

Public Administration 782
Professor Corey Cook
San Francisco State University
OH: MW 12-2, Tuesday 5-7
HSS 129

Fall 2005
Tues 7:00 – 9:45
HSS 305
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Community and Economic Development

Course Summary

This course is a graduate reading seminar focusing on the theory, context, and practice of economic and community development. Though inexorably linked, these twin processes are frequently divorced in both academic theory and practice. The unfortunate result is that while governments and their strategic private partners offer incentives and employ intricate policy tools to stimulate local business activity and generate tax revenues, the socio-political and physical revitalization of neighborhoods sometimes receives less prominent attention. Similarly, assessments of community and economic development tend to emphasize *either* economic or socio-political variables. For instance, while community development corporations (CDCs) produce more low-income housing units annually than the federal government and community policing has resulted in reduced crime rates, skeptics assert that distressed neighborhoods might never develop sustained economic activity. This course attempts to bridge these complimentary efforts and survey the emerging field of economic and community development.

In this course, students will:

- consider diverse theories of economic and community development.
- examine the contemporary context of economic and community development.
- gain an understanding of the varied policy tools employed by public and private actors.
- survey prevailing approaches to economic and community development, from industrial recruitment and business development to job training, housing, and social service provision.
- explore the unique politics of community and economic development efforts.
- engage in scholarly research on the practice of community and economic development in particular locales.
- develop critical thinking, presentation, and research skills.

Required Course Readings

- * Course Reading Packet.
- * Clarke, Susan E. and Gary L. Gaile. 1998. *The Work of Cities*. Minneapolis: University of Minnesota Press.
- * Hartman, Chester. 2002. *City for Sale: The Transformation of San Francisco*. Berkeley: University of California Press.
- * Bingham, Richard D. and Robert Mier. 1997. *Dilemmas of Urban Economic Development*. Thousand Oaks: Sage Publications. (B&M)

Course Assignments and Grading

- 50% Three Analytic Papers.** Due on October 4th, November 8th, and November 29th. These 5-6 page papers are designed to offer students the opportunity to critically analyze the readings and other class materials. More information about these papers will be made available during class.
- 50% Seminar Paper.** Due on December 13th. This paper is designed to afford students the opportunity to assess a particular local case of community and economic development in a more thoughtful and fuller manner. Papers should be 15-20 pages. More information will be made available in class.

Course Schedule

August 30th

Introduction to Community and Economic Development.

Kemp, "Cities in the 21st Century: The Forces of Change" (Packet).
Gibson, "When Things Fall Apart" (Packet).

September 6th

Theories of Community and Economic Development

Peterson, "City Limits" (Packet).
Reich, "The Work of Nations" (Packet).
B&M, Chapter One
B&M, Chapter Eight

September 13th

Approaches to Community and Economic Development

Bartik, "Economic Development Strategies" (Packet).
Bartik, "The Market Failure Approach..." (Packet).
Christenson, Fendley, and Robinson, "Community Development" (Packet).
Christenson, "Themes of Community Development" (Packet).
Porter, "New Strategies for Inner-City Economic Development" (Packet).

September 20th

Designing a Community and Economic Development Plan

Lyons and Hamlin, "Creating an Economic Development Action Plan" (Packet).

September 27th

Locational Incentives

B&M, Chapter Three
Klinksiek, "Business Taxes in San Francisco" (Packet).
Porter, "The Competitive Advantage of the Inner City" (Handout).
Bartik, "Incentive Solutions" (Packet).
Krugman, "Toyota, Moving Northward" (Packet).

October 4th

Case Study: Tourism as an Export Industry

Sanders, "Space Available" (Packet).
Legislative Reference Bureau, "Stadium Finance" (Packet).
Rafool, "Playing the Stadium Game" (Handout)

First Paper Due

October 11th

Business Development and Growth

Shankin and Ryans, "Cultivating Home-Grown Entrepreneurial Economies" (Packet).
Zhang and Patel, "The Dynamics of California's Biotechnology Industry" (Packet).
B&M, Chapter Seven
Bartik, "Thoughts on American Manufacturing Decline" (Packet).

- October 18th** **Human Capital Development**
- Adams and Neumark, “A Decade of Living Wages: What Have We Learned?” (Packet).
B&M, Chapter Five
Bartik, “Solving the Many Problems with Inner City Jobs” (Packet).
Lopez, “The Manufacturing Sector and Job Training in California” (Packet).
- October 25th** **The “Fourth Wave” of Economic Development**
- Clarke and Gaile, *The Work of Cities* (ALL).
- November 1st** **Alternative Economic Development: Neighborhood Development**
- Ferguson and Stoutland, “Reconceiving the Community Development Field” (Packet).
Shaffer and Summers, “Community Economic Development” (Packet).
Phifer, et al., “An Overview of Community Development in America” (Packet).
B&M, Chapter Eleven
- November 8th** **Community and Economic Development from a Local Government Perspective**
- Lewis and Barbour, “Development Priorities in California Cities” (Packet).
- Second Paper Due**
- November 15th** **Community and Economic Development Politics**
- B&M, Chapter Nine
Molotch, “The City as Growth Machine” (Packet).
Laslo and Judd, “Convention Center Wars” (Packet).
Reese and Rosenfeld, “Local Civil Culture: The Missing Determinant?” (Packet)
- November 29th** **Community and Economic Development in San Francisco – A Case Study**
- Hartman, *City for Sale: The Transformation of San Francisco* (ALL).
- Third Paper Due**
- December 6th** **Policy Evaluation**
- B&M, Chapters Two and Ten
Haywood, “A Report on the Significance of Toyota Motor” (Packet).
- December 13th** **Seminar Paper Due**

Class Policies

Americans with Disabilities Act (ADA) Accommodation:

This university is committed to providing reasonable accommodation to students with disabilities. The Disability Resource Center (338-2472) provides university academic support services and specialized assistance to students with disabilities. Individuals with physical, perceptual, or learning disabilities as addressed by the ADA should contact the resource center for information and make a formal request for accommodation through that office.

Make-up Examinations, Late Papers, and Incomplete Work

No make-up examinations will be permitted except in case of documented emergency. Late papers will be docked a letter grade per day late. Incompletes will only be assigned for compelling reasons to those students who have completed at least two-thirds of the required course work at a passing level. Requests must be made in writing on the official request forms.

Academic Misconduct

Cheating and plagiarism are contrary to the mission of the university and are never tolerated. Students who display inappropriate conduct, including cheating and plagiarism, may be subject to disciplinary action as provided in Title 5, California Code of Regulations. Any student may be expelled, suspended, placed on probation, or given a lesser sanction for discipline problems. The Student Discipline Officer, housed in the Dean of Students Office, is responsible for administering the Student Disciplinary Procedures for the California State University and should be contacted for further information. See below for more information.

Changes to the Syllabus

The schedule and procedures for this course are subject to change in the event of extenuating circumstances. Any changes will be announced in class. If you are absent, be sure to obtain both notes and class announcement information from a fellow student.

Class Discussions

The success of this class depends upon student participation. Classes are far more interesting when everyone feels comfortable in participating. You are expected to treat each other with respect and civility. Disagreements and animated discussions are expected and even encouraged. Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class. Please arrive at class on time, be aware of your own participation and choices of expression.

A Statement on Plagiarism

Plagiarism is the most common form of academic dishonesty. The following passage, taken from Richard M. Eastman's book entitled *Style*, provides a cogent definition of plagiarism:

(P)lagiarism is the offering of someone else's words, pictures, data, ideas, and even conceptions as if they were one's own. Writers are indeed encouraged to draw upon the information and wisdom of others, but in the spirit of intellectual inquiry they are expected to state such indebtedness so that (a) their own creativity can be justly appreciated and (b) their use of sources, like a scientist's experiment, can be verified by others. Plagiarism differs from this productive use of sources in that the similarity of

the original to the borrowing is very close; it is acknowledged imperfectly or not at all; and it shows little or no creative application by the borrower.

Plagiarism is a prime intellectual offense in that the borrower is faking discovery process. No community of writers and readers can thrive if its members counterfeit their achievements, deceive their critics, and take unfair competitive advantage of others. (Pages 270-1 of *Style* by Richard M. Eastman. New York: Oxford University Press, 1984).

Plagiarism comes in many forms which include (but are not necessarily limited to) the following:

1. Copying verbatim another person's written words without proper acknowledgment. In the case of a direct quote, "proper acknowledgment" entails placing quotation marks around the passage or (in the case of an extended passage) indenting the quotation.
2. Paraphrasing another person's written words without proper acknowledgment. Rephrasing the words does not remove the writer's obligation to indicate clearly that the material belongs to someone else.
3. Quoting or paraphrasing words that were found in a secondary source as if they were found in a primary source. Suppose, for example, that another author uses a quotation from Alfred Marshall that you would like to use in your paper. You may not present the quotation in a manner that will lead readers to believe that you found it by reading Marshall. Instead, you should say, "As so-and-so (19xx) observed, Alfred Marshall made the following statement about this issue:..."

Note: The points made in items 1-3 apply to the use of diagrams, tables, and statistics as well as words.

4. Failing to acknowledge editorial assistance that substantially improves the style and/or quality of your writing. If someone merely points out errors in grammar or punctuation in your writing, or awkward passages, or gives comments about the overall structure of the paper, which you then rewrite, it is not necessary to acknowledge their assistance, although courtesy should lead you to acknowledge substantial helpful editorial comments by colleagues. However, if your writing has been edited or rewritten by someone else in such a way that the style and quality no longer reflect your writing ability, you must acknowledge that editorial assistance was received.
5. Presenting an idea, model, derivation, proof, etc. that other researchers have developed or with which you received substantial assistance without proper acknowledgment. Plagiarism is not limited to the use of other people's words, but it includes the improper use of ideas and methodologies as well. If you choose to present someone else's model in your written work (for example), you must indicate that the model did not originate with you. If an important idea, proof, etc. was given to you by someone else, you must acknowledge the help that you received.

An exception to this point occurs when the model is so widely used and so well-known that it could not possibly be mistaken by the reader as your own (e.g., basic supply and demand models, or the use of ordinary least squares).

6. "Double submission" of papers. Students may not submit the same paper for credit in more than one course without the explicit permission of all instructors who will be evaluating the work.

Note that these rules apply to all written work that you circulate. Also, even starting with the first drafts given to your thesis advisor, you should work at making the appropriate acknowledgments and discuss any uncertain points with your advisor.

(This description of plagiarism is from the Statement on Academic Honesty, found on the SUNY Stony Brook Economics Department's web pages: <http://ws.cc.stonybrook.edu/economics/instruct/grad/honesty.html>. Another explanation of plagiarism can be found at the following SFSU site: <http://online.sfsu.edu/~rone/StudentHelp/Plagiarism.html>).