PLAN 671: Development Planning Techniques

Spring 2021

Instructor: Donald Planey Location: New East

Time: Mondays and Wednesdays, 8:40-9:55 AM Email: daplaney@email.unc.edu

Office: New East 307 Zoom: <https://unc.zoom.us/j/5156313387>

Office Hours: By appointment

**Note: For weeks 1 and 2, we will be meeting remotely at the above Zoom address (515-631-3387)**

*Course Description and Objectives*

This course provides students with the skills to understand and apply a variety of analytic techniques for regional and community economic development planning. These include tools used to study regional labor markets, patterns of inequality, housing stock, investment impact, measure industrial & innovation ecosystems, and study the impacts of public policy on regional economies. While much of this course is dedicated to learning the essentials of economic development analysis, the course is anchored in a multi-stage term assignment where students create an economic development plan for a given economic area. By the course’s end, students will have developed a conceptual understanding of economic development techniques, and just as importantly, learn how to tailor their application to the needs of a given region or locality.

Economic development planners hold many diverse professional specializations and work within regional contexts that can substantially differ from one another. However, this course offers a suite of techniques that are widely applied in the econ dev field, across an array of geographic scales and many types of development challenges.

*Class format*

Class sessions will be anchored in short lectures, but also regularly consist of class activities, discussions, and demonstrations of how different econ dev tools work. Some of the course sessions may be held in the New East computer lab (TBD), but bringing your laptop or a similar device to each class is a good idea. You can expect each day to be a robust mixture of review of the readings, introduction of additional context/information via short lectures, and then a series of discussions and activities.

Course readings are mainly anchored in the *Running the Numbers* textbook, usually accompanied by additional readings to prepare the class for our activities and discussions that day. *So, to emphasize: This is a class where both the readings and in-class activities are not only important, but are designed to be related to one another* *for each class session*. Keeping up with the readings is important, but it does not substitute for in-class attendance. Reading should be completed before each class session. Course readings are assigned to specific days, meaning that if a reading is assigned for a Wednesday, you are not expected to have completed the Wednesday readings by that Monday.

*Prerequisites and co-requisites*

There are no official prerequisites for PLAN 671. However, it will help to have some experience with statistical software, GIS, demographic data, or using Census data. Typically, the following courses are considered good unofficial prerequisites for PLAN 671: PLAN 720, ECON 400, BIOS 600, ENEC 562, STOR 155, PLCY 460 or equivalent. Throughout the course, we will be using software and research tools ranging from ArcGIS, STATA, IPUMS, the U.S. Census and others. However, experience working with Excel spreadsheets would also be helpful. To sum it up: Having dipped your toes into the kinds of research tools and objectives of PLAN 671 will be helpful for you but is not required to succeed in the course. Usually, most of the material in this course is new to the students who take it. If you have any concerns regarding PLAN 671’s appropriateness for you, I can be contacted at [daplaney@email.unc.edu](mailto:daplaney@email.unc.edu)

*Course materials*

There is only one required textbook: John Quinterno (2014): **Running the Numbers: A Practical Guide to Regional Economic and Social Analysis** (New York: ME Sharp). This will be used throughout the semester. It is available from the bookstore and the UNC library.

Other readings in this course will mostly consist of peer-reviewed journal articles, book chapters, and white paper reports.

*Requirements, grading and assignments*

Your overall course grade will consist of six take-home assignments (12.5% of your grade each) and a final memo. Each of the six take-home assignments explores a subject-area within regional analysis, and your final memo is meant to synthesize the lessons of the six smaller ones. The six smaller, and final cumulative, assignments *can be conducted in pairs if students opt to do so*. Here they are below:

1) Regional Index and Population Projection

2) Industry Competitiveness and Employment Projections

3) Targeting

4) Labor Market & Job Quality Analysis

5) Economic Impact Analysis

6) Benchmarking Innovation and Entrepreneurship

= 75% of the course grade, all added together

Final) Compendium and Final Strategy Memo

= 25% of the course grade

So, altogether, that’s 100% of your entire course grade. I won’t be taking attendance this semester. Frankly though, if you don’t attend, you’re not going to do well in this course.

*Diversity, equity, inclusion*

The instructor would like to state their full commitment to facilitating a classroom where all individuals, regardless of ethnicity, gender, or sexuality can feel safe and prepared to learn. This is also likely to be another difficult pandemic-inflected semester. If anything, either inside or outside the classroom, is keeping you from fully participating or feeling respected, I strongly encourage you to get in touch with me about the subject.

*Honor Code*

Please review UNC-Chapel Hill’s [academic honor code](https://catalog.unc.edu/policies-procedures/honor-code/) as part of your preparation for this course.

*COVID-19 Protocol*

Weeks 1 and 2 will be remote. The plan is to switch to in-person teaching week 3, assuming no changes in university or departmental policy

As per UNC’s instructions, we will be aiming for in-person class this semester. PLAN 671 is doable via a hybrid format, where lectures can be recorded or students attend remotely. I will not plan to record to have remote attendance automatically available for every class- ***if you require remote attendance/recordings for a specific course session, let the instructor know ahead of time (enough time before the class session starts)***. ***As it stands, full remote attendance for individual students in PLAN 671 (throughout the entire semester) will not be allowable, as per university policy***. I am not stating this to discourage any students from asking for accommodations, but rather to clarify the hard limits of pandemic-related accommodation for the Spring 2022 semester.

**Course schedule, readings, and due dates**

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

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

**TOPIC 1: INTRODUCTION AND OVERVIEW M 1/10**

\*Mahler, Jonathan (2011) “Now that the Factories Are Closed, It’s Tee Time in Benton Harbor, Mich.” New York Times Magazine, December 15th, 2011

**TOPIC 2: LOCAL AND REGIONAL ECONOMIC DATA W 1/12**

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

**TOPIC 3: LONG TERM TRENDS AND POPULATION PROJECTIONS W 1/19**

\*Off 1/17 for MLK Day

\*Richard Klosterman, *Community Analysis and Planning Techniques,* Maryland: Rowman & Littlefield, 1990; Chapters 4 & 8

\*Isserman, Andrew M. 1993. “The Right People, the Right Rates: Making Population Estimates and Forecasts with an Interregional Cohort-Component Model.” *Journal of the American Planning Association* 59, 1: 45-64

**TOPIC 4: INDICATORS AND INDICES OF LOCAL ECONOMIC HEALTH**  **M 1/24**

\*Quinterno, Chapters 5 & 6

\*Chapple, K. and Lester, T.W. 2010. “The resilient regional labour market? The US case.” *Cambridge Journal of Regions, Economy and Society* (3), pp. 85-104

\*Review and report on assigned indicator and index websites

**TOPIC 5: INDEX CONSTRUCTION W 1/26**

\*Goldstein, H.A. Unpublished paper.” And index of the Triangle region’s economic health:

\*Joint Venture Silicon Valley. 2003. *2003 Index of Silicon Valley: Measuring progress toward the goals of Silicon Valley 2010*.

\*Review and report on assigned indicator and index websites

**TOPIC 6: INCOME AND PRODUCT ACCOUNTS M 1/31**

\*Quinterno, Chapter 8

\*Bendavid-Val, A. 1991. *Regional and Local Economic Analysis for Practitioners*. New York, New York: Praeger. Chapter 5, “Income Measures, Income and Product Accounts”, pp. 41-52

Schaffer, R.:. 1973. *Income Flows in Urban Poverty Areas: A Comparison of the Community Income Accounts of Bedford-Stuyvesant and Borough Park.* Lexington, Massachusetts: Lexington Books. Chapter 1, “Income Flows in Urban Poverty Areas”, pp. 1-8, and chapter 2, “Community Income Flows”, pp. 9-21.

(ASSIGNMENT 1 “Regional Index and population projection DUE M 2/7)

**TOPIC 7: ANALYZING INDUSTRIAL COMPSOITION AND CHANGE M 2/7, W 2/9**

\*Quinterno Chapters 6 & 7

\*Loveridge, S. and Selting, A.C. 1998. “A review and comparison of shift-share identities.” *International Regional Science Review*, 21(1), 37-58. Focus on 37-43, but look at other pages as they catch your interest

**OPEN LAB SESSION/ASSIGNMENT HELP M 2/14**

**TOPIC 8: CLUSTERS**

\*Feser, E.J. and M.I. Luger. 2003. “Cluster analysis as a mode of inquiry: Its use in science and technology policymaking in North Carolina.” *European Planning Studies*. 11(1): 11-24.

(ASSIGNMENT 2 “Industry Competitiveness and Employment Projections DUE W 2/21)

**TOPIC 9: LOCAL AND REGIONAL LABOR MARKET ANALYSIS** **M 2/21, W 2/23**

\*Markusen, A. 2004. “Targeting occupations in regional and community economic development.” *Journal of the American Planning Association,* 70(3): 254-268

\*Markusen, A. G.H. Wassall, D. DeNatale, and R. Cohen. 2008. “Defining the creative economy: industry and occupational approaches.” *Economic Development Quarterly*, 22 (1): 24-45.

**TOPIC 10: LABOR MARKET CHANGE AND SKILL GAPS M 2/28**

\*Milkman, Ruth and Dwyer, Rachel E. 2002. Growing Apart: The “New Economy” and Job Polarization in California, 1992-2000. In *The State of California Labor, 2002*. Berkeley, CA: Institute for Labor & Employment.

\*Ranney, David C. and John J. Betancur. 1992. “Labor-Force-Based Development: A Community Oriented Approach to Targeting Job Training and Industrial Development.” *EDQ*. 6,3: 286-96.

(ASSIGNMENT 3: “Targeting” Due W 3/2)

**TOPIC 11: MEASURING DISTRIBUTIONAL IMPACTS W 3/2**

\*Quinterno, Chapter 9

\*Cowell, F. 1995. Chapters 1 and 2 in *Measuring Inequality*. NY: Prentice Hall.

Saez, Emmanuel (2009). Striking it Richer: The Evolution of Top Incomes in the United States (Update with 2007 estimates). *Institute for Research on Labor and Employment*. UC Berkeley: Institute for Research on Labor and Employment. Available as an ebook from the UNC library.

**OPEN LAB SESSIONS/ASSIGNMENT HELP M 3/7**

**TOPIC 12: THE ECONOMIC BASE MULTIPLIER W 3/9**

\*David C. 2001. “Economic Base Analysis” Chapter in *Regional Economic Impact Analysis and Project Evaluation*, Vancouver University of British Columbia Press. Pp. 9-28.

\*Isserman, A. 1980. “Alternative economic base bifurcation techniques: theory, implementation, and results.” In S. Pleeter (ed.), *Economic Impact Analysis: Methodology and Applications*. Boston, Massachusetts: Martinus Nijhoff Publications: 32-53

\*North, D. “Location Theory and Regional Growth” in Friedman, J and Alonso, W. *Regional Policy: Readings in Theory and Applications* (Cambridge: MIT Press)

**TOPIC 13: REGIONAL INPUT-OUTPUT MODELS M 3/21**

\*IMPLAN Professional Version 3.0 Manual. 2013. Stillwater, Minnesota: Minnesota IMPLAN Chapters 1-6

\*Bendavid-Val, A. 1991. *Regional and Local Economic Analysis for Practitioners*. New York, New York: Praeger. Chapter 9, “Input-Output Analysis”, pp. 87-113.

David C 2001 “Input-Output Analysis” Chapter 4, pp. 53-88 in *Regional Economic Impact Analysis and Project Evaluation*

(ASSIGNMENT 4 “Job Quality Analysis” Due M 3/21)

**TOPIC 14: ECONOMIC IMPACT ANALYSIS W 3/23, M 3/28 W 3/30**

\*IMPLAN *Professional Version 3.0 Manual*. 2013. Stillwater, Minnesota: Minnesota IMPLAN Chapters 7-10

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 (7-12) and 3 (43-61).

Curliss, J.A. 2004. “State Took Rosier View of Dell Jobs.” *The News and Observer*, December 19. Schaffer, W.A. 1999. *Regional Impact Models*. Webbrook. Morgantown, West Virginia: Regional Research Institute, West Virginia University.

**OPEN LAB SESSION/ASSIGNEMTN HELP M 4/4**

**TOPIC 15: FISCAL IMPACT ANALYSIS W 4/6**

\*Ramage, S. 1993. *Fiscal Impact Analysis: Methods and Applications in Land Use Planning.* Chapel Hill, North Carolina: Center for Urban and Regional Studies. University of North Carolina at Chapel Hill. Prepared for Durham County, North Carolina. Please read sections 2-4, pp. 6-63.

\*Bunnell, G. 1997. “Fiscal impact studies as advocacy and story telling.” *Journal of Planning Literature*, 12 (2): 136-151.

\*Review assigned impact analysis

(ASSIGNMENT 5 “Economic Impact Analysis” due M 4/4)

**TOPIC 16: OVERVIEW OF TECHNIQUES & JUDGMENTAL FORECASTING M 4/11**

\*Goldstein, H.A. 1990. “A practitioner’s guide to state and substate industry employment projections.” *Economic Development Quarterly*, 4 (3): 260-275. Please read pp. 260-268, elsewhere as interested.

\*Armstrong, J.S. 1985. *Long-Range Forecasting: From Crystal Ball to Computer*. 2nd ed., New York. Chapter 6, “Judgmental Methods,” pp. 79-149. Please read the sections from pp. 85-90, 91-92, top of page 96-107, 108-124, 132-146. You may skim the remaining portions of the chapter, as well as all of the research boxes.

**TOPIC 17: MEASURING INNOVATION W 4/13**

\*Chapple, K., Markusen, A. Shrock, G., Yamamoto, D. & Yu, P. 2003. “Gauging Metropolitan ‘High-Tech’ and “I-Tech’ Activity.” *Economic Development Quarterly*

\*Chapple, K., C. Knoll, T.W. Lester, S. Montero. 2011. “Innovation in the Green Economy: An Extension of the Regional Innovation System Model?” *Economic Development Quarterly February 2011*. 25: 5-25.

(ASSIGNMENT 6 “Metrics of Innovation” due 4/20)

**TOPIC 18: BUILDING A STRATEGIC MESSAGE M 4/18, W 4/20**

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

\*\*San Francisco Office of Economic and Workforce Development, Proposition I Economic Strategy

<http://www.oewd.org/About-MOEWD-Major-Initiatives.aspx>

**OPEN STRATEGY SESSION/DISCUSSION/FOCUS GROUP M 4/25**

**FINAL PRESENTATIONS**

**W 4/27, and another session during reading days. Reading day session TBA.**