# Elements of Local and Regional Economic Development
## Spring 2023
### Location: SEM 2 A2109

Tuesdays, Weeks 1-10, 6:00-8:50pm
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Mission Statement: Our students, faculty and staff create learning communities to explore and implement socially just, democratic public service. We think critically and creatively; communicate effectively; work collaboratively; embrace diversity; we value fairness and equity; advocate powerfully on behalf of the public; and imagine new possibilities to accomplish positive change in our workplaces and in our communities. "Be the change."

## Description

During the Spring, for purposes of the course, we will be considering economic development as inclusive of community development under the premise of a strong relationship between economic and community prosperity and residents' well being. We will be exploring local and regional economic development by inventorying strengths, weaknesses, opportunities, and challenges faced by communities and regions in the United States. We will become familiar with various theories and mechanisms of development and analyze existing and potential strategic development plans/proposals.

## Course Objectives

1) To understand and think critically about the relationship between economy and community.

2) To become familiarized with processes and metrics in determining local and regional conditions.

3) To become familiar with community and economic development organizations and programs.

4) To understand, evaluate, and propose economic and community development strategies.

3) To become familiar with information sources and development resources outside the scope of the assigned class material.

4) To develop healthy scholarly and professional habits of thought and communication.

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## Learning competencies (LC):

LC 1 – Understand key concepts, processes, and actors in local and regional community and economic development.

LC 2 - Demonstrate ability to identify an area's strengths, weaknesses, opportunities and threats to proposed and/or potential development initiatives and plans.

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## Course Credit Equivalencies for Spring Quarter:

2 – Urban Planning

2 – Economic Development

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## Required Texts and Material:

Due to the profiteering taking place in the world of academic publishing there is no textbook to purchase for this class. All readings are available through the class's Canvas site.

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## Reading and Assignments:

Details and schedule of readings and assignments will be posted on the site's Canvas page.

<u>Readings:</u>

Generally, each session of class will have an assigned course reading and you will also find an article/report regarding an example relevant to economic and/or community development. Each week, I will post a specific topic prompt to guide you finding an appropriate article. Some weeks, you will work as a group to find readings relevant to the prompt.

<u>Writing:</u>

Each week you will write a brief (~2 pages, double spaced) which will include a summary and critical response to the week's reading.

Readings, assignments, and other material will be made available through the course's Canvas site.

Final Assignment:

Students will work in groups to draft and present a local or regional development initiative.

## Expectations and Policies

Written Work:

Most work will be completed using secondary/existing sources. Plagiarism (i.e., using other peoples' work as your own) may result in total loss of credit for the class and may result in dismissal from the MPA program. See the MPA Handbook and College statement on academic honesty for more information. The Evergreen Writing Lab can assist students to use their own words to paraphrase or summarize sources.

Format:

Unless otherwise stated, all papers should be typed, double spaced, 12-point font, and follow APA format and citation style. [APA Style http://www.apastyle.org/learn/index.aspx Purdue Writing & Grammar Guide http://owl.english.purdue.edu/ ] All written work will be of high quality, grammatically correct, clear and without spelling errors. Also, a guide to student writing at Evergreen can be accessed through the campus Writing Center: https://inkwellpublication.wordpress.com/

Participation & Attendance:

Students are required to attend each class meeting in its entirety. Participation includes focusing on class content, speaking in class and seminar, listening to others, taking notes, completing class interactive exercises, avoiding distractions, and listening to and dialoging with the guest speakers. If an absence is unavoidable, faculty should be notified prior to a class and/or seminar absence.

After one absence per quarter (Ex. 3 hours accumulated is one absence), a make-up presentation on the work missed will be assigned by faculty. Makeup work must be completed by the end of the scheduled course to receive course credit. After 9 hours of absences total in one quarter, you may be denied full credit for the course. Also, after reoccurring absences (being late to class; regularly missing an hour of class), you may be denied full credit. Finally, if you do miss a class, you are expected to do the reading for the class meeting missed and turn in any assignments that were due on the class date missed.

### Late Assignments:

Turning in assignments late is unacceptable. If there is an unavoidable need to turn in an assignment late, the student should contact their faculty no later than the original assignment due date and propose an alternative due date for completion. It is up to the individual faculty to decide whether to accept the assignment on the proposed date. Late assignments must be completed by an agreed upon revised due date to ensure full receipt of course credit.

### Credit:

Students will receive 4 graduate credits if all course requirements have been satisfactorily completed. Students will be evaluated based upon their progress towards the learning objectives, assessed from classroom, seminar, and assignment performance. Full loss of credit decisions will be made by the faculty. Failing to meet course requirements (ex. not completing one or more assignments, completing one or more assignments late, or multiple absences) may constitute denial of total credit at the discretion of the faculty. Students at risk of losing credit will receive written notification prior to the end of the quarter.

### Evaluation:

A written self-evaluation and seminar faculty evaluation are required for credit. All final evaluations are to be submitted via our online evaluation system no later than 2 weeks after the last day of Evaluation Week.

### Multiculturalism & Diversity:

Faculty and students will actively work towards contextually weaving multiculturalism and diversity throughout our learning as related to readings, lectures, seminar, and group projects. In a learning community students and faculty share the responsibility for the teaching and learning environment. Multiculturalism and diversity are defined as: aiming to promote constructive community discourse about issues of culture, power, and differences.

### Technology Use & Learning Styles:

We all have different ways of learning. Faculty will actively work towards providing information in multiple formats: tactile, auditory, visual, experiential, etc. Surfing the internet, checking social media, reading e-mail, playing with cell phones during our class sessions are not an appropriate use of class time. Consult your faculty to discuss technology use and learning style options.

Reasonable Accommodations will be provided for any student who qualifies for them through a working relationship with Access Services. To request academic accommodations due to a disability, please contact the office of Access Services for

Students with Disabilities (867-6348 or 6364). If the student is already working with the office of Access Services, the faculty should have received a letter clearly indicating the student has a disability that requires academic accommodations.

If any student has a health condition or disability that may require accommodations to effectively participate in this class, please do the following: Contact Access Services to receive a letter of accommodation prior to the start of class. Information about a disability or health condition will be regarded as confidential. Please refer to Evergreen's Students with Disabilities Policy.

Conduct & Conflict Resolution:

Please refer to the MPA Student Handbook:  https://www.evergreen.edu/mpa/studenthandbook/conflictresolution. Discuss any problems involving others in the learning community directly with the individuals involved (so long as the concerned party feels safe doing so). Possessing respect for others is fundamental to an open, free, and educational dialogue. All students are expected to support and contribute to a well-functioning MPA classroom and learning community. Behavior that disrupts the learning community may be grounds for disciplinary action, including dismissal from the MPA program. All students will be held accountable for maintaining the highest of academic standards.

We will abide by the social contract: WAC 174-121-010 College philosophy. We will abide by the student conduct code (including academic integrity and plagiarism): Chapter 174-123 WAC, Student Conduct Code & Grievance/Appeals Process: http://www.evergreen.edu/studentaffairs/student-conduct . We will abide by the non-discrimination policies and procedures at TESC.

Guest policy:

Guests are welcome to visit our learning community during class time and seminar meetings with approval from course faculty in advance of each requested visit. It is the host student's responsibility to contact the faculty with details about the requested guest visit and await approval.

All guests must abide by all social contract, conduct code, and nondiscrimination policy guidelines as aforementioned in this handbook. Per faculty discretion, guests may be asked to leave and not permitted to return to class if these guidelines are violated in any way including behavior that disrupts the learning community. All guests are expected to minimize their participation in class and seminar discussions.

Inclement Weather:

In the event of bad weather or emergencies students should check for announcements of campus closures or service disruptions that might prevent our class sessions. Students can call the main campus line 360-867-6000 to get the latest

news regarding a campus closure or delay.  Faculty may decide to hold class virtually or may cancel a class meeting even if campus is open. Faculty will do their best to provide information to students in the event of a class cancelation, including sending an all-class email prior to the start of class and posting notice on our Canvas site. Students are responsible for checking their Evergreen email and ensuring viable online options to access Canvas and related course material are available to them.

Communicating:

Since the beginning of the Pandemic, communication norms have evolved and are subject to change due to various reasons.  Students' Evergreen email is the primary means of communication between students and faculty.  Canvas will be used for posting readings and assignments.  Canvas is not recommended for student to faculty communication. Students are responsible for checking their Evergreen email and Canvas regularly.

Use of Student Work Posted to Canvas:

Students post their work to an online learning platform known as "Canvas". Our class canvas site is accessible to faculty and students registered for this course only. The work students post on canvas is their private intellectual property and may not be used or distributed without their expressed consent. Some work may also be owned by governments, organizations, or communities. Their informed and voluntary consent would also need to be obtained for use and appropriate cultural protocols would also need to be followed.

Audio or Video Recording:

No audio or video recording may occur during class without the informed and voluntary consent of all students, guests, and faculty involved.