

Academic Misconduct

You are expected at all times to do your own work. Copying content from other students and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students’ obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at <https://researchguides.uoregon.edu/citing-plagiarism>

Inclusion Statement

The School of Architecture and Allied Arts is a community that values inclusion. We are committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded, harassed or threatened, please contact me and/or the department head. The University Bias Response Team is also a resource that can assist you. Find more information at their website at <http://bias.uoregon.edu/index.html> or by phoning 541-346-2037.

Duty to Report

As a member of the University of Oregon faculty, I have a duty to report all forms of prohibited discrimination and sexual harassment of which I become aware, including sexual assault, domestic and dating violence and gender-based stalking.

⁶ If a late penalty is applied to an assignment, it will be prorated at a rate of 10% of the total assignment points per 24-hour period it is late.

Course Schedule (subject to change with notification)

All indicated elements and assignments will be posted on Canvas with the module.

Module	Module dates	Required reading	Lecture & Quick Quiz numbers	Discussions (12 pts)	Assignments	
					Short papers	Projects
1	January 9-15	Posted: A little bit of theory	1 (also the required preliminary quiz available through Module 2)	1		
		Chapter 1 – The enduring argument for local economic development planning	2/2			
2	January 16-23 (MLK Day 1-day extension)	Chapter 2 – The influence of national and state policies	3	2		
		Chapter 3 – Concepts and theories of local economic development	4			
		Posted: Northwest North Carolina ED Strategy				1 (22 pts)
3	January 23-29	Posted: Struggling with the creative class	5		1 (15 pts)	
4	January 30-February 5	Chapter 4 – The local economic development profession	6			
		Chapter 5 – The local economic development planning process	7		2 (15 pts)	
5	February 6-12	Chapter 6 – Introduction to analytical methods	8			2 (17 pts)
FINAL PROJECT (grad students only)	February 6-19					Part 1 (65 pts)
6	February 13-19	Chapter 7 – Local economic development strategy	9			3 (20 pts)
		Chapter 8 – Locality development	10	3 &		

Module	Module dates	Required reading	Lecture & Quick Quiz numbers	Discussions (12 pts) Extra credit (5 pts)	Assignments	
					Short papers	Projects
7	February 20-26	Chapter 9 – Business development	11			
		Posted: Cape Cod Business Climate Survey			3 (15 pts)	
		Chapter 10 - Human resource development	12	4		
8	February 27- March 5	Chapter 11 – Community economic development	13		4 (15 pts)	
FINAL PROJECT (grad students only)	February 27- March 17					Part 2 (35 pts)
9	March 6-17 (extended)	Chapter 12 – Building the implementation plan	14			
		Chapter 13 – Institutional approaches to local economic development	15			
		Chapter 14 – Local economic development planning's response to the flatter and climate-challenged world	16			
		Posted: Portland Economic Development Strategy			5 (20 pts)	