PLAN 771: Development Planning Techniques  
Fall 2018

Instructor: Dr. T. William Lester  
Time: MW 9:30-10:45am  
Office: NE 320  
Office Hours:  
https://thomaswlester.youcanbook.me/

Course Syllabus

Course Description and Objectives
This course is meant to provide students with the skills to understand and apply a variety of analytic techniques for regional and community economic development planning. These techniques are used in professional practice to yield information about the behavior and performance of local economies and to measure the impact of public policy interventions. Beyond teaching analytical techniques in isolation, students will also be asked to put these tools into action by creating and presenting an economic strategy for a given economic area. By the end of the course, students should be able to select techniques appropriate to particular situations and information needs, conduct analyses using these methods, critically evaluate the validity of the analytic results obtained, and interpret and clearly explain the results to policy makers and the public. Given the variety of geographic scales of analysis and quantitative techniques covered in this course, students will attain a high level of fluency with a diverse set of public and private data sources that they are likely use regularly throughout their careers. While this course is by nature ‘tool-driven,’ the take home assignments are structured to ultimately provide an opportunity for students to synthesize and summarize the entirety of their analysis throughout the semester into an overall economic development strategy statement.

Class Format
Class sessions will combine lectures with discussion and in-class demonstrations of data access and manipulation. Since this course is intended to be a hands on, experiential based environment, several class sessions will be conducted in the computer lab or in a simulated lab environment with students following along with the instructor using laptops. Lectures will be used to organize material from the readings and related sources in a systematic fashion and to supplement it with additional background and examples. The assigned readings are intended to compliment the in-class experience and will serve as a critical background for the assignments. Therefore, attending class sessions is not a substitute for carefully reading the assigned literature. While there will not be many structured discussion sessions, the intention in class sessions is to maintain an open discussion atmosphere, and you are encouraged to contribute examples from your own work experience, questions, clarifications, comments, and discussion points throughout the course. It is important that the assigned readings be completed prior to class sessions on that topic to enable an engaged and stimulating session.
Prerequisites and Co-requisites
This PLAN 771 course is designed to be taken concurrently with PLAN 770 – Economic Development Policy. The context of professional practice in which economic development planning techniques are typically used is covered in PLAN 770, along with a number of basic economic development concepts. Students should have covered basic statistical methods in PLAN 720, or have equivalent preparation. Prior training or experience in using spreadsheets (Microsoft Excel) and word processing (Microsoft Word) software is assumed, and intermediate knowledge of MS Access and ArcGIS is helpful. A basic operating knowledge of STATA or a similar statistical package is helpful but is not required.

Course Materials
Most readings are drawn from journals or excerpted from a variety of texts and are available on Sakai. Some are available on the Internet (with links provided below).

The only required book to purchase is Quinterno, John (2014) Running the Numbers: A Practical Guide to Regional Economic and Social Analysis (New York: M.E. Sharp)

Requirements and Grading
Your course grade will consist of a series of six take-home assignments (12.5% each) and a final regional compendium and economic strategy memo (25%) that synthesizes the analysis of the previous assignments and generates an original strategic recommendation. Working in pairs, students will select a region or community area of her/his choice at the outset of the course and conduct all assignments (except #5) using data from this area. The final strategy memo should integrate all of the analysis into a consistent narrative and present the information in a format that is clearly understandable for policy makers and the public.

Client Work Option
Students are strongly encouraged to find outside clients in the region they choose for analysis for the semester. The instructor will provide one or two potential client options and some leeway will be given in the assignment tasks to provide for special client needs.

The individual assignments will require the application of selected techniques to analyze your region using actual data.

Late assignments will be penalized by 20% of their full weight per day that they are late, unless you have made alternative arrangements with the instructor in advance of the due date. Class attendance is mandatory, excessive absences will affect the preparation and participation portion of your grade, and more importantly, will affect your ability to master the material in this course. All required readings listed for a topic should be completed prior to the first session on that topic, except if otherwise indicated by the instructor.

Honor Code
The Honor Code of the University of North Carolina at Chapel Hill states: “It shall be the responsibility of every student at the University of North Carolina at Chapel Hill to obey and to
support the enforcement of the honor code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student, or academic personnel acting in an official capacity.” For this course: (1) You are permitted and encouraged to seek advice and suggestions from other class members on the written assignments, unless specifically instructed otherwise. This may include exchanging drafts for feedback and/or proofreading. (2) In all written and presented work, you must cite or otherwise fully attribute all ideas, data, and other information that are not your own. This includes information presented in tables, graphs, appendices, etc.

**COURSE SCHEDULE AND READINGS**

This schedule is subject to change based on class progress and scheduling issues.

An asterisk (*) indicates readings that are required and should be completed prior to the first session on that topic unless otherwise indicated by the instructor. The other listed readings are optional and provide alternative perspectives or further resources on the topic.

**TOPIC 1: INTRODUCTION AND OVERVIEW**  
W 8/22


**TOPIC 2: LOCAL AND REGIONAL ECONOMIC DATA**  
M 8/27

*Quinterno, John *Running the Numbers* chapter 1, 4, and 5. (skim chapters 2 and 3)

**TOPIC 3: LONG TERM TRENDS AND POPULATION PROJECTIONS**  
W 8/29


**NO CLASS M 9/3 (LABOR DAY)**

**TOPIC 4: INDICATORS AND INDICES OF LOCAL ECONOMIC HEALTH**  
W 9/5

*Quinterno, Chapters 5 & 6.

TOPIC 5: INDEX CONSTRUCTION  
M 9/10


* Review and report on assigned indicator and index websites

TOPIC 6: INCOME AND PRODUCT ACCOUNTS  
W 9/12

* Quinterno, Chapter 8.


TOPIC 7: ANALYZING INDUSTRIAL COMPOSITION AND CHANGE  
M 9/17, W 9/19

* Quinterno Chapters 6 & 7


(ASSIGNMENT 1 “Regional Index and Population Projection” DUE W 9/19)

M 9/24 OPEN LAB SESSION/ ASSIGNMENT HELP

TOPIC 8: CLUSTERS  
W 9/26


(ASSIGNMENT 2 “Industry Competitiveness and Employment Projections” DUE W 9/26)

TOPIC 9: LOCAL AND REGIONAL LABOR MARKET ANALYSIS  
M 10/1, W 10/3


**TOPIC 10: LABOR MARKET CHANGE AND SKILL GAPS**


**OPEN LAB SESSION/ ASSIGNMENT HELP W 10/10**

**TOPIC 11: MEASURING DISTRIBUTIONAL IMPACTS**

*Quinterno Chapter 9.


*(ASSIGNMENT 3 “Targeting” Due 10/15)*

**TOPIC 12: THE ECONOMIC BASE MULTIPLIER**


TOPIC 13: REGIONAL INPUT-OUTPUT MODELS  


Davis, C “Input-Output Analysis” Chapter 4, pp. 53-88.

TOPIC 14: ECONOMIC IMPACT ANALYSIS  


Regional Technology Strategies, Inc. 1999. Federal Express in the Piedmont Triad: Economic Impacts and Opportunities. November 16. Note: you need not read this entire document word-for-word. Please look over the layout and get a feel for its contents, and pay closer attention to chapters 1 (pp. 7-12) and 3 (pp. 43-61).


(ASSIGNMENT 4 “Job Quality Analysis” Due 10/31)

M 11/5 OPEN LAB SESSION/ ASSIGNMENT HELP

TOPIC 15: FISCAL IMPACT ANALYSIS  


*Review assigned impact analysis

TOPIC 16: OVERVIEW OF TECHNIQUES & JUDGMENTAL FORECASTING  

as interested.


**TOPIC 18: MEASURING INNOVATION**


(Assignment 5 “Economic Impact Analysis” due 11/12)

**TOPIC 19: BUILDING A STRATEGIC MESSAGE**

*Binelli, Mark “Detroit City is the Place to Be: The Afterlife of an American Metropolis” 2012. (selected chapters)


(Assignment 6 “Metrics of Innovation” due 11/21)

W 11/28- OPEN STRATEGY SESSION/DISCUSSION/FOCUS GROUP

FINAL PRESENTATIONS: M 12/3 & W 12/5
# ASSIGNMENTS

<table>
<thead>
<tr>
<th>Topic</th>
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<tr>
<td>Economic and Demographic Fundamentals</td>
<td>9/19</td>
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<tr>
<td>Industry Competitiveness and Employment Projections</td>
<td>9/26</td>
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<td>Targeting</td>
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<td>Labor Market and Job Quality Analysis</td>
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<td>Economic Impact Analysis</td>
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<td>Benchmarking Innovation and Entrepreneurship</td>
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<td>Compendium and Final Strategy Memo</td>
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