York University
School of Public Policy and Administration

Regional Economic Development
AP/PPAS4110B/ECON4110 ONLINE

Term: Summer 2020

Course Instructor: Frank Miele, BES, MAES, CMMIII
Telephone: 416-845-3874   E-mail: fmiele@yorku.ca
Office hours: ONLINE, by email, cell, Zoom

Synchronous Discussion Dates: Wednesdays 2:30-5:30 (May 13, 20; June 3, 17; July 22)

Location: ONLINE through Zoom. Please note that this is a course that depends on remote teaching and learning. There will be no in-person interactions or activities on campus.

Technical requirements for taking the course:
Students will need a computer with a webcam and microphone, and/or a smart device with stable, higher-speed internet connection to fully participate in the course. We will have tutorial/seminar discussions and you will be presenting your research results online through Zoom video. Here are some useful links for computing information, resources and help:
Student Guide to Moodle
Zoom@YorkU Best Practices
Zoom@YorkU User Reference Guide
Computing for Students Website
Student Guide to eLearning at York University
To determine Internet connection and speed, there are online tests, such as Speedtest, that can be run.

COURSE DESCRIPTION:

LED is the process of creating wealth through the mobilization of human, financial, capital, physical and natural resources to generate marketable goods and services. The role of the economic developer is to influence the process for the benefit of the community through expansion of job opportunities and the tax base. The overall objectives are to attract new investments, retain or create jobs, generate tax revenues, secure the community's tax base and promote the community's financial wealth. The course will focus on the theory and practice of economic development at the Regional and Local Community.

The study of LED is based on detailed understanding of the origins, current best practices and future approaches within this evolving discipline. The course is of interest to students who wish to consider a career in regional and LED or for those who wish to supplement their major with public policy course focused on local economic development fundamentals. Since the 1990s, the importance of the study of LED has grown as communities and regions search for innovative ways to diversify their economic activities.

There will be an Experiential Education (EE) component to this course that will allow students to learn through the experience of being involved with private and public organizations that work directly or indirectly with Economic Development Professionals. Students will be exposed to a range of local development issues, including entrepreneurship, information technologies, marketing, labour market process, service sector expansion, globalization, strategic economic planning, environmental impact assessments and sustainability, tourism, rural economic development, strategic alliances and foreign direct investments, key performance measurements, economic impact analysis, and the relationship of the media and politicians within the context of LED.

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Several research topics will be assigned to students who will be challenged to provide some critical reflection on what is possible and what is not possible in LED. Students will be required to structure their assignments by considering what currently works well, what could be improved, and what the ongoing barriers to change are. Individual and group presentations are required as will full class participation.

COURSE OBJECTIVES:

The newly developed online course provides students with an understanding of the theory and practice of Local Economic Development (LED). The course takes a pedagogical approach that blends theory and coursework with practical, concrete experience. Within the context of the learning outcomes of the course, this approach allows students to acquire real life experience and reflect upon this experience such that they deepen their understanding of theory.

The students will gain knowledge of the working relationship between economic development practitioners and other professionals, the marketing tools used to retain and attract businesses, promoting tourism and conventions and networking function vis-à-vis the private sector, the utilities sector, and working relationships with other levels of government and agencies. LED is a multifunctional discipline that engages a multitude of NGOs, including but not limited to, municipal government and the municipal act, other government legislation relating to growth, environment, smart communities and IT innovation, marketing/public relations/communications, urban planning, local politics, economics, and many others.

COURSE ORGANIZATION:

We will cover a lot of ground in very little time and it's important that you keep up with the readings and Zoom lectures. Prior to the lectures, you will have done the readings in the textbook. The PowerPoint deck and lectures contain the basics and should not be used as your only reading guide.

This course is divided into 5 modules. You should begin the course in Module 1 and complete it before moving onto the next module. The modules have been organized in sequential order, so that you build the appropriate skills and enhance critical knowledge as you move from one module to the next. While you can complete the modules at your own pace, a suggested timeline for completing the course has been provided in the schedule of readings, activities and quizzes.

For each module, there is a series of assigned readings that must be completed. To help you make sense of the assigned texts, each module and the two-lecture topic therein are accompanied by a brief podcast/video lecture/narrated PowerPoint presentation/notes.

You will have until the end of each module to complete and submit all work [assignments/tests] for that module. You are encouraged to submit your assignments before the final due dates listed in the schedule of readings.

The first part of the lecture will start with a summary of the issues and a case study or two, and the balance will require your analysis and/or questions for discussion purposes.

Students will be expected to devote time outside of scheduled classroom hours on assigned readings and the preparation of their projects. The online learning approach will allow students to read the chapters and engage in discussion/activities with the Professor and classmates during the online lectures.   The Professor will select the various groups and will post the names for each research report. The quizzes will be based on the module/lectures and materials in the textbook. The course lectures are also designed asynchronously, meaning that while there are 4 Zoom lectures during the semester, students can complete each Zoom lectures at any time that is convenient to them. However, once you have reviewed the Zoom lectures the discussions/questions will take place on the dates identified in the Evaluation Chart.

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COURSE REQUIREMENTS:

Participation and attendance at the in-class lecture is mandatory. In addition, each topic readings from the textbook prior to the lecture are mandatory and relevant for discussion.

EXPECTED LEARNING OUTCOMES:

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

- Describe the fundamentals of LED and the difficulties and shortcomings of the profession and the viable solutions that have been offered to try to address these concerns.
- Present a detailed presentation, from either a multidisciplinary and/or interdisciplinary perspective, on the elements of LED that deal with a critical issue or problem confronting local and regional levels of government.
- Contribute to individual and group learning on the subject matter of the course by providing constructive observations, commentary and reflections on their colleagues' contribution and work in the course.
- Through a weekly dialogue and exchange demonstrate progressively enhanced skills in listening and engaging in constructive and mutually respectful discussion, debate and cogent discussions.
- Formulate a clear research question and conduct relevant research on the question and present a thorough analysis, with a coherent set of concise findings, and write a research paper or report on a specific issue and/or problem confronting LED today and how it might be resolved with policy formulation(s).
- Learn through the "personal experience" of being engaged/involved and/or placed with an organization that works directly or indirectly with organizations directly involved in LED.
- Gain relevant research and "work" experience on "real life" LED issues within the broader community and/or in the field.
- Understand, appreciate and to reflect on praxis, the relevance and application of conceptual and theoretical knowledge and information found in the literature, and expounded in the classroom, to what happens in practice in the broader community and within organizations who work with regional and local levels of government.
- Reinforce and promote a "deeper" learning and understanding of the subject matter and discipline.
- Discover how government and private sector organizations in this field operate in practice, including, such things as, the structural, organizational and jurisdictional relationships among various levels of the profession.
- Make valuable connections in the field that may lead possibly to future employment opportunities.
- Through sustained reflection and thoughtful consideration, try to come to a personal understanding and appreciation of how the experiential education experience has impacted on their learning and comprehension of the various topics and themes covered in the course.

<u>**Course Required Readings:**</u>

Miele, Frank. *Local Economic Development: An Introspective on Theory and Practice*. The Economic Development Journal of Canada, 2020.

The digital version of the textbook can be purchased by contacting the publisher directly and make an e-transfer to textbookled@gmail.com - $100)

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Evaluation Chart

Evaluation	Grade %	Due Date	Online Lectures and Discussion Dates
Quiz 1 – Lecture 1	15	May 15	May 13
Quiz 2 – Lecture 2	15	May 22	May 20
Quiz 3 – Lecture 3	15	June 5	June 3
Quiz 4 – Lecture 4	15	June 19	June 17
Group Report & Presentations Due (Zoom)	30		July 22
Participation and Discussion	10	Ongoing	
Total	100%		

Course Policies

GROUP RESEARCH REPORT and PRESENTATION GUIDELINES

Group Reports and Presentations: Final presentations will be 10 min./group and submitted virtually with recording (max 10-15 slides). The final report will contain some or all your ppt illustrations material including infographics, with proper MLA citations. See more details on the group topics and report guidelines under GROUP PROJECTS.

Rubric: a) the quality of your analysis, b) the extent to which your analysis shows that you have read and understood the course readings for your group presentation and other relevant readings from previous classes, and c) the clarity of your presentation, which means that your presentation must be grammatically correct and well structured.

Online Quizzes

The new quizzes are based on each chapter of the course textbook and lectures. Approx. 30 multiple choice, true and false, and fill in the blank questions in a 40 min timeframe will be administered online. Do your quiz online research well in advance.

Participation – Discussion

The Professor will provide each student with a series of articles to read. The mark will be based on your ability to write an abstract and 5-10 key search words for each article.

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Module Topics and Readings

REQUIRED readings prior to the lecture. After the class, go through the readings again more carefully. The quantity of the required readings is quite reasonable; you should have no difficulty keeping up. The suggested readings are there primarily to help you with additional research for group paper.

Regional Economic Development Lecture Modules	
Module 1	**Introduction to Economic Development** **Readings Required:** Frank Miele, Ch 1 "Introduction to Local Economic Development" **Suggested:** IEDC, "Future Ready: Preparing for Tomorrow's Economy" IEDC "New Realities for Economic Development Organizations" Michael Luger, "The Role of Local Government in Contemporary Economic Development" **Videos:** 1. Economic Development Matters Video - EDAC 2. Conventional Economic Development is Dead Wrong | Greg Tehven | TEDxStPeterPort 3. EDCO Podcast about the role of LED in community building municipalities **Economic Development Strategic Planning Process (Group Activity)** **Readings Required:** Frank Miele, Ch 2 "The Economic Development Strategic Planning Process" **Suggested:** Free Management Library, "All About Strategic Planning" **Videos:** 1. Strategic Planning Process at York Region Video 2. Strategic Planning Toolkit for LED Video
Module 2	**Economic Impact Analysis & Performance Management** **Readings Required:** Frank Miele, Ch 9 & 10 "Economic Impact Analysis" & "Performance Management" **Suggested:** Trevor Tombe, "CBC Radio Program 2016" Louise Watson, "Could these Bad Habits be Causing your Performance Measurement Struggles?" **Videos:** 1. Oshawa GM Assembly Plant Closes Nov. 25, 2018 2. Performance measurement toolkit in LED video 3. What is the point of an EIA video **Economic Development Marketing (Group Activity)** **Readings Required:** Frank Miele, Ch 3 "Economic Development Marketing" **Suggested:** Stephanie Potter, "The Growth of Municipal Marketing" FCM, "Community Branding and Marketing" **Videos:** 1. The City of Alpharetta video 2. 10 Key Trends in Economic Development Websites Webinar

	Foreign Direct Investment and Strategic Alliances
	Readings Required:
	Frank Miele, Ch 4 "Foreign Direct Investment and Strategic Alliances"
	Suggested:
	Development Counsellors International, "U.S. Executive's Perceptions of Canada's Business Climate"
	Novae Res Urbis, "More Than Just Tax Breaks"
	Daily Harald, Wisconsin Offers Foxconn $3B
	Joseph A. Montgomery, "Strategic Alliances: A Concept for Global and National Marketing"
	Videos:
	   1. What is FDI video
	   2. Amazon HQ2 pursued by Canadian cities video

Module 3	**Business Retention & Expansion Strategies**
	Readings Required:
	Frank Miele, Ch 5 "Business Retention & Expansion Strategies"
	Suggested:
	EDABC, "Investment Readiness: A Community Handbook"
	Marco Marino & Lina Dechellis, "Welcome to our Cities. Please Build"
	Videos:
	   1. Business Retention and Expansion - Minnesota
	   2. Facing the Demographic Shift in Rural Business
	
	Tourism Development; Downtown Revitalization/Urban Renewal; Opportunity Sites (Group Activity)
	Readings Required:
	Frank Miele, Ch 6 & 7 "Tourism Development & Downtown Revitalization/Urban Renewal"
	Suggested:
	Audrey Jamal, "Are Downtowns Back?"
	Kingston Downtown Action Plan
	Ontario's Brownfields Redevelopment Cleanup Plan
	Videos:
	   1. Ontario Tourism video
	   2. Transforming Communities: Brownfield redevelopment in Lancaster, Pennsylvania
	   3. Downtown Brantford: Partnership Driven Revitalization

Module 4	**Governance, Ethics, and Public Relations and draft group presentations (Group Activity)** **Readings Required:** Frank Miele, Ch 12 & 13 "Communications and Public Relations & Role of Local Politician in Economic Development" **Suggested:** National League of Cities, "The Role of Local Elected Officials in Economic Development" Ed Burghard, "Advertising Ethics in Local Economic Development" Windsor Star, Craig Pearson, "Councillor wants more Accountable Economic Development Corporation" Adam Dooley, "Top 5 PR and Communications Trends" **PR Videos** This video reviews the definition of PR, and explores the different types and functions of PR, such as: employee relations (internal PR), campaigns and politics, government relations, and media relations.

	What is Public Relations?
	This video explores PR strategies and tactics, in the context of the PR planning process. This video is part of a series that I developed for my Introduction to PR class at Bridgewater State University.
	https://www.youtube.com/watch?v=IEw9MToY50s
	Working with Politicians videos
	Former Minister of Economic Development for the Province of Ontario, Sandra Pupatello, resigns as the Executive Director of the Windsor Essex Economic Development Corporation. What precipitated Ms. Pupatello resignation? Was she overreacting to Councillor Hilary Payne's questions of the number of jobs and business attracted by the Corporation (ROI)?
	    1. https://www.youtube.com/watch?time_continue=2&v=XHHFF1jhEHc&feature=emb_logo
	    2. https://www.youtube.com/watch?v=q4M0LDHNk_U&feature=emb_logo

**Group Presentation Module**
Module 5	**Group Presentations Via Zoom (10 min ppt presentation). Assignments must be submitted the day before your presentation, through the Moodle Portal.** **Lateness Penalty:** Assignments received later than the due date will be penalized 5% per day, 7 days a week. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a doctor's letter).

Academic Integrity (Plagiarism)

Academic honesty and integrity

In this course, we strive to maintain academic integrity to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing SPARK's Academic Integrity module at the beginning of the course. Breaches of academic integrity range from cheating to plagiarism (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.). All instances of academic dishonesty in this course will be reported to the appropriate university authorities, and can be punishable according to the Senate Policy on Academic Honesty.

Turnitin

To promote academic integrity in this course, students will be normally required to submit their written assignments to Turnitin (via the course Moodle) for a review of textual similarity and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website.

Course information

All students are expected to familiarize themselves with the following information:

- Student Rights & Responsibilities
- Academic Accommodation for Students with Disabilities

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ABOUT

Professor Miele has held several senior leadership positions in six municipalities over his 35-year career as a former Commissioner of Economic Development for the City of Niagara Falls, Scarborough, Vaughan and City Manager for three rural Ontario towns.

Among his many accomplishments in municipal development and administration, Professor Miele has been an active voice on several inter-municipal boards and associations. He is recognized by the Economic Developer's Council of Ontario with the prestigious EDCO Achievement Award, two EDCO President Awards for his service int the profession. The International Economic Development Council awarded him the education award for his outstanding long-term contribution toward enhancing the educational advancement of the EDP. He was the President of the Ontario Municipal Management Institute and received the Queen Elizabeth II Diamond Jubilee Medal.

Professor Miele is a credentialed municipal manager through the Ontario Municipal Management Institute and holds an undergraduate degree in Urban & Regional Planning with a minor in Political Science and a master's degree in Local Economic Development, both from the University of Waterloo.   The author of "Local Economic Development: An Introspective on Theory and Practice" is used for educational purposes. He is also the publisher and editor of the Economic Development Journal of Canada (www.ecdevjournal.com).

For further clarification or guidance, contact Professor Miele

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