

ECDEV 602: Economic Development: Policy and Practice

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Class Time / Location:	Tuesdays, 6:30-9:20 pm synchronous session	Evolv1 'Make Change' classroom

Course Description

This course is concerned with development strategies for communities and local areas, especially municipalities. The focus is on practical issues and local experience, which will in turn be related to broader concepts and theories. Included are methods of preparing community profiles, analyzing past economic and demographic trends, strategic economic planning exercises, evaluation of alternative administration models and partnerships among various actors and agencies (both public and private) involved in development practice, sustainable development to balance economic, cultural and environmental interests and evaluation techniques.

Learning Objectives

The key learning objectives of the course are as follows:

- Introduce to students the multiple objectives (social, economic and environmental) and desired outcomes for local economic development;
- Provide foundational knowledge of the various local, regional, provincial and national government agencies, as well as social economy and private sector agencies providing local economic development services in communities;
- Introduce key concepts and tools, including strategic economic planning, community profiles and performance measurement;
- Provide small team experience by working with a current community project;
- Ensure a foundational understanding of community aspirations for a sustainable future.

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

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 or accessed via the Internet. There are arrange of readings available to students on LEARN each week, with a small number, with a small number highlighted by an asterisk (*) that may be particularly relevant or pertinent to that week’s class, and should be considered “required” readings.

Electronic Communication Policy

E-mail: All electronic communication for ECDEV 602 should be sent through LEARN. The instructor will try to reply to legitimate inquiries from students within 3 business days. Please ensure that you include the course number 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. The instructor will not respond to any requests or messages sent via Facebook or other social media.

Laptop use in-class: Laptops are permitted in class for course-related purposes only. Anybody found accessing the internet for other purposes (e.g. checking email, chatting, Facebook, non-course sites, playing on-line games, etc.), or using laptops off-line for non-course purposes (e.g. games, movies, music), will be asked to leave the class.

Cell phones and other mobile devices: Please make sure that cell phones, iPhones, Blackberries, iPods or similar devices are turned off while in-class.

Assessment and Evaluation: Summary, Weighting and Due Dates

Component	Due Date	Value (%)
Community Profile Critique	October 19	20
Field Report	November 9	25
Paper		45
Proposal (5)	October 26	
Presentation (10)	December 7	
Paper (30)	December 12	
Participation	all term	10
Total		100

Assessment and Evaluation: Details

1. Community Profile Critique (20%)- Prepare a critique of three (3) community profiles including one international profile (there are many internet sources, so carefully consider your source and the type of profile that you obtain). You should evaluate the profiles and identify examples of good design, content and effective communication, and/or areas that are poorly designed and need improvement. Then, design and present an outline for a community profile for a community of a specific population size (town 5,000; small city 50,000; mid-size city 500,000; metropolitan centre 5 million) that is based on your evaluation of the profiles, plus you own ideas on what an ideal community profile should include. A typical report should consist of six to eight pages of text and a one to two page ideal profile outline.

Resources: Most municipalities prepare community profiles; some communities may have more than one profile prepared by different organizations, so carefully note the source (and audience) when making your comparison. Is it focused on a single sector? If so, you might want to select a broader profile.

For example, here is the Waterloo Region community profile:

<https://www.waterlootedc.ca/en/advantages-of-waterloo/community-profile.aspx#>

Statistics Canada prepared standard Community Profiles using 2005 Census data. Though dated, these could give you a sense of data uses: <https://www12.statcan.gc.ca/census-recensement/2006/dp-pd/prof/92-591/>

Lee, Davie, How to make an EcDev website for \$250 <http://goo.gl/BIHgd4>.

The **Community Information Database** offers a standard format for Canadian community profiles at: www.cid-bdc.ca

Centre for Urban Transportation Research, University of Southern Florida, outlines traditional content: https://www.cutr.usf.edu/oldpubs/CIA/Chapter_4.pdf

Hawtin, M and J. Percy-Smith, 2007. Community Profiling: a practical guide. Maidenhead, Berkshire, England: Open University Press/McGraw-Hill Education

.id consulting pty ltd. 2017. How to profile your local community like a pro. Retrieved from .id Blog: <https://blog.id.com.au/2017/how-to/how-to-profile-your-local-community-like-a-pro/>

2. Field Study Report (25%) - Propose a solution to an economic development challenge in the local community (i.e. within the Region of Waterloo, or nearby). Collect data and write a brief solution to the assigned problem (5-7 pages text plus a PowerPoint presentation). Projects will be assigned on October 13th and 15-minute presentations will be made on Nov. 9th (Note: your slide deck and report may include appendices or support material that you do not have time to cover in the main body).

3A. Research or Policy Review Paper (45%)- Prepare a research paper proposal that: (1) identifies a topic related to the process of economic development; (2) defines a research objective related to the topic; (3) sets the research problem in the context of what we already know about the topic (literature review); (4) identifies a method to achieve the research objective (5) proposes a timeline for completion.

Research Paper Format: We suggest that you divide your proposal into 5 sections: the introduction or problem statement (1-2 pages), status of research (10 pages), research procedure, including a time frame for each task (2-3 pages), references cited (1-2 pages), and a chapter outline for the research paper (1-2 pages). The text should be presented as a series of well-integrated paragraphs.

Policy Review Paper Format: Prepare a paper that: (1) evaluates an economic development policy and practice; (2) reviews the literature related to the policy/practice; (3) sets the criteria for evaluation; (4) identifies a method for the evaluation (5) uses a combination of literature and grey literature case studies to evaluate the selected policy and practice.

This project should be developed in conjunction with Professors Dickinson and Wilson. An initial one to two page proposal (value 5%) must be submitted by October 26th that includes a brief statement of the problem, a list of section headings that identify important concepts and techniques relevant to the problem, and a preliminary list of references (10-20). The final paper (value 30%) should be 15-20 pages in length and is due December 12th. Be sure that your references/footnotes and bibliographical entries are consistent.

All students are to prepare a summary presentation (supported by a PowerPoint) of their paper (value

10%), which will be presented to the class (presentations should be 10 minutes in length) on December 7th.

Participation (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 class and on-line discussions. 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 in their discipline when conducting research.

Students are strongly advised to refer to De Loë, R. 2017. *Writing effective essay and reports, 7th 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

Handing in assignments: All assignments must be submitted electronically in Microsoft Word (or equivalent) format by the *beginning of class* on the due date via the appropriate LEARN dropbox. 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.

Communications with Instructor: 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.