

**Center for the Studies of the United States**  
Munk School of Global Affairs  
University of Toronto

**USA311H1F: Approaches to American Studies: Globalization & Economic Development in the USA**  
**Fall 2017**

**Instructor:**

Shiri M. Breznitz  
368S at 1 Devonshire Place  
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Office Hours – By appointment only

**Time and Room:**

Wednesday 10:00AM-12:00PM  
Location – Sidney Smith 1088

**Course Description:**

This seminar challenges you to open your mind and ask crucial questions regarding economic development in the U.S. on the regional, state, and federal levels in today's a global economy. Students will acquire improved understanding and critical insight about different perspectives of economic development and the interpretation of economic development problems. The course will also examine national and international trends, including issues of competitiveness, technological change, and globalization that influence regional and local economic development. Ongoing concerns of job creation, quality of jobs, and equity in economic development will also be relevant to our discussion.

**Course Logistics:**

**Contacting the instructor and email policy**

Please email me for an appointment. I will do my best to respond to e-mails within 72hrs. Please note that I will not, however, be checking e-mails on weekends or after 5PM, so if you leave your requests or queries to the last minute you will not be provided with an answer.

**Email**

Students who wish to communicate via email are welcome to do so. Please note the following guidelines:

- Use a "utoronto" account to ensure receipt of messages
- Use full sentences and proper grammar when composing messages
- Ensure your questions/comments are clear and comprehensible
- Do not email panicked questions about an assignment the night before it is due

**Reading**

All reading are available in the course Dropbox folder.

**Each student is responsible to open and maintain a Dropbox account and ensure that they have access to the shared class folder**

**NOTE:** If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible ([www.accessibility.utoronto.ca](http://www.accessibility.utoronto.ca)).

**Grading:**

**Your final grade will be calculated based on a combination of article questions (10%), assignments (60%), contribution (20%), and attendance (10%). All course assignments should be submitted by email to the instructor by 10:00AM on the day of the class.**

**Reading readiness****10%**

All the students need to submit two questions **per reading** before every class meeting. Please email your questions to the instructor before **10:00AM** of the day of the class (Readings marked with “\*\*\*\*” are optional).

<b>Assignments</b>	<b>Topic</b>	<b>60%</b>
Assignment #1:	Economic Development Definition (Due 27/9/17)	10%
Assignment #2:	Regional Analysis Presentation (Due 29/11/17)	20%
Assignment #3:	Regional Analysis Paper (Proposal Due 1/11/17*, Paper Due 8/12/17)	30%

\*Paper proposal will not be graded

**Contribution****20%**

Attendance is not the same as participation and participation is not the same as contribution. Your class contribution grade is dependent upon the quality of your interactions with your instructor and your classmates. Quality is not determined by frequency of participation. You must also demonstrate knowledge the reading. Also, your comments and participation should be on point, constructively critical, knowledgeable, and add to the quality of the classroom experience.

**Attendance****10%**

Attendance in class is required. Professional decorum dictates that you come to class meetings prepared and on time. As such, you will be penalized for arriving to a class meeting late.

**Important Course Policies:**

All task assignments should be emailed to the instructor by 10:00AM on the day of the class. Late assignments will not be accepted. **Unsubmitted work or a late submission will induce a grade of “0” for the particular assignment.** Students will not be given make-up assignments or extensions due to travel (employment, vacations, and weddings), other personal/professional commitments or because you are busy with other coursework. Late assignments extensions will be granted based on legitimate medical or compassionate grounds only. Students should discuss their situation with the Professor **before** the submission deadline. Requests for special consideration and proper documentation (such as the U of T medical form etc.) must be submitted no later than one week after the due date. We accept the UofT medical certificate only. The Medical Certificate must indicate that the doctor diagnosed and treated you when you were ill; it cannot just report that you told the doctor after-the-fact that you were ill previously.

**Academic Integrity:**

The University of Toronto treats cases of academic misconduct very seriously. Academic integrity is a fundamental value of learning and scholarship at the UofT. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that your UofT degree is valued and respected as a true signifier of your individual academic achievement.

The University of Toronto’s Code of Behavior on Academic Matters outlines the behaviors that constitute academic misconduct, the processes for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Any instance of suspected academic dishonesty will be reported to the appropriate University authorities. For further information on “How Not to Plagiarize”, you might find Margaret Proctor’s guide helpful – click “Using sources” in the advice link: <http://www.writing.utoronto.ca/advice>

## Schedule

### PART I – DEFINITION AND POLICY

September 13, 2017

Reading -

Malizia, E. E. 1994. "A redefinition of economic development." Economic Development Review, Spring, pp. 83-4.

Blakely and Green Leigh. 2010. Planning local economic development. Chapter 3.

### Global Level

September 20, 2017

Reading -

Berger, S. 2005. How we compete, Doubleday. Chapter 1 – who's afraid of Globalization?

Thomas L. Friedman. 2005. The world is Flat. Chapter 1.

### Federal Level (Assignment 1 due)

September 27, 2017

Reading -

Walton, G. M., and Rockoff, H. 2014. History of the American Economy. Chapter 28.

Blakely and Green Leigh. 2010. Planning local economic development. Chapter 2 (pp 31-56).

Mazzucato, M, 2013. The Entrepreneurial State: Debunking Public vs. Private Sector Myths. Anthem Press. Chapter 5.

### State Level

October 4, 2017

Reading -

Blakely and Green Leigh. 2010. Planning local economic development. Chapter 2 (pp 56-71).

Lowe, N. J., 2007. "Job Creation and the Knowledge Economy: Lessons from North Carolina's Life Science Manufacturing Initiative." Economic Development Quarterly 21, 339-353.

Sullivan, D. M. 2002. "Local governments as risk takers and risk reducers: An examination of business subsidies and subsidy controls." Economic Development Quarterly 16: 115-126.

\*\*\*Bartik, Timothy J. 2005. "Solving the Problems of Economic Development Incentives." Growth and Change 36 (2): 139-166.

### Regional Level

October 11, 2017

Reading -

Blakely and Green Leigh. 2010. Planning local economic development. Chapter 7 (only pages 211-220).

Annalee Saxenian. 1996. Regional Advantage. Introduction, chapter 1, Conclusion.

### PART II – ECONOMIC DEVELOPMENT RESOURCES AND MECHANISMS

#### Knowledge and knowledge transfer

October 18, 2017

Reading –

Nonaka, I. D. and H. Takeuchi. 1995. The Knowledge-creating Company : How Japanese Companies Create the Dynamics of Innovation. New York, Oxford University Press. Chapter 4.

Casper, S. 2007. "How do technology clusters emerge and become sustainable? Social network formation and inter-firm mobility within the San Diego biotechnology cluster." Research Policy 36(4): 438-455.

### **National & Regional Innovation Systems**

October 25, 2017

Reading –

Nelson, R. R. 1993. National Innovation Systems: A Comparative Analysis. New York, Oxford University Press. Chapter 1.

Safford, S. 2004. "Why the Garden Club Couldn't Save Youngstown: Civic Infrastructure and Mobilization in Economic Crises." MIT-IPC-LIS-04-003.

### **Industrial Districts** (Paper proposal due)

November 1, 2017

Reading –

Markusen, A. 1996. "Sticky places in slippery space: A typology of industrial districts." Economic Geography 72(3): 293-313.

### **November 8 - fall reading week - No Class Meeting**

### **November 15, 2017 - Group meetings with instructor**

### **The Role of the University**

November 22, 2017

Reading –

Breznitz, S. M. and M. P. Feldman 2012. "The Engaged University." The Journal of Technology Transfer 37(2): 139-157.

Rodin, J. 2007. The university & urban revival: out of the ivory tower and into the streets. Philadelphia, University of Pennsylvania Press. Chapters 2 and 3.

### **Other Options for Economic Development**

November 29, 2017

Reading –

Florida, Richard. 2002. The Rise of the Creative Class. Preface + Chapter 3.

Briedenhann, J. and Wickens, E. 2004. "Tourism routes as a tool for the economic development of rural areas – vibrant hope or impossible dream?" Tourism Management. 25: 71-79.

Sanders, H. 2002. "Convention Myths and Markets: A Critical Review of Convention Center Feasibility Studies." Economic Development Quarterly. 16 (3): 195-210.

\*\*\*<http://creativeclass.com/rfcgdb/articles/Revenge%20of%20the%20Squelchers.pdf>

\*\*\*Markusen, Ann. 2003. "Reaping the Hidden Artistic Dividend." *Minneapolis-St. Paul Star Tribune*, August 3rd, pp. AA1-AA2. <http://www.creativefortwayne.net/archives/000081.php>

### **Group Presentations** (Assignment 2 – Slide Deck is due)

December 6, 2017