

York University
Faculty of Liberal Arts & Professional Studies
 School of Public Policy and Administration

Regional Economic Development SU 2024 (Hybrid)

AP/PPAS4110/ECON4110

Course Instructor: Professor Frank Miele (fmiele@yorku.ca/416-845-3874)
Office Hours: Before or after class; email; zoom
Class Dates (Hybrid – 7pm – 10pm) Room: McLaughlin 113
1. May 22 – Module 1 (in class)
2. June 5 – Module 2 (in class)
3. June 12 – Quiz 1 (online from 6am-12 midnight)
4. June 18-21 Reading week
5. June 26 – Module 3 (in class)
6. July 10 – Module 4 (in class)
7. July 17 – Quiz 2 (online from 6am- 12 midnight)
8. July 24 – Zoom class re Group Work Questions
9. July 31 – Group Presentations (online 7-9pm)
Required Course Material - 2024 Course Textbook updated and published annually. Miele, F. (2024). <i>Local Economic Development: An Introspective on Theory and Practice</i> (ISBN: 978-0-9959331-1-8) Book Cost - \$125. Contact the Publisher at ledtextbook@gmail.com NB: Students who drop the course will be refunded. Scott Library book on reserve

Guest Speakers – TBD

Land Acknowledgment

York University recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit, and Métis communities. We acknowledge the current treaty holders, the Mississauga's of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region ([LA&PS Land Acknowledgement](#)).

[You may wish to add to this land acknowledgement by situating it within your course learning context and share this video about [Understanding the Land Acknowledgement](#).]

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.

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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.

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. Economic Development 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 mandatory in-class lectures. Prior to the lectures, you will have done the readings in the textbook.

This course is divided into 5 modules. 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. Each module will be presented in class. 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 text, each module and the lecture topic therein are accompanied by a brief podcast/video lecture/narrated PowerPoint presentation
- 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.
- The in-class learning will allow students to read the chapters and engage in live discussion/activities with the Course Director and classmates.
- The quizzes will be based on the module/lectures and chapters in the textbook.
- The in-class module topics lectures will be a summary of each topic. Students will be required to read the corresponding chapters in the textbook prior to the lectures.

COURSE REQUIREMENTS:

- Reviewing the lectures, participating at in-class discussion meetings, each topic readings from the textbook prior to the lecture are required and relevant for discussion.
- The course, including assignments, discussions, quizzes, will take place on the course's web site. You will learn the course material on your own pace when you follow the schedule of readings and activities.

EXPECTED LEARNING OUTCOMES:

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

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- 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.

Technical Requirements

Several platforms will be used in this course (e.g., eClass, Zoom, etc.) through which students will interact with the course materials, the course director, as well as with one another.

Using Zoom

Students shall note the following:

- Zoom is hosted on servers in the United States and Canada. Recordings done since May 1, 2022 are stored in Canada. For more information, please refer to the notes on [Zoom Privacy and Security](#) provided by Information Security at York.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Here are some useful links for student computing information, resources, and help:

- [Student Guide to eClass](#)
- [Zoom@YorkU Best Practices](#)
- [Zoom@YorkU User Reference Guide](#)
- [University Information Technology \(UIT\) Student Services](#)
- [Student Guide to eLearning at York University](#)

To determine Internet connection and speed, there are online tests, such as [Speedtest](#), that can be run. If you need technical assistance, please consult the [University Information Technology \(UIT\) Student Services](#) web page. For more specific assistance, please write to askit@yorku.ca.

Course Evaluation

Assessment	Due Date	Weight %	Course Learning Outcome
Quiz 1	June 12	30	Modules 1/2 Chapters 1, 2, 4,5, 10,11
Quiz 2	July 17	30	Modules 3/4 Chapters 6,9,12,13,15-17
Group Presentation & Report	July 31	40	Research & Analysis

GROUP RESEARCH REPORT and PRESENTATION GUIDELINES

Submitting Assignments: Assignments for this course must be received within the timeframe specified for the assignment and are to be submitted by the group team captain to fmiele@yorku.ca

Group Reports and Presentations:

- The report and ppt presentation must be submitted simultaneously on the due date. Presentations will be 10 min./group (max 10-15 slides).
- The final report (6-8 pages) will contain all your ppt illustrations material including infographics, with proper MLA citations.
- See details on group topics and report guidelines under GROUP PROJECTS.

Rubric:

- the quality of your analysis,
- 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
- the clarity of your presentation, which means that your presentation must be grammatically correct and well structured
- the power point presentation must be clear, concise and follow the CLAIM, PROOF, WIFM(POLICY) format explained in the textbook.

Online Quizzes

The new quizzes are based on each chapter of the course textbook and lectures. Approx. 30-40 multiple choices, true and false, and fill in the blank questions in a timeframe will be administered online.

Grading

The grading scheme for this course conforms to the 9-point system used in undergraduate programs at York University. For a full description of the York grading system, visit the York University [Academic Calendar](#).

Module Topics and Readings

REQUIRED readings must be done 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	<p>Topic 1: Local Economic Development Overview</p> <p>Readings Required: Miele, F. (2024). <i>Local Economic Development: An Introspective on Theory and Practice</i> (2nd ed., Vol. 2). Toronto, Ontario: The Economic Development Journal of Canada. Chapter 1</p> <p>Suggested: Michael Luger, “The Role of Local Government in Contemporary Economic Development”</p> <p>Rifkin, Jeremy (2019). <i>The Green New Deal: Why the Fossil Fuel Civilization Will Collapse by 2028, and the Bold Economic Plan to Save Life on Earth</i></p> <p>Chomsky, N., Pollin, R., Polychroniou, C.J. (2020). <i>Climate Crisis and the Global Green New Deal: The Political Economy of Saving the Planet</i></p> <p>Province of Manitoba. (2007). Community Economic Development for the Local Economic Development Officer. Brandon, Manitoba: Manitoba Ministry of Agriculture, Food, and Rural Development.</p> <p>IEDC, “Future Ready: Preparing for Tomorrow’s Economy” IEDC 2012. Nourick, Shari. <i>New Realities for Economic Development Organizations</i></p>

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	<p>Queens University COVID-19 ECONOMIC RECOVERY WORKING GROUP, (2020). The Future of Work Post-Pandemic.</p> <p>Videos:</p> <ol style="list-style-type: none"> 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 4. The Resilient Society - Jeremy Rifkin (54 min) 5. Clean Disruption and the Collapse of the Oil industry – Tony Seba (58 min) 6. Introduction to Economic Development for Elected Officials- Michael Pealow (9 min) 7. The Changing World Order – Ray Dalio (43 min) <p>Topic 2: Economic Development Strategic Planning Process</p> <p>Readings Required: Miele, F. (2024). <i>Local Economic Development: An Introspective on Theory and Practice</i> (2nd ed., Vol. 2). Toronto, Ontario: The Economic Development Journal of Canada. Chapter 2</p> <p>Suggested:</p> <p>Free Management Library, “All About Strategic Planning”</p> <p>Grimsby Economic Development Strategic Action Plan 2022-2025 and/or Summary Action Plan</p> <p>Goldbard, Arlene (2011). <i>“A Guide to Strategic Planning.”</i> Ndi.org. National Democratic Institute, n.d. Web. 10 November 2011.</p> <p>Lim, S. (2019). <i>20 Short-Term Goals Examples and Why They Are Important</i>. Retrieved from https://stunningmotivation.com/short-term-goals-examples/</p> <p>McKay, Emily Gantz. (2011). <i>Strategic Planning: A Ten-Step Guide</i>. Based on materials originally prepared for use with SHATIL, the technical assistance project of the New Israel Fund. Modified for the National Council of La Raza, and further modified for MOSAICA, May 1994 and July 2001. Retrieved from https://siteresources.worldbank.org/INTAFRREGTOPEIA/Resources/mosaica_10_steps.pdf</p> <p>Videos:</p> <ol style="list-style-type: none"> 1. Strategic Planning Process at York Region Video 2. Strategic Planning Toolkit for LED Video
Module 2	<p>Topic 3: Economic Impact Analysis & Performance Management</p> <p>Readings Required: Miele, F. (2024). <i>Local Economic Development: An Introspective on Theory and Practice</i> (2nd ed., Vol. 2). Toronto, Ontario: The Economic Development Journal of Canada. Chapter 10 & 11</p> <p>Suggested: Trevor Tombe, “CBC Radio Program 2016” Louise Watson, “Could these Bad Habits be Causing your Performance Measurement Struggles?”</p> <p>Videos:</p> <ol style="list-style-type: none"> 1. Oshawa GM Assembly Plant Closes Nov. 25, 2018 2. GM to reopen Oshawa plant to make trucks, hiring 2,500 workers 3. Ford Motors electric vehicles funding in Oakville Oct. 2020 4. Performance measurement toolkit in LED video

	<p>5. What is the point of an EIA video</p> <p>Topic 4: Economic Development Marketing</p> <p>Readings Required: Miele, F. (2024). <i>Local Economic Development: An Introspective on Theory and Practice</i> (2nd ed., Vol. 2). Toronto, Ontario: The Economic Development Journal of Canada. Chapter 4</p> <p>FCM, (2015). “Community Branding and Marketing”</p> <p>Suggested: Baker, Bill (2012). <i>Destination Branding for Small Cities: The essentials for successful place branding</i>. Creative Leap Books: Portland, Oregon, U.S.A.</p> <p>Chadwick, I. (2014). <i>Brands, Buzz & Going Viral: A sourcebook of modern marketing strategies, tips, and tactics to promote your municipality</i>. Union, Ontario: Municipal World Inc.</p> <p>Canada, Eric P. (2018). <i>Economic Development for the Team</i>. Chicago, U.S.A.: Blane, Canada Publishers.</p> <p>Potter, S. (2015). “The Growth of Municipal Marketing”</p> <p>Ubalde C. Anatalio & Eric Simundza (2008). <i>Economic Development Marketing: Present and Future</i>. UC Berkley, U.S.A.: GIS Planning Inc.</p> <p>Videos:</p> <ol style="list-style-type: none"> 1. The City of Alpharetta video 2. 10 Key Trends in Economic Development Websites Webinar <p>Topic 5: Foreign Direct Investment and Strategic Alliances</p> <p>Readings Required: Miele, F. (2024). <i>Local Economic Development: An Introspective on Theory and Practice</i> (2nd ed., Vol. 2). Toronto, Ontario: The Economic Development Journal of Canada. Chapter 5</p> <p>Development Counsellors International. (2019). U.S. Executives’ Perception of Canada’s Business Climate: A view from the lower 48</p> <p>Suggested: Novae Res Urbis, “More Than Just Tax Breaks”</p> <p>Daily Harald, Wisconsin Offers Foxconn \$3B</p> <p>Joseph A. Montgomery, “Strategic Alliances: A Concept for Global and National Marketing”</p> <p>Videos:</p> <ol style="list-style-type: none"> 1. What is FDI video (1.20 min) 2. Amazon HQ pursued by Canadian Cities (4.15 min) 3. Economic Development with John Oliver (14.55 min)
Module 3	<p>Topic 7: Business Retention & Expansion Strategies</p> <p>Readings Required: Miele, F. (2024). <i>Local Economic Development: An Introspective on Theory and Practice</i> (2nd ed., Vol. 2). Toronto, Ontario: The Economic Development Journal of Canada. Chapter 6, 9 & 12</p>

<p>Flaming, Harold (2000). <i>Retention and Expansion: A Community-Based Model</i>. Retrieved from http://www.ecdevjournal.com/en/News/index.aspx?feedId=cf33f2f4-daa0-404b-a434-5df5da21830f&newsId=62968a9c-832a-4035-bf5c-e98d1cc068c0</p> <p>Suggested: “Building Back Better: A Sustainable, Resilient Recovery after COVID-19.” OECD, 5 June 2020 http://www.oecd.org/coronavirus/policy-responses/building-back-better-a-sustainable-resilient-recovery-after-covid-19-52b869f5/</p> <p>Development Permit System. Ministry of Municipal Affairs and Housing: A Handbook for Municipal Implementation. 2008, Provincial Planning Policy Branch. Wueen’s Printer for Ontario, 2008. http://www.mah.gov.on.ca/AssetFactory.aspx?did=6131</p> <p>Streamlining the Municipal Development Review Process: Current Buide of Municipalities’ Best Practices. Association of Municipalities of Ontario (AMO). January 23, 2020. https://www.amo.on.ca/AMO-PDFs/Reports/2020/Streamlining-The-Municipal-Development-Review-Proc.aspx</p> <p>Business Expansion and Location Assistance. City of Toronto’s Gold Star Service. https://www.toronto.ca/business-economy/business-operation-growth/business-expansion-and-location-assistance/</p> <p>Business Retention & Expansion – University of Minnesota Extension</p> <p>Marco Marino & Lina Dechellis, (2019). “Welcome to our Cities. Please Build”</p> <p>Business Development Corporation (2019). “BDC Transition Planning” Retrieved from https://www.bdc.ca/en/articles-tools/entrepreneur-toolkit/ebooks/pages/transition-guide.aspx</p> <p>BR+E in Ontario (2019). <i>Business retention and expansion in Ontario</i>. Retrieved from https://www.ontario.ca/page/business-retention-and-expansion-program</p> <p>Business Retention and Expansion Program SEDA (2019). <i>Business Retention and Expansion Program in Saskatchewan</i>. Retrieved from https://www.seda.sk.ca/html/SEDA-Services/Business-Retention-Expansion/index.cfm</p> <p>Videos:</p> <ol style="list-style-type: none"> 1. Business Retention and Expansion - Minnesota 2. Facing the Demographic Shift in Rural Business 3. San Francisco is the Poop Capital of America <p>Discussion Question: Since 80-90% of the jobs in a community are created by existing businesses, should do EDPs and Politicians spend any time and effort in FDI and why?</p> <p>Topic 8: Tourism Development; Downtown Revitalization/Urban Renewal; Opportunity Sites</p> <p>Readings Required: Miele, F. (2024). <i>Local Economic Development: An Introspective on Theory and Practice</i> (2nd ed., Vol. 2). Toronto, Ontario: The Economic Development Journal of Canada. Chapters 7 & 8</p> <p>Suggested: Audrey Jamal, “Are Downtowns Back?”</p> <p>Kingston Downtown Action Plan</p>

	<p>Ontario's Brownfields Redevelopment Cleanup Plan</p> <p>Sousa, C. D. (2017). Trying to Smart-In-Up and Cleanup Our Act by Linking Regional Growth Planning, Brownfields Remediation, and Urban Infill in Southern Ontario Cities. <i>Urban Planning</i>, 2(3), 5. doi:10.17645/up.v2i3.1026</p> <p>Canadian Urban Institute (2021). The Case for the Core: Provocations for the Future of Canada's Downtowns. This report addresses What are the key functions of downtowns? What are the possible scenarios and implications for the future of downtowns? What trends have impacted Canadian downtowns as the pandemic has unfolded? Why are downtowns important? What are the bold ideas to transform our downtowns? Retrieved from: https://canurb.org/wp-content/uploads/CUI_Case_for_the_Core_Sept_21.pdf?mc_cid=269540d65a&mc_eid=5fc1e77bac</p>
Module 4	<p>Topic 9 – Good Governance, Ethics, Public Relations; Indigenous Economic Development</p> <p>Readings Required:</p> <p>Miele, F. (2024). <i>Local Economic Development: An Introspective on Theory and Practice</i> (2nd ed., Vol. 2). Toronto, Ontario: The Economic Development Journal of Canada. Chapters 12 to 15, 16 & 17</p> <p>Suggested:</p> <ol style="list-style-type: none"> 1. National League of Cities, “The Role of Local Elected Officials in Economic Development” 2. The Role of Local Elected Officials in Economic Development(Opens PDF document): 10 things you should know, National League of Cities-Center for Research & Innovation (2010). 3. Windsor Star, Craig Pearson, “Councillor wants more Accountable Economic Development Corporation” 4. Adam Dooley, “Top 5 PR and Communications Trends” 5. IEDC 2015. Ethics Training Manual (PDF on Moodle page) 6. IEDC 2015 – Policies and Procedures for IEDC Code of Ethics Enforcement 7. Ed Burghard, “Advertising Ethics in Local Economic Development” 8. Michael Pealow, (2017). A New Tool for Educating Elected Officials on Economic Development and the Role of the EDP 9. Byrum, K. (2019). <i>Public relations strategies and tactics</i>. San Diego, CA: Cognella Academic Publishing. <p>Good Governance Videos</p> <hr/> <ol style="list-style-type: none"> 1. What is Governance? 2. What is Good Governance? <hr/> <p>PR Videos</p> <p>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?</p> <p>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=IEw9MTtoY50s</p> <p>Working with Politicians videos</p>

	<p>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 businesses attracted by the Corporation (ROI)?</p> <ol style="list-style-type: none"> 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
Module 5	Group Presentations and Report Submission

Course Policies

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

- [Student Rights & Responsibilities](#)
- [Academic Accommodation for Students with Disabilities](#)

Please also review the following course policies:

Academic Integrity

In this course, we strive to maintain academic honesty 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 honesty 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 normally be required to submit their written assignments to Turnitin (via the course's eClass site) for a review of textual similarities 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. York students may opt out of using Turnitin. If you wish to opt out, you should contact your instructor as soon as possible.

Accessibility

While all individuals are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the University recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. The University encourages students with disabilities to register with [Student Accessibility Services](#) to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to Course Directors through their Letter of Accommodation (LOA).

Please let your instructor know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course. Sufficient notice is needed so that reasonable steps for accommodation can be discussed. Accommodations for tests/exams normally require three (3) weeks (or 21 days) before the scheduled test/exam to arrange.

Religious Observance Accommodation

York University is committed to respecting the religious beliefs and practices of all members of the community, and making reasonable and appropriate [accommodations to adherents for observances of special significance](#). Should any of the dates specified in this syllabus for course examinations, tests, or deadlines conflict with a date of religious significance, please contact the instructor within the first three (3) weeks of class. If the date falls within the formal examination periods, you must complete and submit a [Religious Accommodation for Examination Form](#) at least three (3) weeks before the start of the exam period.

Intellectual Property

Course materials are designed for use as part of this particular course at York University and are the intellectual property of the instructor unless otherwise stated. Third-party copyrighted materials (such as book chapters, journal articles, music, videos,

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etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian copyright law. Students may not publish, post on an Internet site, sell, or otherwise distribute any course materials or work without the instructor's express permission. Course materials should only be used by students enrolled in this course.

Copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a charge of misconduct according to York's [Code of Student Rights and Responsibilities](#), the [Senate Policy on Academic Honesty](#), and/or legal consequences for copyright violations.

Student Conduct in the Learning Environment

York University is committed to fostering teaching and learning environments that are free of disruptive and/or harassing behaviour, are physically safe, and conducive to effective teaching and learning. Students and instructors are expected to maintain a professional relationship characterized by courtesy, civility, and mutual respect and to refrain from actions disruptive to such a relationship. Individuals who fail to adhere to such standards and who violate University or public law may be subject to disciplinary action by the University.

For more information, see the policies on [Disruptive and/or Harassing Behaviour in Academic Situations](#), the [Student Conduct and Responsibilities](#), and the [Code of Student Rights & Responsibilities](#).

Netiquette for eClass and Online Learning

Students and instructors have a joint responsibility to create and maintain a welcoming and inclusive learning environment. All students are expected to conduct themselves in accordance with the [Code of Student Rights and Responsibilities](#). Please review and familiarize yourself with behaviours that support "netiquette" in virtual classrooms by consulting the [Guide to Netiquette](#) and [Student Guide to eLearning](#).

Student Notice of Recording for Online Teaching and Learning

Activities for this course involve recording, in partial fulfillment of the course learning outcomes. Images, audio, text/chat messaging that have been recorded may be used and/or made available by the University to students enrolled in the course and those supporting the course for the purpose of materials review, for assessment, etc. Recordings will be managed according to the University's Common Record Schedule and will be securely destroyed when no longer needed by the University. Your personal information is protected in accordance with York University's [Guidelines on Access of Information and Protection of Privacy](#) and the [Freedom of Information and Protection of Privacy Act](#). Access to online materials, including recordings or live meetings, is subject to York University's [Senate Policy on Computing and Information Technology Facilities](#).

The University will use reasonable means to protect the security and confidentiality of the recorded information, but cannot provide a guarantee of such due to factors beyond the University's control, such as recordings being forwarded, copied, intercepted, circulated, disclosed, or stored without the University's knowledge or permission, or the introduction of malware into computer system which could potentially damage or disrupt the computer, networks, and security settings. The University is not responsible for connectivity/technical difficulties or loss of data associated with your hardware, software, or Internet connection.

By engaging in course activities that involve recording, you are consenting to the use of your appearance, image, text/chat messaging, and voice and/or likeness in the manner and under the conditions specified herein. In the case of a live stream recording, if you choose not to have your image or audio recorded, you may disable the audio and video functionality. If you choose to participate using a pseudonym instead of your real name, you must disclose the pseudonym to your instructor in advance to facilitate class participation.

You are not permitted to disclose the link to/URL of an event or an event session recording or copies of recording to anyone, for any reason. Recordings are available only to authorized individuals who have been directly provided the above instructions/link for their use. Recordings for personal use, required to facilitate your learning and preparation of personal course/lecture notes, may not be shared with others without the permission of the instructor or event coordinator, and may not be published, posted, linked to, or otherwise made available online, including on social media feeds, even if those feeds are private.

Health and Safety

All York students and instructors share responsibility for the safety and well-being of the community while on York's campuses. Please continue to check [YUBetter Together](#) for the latest information on health and safety.

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Student Support and Resources

To help you succeed academically, York University offers a wide range of resources and services. Everything from writing workshops and peer mentorship to wellness support and career guidance is available to fulfill our LA&PS students' needs. Explore the links below to access these on-campus resources:

- [Academic Advising](#) is available to provide students support and guidance in making academic decisions and goals.
- [Student Accessibility Services](#) are available for support and accessibility accommodation when required.
- [Student Counselling, Health & Wellbeing](#) offers workshops, resources, and counselling to support your academic success.
- [Peer-Assisted Study Sessions \(PASS\) Program](#) provides student study sessions for students to collaborate and enhance their understanding of course content in certain courses.
- [Student Numeracy Assistance Centre at Keele \(SNACK\)](#) supports students in courses involving math, stats, and Excel.
- [The Writing Centre](#) provides multiple avenues of writing-based support including drop-in sessions, one-to-one appointments, a Multilingual Studio, and an Accessibility Specialist.
- [ESL Open Learning Centre \(OLC\)](#) supports students with building proficiency in reading, writing, and speaking English.
- [Learning Skills Services](#) provides tips for time management, effective study and learning habits, keeping up with coursework, and other learning-related supports.
- [Learning Commons](#) provides links to supports for time management, writing, study skills, preparing for exams, and other learning-related resources.
- [Roadmap to Student Success](#) provides students with timely and targeted resources to help them achieve academic, personal, and professional success.
- [Office of Student Community Relations \(OSCR\)](#) is responsible for administering the [Code of Student Rights & Responsibilities](#) and provides critical incident support.
- [goSAFE](#) is staffed by York students and can accompany York community members to and from any on-campus location, such as the Village Shuttle pick-up hub, parking lots, bus stops, or residences.

For a full list of academic, wellness, and campus resources visit [Student Support & Resources](#).

ABOUT

Professor Miele has held several senior leadership positions in six municipalities over his 40-year career as a former Commissioner of Economic Development for the City of Niagara Falls, Scarborough, Vaughan, and the CAO for three rural Ontario towns. He is currently the Economic Development Officer for the Town of Grimsby

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 in 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. He is the author of "Local Economic Development: An Introspective on Theory and Practice" which is used primarily for educational purposes. He is also the founding publisher and editor of the Economic Development Journal of Canada (www.ecdev.journals.yorku.ca). Frank has been teaching Economic Development since 1992.

For further clarification or guidance - fmiele@yorku.ca

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Why [MLA Citation Matters?](#)

MLA remains one of the most popular academic writing styles among college and university students. That is why it is also the standard that is frequently used even by first-year students. Standing for Modern Language Association, MLA is relatively simple when compared to such style formats as Chicago or Harvard.

Knowing how to use MLA article citation correctly is a guarantee that any plagiarism risks will be avoided and that every argument in a research paper or an average essay task will be supported with a relevant reference. In our guide, we shall focus on the MLA 8th edition with the inclusion of both templates and examples that will help you to understand how things work in practice!

How to Cite an Article MLA Style?

Since articles we use as a reference include magazines, newspapers, or various scholarly academic journals, the key is to include as much information as one has available. Still, if you do not have sufficient information, make sure you know the author or a title with the information about your magazine, newspaper publication, or a relevant journal.

Citing an article MLA style implements the “container” term for each source it deals with. Therefore, our template will include it, meaning that any kind of article can be used. Here is the general template:

Bibliography:

Author. Source Title. Container, Other contributors (translators or editors), Version (edition), Number (vol. or no.), Publisher, Date, Location (pp.). 2nd container’s title, Other contributors, Version, Number, Publisher, Date, Location (pp.).

The in-text citation:

(Last Name, pp)

[Online Article](#)

Bibliography reference:

Last name, First name. “Article Title or Individual Section of The Page.” *Website Title*, Name of the Publisher, Publication Date in Day Month Year formatting, URL.

In-text:

(Last Name, pp.)

Einarsdóttir, Gréta. “The Art of Housekeeping.” *Iceland Review Publishing*, 4 Jan 2019, <https://www.icelandreview.com/society/the-art-of-housekeeping/>.

[Article in Print](#)

Author Last Name, First Name. “*Title of Article*.” Title of Periodical or any Print Container, Day Month. Year, pages.

(Last Name)

Bibliography reference:

Hervey, Jane. “15 Women-Run Indie Magazines To Read When Your Newsfeed’s In Flames.” *Forbes*. Feb 20, 2018, e4-e7

In-text:

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(Hervey)

With No Author

Citing an online article MLA style without a known author is quite simple. Just follow these rules:

You have to start with the title, then continue with your reference in exactly the same way as you would with any type of periodical based on what information is available.

Bibliography reference:

“Problems in the mining industry in South Africa.” *European Centre for Development Great Insights Magazine*, Vol. 2 (2), February-March 2013.
<https://ecdpm.org/great-insights/growth-to-transformation-role-extractive-sector/problems-mining-industry-south-africa/>

In-text quote:

(“Problems In The Mining Industry in South Africa”)

With Multiple Authors

According to MLA 8th edition, two or more authors cases follow this formatting:

Last name, First name of First Author, and First Name Last Name of Your Second Author. “Web Page Title.” *Website Title*, Publisher, Date in Day Month Year format, URL.

(Last Name)

As a result, we have the following example:

Henley, Jon, and Jennifer Rankin. “Coronavirus in Europe: French and Dutch on alert over rise in cases.” *The Guardian*, The Guardian News & Media Limited, 11 Aug 2020. <https://www.theguardian.com/world/2020/aug/11/coronavirus-in-europe-french-and-dutch-on-alert-over-rise-in-cases>

(Henley and Rankin)