PLAN 362
Regional Planning and Economic Development

Fall 2017
Thursday, 2:30-5:20 PM, PAS 1229

Instructor:
Nick Revington
EV3 3307, x. 31560
nwreving@uwaterloo.ca
Office hours: Wednesday, 1:30-3:00 PM

Teaching Assistant:
TBA

COURSE OUTLINE

Calendar Description:

The relationship of economic planning to regional planning. Concepts of economic
development and models of regional development planning. Case studies and
examples are drawn from federal regional development efforts in Canada and/or from
Third World nations. Workshops focus on regional planning and development at both a
conceptual and empirical level.

Prerequisite: Level at least 3A

Introduction:

This course introduces students to key concepts in both economic development and
regional planning, with particular focus on the overlap between these two fields. The
course will balance both theory and practical examples across a wide variety of contexts
in which regional planning for economic development takes place. Across these diverse
contexts, attention is paid to the roles of various levels of government as well as non-
government actors and the increasingly-recognized relevance of Aboriginal “reclaiming”
of planning in all Canadian regions. While focusing mostly on Canadian examples,
where appropriate, international cases will also be included.
Course Objectives:

By the end of this course, students should be able to:

- Define various theoretical approaches to regional planning and economic development;
- Describe the connections between regional planning and economic development;
- Summarize the history and context of regional economic development in Canada;
- Explain the rationale for, and approaches to, regional economic development in a variety of contexts;
- Critically evaluate regional economic development initiatives;
- Formulate policy recommendations regarding regional economic development issues; and
- Have developed academic and practice-oriented writing skills.

Learning Modes:

The course will be delivered through a three-hour lecture (with a break provided approximately halfway through). Lectures will introduce core concepts, review important themes from the readings, explore practical case studies, and provide a forum for discussion and interactive learning. Readings are intended to provide a foundation for content covered in lecture; therefore, students are expected to complete readings before class. Lectures will build on (and not simply repeat) concepts from the readings. All lecture material, including class discussions and guest lectures, as well as content from the readings, may be included on the final exam. Incomplete lecture slides will be provided on Learn as a guideline of topics covered; it is students’ responsibility to attend lecture to obtain information omitted from these slides.

Course Readings:

There is no required textbook for this course. Assigned readings and other recommended resources can be accessed through Learn.

Cost to Students:

There is no additional cost to students associated with this course.
**COURSE SCHEDULE**

**Part I: Introduction and Foundational Concepts**

**Week 1 - September 7:** Introduction to Regional Planning and Economic Development

*No required readings.*

- What is regional planning?
- What is economic development?
- Course overview
- Assignment 1 introduced

**Week 2 - September 14:** Classic Models of Regional Planning and Economic Development


- Approaches to regional planning
- Theories of economic development

**Week 3 - September 21:** A Brief History of Regional Economic Development in Canada


*Guest lecture:* Paul Parker*

- Canada's changing regional economic geography
- Early beginnings of regional economic development in Canada
- Post-WWII regional economic development
- The federal government and Regional Development Agencies
- Assignment 1 due September 22

**Part II: Metropolitan Planning and Economic Development**

**Week 4 - September 28:** Allocating and Supporting Growth Effectively, Equitably, and Sustainably? Tensions in Metropolitan Regional Planning

- Governance challenges
- Trade-offs between growth, equity, and sustainability
- Assignment 2 introduced

**Week 5 - October 5:** Contemporary Trends in Urban Economic Development


- The creative/cultural economy
- The knowledge/high-tech/innovation economy and the role of universities
- Tourism-based urban redevelopment

*(No class October 12 – Tuesday schedule)*

**Week 6 - October 19:** Economic Development at the Metropolitan Scale


*Guest lecture:* TBA*

- Metropolitan planning in Canada
- Economic development in Canada’s “global cities”
- Economic development “down the urban hierarchy”
- International examples of metropolitan regional planning

**Week 7 - October 26:** Regional Economic Development in the Multi-City Region


- Motivations and implications of multi-city regionalism
- Planning and economic development in the multi-city mega-region
- Assignment 2 due October 30
Part III: Regional Economic Planning Beyond the Metropolitan Core

**Week 8 - November 2:** Planning for Rural Resources and Watershed-based Planning


- Using watersheds as regional planning units
- Sustainability and regional economic development in rural context

**Week 9 - November 9:** Economic Development in Peripheral and Declining Regions


*Guest lecture:* Heather M. Hall*

- Challenges of economic development in peripheral and declining regions
- Planning for regional decline vs. planning for place-based development

**Week 10 - November 16:** Economic Development in Rural Regions


*Guest lecture:* Wayne Caldwell

- Heterogeneity in rural regions
- Challenges of economic development in rural regions
- Assignment 3 introduced

**Week 11 - November 23:** Regional Planning in the Developing World


*Guest lecture:* Carrie Mitchell
- Challenges of regional planning in the developing world
- Examples of economic development in the developing world

**Week 12 - November 30:** Course synthesis, wrap-up, and review

*No required readings.*

- Assignment 3 due December 4

*Guest lectures marked with an asterisk are unconfirmed.*

### ASSIGNMENTS AND EVALUATION

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<thead>
<tr>
<th>Assessment</th>
<th>Weight</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Reading responses</td>
<td>10%</td>
<td>Start of class, weeks 2-11</td>
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<tr>
<td>Assignment 1 (Proposal)</td>
<td>10%</td>
<td>Friday, September 22</td>
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<tr>
<td>Assignment 2 (Paper)</td>
<td>35%</td>
<td>Monday, October 30</td>
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<tr>
<td>Assignment 3 (Policy Brief)</td>
<td>20%</td>
<td>Monday, December 4</td>
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<tr>
<td>Final exam (cumulative)</td>
<td>25%</td>
<td>TBA</td>
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**Assignments:**

*All assignments are to be submitted via the appropriate dropbox on Learn in MS Word or PDF format. More details about assignments will be provided on Learn and discussed in lecture.*

**Reading Responses** 10%, Due weeks 2-11 at start of class

Students are to provide a one-page summary of each week’s readings, following the template provided on Learn. The purpose of these responses is to ensure students keep up with the readings throughout the semester, as doing so will ensure students are prepared for in-class discussions and the final exam. The grade will be assigned based on two responses selected at random.

**Assignment 1: Paper Proposal** (~2 pages), 10%, Due Friday, September 22

The purpose of this assignment is to identify a suitable topic for both Assignment 2 (Critical Profile Paper) and Assignment 3 (Policy Brief) later in the term, and some resources that will allow you to complete those assignments. You are asked to provide a short, 1-paragraph (200 word maximum) summary identifying:

1. A case study in regional planning and economic development
2. The territorial extent of the case study region
3. The objectives or purpose of the plan, and its relevance to economic development
In addition, please provide five (5) resources that will help you complete Assignment 2 and 3. These should include relevant planning or policy documents and/or government or stakeholder websites, but at least three (3) of these resources should be academic sources. The academic sources may either comment directly on your case study, provide relevant insights from another similar case study, or offer useful theoretical perspectives from planning and related literature on regional planning and/or economic development. For each resource, provide 1-2 sentences explaining why this resource is relevant to your chosen case study.

Note: Case studies may include Canadian or international examples, but in either case it is preferable to choose a topic for which there are ample existing resources available.

Assignment 2: Critical Profile Paper (2000 word maximum, plus references and figures), 35%, Due Monday, October 30

Students are to write a report on their chosen case study (from Assignment 1). It should be written in proper academic style including an introduction, conclusion, section headings, appropriate grammar and writing style, and in-text citations. The body of the report should include two substantive sections, each of which should be of approximately equal length. Maps and/or figures are encouraged but are not included in the word count.

The first section should provide a detailed overview of the regional planning and economic development initiative. This could include the territorial extent, the jurisdictions and actors involved and their roles, the objectives or purpose of the plan and its relevance to economic development, industries or sectors targeted by the plan, how the plan came to be, how the plan is expected to achieve its purpose, or any other information relevant to the case study. Some description should also be provided about the region itself, to contextualize the plan.

The second section should provide a critical assessment of the plan. No plan is ever perfect, and it is your job here to think about the shortcomings of the plan you have chosen. It is recommended that you concentrate on one or two particular issue(s) in depth rather than several, as this will provide a more appropriately narrow focus in preparation for Assignment 3 (Policy Brief). At this stage, you may comment on potential solutions to the issue(s) identified in your case study, but this is not necessary as that is the objective of Assignment 3.

Assignment 3: Policy Brief (2 page maximum), 20%, Due Monday, December 4

Students are to write a policy brief in response to a regional planning and economic development issue raised in Assignment 2 (Critical Profile Paper). The brief should clearly and concisely identify the issue, why it is a problem, and provide a policy recommendation to address the issue.

Final Examination:
There is a compulsory final examination in this course. Students are required to be present to write the examination. The date time and location of the examination is not known at the time this course outline is printed. The examination is scheduled by the registrar and is within the University’s normal examination period. Students should not
make travel arrangements until they have consulted the examination time table. The University examination schedule is published by the Registrar during the Fall term.

**Student Evaluation:**
Guidelines and grading schemes for each assignment will be provided on Learn. The instructor determines the content and establishes the grading rules for all assignments and tests. The course TA will assist with grading course work.

Assignment grades and feedback will be returned to students via Learn. However, any unclaimed hardcopies will be retained for one month after term grades become official in Quest. After that time, they will be destroyed in compliance with UW’s confidential shredding procedures.

**Requirements, Grade Penalties and Special Considerations:**

- **Lateness penalty**
  All assignments are due on the date set by the instructor in this syllabus. Teaching assistants are NOT allowed to change the due dates. Assignments received within 24 hours after the due date will incur a 5% penalty. An additional 5% penalty is assessed for each additional late day. A student's assignment more than 4 days late will not be accepted and a grade of zero will be recorded for that assignment.

- **Examinations and tests**
  Students are expected to be present at the time examinations and tests are scheduled. There is a required final examination in the normal examination period as scheduled and administered by the Office of the University Registrar. Students should consult the final examination time table before making any December travel plans. No “make up” examinations are provided.

- **Requests for exemptions or compassionate considerations**
  Such requests are to be discussed with the instructor in advance or as soon as possible.

**IMPORTANT INFORMATION**

- **Unclaimed assignments:**
  Unclaimed assignments will be retained until one month after term grades become official in Quest. After that time, they will be destroyed in compliance with UW’s confidential shredding procedures.

- **Academic Integrity:**

  *Consequences of Academic Offences:*

  *In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. The University’s guiding principles on academic integrity can be found here:*

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ENV students are strongly encouraged to review the material provided by the university’s Academic Integrity office specifically for students:
http://uwaterloo.ca/academicintegrity/Students/index.html

Students are also expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Student who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. Students may also visit this webpage:
https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academic-integrity-tutorial

When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline,
https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71

Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance:
https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70

♦ Research Ethics: Please also note that the ‘University of Waterloo requires all research conducted by its students, staff, and faculty which involves humans as participants to undergo prior ethics review and clearance through the Director, Office of Human Research and Animal Care (Office). The ethics review and clearance processes are intended to ensure that projects comply with the Office’s Guidelines for Research with Human Participants (Guidelines) as well as those of provincial and federal agencies, and that the safety, rights and welfare of participants are adequately protected. The Guidelines inform researchers about ethical issues and procedures which are of concern when conducting research with humans (e.g. confidentiality, risks and benefits, informed consent process, etc.). If the development of your research proposal consists of research that involves humans as participants, the please contact the course instructor for guidance and see https://uwaterloo.ca/research/office-research-ethics

♦ Note for students with disabilities: AccessAbility Services, located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

♦ Mental Health: The University of Waterloo, the Faculty of Environment and our Departments consider students’ well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and / or emotional. Please note that help is available. Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services http://www.uwaterloo.ca/counselling-services is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential
counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

♦ Religious Observances: Student needs to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

♦ Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please contact your Undergraduate Advisor for details.

♦ Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 – (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) www.adm.uwaterloo.ca/infosec/Policies/policy72.htm

♦ LEARN: Users can login to LEARN via:
http://learn.uwaterloo.ca/
use your WatIAM/Quest username and password

♦ Intellectual Property. This course contains the intellectual property of the instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:

- The Course Outline (Syllabus)
- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow
distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

Relevant University Policies:

Policy 71 – Student Discipline

Policy 73 – Intellectual Property Rights