GOVT 464-DL1 Economic Development in the Smart Growth Era

Fall 2020

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Office: Founders Hall (Arlington) 645  
Email: tclower@gmu.edu  
Office hours: By email and arrangement

Class Location: Online  
Meeting time: asynchronous  
Phone: (703) 993-8419

Students must use their Mason email account to receive important University information, including messages related to this class. See http://masonlive.gmu.edu for more information.

Course Description

This 3-credit hour course acquaints students with the theory and practice of local and regional economic and community development focusing primarily on urban settings. In many areas of the US we have seen extensive gentrification of the urban core. In some respects, this gentrification has come about due to growing public concern about the environmental sustainability of traditional urban-suburban patterns of development. Smart Growth is the most common term for describing emerging philosophies that call for densification of urban development, lower reliance on the automobile, and the benefits of live-work-play communities with enhanced walkability. We will consider how urban economic development policies and practices are incorporating Smart Growth philosophies across a wide range of economic development topics. In achieving the learning objectives described below, we will use a combination of readings, class discussion, case studies, and guest speaker presentations.

Learning Objectives

Upon successful completion of this course, students should be able to:

1. Identify basic theories of regional growth
2. Understand the differences between regional/local economic growth and economic development.
3. Understand sources and uses of data describing economic and community development.
4. Recognize the political context of the practice of economic and community development.
5. Identify and understand the logic behind the most common economic development strategies undertaken by cities and other local governments focusing primarily on developed nations.
6. Understand Smart Growth as a philosophy of development/redevelopment and how this shapes local regulations, land use and transportation planning, and fits with the local context of community and economic development.
ISBN: 978-1-138-81031-0 (paperback)
ISBN: 978-1-138-81030-3 (hardback)

The textbook is available through the Publisher, which you can access by going to the textbook website www.gpaled.com, Amazon (Kindle rental available) and the GMU bookstore. It may also be available from other online book sellers. Be cautious about the actual availability of used books since this is a new text. There may not be any available. If used books are available, go for it.

Other Assigned Readings will come from a variety of sources and postings on the class website (Blackboard).

Course Structure, Requirements, Grading Criteria

We will use a combination of readings, recorded lecture segments, video briefings, guest speaker interviews, and class discussions to achieve our learning goals. For class discussions, I will introduce topics and offer guidance, but students are expected to participate in discussions of the subject materials. Your grades will consist of 6 components: 1) 1st exam, 2) 2nd exam, 3) class participation, 4) case study, 5) weekly reading quizzes and 6) a small group project.

Class participation is based on quality, not just quantity of participation in assigned discussions.

Reading quizzes are short weekly quizzes based on the content of that week’s reading assignments.

Each student will be required to submit a case study relevant to economic and community development with Smart Growth considerations for a community. The case study should address specific economic and community development objectives and goals, the strategy employed to achieve the objectives, and the outcome. Your case study will include a brief (about 12-15 pages) report summarizing the case and a submitted presentation in PowerPoint or similar format. You must get the instructor’s approval for your case selection. More information on the case study will be available on the class website.

The small group project will include using the tools and techniques presented in class to identify potential industries that could be the focus of a local economic development strategic plan. The chosen community will be chosen with instructor guidance and approval. The required output will be the development of a narrated Powerpoint presentation to be shared with the class and will be the subject of class discussions. The grade on this assignment will be a combination of instructor assessment and peer evaluation.

Specific due dates will be shown in the course calendar.
Grading

Exams (15% each), Reading Quizzes (15%) Case study (20%), Small Group Project (20%), Participation (15%)

Course calendar
This is a course topical outline. We may change some topics and dates if the need arises.

Our course week will begin on Monday of each week.

Assignment Schedule:

Discussions: When a class discussion is included in the weekly assignments, your initial post should be submitted by 11:59 pm on Wednesday. Responses to other student posts should be initiated no later than Friday evening. The discussion will close Sunday night. Full credit on discussion posts requires thoughtful, respectful and substantive submissions that are timely.

Reading Quizzes: Submitted by 11:59 pm Saturdays

Case studies: You must submit and obtain my approval for your case study community by September 19. Your case study report is due November 20.

Small Group Project: Report and Presentation due to instructor (final version) due 11/29.

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<thead>
<tr>
<th>Week Of</th>
<th>Topic</th>
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<tbody>
<tr>
<td>8/24</td>
<td>Course Introduction. Ice breaking. Introduction, Defining Economic &amp; Community Development. Chapter 1</td>
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<tr>
<td>8/31</td>
<td>Case Studies. Context matters. Initial introduction to Smart Growth Chapter 2</td>
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<td>9/7</td>
<td>Why places grow. Chapter 3</td>
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<td>9/14</td>
<td>Components of Local Growth Chapter 4. Case study selection approval due.</td>
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<td>9/21</td>
<td>Attracting Development Chapter 5</td>
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<td>9/28</td>
<td>Growing from Within. Chapter 6</td>
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<td>10/5</td>
<td>Amenity and place branding. Chapter 7</td>
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<td>10/12</td>
<td>1st EXAM Due 11:59 pm 10/18</td>
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<td>10/19</td>
<td>Data and Analysis for Economic Development. Chapter 8</td>
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<td>10/26</td>
<td>Planning and Coordinating Economic Development Chapter 9</td>
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<td>11/2</td>
<td>Land Use Planning and Economic Development Chapter 10</td>
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<td>11/9</td>
<td>Special Areas (distressed, vulnerable). Resilient Economic Development</td>
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<td>11/16</td>
<td>Profession of Economic Development Chapter 11 Case study report due</td>
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<td>11/23</td>
<td>Future Challenges Chapter 12 Small Group Project Presentation due 11/29</td>
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<td>11/30</td>
<td>Posts and Comments on Small Group Presentations</td>
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<tr>
<td>12/13</td>
<td>2nd EXAM Posted 12/4 due 11:59 pm 12/13.</td>
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Late assignments will not be accepted without prior authorization.
Please use your Mason Live email account or Blackboard email system to communicate with me. To make sure I stay in compliance with state and federal regulations, I will not respond to messages sent from or send messages to a student using a non-Mason email address regarding class-related matters.

Academic Integrity

The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct. Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited, using MLA or APA format. A simple listing of books or articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see me.

As in many classes, a number of projects in this class are designed to be completed within your study group. With collaborative work, names of all the participants should appear on the work. Collaborative projects may be divided up so that individual group members complete portions of the whole, provided that group members take sufficient steps to ensure that the pieces conceptually fit together in the end product. Other projects are designed to be undertaken independently. In the latter case, you may discuss your ideas with others and conference with peers on drafts of the work; however, it is not appropriate to give your paper to someone else to revise. You are responsible for making certain that there is no question that the work you hand in is your own. If only your name appears on an assignment, your professor has the right to expect that you have done the work yourself, fully and independently.

Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else’s work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

Submitted assignments, quizzes and exams must be your own work. Any exceptions to this rule may be a violation of academic integrity. Faculty in the Schar School have zero tolerance for academic dishonesty and will strictly enforce GMU’s honor code.
Statement on Special Needs of Students:

Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit http://ds.gmu.edu/ for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu | Phone: (703) 993-2474

In designing this course, I have tried to make the content as accessible as possible. If you have difficulty with any of this material, please let me know in a timely manner. I am happy to work out a reasonable accommodation to address any accessibility challenges with course materials.

Sexual Harassment, Sexual Misconduct and Interpersonal Violence

- George Mason University is committed to providing a learning, living and working environment that is free from discrimination and a campus that is free of sexual misconduct and other acts of interpersonal violence in order to promote community well-being and student success. We encourage students who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support. University Policy 1202: Sexual Harassment and Misconduct speaks to the specifics of Mason’s process, the resources, and the options available to students. As a faculty member, you may wish to include information about this on your syllabus. In addition to using any of the above language, consider including the following:

  - As a faculty member and designated “Responsible Employee,” I am required to report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per university policy 1412. If you wish to speak with someone confidentially, please contact the Student Support and Advocacy Center (703-380-1434) or Counseling and Psychological Services (703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator (703-993-8730; titleix@gmu.edu).

  - These policies include harassing behavior in an online environment. Threatening behavior is not limited to physical threats.