

# ECDEV 601: ECONOMIC DEVELOPMENT: THEORIES AND FRAMEWORKS

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## Instructor

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## Schedule

### CLASS TIME:

ECDEV 601 and ECDEV 602

- Tuesdays, 2:30 – 5:20pm
- Tuesdays, 6.30 – 9.20pm

Location: The “Make Change” classroom is located on the ground floor of evol1, 420 Wes Graham Way, R&T Park, Waterloo.

<https://www.google.com/maps/place/420+Wes+Graham+Way,+Waterloo,+ON+N2L+0A7/@43.4809501,-80.5488855,17z/data=!3m1!4b1!4m5!3m4!1s0x882bf15681663949:0x68ec465f7819d7ca!8m2!3d43.4809462!4d-80.5467022>

<http://www.coragroup.com/project/evol1/>

### OFFICE HOURS:

Monday, noon to 2pm and Wednesday, 10am to noon or by appointment. Office hours can be in person at my office EV3 4249, online using Microsoft teams, or by phone. You can book a time slot at:

[outlook.office365.com/owa/calendar/ProfessorWilsonOfficeHours@uofwaterloo.onmicrosoft.com/bookings/](https://outlook.office365.com/owa/calendar/ProfessorWilsonOfficeHours@uofwaterloo.onmicrosoft.com/bookings/)

### COURSE 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 will address for key focus areas. (1) Examine 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. (2) Consider the roles of various actors and organizations that are engaged in and facilitate

the economic development and innovation process. (3) 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. (4) Critically examine various evaluation methods that are designed to assess the success of economic development initiatives.

### 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.

### DELIVERY OF COURSE MATERIAL:

1. The course will be managed via LEARN. It is imperative that you visit LEARN regularly for notices and updates especially as we may need to be making adjustments during the term pending health regulations.
2. There is no textbook required for this course. All readings and other preparation materials will be made available via LEARN, or can be accessed Dana Porter Library (Reserves), or via the Internet.

### COURSE ASSESSMENT:

Component	Due Date	Value
<b>Team learning activities</b> <ul style="list-style-type: none"> <li>- Response post</li> <li>- Debate</li> </ul>	September 26/28 <sup>th</sup> October 5 <sup>th</sup>	15% 15%
<b>Connecting the ideas</b> <ul style="list-style-type: none"> <li>- Critical review of guest speaker idea/position (X2)</li> </ul>	Ongoing, last possible submission date November 30 <sup>th</sup>	30% (2 x 15%)
<b>Creative assignment</b> <ul style="list-style-type: none"> <li>- Factors to retain and attract workers video pitch</li> </ul>	November 23 <sup>rd</sup>	30%
<b>Engagement</b>	Ongoing	10%

## 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 26<sup>th</sup>/28<sup>th</sup>)***

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 26<sup>th</sup>)
- B) Comment on other team posts (individual) (prior to class)
- C) Teams to present overview to class (3 minutes), questions from class colleagues (2 minutes) (September 28<sup>th</sup>)

#### ***Student-led Debates (October 5<sup>th</sup>)***

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
<b>Opening vote</b>	
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
<b>Closing vote</b>	

### **Factors to retain and attract highly skilled workers, video assignment (30%, due November 23<sup>rd</sup>)**

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 pick a community and have to pitch why it is great place to live and work.

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

### **Connecting the ideas (30%)**

2 review papers due prior to November 30<sup>th</sup>; 15% each > total 30%

800 words

Critically review guest speaker/s views and positions on a topic and connect their ideas with theoretical or conceptual issues raised in readings or discussed in class.

You can base your papers on the views of a specific guest speaker or views of guest speakers addressing a similar topic area. Relate their ideas to concepts raised in the readings or classes. The papers provide you an opportunity to synthesize ideas and critically review guest speakers' views and concepts raised in class.

### **Engagement (10%)**

All members of the class are expected to be **active** participants in sessions. Attendance is expected; please e-mail the instructor(s) as soon as possible before class if you are unable to attend. 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.

## Course Policies

**References:** 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.

Students are expected to present all of their work (written, oral) in a professional manner. Students are strongly advised to refer to De Loë, R. 2010. *Writing effective essay and reports, 6<sup>th</sup> edition*. <https://uwaterloo.ca/scholar/rdeloe/writing-effective-essays-and-reports>

**Late Submissions:** Submissions received up to 24 hours after the due date will have a 10 percent penalty applied to them (of the 100% available for that assignment). Submissions received 24-48 hours after the due date and time indicated above will have a 20 percent penalty applied to them (of the 100 available percent for that assignment). Students not handing in their submissions within TWO DAYS of the due date and time will receive a mark of zero on that assignment. Exceptions will be made in extraordinary circumstances (e.g., medical emergencies supported by documentation). Students anticipating that their assignment will be submitted late are encouraged to contact the course instructor at the earliest possible time to make arrangements.

**Digital Submissions:** For written assignments, MS-WORD or PDF are preferred. Any other format will not be graded. Your video submission can be made in a variety of formats (e.g., MP4).

**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.

### Recording lecture

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.

**Intellectual Property:** For further information on IP related to teaching, please see [https://uwaterloo.ca/legal-and-immigration-services/sites/ca.legal-and-immigration-services/files/uploads/files/volume\\_1\\_issue\\_3\\_winter\\_2018.pdf](https://uwaterloo.ca/legal-and-immigration-services/sites/ca.legal-and-immigration-services/files/uploads/files/volume_1_issue_3_winter_2018.pdf) and the Guidelines for Faculty, Staff and Students Entering Relationships with External Organizations Offering Access to Course Materials, <https://uwaterloo.ca/secretariat/faculty-staff-and-students-entering-relationships-external>. The following text is recommended:

Students should be aware that this course contains the intellectual property of their instructor 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)

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, 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).

## University Academic Policies

**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.

**Writing and Communication Centre:** The Writing and Communication Centre (WCC) works with students as they develop their ideas, draft, and revise. Writing and communication specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or you can drop in at the Library for quick questions or feedback. To book a 25- or 50-minute appointment and to see drop-in hours, visit [uwaterloo.ca/wcc](http://uwaterloo.ca/wcc). Group appointments for team-based projects, presentations, and papers are also available.

## Grading Expectations

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

**SEED grading expectations.** Consistent with SEED policy, assessments are designed to provide fair evaluation of performance.

Grade (%)	Qualitative description	Expected distribution
90+	Exceptional – in the sense that grades above 90 should be the exception and granted only where the student performance clearly exceeds the course expectations and shows full mastery of the subject matter of the course	10-20%
85 -90	Outstanding – demonstrates excellence and an insightful grasp of the subject matter. Marks here should be awarded to students that clearly exceed the expected performance in the course relative to other students.	
80-85	Excellent – demonstrates a strong grasp of subject matter in all or most areas of the course and ability to produce work of consistently high quality	60-80%
75-80	Very good – demonstrates strong grasp of subject matter across most areas of course and good or satisfactory knowledge in others, as well as ability to produce work above expected level.	
70-75	Good – demonstrates good knowledge of fundamental concepts and satisfactory understanding of more advanced ideas within course. Has ability to produce work at required level.	
65-70	Satisfactory – demonstrates basic understanding of fundamental concepts within course, but lacks advanced understanding of application. Inconsistent quality of work, but overall at required level.	10%
60-65	Minimally satisfactory – student achieves minimum expectations in most areas, and produces work that rarely exceeds minimal requirements	
50-60	Marginal performance – student demonstrates superficial grasp of subject matter in many areas of the course.	

## COVID-19 Guidelines for Instructional Space

### SHORT-TERM PLAN

In the event of a short-term (e.g., one-week) cancellation of in-person classes, whether for ECDEV 601-602 or University-wide, ECDEV 601-602 will be offered online, synchronously on the scheduled day and time. We will use Zoom and a meeting link will be posted in the announcements on the course Learn site and be shared via email.

### LONGER-TERM CANCELLATION PLAN

In the event of a longer-term (e.g., more than one-week) cancellation of in-person classes, whether for ECDEV 601-602 or University-wide, ECDEV 601-602 will be offered online, synchronously on the scheduled day and time (e.g. Tuesdays 2:30pm-5.20pm and 6.30pm-9.20pm). This might include using a flipped classroom model (e.g. some narrated lecture content provided on the course Learn site prior to the scheduled synchronous class time depending on technology). This approach will be communicated via email and posted in the announcements on the course Learn site. We will use Zoom and a meeting link will be posted in the announcements on the course Learn site and be shared via email.

### ACCOMMODATIONS FOR STUDENTS WHO CANNOT ATTEND CLASSES DUE TO SELF-ISOLATION

If you are ill and/or required to self-isolate, you will be provided with the option to join ECDEV 601-602 online synchronously on the scheduled day and time (**pending the availability of classroom technology**).

### EXPECTATIONS FOR STUDENTS

- **Attendance:** Students are to attend only the section for which they are registered.
- **Absence:** Students shall not attend class if they are experiencing influenza-like illness, have been in close contact with someone who is ill, or have travelled outside of Canada within the past 14 days.
- **Face coverings:** Wearing of face-covering/mask is a requirement in all common areas on campus, including all indoor instructional spaces.
  - As such, no food is allowed to be consumed in instructional space. Beverages are allowed if a straw is used or if the mask is lowered only for a brief period.
  - When a student asks or answers a question it may be difficult for them to be heard while wearing a mask. A student may briefly lower their mask to ask/answer the question and then the mask must be replaced.
- **Hand hygiene:** Students are expected to practice frequent hand hygiene (handwashing with soap and water or use of hand sanitizer), including immediately before coming into an instructional space
- **Seating:** Students are permitted to sit where they wish. For fall term, many classes have enrolments only up to 50% of seating capacity. Students are encouraged to sit with one seat left empty between them and other students when possible.