

Wayne State University
Department of Urban Studies and Planning

UP 6570 – Local Economic Development: Implementation and Finance
Fall 2020

Thursdays, 5:30 – 8:00pm
Online – Remote synchronous

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Office hours: 4:00-5:30 Tuesday & by appt.
via Zoom or phone

Course Overview:

Though news headlines might tell a different story, state and local economic development is about far more than high-profile fights over Tesla assembly facilities and Amazon corporate offices. Economic development planning can also support small business formation and growth; contribute to broad-based vision of regional economic development strategy; promote inclusive outcomes; channel resources to the development of physical, human and organizational assets that sustain and vitalize places. The goals of this course are to 1) expose students to relevant economic theories and concepts relevant to local/state economic development practice and to the conditions that shape the challenges, opportunities and trajectories of communities, especially in Michigan; and 2) introduce and critically review a range of financial tools, actors in the field and implementation approaches commonly in use in local economic development in Detroit, in Michigan and in other regions of the USA. What matters is not only the specific tools and financial mechanisms that are in play, but also how they are implemented and combined to pursue targeted objectives.

The course operates in a structured seminar format. Most of our time will focus on a set of economic development finance tools and some approaches to their implementation that are commonly pursued in the field, using a combination of guided classroom discussion of assigned readings, in-class activities and student presentations of case study material. Case studies will enable students to consider the

particular context, as well as specific challenges, to policy design and implementation. In addition, this case study component will be structured to encourage students to develop skills in case study research design, writing and analysis.

The first weeks of the course will briefly introduce students to the field of economic development and its intellectual traditions, but this course is not designed to provide an in-depth review of foundational economic development theories and current trends. Students are therefore encouraged to take UP 6550 State, Regional and Local Economic Development Policy and Administration, in order to round out their understanding of underlying theoretical and historical influences in this field.

Learning objectives:

Students who successfully complete the class will be able to:

- explain basic elements of economic development finance – grants, tax rebates, loans, guarantees, equity – and the role of each in policy design;
- exhibit familiarity with key economic development finance tools and programs available to Michigan communities;
- understand the toolbox for identifying strengths and weaknesses for a community's economy;
- describe how various ED policies and goals are implemented through projects and programs, and the pros and cons of different approaches and levers of agency for planners;
- evaluate economic development policies, implementation processes and situations as case studies, and draw practical and transferable lessons from them.

Readings:

Reading assignments are detailed in the attached syllabus. There is no required textbook for the course; readings will be available on the course Canvas page. All readings are required and should be completed *before* the assigned session unless otherwise noted.

Requirements and Grading:

1. Case study analyses x 2 (20%)
300-500 word reflections about a week's case study reading(s), to be posted on Canvas by the night before class. These reflections should clearly explain the core problem in the case, as well as the actions taken and lessons about what

did/did not work. Complete two analyses during the semester. You will be asked to make some remarks in class about your analysis.

2. Quizzes x 3 (15%)

There will be three short quizzes during the semester to review key concepts and terminology from that week's readings. The quizzes will be administered via email at the beginning of the meeting period.

3. Case study paper (25%)

7-10 page original case study that examines, in-depth, the implementation of an economic development finance tool or policy in a particular situation or context. Further details will be provided in the second week of class and posted to Canvas. We will check in on progress and engage in troubleshooting throughout the semester.

4. Final exam (20%)

Multiple choice, short answer and essay questions

5. Class participation (20%)

Full participation is constituted by completing all assigned readings prior to class; and engaging regularly in discussions through thoughtful questions and comments, both verbal and written, in the virtual classroom environment. More than two unexcused absences will negatively impact your participation grade. Given the unusual circumstances surrounding this semester, I am willing to be relatively flexible with absences – but please do let me know if possible before the class that you will miss.

The **grading scale** is as follows: A: 94-100, A-: 90-94, B+: 87-90, B: 83-87, B-: 80-83, C+: 77-80,

C: 73-77, C-: 70-73, D+: 66-69, D: 63-66, D-: 60-63, F: 0-60

A course grade of "Incomplete" will be granted only in exceptional circumstances and must be arranged, in writing, *before* the last class session.

Note regarding Covid-19 adaptations:

This course is taking place in the context of a historic, global pandemic, and the attendant public health risks compel several adaptations to the standard in-person classroom format. We will be conducting our weekly meetings via Zoom conference call, using WSU's Zoom platform. I will post links to all of the meetings on the Canvas page. Meetings on Zoom, access via canvas. During the meetings, I will review some key concepts from the readings and present additional context and content. We will also have structured discussions and debates about the readings and case studies. I will record the meetings, but my expectation is for everyone to attend class and

participate in discussions using their microphone or the chat box. Video is encouraged, but not required. All quizzes and the final exam will be administered digitally, probably via email.

Since we are doing everything remotely, I worry that it could be especially easy to feel isolated in the course or get lost in the material. The online format works well for some people and for some purposes, but not for others. I encourage you to reach out, a lot, to me and to your classmates. We all want you to succeed in the class. I will hold weekly office hours Tuesdays 4:00-5:30pm, during which I will stay logged in to my Zoom meeting room (you can access this using my Zoom ID 324 704 2786). I am happy to find another time to speak with you, including evenings.

Disability:

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TTY). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Accommodations cannot be retroactively applied so please make arrangements as soon as possible.

Course Policies on Academic Dishonesty:

Academic work, like the practice of professional planning, is governed by standards of ethical conduct. **All written work that carries your name is to be your individual, original work.** Plagiarism of any kind will result in a failing grade on the assignment in question and, depending on the severity of the situation, may lead to a grade of F in the course. If you are uncertain about what constitutes plagiarism, ask the instructor before engaging in the questionable behavior and/or consult the guidance provided in the University's policy statement on academic integrity at: <https://doso.wayne.edu/conduct/academic-misconduct>. This website includes a link to the Student Code of Conduct.

Schedule of Readings:

You will generally be responsible for three or four readings per class. These will typically be a mix of academic articles, policy or technical reports, and case study materials. In some cases, the case materials will include websites, which you should spend plenty of time becoming familiar with – at least to the point that you have developed some sort of take-away (I will also provide some guidance). You must come to class prepared to discuss the core points or arguments of the assigned materials. If the session has a larger number of readings or cases, I will split them between members of the class, so that you will read some but not all pieces. You are still responsible for understanding the core arguments presented by others in class.

September 3, 2020

Course introduction

- Foxconn Wisconsin case materials:
 - ReplyAll. 2016. Negative Mount Pleasant. Episode #132. Gimlet Media. Available at: <https://gimletmedia.com/shows/reply-all/wbhjwd>
 - PBS Here and Now. 2019. Economics of Tax Credits for Foxconn Jobs. Wisconsin Public Radio. Available at: <https://video.pbswisconsin.org/video/economics-tax-credits-foxconn-jobs/>
 - Bartik, T.J., 2019. Costs and benefits of a revised Foxconn project. Kalamazoo: W.E. Upjohn Institute for Employment Research. (skim)

September 10, 2020

Economic development planning: From policy to approaches to implementation

- Bartik, Timothy. 2003. Local Economic Development Policies. Upjohn Institute Working Paper, no. 03-91. W.E. Upjohn Institute for Employment Research. Kalamazoo, MI.
- Hanley, Caroline, and Michael T. Douglass. 2014. High road, low road, or off road? Economic development strategies in the American states. *Economic Development Quarterly* 28:3, pp. 220-229.
- Rubin, Herbert. Shoot anything that flies, claim anything that falls: Conversations with local economic development practitioners. *Economic Development Quarterly* 2:3, pp. 236-251.

September 17, 2020 – *QUIZ*

Economic development finance basics

- Seidman, Karl. 2004. *Economic Development Finance*. Thousand Oaks CA: Sage Publications, Inc. Chapters 1 and 2.
- Malpezzi, Stephen. 2013. Local Economic Development and Its Finance: An Introduction. In White and Kotval (ed.), *Financing Economic Development for the 21st Century, 2nd Edition*. New York: Routledge.
- Reese, Laura and Gary Sands. 2013. Evaluation of Economic Development Finance Tools. *Financing Economic Development for the 21st Century*.

September 24, 2020

Michigan's economic development policy ecosystem

- Citizen's Research Council of Michigan. 2016, Survey of Economic Development Programs in Michigan.
- Bartik, Timothy, Jim Robey, Claudette Robey, Brian Pittelko, Nathan Southerland, Ken Poole, (Project Principal), Ellen Harpel, (Project Manager), Cathy Katona, Jaleel Reed, Mereb Hagos, Lee Winkler, and Allison Forbes. 2019. "Michigan Business Development Program Effectiveness Study." Prepared for the Michigan Economic Development Corporation. [Note: Skim, focusing on sections 1, 4, 5, 6]

October 1, 2020

State incentive programs: Identifying challenges, leveraging opportunities, evaluating impacts

Required: Michigan Film Subsidies

- Steven R. Miller and Abdul Abdulkadri, The Economic Impact of Michigan's Motion Picture Production Industry and the Michigan Motion Picture Production Credit, Center for Economic Analysis, Michigan State University, February 6, 2009.
- Robert Tannerwald, State Film Subsidies: Not Much Bang for Too Many Bucks, Center on Budget and Policy Priorities, (Dec. 9, 2010).
- Michael D. LaFaive, Flawed MSU Film Subsidy Report Misleads Taxpayers, *Viewpoint on Public Issues*, July 6, 2009 (No. 2009-19), Mackinac Center for Public Policy.
- Preston, P. (2013). "If you scale back now, you probably lose everything": State tax incentives and the motion picture industry. *MEIEA Journal*, 13(1), 181-205.

Optional: NC Biotechnology Program

- Feldman, Maryanne and Nichola Lowe. 2011. Restructuring for Resilience. *innovations* 6:1

- Lowe, Nichola. 2014. Beyond the deal: Using industrial recruitment as a strategic tool for manufacturing development. *Economic Development Quarterly*, 28:4, pp. 287-299.

October 8, 2020 – *QUIZ*

Analytic tools I: Indicators and local economic profiles

- Bendavid-Val, Avrom. 1991. *Regional and Local Economic Analysis for Practitioners*. Chapter 7.
- Quinterno, John. 2014. *Running the Numbers: A Practical Guide to Regional Economic and Social Analysis*. Selections.
- Optional: Mukherjee, Chandan and Marc Wuyts. 2007. “Thinking with Quantitative Data”. In *Research Skills for Policy Development*.
- Profile examples and “cases”
 - Forward Cities Detroit report
 - Data Driven Detroit
 - Silicon Valley Index

October 15, 2020 – *QUIZ*

Analytic tools II: Case studies

- Yin, Robert. 2013. *Case Study Research: Design and Methods*. Selections from Ch 1 and Ch 6.
- Thomas, Alan and Giles Mohan. 2007. *Research Skills for Policy and Development*. Introduction and Chapter 1 “Information Needs and Policy Change”.
- Great Lakes Restoration Initiative Case studies
<https://www.glc.org/work/blue-economy/GLRI-economic-impact/case-studies>
- Homegrown Tools case studies. <http://homegrowntools.unc.edu/>
- Sustaining towns in Ontario:
<http://www.mah.gov.on.ca/AssetFactory.aspx?did=9784>

October 22, 2020

Small business finance tools

- Seidman, Karl. 2004. *Economic Development Finance*. Selections from Part II (Ch 5 Working Capital Financing and Ch 6 Fixed Asset Financing).
- Newberger, Robin and Michael Berry. 2013. *After the Financial Crisis: The Roles and Responsibilities of Banking Institutions in the Financial Community*. *Financing Economic Development for the 21st Century*.
- Motor City Match case materials
 - <http://www.motorcitymatch.com/>

- Helms, M. (2016, April 1). Detroit program pairs new businesses with vacant spaces. *Detroit Free Press*.
- *What's next for Motor City Match, Detroit's top entrepreneur-funding vehicle?* (2020, August 2). Crain's Detroit Business.
- *Feds review whether Detroit's Motor City Match program misused funds.* (2019, June 18).

October 29, 2020

Small business upgrading and extension services

- Ranita Jain, Nichola Lowe, Greg Schrock, Maureen Conway. 2019. Genesis at Work: Evaluating the Effects of Manufacturing Extension on Business Success and Job Quality. Washington D.C.: Aspen Institute. (selections)
- Shapira, P. 2001. US manufacturing extension partnerships: technology policy reinvented? *Research Policy*. Vol. 30. No. 6.
- Local state case materials:
 - Detroit Development Fund: <https://www.detroitdevelopmentfund.com/>
 - Michigan Manufacturing Center: <https://www.the-center.org/>

November 5, 2020

Real estate development and commercial revitalization tools

- Baade and Matheson. Financing Professional Sports Facilities. *Financing Economic Development for the 21st Century*.
- Mullin and Kotval-K. Cobbling Together Funds for Mill Revitalization. *Financing Economic Development for the 21st Century*.
- MEDC Redevelopment Ready Communities case materials:
 - <https://www.miplace.org/programs/redevelopment-ready-communities/>

November 12, 2020

Leveraging opportunities for equity and community economic development

- Giloth, R. (2019). Philanthropy and economic development: New roles and strategies. *Economic Development Quarterly*, 33(3), 159-169.
- Levine, James, & Wilson, William Julius. (2013). Poverty, Politics, and a “Circle of Promise”: Holistic Education Policy in Boston and the Challenge of Institutional Entrenchment. *Journal of urban affairs*, 35(1), 7-24.
- Detroit: Clark Park / Osborn Promise Neighborhood case study
 - News articles online

November 19, 2020

Covid-19: Economic adaptation

- Readings TBD

December 3, 2020 – ***CASE STUDY DUE***

Student case study presentations; Course wrap-up and evaluation

December 10, 2020

Final Exam (“in class”)