

Graduate Course Outline
Department of Economics
School of Business and Economics

ECON 6050-3
Sustainable Community Economic Development (3,0,0)

1. COURSE OVERVIEW

Calendar Description

Students learn about the sustainable development of urban and rural communities with an emphasis on critical evaluation of the theory and strategies and application of analytical techniques. Topics include the theoretical basis for community economic development (CED); a critical analysis of theories explaining CED; analytical techniques for community evaluation; economic impact analysis; an assessment of environmental and economic sustainability objectives for project selection; third sector structures; competing strategies for community development; financial strategies and challenges; the role of the public sector in CED; and an overview of CED activity in Canada and other nations.

Educational Objectives/Graduate-Level Learning Outcomes

After successfully completing the course, students will be able to:

1. Justify the economic rationale for CED.
2. Apply economic concepts to the study of CED.
3. Evaluate the relevance of economic development and regional economic theories for CED.
4. Assess the economic state of a community using analytical techniques and tools.
5. Illustrate the methodology and uses of impact analysis.
6. Describe the state of CED in Canada.
7. Critique the environmental and sustainability issues related to CED.
8. Discuss third sector structures and their applicability to CED.
9. Summarize how strategies are determined and implemented for CED.
10. Explain the role of the public sector in CED.
11. Appraise financing options for CED.
12. Compare and contrast the practice of CED in the developed and the developing world.

Course Topics

1. Community Economic Development Concepts
 - Definitions and concepts
 - Economic rationale for CED
 - Social economy

2. A Critical Analysis of Regional Economic Theories
 - Export base theory
 - Location theory
 - Attraction models theory
3. A Critical Analysis of Economic Development Theories
 - Development stages theory
 - Staple theory
 - Big push theory
 - Convergence theory
4. Applying Analytical Techniques- Static
 - Comparisons
 - Location quotients
 - Choice of reference area
5. Applying Analytical Techniques- Dynamic
 - Economic growth
 - Shift share analysis
 - Prosperity index
6. Economic Impact Analysis
 - Multipliers
 - Employment and income impact
 - Social and cultural impacts
7. An Overview of CED in Canada
 - Evolution of CED in Canada
 - Initiatives in Canada
 - Role of public sector
8. Environmental Sustainability and CED
 - Scale
 - Land markets
 - Community land trust
 - Community forests
9. Third Sector Structures
 - Community development corporations
 - Worker-owned ventures
 - Cooperatives
 - Social enterprises
 - Civil society (NGOs)
10. Strategies for CED
 - Business development
 - Human resources development
 - Locality development
 - Social development
11. Financing CED
 - Community investment

- Comparing finance strategies
- Microfinance
- Role of government in financing

12. A Global Perspective of CED

- CED in developed countries
- CED in developing countries
- Question of universality

Texts/Materials

Textbooks

Blakely, E. and N. Leigh. *Planning Local Economic Development: Theory and Practice*, Fifth Edition. Thousand Islands, CA: Sage Publications Inc., 2013.

Markey, S, J. Pierce, K. Vodder and M. Roseland. *Second Growth: Community Economic Development in Rural British Columbia*. Vancouver: UBC Press, 2005.

Davis, H.C. *Regional Economic Impact Analysis and Project Evaluation*. Vancouver: UBC Press, 1993.

Suggested Readings

Bertotti, M., A. Harden, A. Renton, and K. Sheridan (2012) “The contribution of a social enterprise to the building of social capital in a disadvantaged urban area of London” *Community Development Journal*, vol. 47 (2): 168-183.

Carpenter, J. (2013) “Social Enterprise and Urban Regeneration: A Model for the Future” *Interprindere Sociala*, vol. 24 (2): 137-156.

Crainer, S. (2012) “Social Financing” *Business Strategy Review*, vol. 23 (4): 14 – 21.

Haiven, L and J. Haiven (2011) “Nonprofit Co-operatives: An Alternative to State or the Profit-Making Private Sector for the Delivery of Public Utilities” *Institute for Nonprofit Studies Working Paper #5*.

Lewis, R. (2012) “The Determinants of Renovation and Redevelopment in Baltimore City” *Regional Science Policy and Practice*, vol. 4(4): 335-354.

Nathan, M. (2007) “The Wrong Stuff? Creative Class Theory and Economic Performance in UK Cities” *Canadian Journal of Regional Science*, vol.3: 433-450.

Petrov, A. (2007) “A Look beyond Metropolis: Exploring Creative Class in the Canadian Periphery” *Canadian Journal of Regional Science*, vol.3: 451-474.

Rusbridger, A. (2012) “The Katine Legacy” *Business Strategy Review*, vol. 23 (4): 34-40.

Rohe, W.M. and R. G. Bratt (2003) “Failures, Downsizings, and Mergers among Community Development Corporations” *Housing Policy Debate*, vol. 14(1): 1-46.

Shockley, G. and P. Frank (2011) "The Functions of Government in Social Entrepreneurship: Theory and Preliminary Evidence" *Regional Science Policy & Practice*, vol. 3(3): 182-198.

Thabethe, N, V. Magezi, and M. Nyuswa (2012) "Microcredit as a Community Development Strategy: a South African Case Study" *Community Development Journal*, vol. 47 (3): 423-435.

Walker, J. (2012) "Social Financing" *Business Strategy Review*, vol. 23 (4): 32-33.

Wilson, B. (2013) "Reclaiming the Worker's Property: Coffee, Land Grabbing, and Farmworker Resistance in Nicaragua" LDPI Working Paper 42.

Student Evaluation Philosophy and Methods

Face-to-Face

Assignments	40%
Midterm exam	20%
Class Participation	10%
Final exam	30%

Online

Assignments	45%
Online Discussion	15%
Final exam	40%

Assignments

Four assignments will be given throughout the term. The purpose of the assignments is to develop analytical and critical thinking skills. Each assignment will be worth 10% of the grade.

On-line Discussion

Six discussion questions will be posted for comment by students at different times throughout the course.

Discussion 1 – Is there an economic rationale for the study of CED?

Discussion 2 – Regional economic theory versus economic development theory.

Discussion 3 – The role of CED in the Canadian economy.

Discussion 4 – The compatibility of environmental sustainability and CED.

Discussion 5 – A critical assessment of third sector business models.

Discussion 6 – The financing puzzle.

Students are expected to engage in an active debate with each other of the issues involved. The facilitator will monitor the discussion and ensure it remains focused on the question asked and that all students are respectful of each other and engaged. The facilitator will assign an on-line discussion grade at the end of term based on the quality and not the quantity of each student's contributions.

Mid-term Exam

There will be a mid-term exam after Topic 5. The exam will consist of a combination of short answer and essay questions based on the lectures and assigned readings. Translators or other electronic devices are not permitted during exams with the exception of a scientific calculator.

Final Exam

The comprehensive final exam is three hours in length and consists of a combination of short answer and essay questions based on the lectures and assigned readings. Translators or other electronic devices are not permitted during exams with the exception of a scientific calculator.

2. RELATIONSHIP TO OTHER COURSES**Prerequisites**

ESMN 6010, ESMN 6020

Co-requisites

None

Links to Previous, Concurrent and Subsequent courses

This course will build on the concepts learned in ESMN 6010 and ESMN 6020 by illustrating how they apply to the study of community economic development. The emphasis on current research in the area of community economic development in this course will prepare students to undertake their own research in the form of either a graduate research project or thesis, if they choose.

3. COURSE PURPOSE AND FIT IN GRADUATE PROGRAM**What is this course's role in the graduate program?**

The role of this course is to provide applications of sustainability issues and to develop critical thinking and analytical skills for students interested in pursuing a career in the area of economic sustainable management. In addition, this course exposes students to current research in the area of sustainable community economic development thereby preparing them to conduct research of their own.

4. DELIVERY**Delivery mode (face-to-face, blended, distance)**

The course will be developed for distance, blended, and campus delivery.

Delivery Features

- Expert guest speakers from the community
- Lectures recorded using Camtasia
- Group work
- Online discussions

Instructional Approach

This course employs an active, collaborative learning approach with a heavy reliance on group problem solving, academic research and online discussion or class participation.

5. OTHER

Methods for Prior Learning Assessment and Recognition

PLAR is not allowed in graduate programs under Northwest Commission on Colleges and Universities (NWCCU) accreditation standards. No PLAR credit will be awarded, which is permissible under TRU policy.

Course Policies

Academic Integrity – In accordance with TRU Policy 5-0.

Examinations – In accordance with TRU Policy ED 3-9. In addition, students must pass the final exam to receive a passing grade for the course.

Grading – In accordance with TRU Policy ED 3-5.

Late Assignments - A grade of zero will be given for all late assignments unless permission is received in advanced from the instructor/facilitator.

Student Academic Appeals - In accordance with TRU Policy ED 4-0.

Student Attendance – In accordance with ED 3-1.

Team Conflict - All team members should actively participate in the analysis of the case and the preparation of the report and act professionally towards each other. During the course, if a student feels this is not occurring, they should bring this matter to the attention of the facilitator immediately so they can investigate the conflict and take the appropriate action including assigning students a failing grade for the course. Working effectively in teams and acting professionally towards one's colleagues is a major learning goal of an MBA program. Students should be careful to ensure their behaviour does not become an issue.

Withdrawals – In accordance with ED 3-0.