Plan 770: Planning for Equitable Economies  
Tuesdays and Thursdays 11:00-12:15 PM  
New East 301  
Fall 2021

Instructor: Donald Planey  
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Office Hours: By appointment on weekdays, between 9AM and 3 PM, excluding lecture hours. Free appointment slots are listed at the youcanbook.me link. To make an appointment, go to: https://daplaney.youcanbook.me

Course Description: This graduate course will introduce learners to the intersections between equality and local & regional economic development. In popular discourse, “equity” is often framed as a purely moral or political issue, external to the functioning of local, regional, and national economies. In actuality, social equity, fairness, job quality, and social inclusion are fundamental concerns for good economic development policy. Questions about why some regions economically struggle compared to others, or why some segments of local communities are excluded from the benefits of economic growth, are not only relevant today, but have long, storied histories within the field of economic development planning. Throughout “Planning for Equitable Economies,” the class will collectively dig into longstanding strategic challenges – and opportunities – for pro-equity local & regional economic development practice in the United States.

Course Format: This goal of this course is to teach students how to identify, assess, and pursue pro-equity objectives via economic development projects. Economic development case studies will serve as the main “unit” of analysis for the course’s readings, assignments, and lectures. More specifically, the ways that economic development projects (whether public, private, or non-profit) pursue pro-equity objectives, or alternatively, struggle to do so, will serve as a continuous focus throughout the semester. In turn, PLAN 770 is heavy on class discussions, presentations, policy analysis, and qualitative research methods. This is anchored in the main assignment, which requires students to research, interview, and engage with economic development professionals, project stakeholders and community members throughout the semester. Class participation, particularly during discussions and activities is a major component of PLAN 770’s grading structure.

Students do not require a background in economics to take this class. Although this course is primarily designed for economic development majors, students from other planning and planning-adjacent fields are welcome.
**Required Books:**

**Class Website for Research Resources:**

**Office Hours:** Via Zoom on Mondays and Wednesdays. Mondays are from 1-2 PM EST, and Wednesdays from 8 PM- 8:30PM. [https://unc.zoom.us/j/5156313387](https://unc.zoom.us/j/5156313387)

**Required Articles:**
All readings are available on Sakai, via direct URLs, or are available online from the UNC library system.

**Assignments and Percentage of Grade:**

1. **Analytical case study**
   - Interview review 10%
   - Supporting evidence review 10%
   - First case study presentation 15%
   - Interview (IRB) procedure 5%
   - Final case study presentation 40%

2. **Class participation**
   - Attendance 5%
   - Discussion participation 15%

**Grades:**
Graduate students are given grades of High Pass (H), Pass (P) and Low Pass (L). To receive a high pass, your overall performance in this course must be outstanding. An H grade is reserved for students who 1) receive excellent grades in each area listed above, 2) submit written and oral assignments that are thoroughly researched, carefully edited, professionally produced, and display a sharp critical and analytical lens, 3) display deep engagement with the reading materials, lectures, guest speakers, films, and class discussions, 4) read all assigned readings before coming to class, 5) provide constructive feedback and dialogue with other students, faculty, and guest speakers, and 6) contribute substantively to the group assignments.

Undergraduate students will be graded on the following scale: A+ 97-100, A 93-96, A- 90-92, B+ 87-90, B 83-86, B- 80-82, C+ 77-80, C 73-76, C- 70-72, D+ 67-70, D 63-66, D- 60-62, F = below 60.

**Feedback partners**
I will assign you a feedback partner for the entire semester who will be a resource for early feedback on case study development. You will not be graded on your use of this partnership, though thoughtful feedback from a partner is likely to reflect in
your final case study grade. You should view this as a resource and relationship that you can tap for this class and possibly others throughout your academic career. You should schedule time to meet with or interact with (by email or phone) this person outside of normal class hours. Also be prepared to share a copy of your claim/supporting evidence reflection paper with your partner, as well as an early case study draft.

In addition to peer feedback, I would strongly encourage you to take advantage of the resources provided by the UNC writing center. This is not just for ESL or undergraduate students, but offers resources for native English speaking graduate students as well. Information on the UNC writing center services is available at: http://writingcenter.unc.edu/

**Week 1 (Thursday, 8/19): Why equity?**

Select a feedback partner  
// What is the relationship between equity and development?


**Week 2 (8/24 and 8/26): Institutions, development, and inequality**

// What is the relationship between major institutions, such as universities, and the regional economies they operate within?

**Tuesday**


**Thursday**

// What role does “skill” play in local/regional economic development? Where do we find skills? Develop them?


**Week 3 (8/31 and 9/2): Interview techniques (& NC Growth)**

**Tuesday**

Haines (2010)

**Thursday**
Week 4 (9/7 and 9/9): “U.S.” Models of Local & Regional Economic Development
Tuesday

* Read one of the case studies in the Homegrown Tools folder of sakai your choices are Durham Co-op; small town economic development in Hillsborough (original case plus the short update) or wind energy case in Eastern North Carolina*


Wagner. How Cleveland’s innovation district is advancing equity through a new kind of anchor institution. (example of an “innovation district” approach) URL https://www.brookings.edu/blog/the-avenue/2020/11/09/how-clevelands-innovation-district-is-advancing-equity-through-a-new-kind-of-anchor-institution/

Thursday


Week 5 (9/14 and 9/16): The economic development profession, pt. 1
Tuesday
Chapter 1 from Ronal Coan’s *A History of American State and Local Economic Development.* 29 pages

Conclusion (pages 679-690) from Ronal Coan’s *A History of American State and Local Economic Development.* 11 pages
Thursday


**Week 6 (9/21 and 9/24): The economic development profession, pt. 2**

*Tuesday*


**Week 7 (9/28 and 9/30): The nuts and bolts of industrial innovation**


*Thursday*

Oscar Perry Abello. 2019. If Your City Wants Equitable Job Growth it has to Zone for It. Next City. [https://nextcity.org/daily/entry/if-your-city-wants-equitable-job-growth-it-has-to-zone-for-it](https://nextcity.org/daily/entry/if-your-city-wants-equitable-job-growth-it-has-to-zone-for-it)


**Weekly interview check-in begins**

Case study deconstruction

**Week 8 (10/5 and 10/7): Innovation and Equity? Pt. 1**

*Tuesday*
Lowe (2021) Chapters 3 and 4


**Thursday**


**Two case study interviews writeup**

**Week 9 (Thursday, 10/14): Innovation and Equity? Pt. 2**


**Initial student presentations slots begin**

**Week 10 (Tuesday, 10/19): The North Carolina Context, Pt. 1**

**Tuesday**

**Thursday**


**Claims and supporting evidence due Sunday evening (10/24)**

**Fall break (Thursday 10/21 through Friday, 10/22)**

**Week 11 (10/26 and 10/28): The North Carolina Context, pt. 2**

**Tuesday**

**Thursday**

**Week 12 (11/2 and 11/4): Innovation, equity, and urban policy**


**Week 13 (11/9 and 11/11): Food systems and innovation**

*Tuesday*


Draus, Roddy, and McDuffie. 'We don’t have no neighbourhood': Advanced marginality and urban agriculture in Detroit. 15 pgs.

*Thursday*

Colloredo-Mansfel, Tewari, Williams, and Holland (2014). Communities, Supermarkets, and Local Food: Mapping Connections and Obstacles in Food System Work in North Carolina. 10 pgs.


**Week 14 (11/16 and 11/18): Innovation, equity, and rural policy**


**Final student presentations begin**

**Final case study 1st draft (peer reviewed)**

**Week 15 (Tuesday 11/23): Immigrants, communities of color, and innovative equity policy (and organizing!)**

Theodore (2019). Regulating informality: Worker centers and collective action in day-labor markets. 16 pgs.


**Thanksgiving break (Wednesday 11/24 through Friday 11/26)**

**Week 16 (Tuesday 11/30)**
Lowe (2021) chapter 5, “Interpretation Writ Large” and chapter 6, “an inclusive innovation future?”


Final report due