

Department of City and Regional Planning

Perspectives on Economic Development PLAN 677

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Class meetings: T: 3:30-6:00 pm
Room: <https://go.unc.edu/EcSeminar>
Office hours: R: 1:00-2:00 pm
or by appointment.
<https://unc.zoom.us/j/99743356481>

Mode of Instruction: Remote
Students can gather in New East Room 201 if you're on campus.

Cass meets from 3:30 pm – 6 pm:

<https://go.unc.edu/EcSeminar>

Meeting ID: 949 6794 3507

Passcode: 994309

One tap mobile

+13017158592,,94967943507# US (Washington DC)

+13126266799,,94967943507# US (Chicago)

Course Description

Changing global economic trends and findings from new empirical research have posed several new challenges to our understanding of how economic development takes root, and how cities and regions develop economically, change, and grow. This course is meant to provide undergraduate **juniors, seniors and graduate students with an interest in public policy and economic development** with critical skills and analytical frameworks to gain a critical understanding of the prominent theories of economic development, their underlying assumptions, how they have evolved over time, and with what consequences for policy and development outcomes on the ground.

An important goal of the course is to peel away the layers of orthodox economic thought to shine a light on the assumptions that undergird them, as well as understand the inner, often hidden, workings of economic development projects and processes. We will ask what works well, what does not work, and why in order to move beyond binaries of good vs. bad performance, bottom up vs. top down development, centralized vs. decentralized development, states vs. markets. Instead, we will develop tools to build frameworks that help us understand development as a more malleable and contingent process, with multiple, often contradictory, facets. Focusing on the conditions under which particular theoretical propositions hold (or not) allows us to move away from homogenizing, using general theoretical accounts to ground theoretical insights in reflective and grounded practice. It helps us better understand the

institutional forces that may contribute to broad based, locally rooted, inclusive and resilient development; and why this happens more readily in some places and times.

Course Objectives

By the end of the course students will be able to:

1. **Identify** and **compare** prominent theories of economic development
2. **Question** their assumptions
3. **Describe and critically analyze** how these theories have evolved over time and what their impact on communities has been
4. **Understand** the consequences of these theories for policy and development outcomes
5. **Identify** parameters and conditions under which theoretical propositions hold or not in concrete, real world settings
6. **Use an Institutional lens** to analyze and interrogate organizations, processes, behaviors and norms – both tacit and formal -- that underlie economic development processes
7. **Address economic development issues in a comparative global context** drawing on case material from North America, Latin America, Asia, Africa and Europe
8. Together, take a step towards becoming **reflective practitioners**

Course Structure

The course has three components. The first introduces students to historical debates about economic development, their policy implications and how they have been applied to issues of local and regional development. The second part examines how these debates have shifted in recent years in response to the emergence of new problems in economic development such as globalization, outsourcing, and the need for regions and localities to find new ways to adjust and prosper in the face of deepening inequality, an uncertain and volatile global economy and new pressures such as a changing climate. The third component uses case studies to address the problem of implementation. The focus will be on an emerging set of innovative approaches, models and institutional arrangements that help us navigate current uncertainties in more just, inclusive and effective ways.

Class Format

The course will be taught as a seminar, and high levels of class participation are required. After an initial lecture-based stage-setting, the course will proceed in discussion format. Discussion will be centered around drawing out connections between theory and practice through case examples. Student groups will lead discussion in the second half of class, elaborating, clarifying, critiquing, and applying the theories discussed in class to concrete, contemporary development problems and issues.

We will use directed readings, policy debates, and case materials to examine how our current thinking about key development problems have changed in light of new local and global challenges. The

development problems we examine include economic growth, economic fairness and inequity, employment, competitiveness, industrial upgrading, skill formation, the organization of work, urban resources (infrastructures), and emerging threats such as climate change. We also examine the institutional arrangements that undergird them. We question the assumptions of traditional models that purport to provide solutions and ask what these patterns mean on the ground, for planners and community activists interested in equitable and inclusive local economies. Throughout the course we will employ an institutional lens to understand and interrogate organizations, processes, behaviors and norms – both tacit and formal -- that underlie economic development processes.

In-class activities will include lectures, group discussion, case study analysis, pair share activities, debates, role-play and other interactive learning techniques. Students will also **conduct interviews** with development organizations and present their findings in class.

General Education Outcomes and Recurring Capacities

For undergraduate students, this course fulfills the **Ways of Knowing** general education outcomes.

Ways of Knowing

Students in this course will learn to comprehend and understand models and frameworks of economic development, question their assumptions, and use facts on the ground, and case material from a variety of social, spatial and economic contexts to rebuild new understandings and fresh common ground. They will conduct interviews with organizational actors to understand how development processes, especially implementation challenges, actually play out on the ground, and come up with their own insights and understandings of how economic development systems work and evolve. This will provide students the skills and capacity to arrive at new understandings of the world by challenging their assumptions and expectations about dominant patterns of economic development.

In this class, we will consider the following questions:

- What foundational assumptions underlie classical frameworks of economic development, and what claims do they make about organizing, interpreting and making predictions about spatially rooted economic outcome? What are the effects of these economic processes on communities, cities and regions?
- How have changing global trends and new findings of empirical research called into question the assumptions of standard models of development, and their understandings of mechanisms underlying notions of growth, equity, organization of work, employment patterns and upward mobility?
- How can we bring fresh empirical data, case studies and interview materials to rebuild a new understanding of local economic development processes that take better account of realities on the ground? How will we validate them for consistency and reliability using qualitative and institutional arguments and reasoning?

Learning Outcomes

- Recognize and use qualitative analytical methods (interviews, case studies) and institutional analysis to develop and new understandings of economic development processes and outcomes.
- Evaluate ways that temporal, spatial, cultural and institutional categories structure knowledge.
- Interrogate assumptions that underlie our own perceptions of economic development processes and those of standard economic models that organize knowledge.
- Learn to navigate the uncertainties of economic development certainties of economic development processes by grounding our understanding and using critical institutional and comparative lenses.
- Apply critical insights to understand grounded patterns of variation in light of received wisdom that allow us to revise theories at the margin.

This course also sustains the **recurring capacities** of inquiry that guide the general education mission. In this class we will grapple with questions of planning and economic development that will require systematic thinking about evidence, uncertainty and data.

In this course students will:

- Complete a series of reflective writing assignments
- Present material to the class through the final presentations and by being discussion leaders during the semester
- Collaborate in small groups throughout the semester to learn and analyze economic theories and case studies
- Produce a 12-15-page analytical case study at the end of class

Readings

Required readings will be posted on Sakai and are available for downloading. There is no course text. Specific readings may be distributed in class. *Please note that I reserve the right to add readings or change some of them as I get to know you and your interests better and come across relevant material.*

Course Requirements and Grading

The class is a seminar, and it will require everyone's presence and active participation to function successfully. I expect respectful exchange in class and everyone's full participation. Students are expected to come to class prepared, having done the assigned readings and ready to actively participate in class discussions. I expect all discussions to be respectful and generative conversations in which we give everyone the room to speak and consider differences in opinions as adding new dimensions to our understanding of issues.

Semester Long Assignment: the main question we will ask this semester is what does economic development look like in the face of the pandemic? What are innovations and new directions that are needed or possible to address the many inequities that the pandemic has revealed and to foster a just, inclusive and innovative recovery.

You are invited to work in pairs. You can pick a specific geography and a specific sector to focus on. I.e., workforce development, small firm entrepreneurship, training programs, amenities programs, food security, climate sensitive economic recovery, downtown development, rethinking public spaces...links between the economy, housing and transit. The options are many. Pick a place to root this work in. Chapel Hill, Brooklyn, Philadelphia, a part of San Francisco or LA or Chicago, Asheville....the choice is yours.

I would urge you to also identify an institution – government agency, non-profit organization, firm, association, or any other entity that is doing innovative work in the area of your choice (or sector of your choice). Conduct a case study of that institution and specifically of the innovative project that you have identified they are working on.

This part of the work will require interviews. At least 2-3. The initial results of your case study and interview findings will be presented in class on September 28, October 5, and 12.

Over the rest of the semester you will work on developing your own vision of a successful project might look like based on your case study. A final presentation is due on November 23 and 30.

Course grades will be based on the following assessments:

Participation: **Active participation in class discussions** involves coming to class prepared to ask good questions and present considered responses to questions raised by others in class. Active participation is a requirement **(15% of the grade)**

Assignment 1: Ethnography of Economic Development in the face of the Pandemic. This assignment contains two parts. One is a local economic profile of the city, region or community you have chosen to work with. Keep this short by including relevant economic indicators about your region, including population and demographic trends, employment and unemployment, poverty and income levels, industrial and occupational structure, areas of specialization and competitive advantage, and recent trends. Identify and describe the specific pandemic related issue you plan to focus on, and why. **(Due: 9/14). This part of the assignment carries 5% of the grade)**

Second, using the interviews you have conducted with the organization you are focusing on, describe the innovative project and the institution's strategy in implementing it. Conduct your interviews as if you're conducting an ethnography of development. **(Presentation due 9/28, 10/5, 10/12). This part of the assignment carries 20% of the grade.**

Assignment 2: Short (1-2 paragraph) reflections on any 5 class-sessions should be posted on the Sakai Forum section by the *evening before class* that you choose to write about. You should choose sessions *other than* the ones you are leading discussion on. I will read the reflections, but they will not be graded. Please bring identify your dates and bring them to class as well on those dates to open discussion. **15% of the grade.** You earn the full 15% simply by submitting them all.

Assignment 3: All students are expected to present case studies in class and lead class discussion for at least one class session on a topic selected from a list I will circulate in the second week of class. Leading class discussion involves making a 20-25 minutes long presentation on the pre-selected topic, and bringing in relevant case study examples to share with the class. You will also be responsible for circulating discussion questions prior to class and leading discussion for the rest of that session, and for bringing a one-page handout to class. **15% of the grade.**

Assignment 4: Final presentation of your vision of the project that you have been studying – how might it foster a just, inclusive, and resilient recovery. A 15-page, double spaced case-based paper that either builds on the implementation surprise reported on in the ethnography of development interview, or any other example of a planning innovation in a specific planning context. You can opt to work in groups of two on the paper, or work individually. **The final paper and presentation together account for 30% of the grade.** *The presentation will take place in class on 11/26 and 12/3, and the final paper is due by 12/5.* Peer evaluations will contribute towards 5% of the grade for this assignment.

Weights:

Active participation in class discussions	15%
Ethnography of Development (an interview-based class project, 5-6 double spaced pages)	25%
Leading case study and discussion sessions (including 5% peer evaluation).....	15%
Short reflections on any 5 class sessions to be posted on Sakai.....	15%
Final Paper/Case Study	30%

Final grades will be assigned as follows:

Undergraduate Grade		Graduate Grade
A	94% to 100%	High Pass
A-	90% to 93%	
B+	87% to 89%	Pass
B	84% to 86%	
B-	80% to 83%	
C+	77% to 79%	
C	74% to 76%	
C-	70% to 73%	Low Pass
D+	67% to 69%	
D	60% to 66%	Fail
F	0% to 59%	

Note: What is a Reflection paper?

A reflection paper is a way to learn how to critically synthesize a body of readings to make one or two clear points about the issues addressed in the materials that stood out for you. A reflection paper should be selective: please do not summarize the main points of the articles you read. Try to develop a position or a point of view on a theme or idea that stood out for you in the readings (you may include issues discussed in class, but the reflection must be about the readings). For example, this could be about identifying something that surprised you, or puzzled you in the reading. Or it could be something that led you to think differently about an issue you are already familiar with or changed your previously held views about it. Going beyond simply saying what surprised or puzzled you, try to say *why* something surprised or puzzled you, or why you found it interesting, what was it about the insight that was interesting to you. For the reflection paper to work, it must be concrete and grounded in factual details and not be abstract, vague, all encompassing or too general. Be sure to give examples to illustrate the points you make. Avoid simply criticizing an article. Try to build constructively on something that made you see things in a new way.

Approved Absences

Any request for an approved class absence must be approved by the University Approved Absence Office attendance.unc.edu. No right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:

- Authorized University activities
- Disability/religious observance/pregnancy, as required by law and approved by Accessibility Resources and Service and/or the Equal Opportunity and Compliance Office (EOC)
- Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office (EOC).

Students are bound by the Honor Code when making a request for a University Approved Absence. If you will need an approved absence for this course, you must submit the request through the University Approved Absence Office by using [this request form](#).

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." I will report any honor code violation to the [Office of Student Conduct](#).

For this course:

- 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.
- 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.

UNCERTAINTIES OF THE CURRENT MOMENT

Even as we move towards recovery and return, we are still in the midst of many uncertainties. If at any time you feel overwhelmed or otherwise have issues with remote learning, please get in touch with me. I want to make this as fruitful an experience for all of us as I can.

Our class is remote. You can however continue to gather in the room allocated to the class, New East 201. When you gather there please note the university's mask requirement:

Community Standards in Mask Use.

This semester, while we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in the classroom. This requirement is to protect our educational community as we learn together. If you choose not to wear a mask, or wear it improperly, the instructor will ask you to leave immediately, and will submit a report to the [Office of Student Conduct](#). At that point you will be disenrolled from the course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see [Carolina Together](#).

An exemption to the mask wearing community standard will not typically be considered to be a reasonable accommodation. Individuals with a disability or health condition that prevents them from safely wearing a face mask must seek alternative accommodations through the [Accessibility Resources and Service](#). For additional information, see [Carolina Together](#).

Disability

The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or pregnancy resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. In the first instance please visit their website <http://accessibility.unc.edu>, call 919-962-8300 or email accessibility@unc.edu. Please contact ARS as early in the semester as possible.

Safety at Carolina

I care about your safety and recognize that you cannot fully commit to this course if you do not feel safe.

If you are impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking, I encourage you to seek resources on campus or in the community.

Please contact the following campus resources to discuss your specific needs:

- Director of Title IX Compliance (Adrienne Allison – Adrienne.allison@unc.edu)
- Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu)
- Counseling and Psychological Services (caps@unc.edu; confidential)
- Gender Violence Services Coordinators (gvsc@unc.edu; confidential)
- Additional resources are available at safe.unc.edu

I value the perspectives of individuals from all backgrounds reflecting the diversity of our students and my goal is to create a safe space for everyone in this class. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. Please let me know if there is anything I can do to improve, I appreciate suggestions.

Accessibility

The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services for students with disabilities, chronic medical conditions, temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office.

If you need accommodations, please contact ARS as early in the semester as possible.

- Visit accessibility.unc.edu
- Call 919-962-8300
- Email accessibility@unc.edu

Resources

Our purpose as professors is to help you to excel in this learning environment. Should you need further assistance beyond the help of the professor, please consult the following on-campus resources:

- The Writing Center provides one-on-one assistance to students. To make an appointment, browse the Writing Center's online resources, or submit a draft online. They have additional useful information, such as handouts on how to cite online. writingcenter.unc.edu
- The Learning Center offers individual consultations, peer tutoring, academic coaching, test prep programming, study skills workshops, and peer study groups. learningcenter.unc.edu
- Campus Health provides ambulatory primary medical care, mental health services and wellness programs along with selected specialty services. campushealth.unc.edu

Course Outline

1. 8/24 (T): Introduction and Overview: Local Economic Development: Goals of Development, Means and Ends, Economic Development versus Economic Growth.

Module 1: Institutions and Frameworks

2. 8/31 (T): Efficiency, Specialization and the Division of Labor; Structural Transformation and Modernization
3. 9/7 (T): Regional Development: Economic Base Models; Growth Poles, Balanced and Unbalanced Growth, linkages, Spread and Backwash Effects
4. 9/14 (T): Dualism and Segmentation -- Institutions of Fordism; Deindustrialization, Reindustrialization.
5. 9/21 (T): Transformation of Work: Low Road vs High Performance Work Systems

Module 2: Processes, Mechanisms, Organizations, Norms and Networks: Complicating the Received Wisdom

6. 9/28 (T): Clusters, Agglomeration Economies and Local Resilience
7. 10/5 (T): Global Value Chains
8. 10/12: (T): Future of Work – Technological Change and the Sharing Economy
9. 10/19: (T): Creative Class and Creative Cities – Redevelopment or Displacement?
10. 10/26 (T): Ecology of Entrepreneurship – Mapping Economic and Social Networks of Resilience.
11. 11/2 (T): Social Networks and Social Capital
12. 11/9 (T): Bureaucracy, Regulation, and Front-Line Workers
13. 11/16 (T): Participation, Decentralization, Redundancy and Overlap
14. 11/23 (T): Class Presentations
15. 11/30 (T): Class presentation

Class Schedule and Readings

Introduction

Week 1

8/24 (T): Introduction and overview: Means and Ends: Economic Growth vs. Economic Development

Malizia, Emil and Ed Feser. 1999. The Practice of Economic Development; and Definitions and Concepts of Development, Chapters 1 and 2, *Understanding Local Economic Development*. Rutgers: CUPR Press, New Jersey.

Sen, Amartya. 1997. "Editorial: Human Capital and Human Capability." *World Development* 25 (12): 1959-1961.

Module 1: Institutions and Frameworks

Week 2

8/31 (T): Specialization, Efficiency and the Division of Labor: Historical Formulations

(R) Smith, Adam. [1776] 1976. "Of The Division of Labour," "Of the Principle which gives Occasion to the Division of Labour," "The Division of Labour is Limited by the Extent of the Market" In Book I: 'Of the Causes of Improvement in the productive Powers of Labour, and of the Order according to which its Produce is naturally distributed among the different Ranks of the People,' The Wealth of Nations. Edited by Edwin Cannan. Chicago: University of Chicago Press. Pp. 3-21.

Marx, Karl. 1932. "How Capital Revolutionizes the Mode of Production: 'Cooperation,' 'Division of Labour and Manufacture,' 'Machinery and Modern Industry'" and "What Capital Accumulation Leads to." In Capital, Volume I. New York: The Modern Library. Pp 63-99, 202-205.

Suggested: Malizia, E.M., and E. J. Feser. 1999. *Understanding Local Economic Development*. New Jersey: CUPR Press. Appendix 2.1.

Structural Transformation and Modernization: Stages Theory of Growth

Please bring your tablets or laptops for an in-class exercise

(R) Rostow, W.W. 1962. "Introduction," and "The Five Stages of Growth: A Summary." In the Stages of Economic Growth. A Non-Communist Manifesto. London: Cambridge University Press. Pp 1-17 (pages. 18-58 Optional).

Florida, Richard Florida, Richard. 2005. The World is Spiky. Globalization has changed the economic playing field but has not leveled it. *The Atlantic Monthly* October. Pp. 48-51.

Lewis, Arthur. 1963. "Economic Development with Unlimited Supplies of Labour." In: A.N. Agarwala and S.P. Singh (Eds) The Economics of Underdevelopment. New York:Oxford University Press

9/7 (T): Economic Base Models – Sizing the Local Economy : Growth Poles and Growth Linkages; Spread and Backwash Effects

Malizia, E.M., and E. J. Feser. 1999. Economic Base Theory and *Understanding Local Economic Development*. New Jersey: CUPR Press. Chapter 3 and 4: pp. 51-80

Cumulative Causation: Myrdal, G. 1957. *Economic theory and underdeveloped regions*. New York: Harper and Row. (pp 11-49 only)

Donegan, Mary, Lester and Low. 2018. Incentives.

Suggested

Edelstein, Robert H. 2008. Sizing Up the Local Economy. Pp 80-84 in *Local Planning: Contemporary Principles and Practice*. Gary Hack et al.

Tendler, Judith, *The Economic Wars Between the States*, Mimeo.

Hirschman, Albert O. "Unbalanced Growth: An Espousal." Chapter 4 in *The Strategy of Economic Development* New Haven: Yale University Press, 1958, pp. 62-75.

Dohnert, Sylvia: Case Study

9/14 (T) Dualism and Segmentation: Institutions of Fordism

Rise of Fordism: Chandler, Alfred. 1992. "The Emergence of Managerial Capitalism." The sociology of Economic Life. Edited by M. Granovetter and R. Swedberg. Boulder CO: Westview Press. Pp. 131-158.

Internal Labor Markets

Piore, Michael J. 1983. "Labor Market Segmentation: To What Paradigm Does it Belong?" AEA Papers and Proceedings 73(2):249-253 (May).

Bluestone, Barry and Harrison, Bennett 1986. "The deindustrialization of America: plant closings, community abandonment, and the dismantling of basic industry" Chapter 4.

Sabel, Charles, and Jonathan Zeitlin. 1985. "Historical Alternatives to Mass Production: Politics, Markets and Technology in Nineteenth-Century Industrialization." Past and Present. August: 133-176.

Harrison, Bennett. 1994. "Big Firms, Small Firms, Network Firms " *Lean and Mean*. New York: Guilford. Chapter 1 and 4.

9/21 (T): Work Transformed: The low Road vs High Performance Work Systems

Batt and Appelbaum. 1994. *The Transformation of Work*

Best, Michael. 1990. The New Competition: Institutions of Industrial Restructuring. Cambridge MA: Harvard University Press. Pp 1-26, 251-277.

Brown, Charles, James Hamilton, and James Medoff. 1990. *Employers Large and Small*. Cambridge, MA: Harvard University Press.

(Optional): Reshoring: Howell, David. 2001. The Skills Myth. The American Prospect. <http://prospect.org/article/skills-myth>

(Optional): Osterman, Paul and Rosemary Batt. 1993. "Employer Centered Training for International Competitiveness: Lessons from State Programs." *Journal of Policy Analysis and Management*. Vo1. 12, No. 3, pp 456-477.

9/28 (T): Clusters and the making of resilient local economies

Porter, Michael. 1998. "Clusters and the new economics of competition." *Harvard Business Review*. November-December Pp. 77-90.

Sengenberger, Werner, and Frank Pyke. 1992. "Introduction: Industrial Districts and Local Economic Regeneration: Research and Policy Issues." In Industrial Districts and Local Economic Regeneration. Edited by Frank Pyke and Werner Sengenberger. Geneva: International Institute for Labour Studies. Pp. 3-29.

Schmitz, Hubert, and Bernard Musyck. 1993. "Industrial Districts in Europe--Policy Lessons for Developing Countries?" World Development 22 (6):889-910. (June)

Gertler, Meric. 1988. "The limits of flexibility: comments on the Post-Fordist vision of production and its geography." Transactions: Institute of British Geographers 13 (4):419-432.

10/5 (T): Global Value Chains: Addressing new Vulnerabilities by Recombining 'Work, Place and Workplace'

Gereffi, Gary, Miguel Korzeniewicz and Roberto Korzeniewicz (1994). "Introduction: Global Commodity Chains," In G. Gereffi and M. Korzeniewicz, eds., Commodity Chains and Global Capitalism. Westport: Praeger.

Harris-Pascal, John Humphrey, and C. Dolan. 1998. "Value chains and upgrading: the impact of UK retailers on the fresh fruit and vegetables industry in Africa." Typescript, IDS, Sussex, England.

10/12 (T): The Pursuit of the Creative Class in Creative Cities – Re-development or Displacement?

Rothstein, Richard. 2017. *The Color of Law: A Forgotten History of How Our Government Segregated America*, W.W.Norton & Company, 2017 (Chapter 1).

Richard Florida. 2016. *The Creative City*. Chapter 1 and Conclusions. (On Sakai)

And Richard Florida. 2017. *The Urban Revival is Over*. New York Times, September 3, 2017. <https://www.nytimes.com/2017/09/01/opinion/cities-suburbs-housing-crime.html>

Mary Donegan AICP, Joshua Drucker AICP, Harvey Goldstein AICP, Nichola Lowe AICP & Emil Malizia AICP (2008) Which Indicators Explain Metropolitan Economic Performance Best? Traditional or Creative Class, *Journal of the American Planning Association*, 74:2, 180-195, <http://dx.doi.org/10.1080/01944360801944948>

Peck, Jamie. "Struggling with the Creative Class." *International Journal for Urban and Regional Research*. (On Sakai).

10/19 (T): The Future of Work -- Maker Spaces and the Gig Economy: New Vulnerabilities and New Opportunities - *Guest Lecture, Professor Ravenelle (TBC)*

All: Ravenelle, A.J. (2019). *Hustle and Gig: Struggling and Surviving in the Sharing Economy*. Berkeley, CA: University of California Press. Chapter 1 and Conclusions.

Laura Wolf-Powers, Marc Doussard, Greg Schrock, Charles Heying, Max Eisenburger & Stephen Marotta. 2017. "The Maker Movement and Urban Economic Development," *Journal of the American Planning Association*, 83:4, 365-376, DOI: 10.1080/01944363.2017.1360787

Pick any one:

Uber is Not the Future of Work. 2015 *The Atlantic*.

<https://www.theatlantic.com/business/archive/2015/11/uber-is-not-the-future-of-work/415905/>

https://www.salon.com/2019/05/11/please-lets-never-call-uber-the-future-of-work-ever-again_partner/

Rotman, David. 2013. The Difference Between Makers and Manufacturers. *Technology Review*. January 2. <http://www.technologyreview.com/review/508821/the-difference-between-makers-and-manufacturers/>

Evgeny Morozov. 2014. Making it. *New Yorker*.

<http://www.newyorker.com/magazine/2014/01/13/making-it-2>

Hatuka, Tali and Eran Ben-Joseph. 2017. "Industrial Urbanism: Typologies, Concepts, Prospects." *The Built Environment* 43 (1): 10-24.

Protecting Local Jobs and Retention and the Sharing Economy

Laura Wolf-Powers, Community Benefits Agreements and Local Government, A Review of Recent Evidence, *Journal of the American Planning Association*, Volume 76, Issue 2 (2010): 141 – 159.

Lester, T.W. and Kaza, Nikhil. and Kirk, Sarah., 2013. Making Room for Manufacturing: Understanding Industrial Land Conversion in Cities – *Journal of American Planning Association* 79(4):295-313.

Hum, Tarry. 2016. "The Hollowing-Out of New York City's Industrial Zones", *Metropolitiques*, 16 February 2016. URL: <http://www.metropolitiques.eu/The-Hollowing-Out-of-New-YorkCity.html>.

10/26 (T) Ecology of Entrepreneurship – Innovation Districts and the New Entrepreneurs: Whom is Included? Who is Excluded? *Guest Speaker Dr. Henry McKoy, NCCU (TBC)*

Lester, Richard and Michael Piore. 2004. *Innovation – The missing Dimension*. Chapters 8 and 10.

Katz, Bruce and Julie Wagner. 2014. *The Rise of Innovation Districts: A New Geography of Innovation in America*. Brookings Institute. <http://www.brookings.edu/~media/Programs/metro/Images/Innovation/InnovationDistricts1.pdf>

McKoy, Henry and James H. Johnson. 2018. Do Business Ecosystems see Color? *International Journal of Social Ecology and Sustainable Development* 9(3): 80-91.

10/31 (R): Economic Adaptation and Resilience in a Changing Climate—*Guest Lecture, Dr. Myuki Hino (TBC)*

Diana Ürge-Vorsatz, Cynthia Rosenzweig, Richard J. Dawson, Roberto Sanchez Rodriguez, Xuemei Bai, Aliyu Salisu Barau, Karen C. Seto and Shobhakar Dhakal. 2018. Locking in positive climate responses in cities. *Nature Climate Change*.

E. Somanathan, R. Somanathan, A. Sudarshan and M. Tewari. 2019. "Impact of Temperature on Productivity and Labor Supply: Evidence from Indian Manufacturing." Second revisions submitted to *Journal of Political Economy*.

Tewari, Meenu and Nicholas Godfrey. 2016. *Better Cities, Better Growth: India's Urban Opportunity*. Working Paper, New Climate Economy. <https://newclimateeconomy.report/workingpapers/workingpaper/indias-urban-opportunity/>

Module 3: Implementation: The Role of Government, Civic Actors, and Environments – Tacit, and Hidden Dimensions of Change

11/2 (T): Social Networks, Social Capital

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11/23 (T) (second half): Class Presentations

11/30 (T): Class presentations and evaluations