 School of Environment, Enterprise and
Development Faculty of Environment
University of Waterloo   Fall 2020

ECDEV 601 / GEOG 685
Economic Development: Theories and Framework

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Class Time / Location:	Tuesdays, 2:30-5:20pm	Synchronous
(ECDEV 601 and ECDEV 692)	Tuesday, 6:30-9.30pm	Asynchronous

Course Objectives and Description

This course focuses on economic development by integrating ideas from the geography, planning, economics, sociology, management, environmental studies, political science and related literatures. The course is divided into four sections. We begin by examining the various perspectives and schools of thought that critically examine and interrogate economic development within the broader context of the processes of economic restructuring and globalization. In Part Two, we consider the roles of various actors and organizations that are engaged in and facilitate the economic development and innovation process. In Part Three, we explore a variety of emerging strategies and practices that jurisdictions employ to influence economic development processes and to respond to changing political, economic, environmental and social conditions. Finally, we critically examine various evaluation methods that are designed to assess the success of economic development initiatives and reflect upon the material covered over the term.

Learning Objectives

The key learning objectives of the course are as follows:

- Introduce to students the key theoretical frameworks associated with theories of economic development and their related normative goals/outcomes;
- Introduce key concepts and theories, including the creative economy, clusters, innovation, technology transfer, human capital; social capital; entrepreneurship and sustainability
- Provide opportunities to engage with core debates in economic development through formal academic debate;

- Provide foundational knowledge of the various local, regional, provincial and national government agencies, as well as social economy and private sector agencies providing economic development services; and
- Interrogate the success and evaluate the challenges of translating economic development theory into practice and vice versa.

Course Management

The course will be managed via LEARN. It is imperative that you visit LEARN regularly for notices and updates.

Required Text and Readings

There is no required textbook for this course. All required readings and other relevant materials will be made available via LEARN, Dana Porter Library (Reserves), or accessed via the Internet.

Electronic Communication Policy

E-mail: All electronic communication for ECDEV 601 should be sent through LEARN. The instructor will try to reply to inquiries from students within 3 business days. Please ensure that you include the course number (ECDEV 601) in the subject line, as well as a meaningful descriptor of the topic of your inquiry. Make sure you consult the course outline/syllabus and other course materials before submitting inquiries.

Cell phones and other mobile devices: Please make sure that cell phones, iPhones and other similar devices are turned off during synchronous class sessions.

Evaluation: Summary, Weighting and Due Dates

Component	Due Date	Value (%)
Team learning activities		
- Response post	September 20/22	15
- Debate	September 29	15
Factors to retain and attract workers video pitch	November 10	15
Critical Literature Review		
- Proposal	October 20	5
- Abstract/ Presentation	December 5/8	10
- Paper	December 11	30
Engagement	Ongoing	10
Total		100

Evaluation: Details

Team Learning Activities (30%)

Learning activities are completed in teams (4-5 students per group depending on class enrolment). Teams will be randomly assigned for each learning activity. The objective is to have you work with as many different class colleagues as possible.

Team response post (due September 20th/22nd)
Respond to assigned quote (from readings week 1-3)

Questions (not exclusive) to help inform your post.
What economic theory or theories underlie the quote sentiment? In what context was the quote made? Do you agree or disagree with the quote? How does the quote fit with your thoughts on economic development?

   A) Post 750-1000 word response on discussion board (September 20th)
   B) Comment on other team posts (individual) (prior to class)
   C) During synchronous section, teams to present overview to class (3 minutes), questions from class colleagues (2 minutes) (September 22nd)

Student-led Debates (September 29th)
Students will work in teams to argue either the affirmative or negative for a Proposition as provided by the instructor.

Marks will be allocated on the strength of the verbal argument, as well as speaking style, audience engagement, logical flow of the argument, validity of the argument, use of evidence and examples, evidence that they are working as a team, and ability to respond to / engage with the arguments presented by the other team. *A list of references must be submitted via email to the instructor on the day of the debate by each team (one submission per team)*. The rest of the class is expected to participate through asking questions and engaging in a general discussion on the topic following the formal debate. The debates will be chaired by the course instructors and adhere to the following format:

Component	Time Allocation
Opening vote	
Affirmative opening statement / Argument 1	5 minutes
Negative opening statement / Argument 1	5 minutes
Affirmative Argument 2	5 minutes
Negative Argument 2	5 minutes
Questions from audience	
Negative summary	5 minutes
Affirmative summary	5 minutes
Closing vote	

Factors to retain and attract highly skilled workers, video assignment (due November 10th)

Economic development theory has been trying to understand why knowledge creation and development flourish in some locations and not others. Counter to more traditional views on economic development, Florida (2002) and many others argue that 'place' attracts highly skilled/talented workers which are the ultimate engine of economic development. If 'talent' is the new economic development engine, how do you attract talent, retain talent and develop talent? What constitutes a 'place' where highly skilled workers want to live?

For this assignment, you will be assigned a community and have to pitch why it is great place to live and work.

- A) Post a two minute video pitching your community to attract and retain talent
- B) Submit a one page brief, highlighting pitch strategy and key points
- C) Vote on best video pitch

Critical Literature Review (45%)

Students must complete a critical literature review on a theoretical or conceptual issue related to local economic development (approx. 10 pages in length, excluding figures, tables, references and appendices). Students are strongly encouraged to discuss their topics with the course instructor ahead of the proposal due date. There are a number of important deadlines associated with the review paper. Additional details and instructions will be provided in class and posted on LEARN.

Proposal (5%)- Approval of topics must be accomplished by submitting a proposal (two page maximum) which should include a brief statement of the topic that will form the basis for the paper (one-half page should be sufficient), as well as the outline (i.e. section headings) for the paper, and a preliminary list of references (10 minimum, *not* all drawn from the course readings). Students will be asked to revise and resubmit their proposal if their proposal is not approved.

Critical Literature Review (30%) - Clearly introduce your argument and the issue / topic being examined. Be sure that your footnotes and bibliographical entries are consistent and that all tables/figures are labeled properly (including their source). *Avoid plagiarism*: Full and complete referencing of electronic and print source materials is expected (see Academic Integrity below). The final written paper must be submitted electronically via LEARN.

Presentation of Critical Literature Review, including abstract (10%) - Students will be required to make an oral presentation of the key arguments / findings of the paper during the MEDI Graduate Student Conference at the end of the term. Presentations must be made in a professional manner. Students are asked to submit an abstract (300 word maximum) to LEARN prior to the presentations (see deadlines above) so that other members of the class can prepare for the presentations. Each student will be assigned to act as a discussant for one of their peers.

Engagement (10%)

All members of the class are expected to have completed (at minimum) the required readings prior to class and are expected to be **active** participants in sessions and on-line discussions. Attendance is expected; please e-mail the instructor(s) as soon as possible before class if you are unable to attend. *Attendance is a necessary but not sufficient condition of engagement.* Engagement includes making meaningful contributions to discussions in class, as well asking thoughtful questions. Students will be assessed on the quality of their contributions and how well they contribute to a positive learning environment. While the instructors will provide additional readings that relate to the weekly topic, students can also participate by posting newspaper articles, policy reports or other current materials related to the weekly readings via LEARN to share with other members of the class.

Preparing Course Work: Referencing, Citations and Writing

Students are expected to present all of their work (written, oral) in a professional manner. This is a professional graduate program in an academic institution. The quality of students' writing and presentations should reflect this. Students are expected to draw upon the relevant academic and policy literature when conducting research and preparing assignments.

Students are strongly advised to refer to De Loë, R. 2010. *Writing effective essay and reports, 6th edition*. https://uwaterloo.ca/scholar/rdeloe/writing-effective-essays-and-reports

When referencing the work of others, be consistent in the style you choose. There are several different referencing and citation styles that are used when preparing written work in a university setting. Two of the most common formats used in this field are: the APA (American Psychological Association) style and the Council of Science Editors (CSE) style. Variants on these two common formats are often used by academic journals in economic development and related disciplines (c.f. *Economic Development Quarterly*). The reference section in Dana Porter Library has hard copies of the complete style guides and there are many guides available on-line as well.

Grading and Late Policy

Grading expectations: The following table provides students with a basic guideline to grading in this course.

Mark/100	Expectations/Requirements
>90	**Exceptional.** Demonstrates a very strong grasp of subject matter and underlying substantive material. Few or no technical errors (typos, spelling, grammar). Clarity in writing style; coherent structure and flow; a degree of true originality; appropriate reference to source materials; paper presents a coherent and persuasive point of view.
80 to 90	**Very good.** Demonstrates a strong grasp of subject matter and underlying substantive material. Few technical errors; appropriate reference to source material; some attempt at originality; perhaps a few unreferenced points; paper well structured.
70 to 80	**Good.** Demonstrates solid understanding of material; few technical errors; well referenced.
65 to 70	**Satisfactory**. Demonstrates a basic understanding of material; some technical errors; some structure; some missing or inappropriate references.
50 to 65	**Marginal.** An unacceptable number of technical errors; little attempt to present coherent viewpoint; demonstrates a weak or superficial understanding of material; inappropriate or missing references; lack of structure
< 50	**Inadequate**

Handing in assignments: All assignments must be submitted electronically in Microsoft Word (or equivalent) format with LEARN. If a student encounters a problem with LEARN, it is their responsibility to 1) email the instructor before the submission deadline, and 2) submit the paper in hard copy before the start of class. By submitting an assignment to LEARN, you are agreeing to the following:

- You have properly referenced and footnoted all ideas, words or other intellectual property from other sources used in the completion of this assignment.

- You have included a proper bibliography, which includes acknowledgement of all sources used to complete this assignment.

- The assignment was completed by your own efforts. You did not collaborate with any other person for ideas or answers (with the exception of any group project)

- This is the first time you have submitted this assignment or essay (either partially or entirely) for academic evaluation.

Your assignments (including marks and comments) will be returned to you via LEARN.

Late and/or missed assignments: Late submissions will be penalized **10% per day** unless you have made arrangements with the instructor in advance of the deadline. Failure to make a submission or a submission that is **five days late or more will receive a grade of zero**. An assessment of lateness will be based on the time stamp produced through LEARN.

Faculty and University Requirements

Academic integrity: 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. [Check the Office of Academic Integrity for more information.]

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. When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check the Office of Academic Integrity for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline. For typical penalties, check Guidelines for the Assessment of Penalties.

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.

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.

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

Intellectual Property: Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:

- 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 used by the instructor 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 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 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).

Recording lectures: Use of recording devices during lectures is only allowed with explicit permission of the instructor of the course. If allowed, video recordings may only include images of the instructor and not fellow classmates.

Posting of videos or links to the video to any website, including but not limited to social media sites such as: facebook, twitter, etc., is strictly prohibited.

Mental Health: The University of Waterloo, the Faculty of Environment and our Departments/Schools 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: Students need 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.

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.

Communications with Instructor Teaching Assistants: All communication with students must be through either the student's University of Waterloo email account or via Learn. If a student emails the instructor from a personal account they will be requested to resend the email using their personal University of Waterloo email account.

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