

PLANNING URBAN ECONOMIC DEVELOPMENT

URBG 740.00

Fall, 2006

Thurs. 5:10-7:00 PM

Prof. Sigmund Shipp

Office Hours 1:00-2:00pm (Thurs)

The restructuring of the urban economy, from manufacturing to services, has contributed to the decline of cities. Planners have relied on economic development strategies to lessen the impact of the restructuring. The impact of these changes is evident from the joblessness and poverty in inner cities that defy easy solutions. To be fair, however, the restructuring has not resulted in negative consequences for all neighborhoods in urban metropolitan areas.

In middle to upper class neighborhoods, the change in the economy has done little to dampened overall quality of life. The individuals who live in these communities may have high paying careers in that portion of the service economy that expanded as manufacturing wasted away. Long story short, the restructuring has a class component. The chilling differences between the inner city and the better-off communities can be defined in economic terms as the difference between wealth and poverty.

Economic indicators, however, only tell part of the story. A more complete discussion of urban life would have to include the critical component of race. The problems of the inner city have had a devastating impact on people of color who are not merely affected by unsettled economic conditions but by racism. The class will constantly return to the theme of race and class to describe the dilemmas of cities and to evaluate inner city economic development strategies.

GUEST LECTURES

Several guest speakers will give presentations about specific aspects of economic development. These lectures are designed to give students an idea about how economic development strategies are implemented in the 'real world.' The lectures will allow students to see the difference between the theory and practice of economic development planning.

THE GROUP PROJECT: IDENTIFYING BEST PRACTICES

The project requires students to form groups of no more than four persons. The goal is to identify projects that have been successful in improving conditions in the inner city. These successful projects or best practices represent remarkable accomplishments, proving that positive change can occur

in locales where such may be unthinkable. These best practices, moreover, serve as models that are important to community development planners and practitioners concerned about urban problems.

To complete the group project, students are required to

1. Analyze the needs of a local neighborhood
2. Identify best practices
3. Develop case studies for final oral/written presentations

Analyze the Needs of A Local Neighborhood

Each group should choose an inner minority neighborhood in the New York metropolitan area as the location for their study. Each group is required to complete a profile of their chosen community. To do so, the neighborhood should be described in terms of its

- History
- Neighborhood characteristics
 - Physical location
 - Transportation and infrastructure
- Demographics
 - Social and economic indicators
- Institutional structures
 - Churches, community groups, schools, etc.
- Current issues and concerns

The objective is to describe the unique needs of each community. For example, in Sunset Park, local residents, many of whom are Asian-American and Latino, have jobs, i.e., the joblessness rate is at a minimal. Despite this, the per capita is also low. This means, as the data show, that most are employed in low wage jobs in restaurants or hospitals. Added to this, new immigrants represent sizeable portions of the local population. Best practices for this community would include education (, i.e., bilingual education), training programs that would upgrade resident skills, and entrepreneurial programs for those who want to start a business. In contrast, conditions in West Harlem are different and require other strategies appropriate to that neighborhood's needs.

Identify Best Practices

After assessing community needs, each group can begin to identify the best practices that will address problems in the area. Each group has to choose four best practices. The following is mandatory: Given that the focus of the class is on economic development, **one of these practices must be about economic development—jobs, training and income.** The remaining three are left to the students' choosing and can include models about such topics as

- Ecology and environmental justice
- Urban public school education
- Public safety
- Housing and urban design
- Overall community development

Again, choice of best practices depends on the unique needs of the selected community.

Develop the Case Studies for the Final Oral and Written Assignments

Each group will develop case studies that provide details about the selected best practices and how they respond to prevailing conditions in the chosen neighborhood. There should be an apparent logical connection between the prevailing conditions and the choice of best practice. **As a consequence, the following is mandatory: final oral and written assignments must be linked to the literature, class discussions, and guest lectures.** In addition to the preceding requirement about the literature and other aspects of the class, each group will complete both final assignments that provide the following

- The rationale for choosing each "practice"
- Description of the best practice
 - Its history
 - Its design. purpose, funding
 - Its significance (or why is it a best practice)
 - How it has created better communities
- Its replication in each group's chosen community

Final Oral Assignment

Group oral assignments should be

- No more than 20 minutes long
- Organized so that every member of the group will speak
- Designed to include at least four graphics, e.g., tables, charts, or maps.

Final Written Assignment

Group final written assignments will be due on the scheduled day for the final examination. These papers should

- Be no more than twenty pages long (double-spaced)
- Contain at least ten citations from the literature
- Contain at least four graphics, e.g., tables, charts, or maps.
- Formatted with one inch margins all around and 12 point font size

Grading for the final presentations will be based on content (50%) and professional execution (50%). Guidelines for the presentations will be given to students during the latter part of the semester.

COURSE FORMAT: The class consists of seminar style discussions. To participate, students should read the selections included on the syllabus. Class participation is an integral part of the grade.

There will be no incomplete in this class. I lower a grade 5 points for an assignment turned in late beyond an hour of the due date and time. I deduct an additional point each additional day the assignment is late. After the second week, the maximum grade for the late paper will be an 85 or “B.”

REQUIREMENTS: Students will complete four written assignments during the semester. The first two will be short exercises, no more than five pages in length. All papers should be **typewritten, doubled spaced, have one inch margins around, and use 12 point font.** They will require a critique of issues discussed in class and the readings.

Individual Oral Presentations

In addition, and counted as a short written paper students will be required to make individual oral presentations about class readings. At some point, after I have lectured for certain number of classes, students will be responsible for presenting précis of class readings at the beginning of each class—after which I will follow up with a critique of the reading(s) that will draw out salient features and key points pertaining to economic development and related issues.

I will assign each student a reading (from the articles marked w/superscript numbers)

Well-presented précis will include the following components:

- Brief bio of author(s)

- Summary of text; basic theme of the article
- Linkages to other readings
- Implications to economic development, the plight of the poor, etc.

Time limit: 15 minutes

The goal of these oral presentations is to enhance the public speaking ability of students and their use of critical thinking skills. This class emphasizes critical thinking or analysis, which is possibly the most invaluable skill that students can develop. The mastery of the analytical process will not be easy. Expect frustrations but remain persistent.

The fourth paper will be the group final written presentation, discussed above in the previous section of this syllabus.

Grading Criteria

Short Papers=45 points (15pts/assignment)

(This includes 2 written short papers and an individual oral presentation)

Final Group Written Assignment=25 points

Final Oral Presentation=30 points

I will not grade on a curve. There will be no incompletes.

The papers will be graded not only for substance and content but also on writing skills and grammar. **With regard to form or style of the written assignments, please follow these rules to avoid deduction of points:**

1. **Avoid use of the first person singular, "I" or the familiar you.**
2. **Avoid the use of colloquialisms e.g., "a lot of," "got to be." Avoid cliches, e.g., "life is a bowl of cherries," "six in-one hand a half-dozen in the other."**
3. **Avoid contractions, e.g., "didn't," "couldn't," "I'm," etc.**
4. **Remember that quotations enclose commas and periods.' "'; "**
5. **Avoid misspellings, which are largely inexcusable in the age of Spellcheck.**
6. **Underline book, newspapers, and journal titles, e.g., The New York Times, The Song of Solomon**
7. **Enclose the titles of articles in quotations, e.g., "Resources and Urban Growth."**
8. **Use its correctly, which is the possessive form of it; avoid use of it's completely. This is the contraction form of it is. Contractions, again, cannot be used for your papers.**
9. **Affect (a verb), meaning to influence is different than effect (a noun), meaning result. Papers that do not make the distinction will be penalized.**

10. No plastic covers are needed. Please include a cover sheet with your name, date, and assignment number.

COURSE SYLLABUS

31 August INITIAL CLASS MEETING: FORMAT, REQUIREMENTS

STRUCTURAL CHANGES AND ECONOMIC DEVELOPMENT

7 September

Jargowsky, Paul

"Sprawl, Concentration of Poverty and Urban Inequality" in Gregory D. Squires (ed) Urban Sprawl: Causes, Consequences, and Policy Responses, Washington, DC, The Urban Institute Press pp. 39-72

Remnick, David April 29 & May 6, 1996

"Profiles: Dr. Wilson's Neighborhood." In The New Yorker, pp. 96-102; 104- 107.

Edwards, Alba M. 1936

"Growth and Significance of the White-Collar Class," American Federalist, 38, pp. 32-43.

Supplemental

Peterson, Paul E. 1985

"Introduction: Technology, Race, and Urban Policy." In Paul E. Peterson (ed) The New Urban Reality, Brookings, pp. 1-32.

Wilson, Julius W. 1987

"Social Change and Social Dislocations in the Inner City." The Truly Disadvantaged.

14 September

Edwards, Alba M. 1936

"The Negro as a Factor in the Nation's Labor Force," Journal of the American Statistical Association, 31, No. 193-196, pp. 529-540.

Shipp, Sigmund 1997

"Building Bricks Without Straw: Robert C. Weaver and Negro Industrial Employment, 1934-1944." (Forthcoming)

Sandercock, Leonie 1998

"Framing Insurgent Historiographies for Planning." In Leonie Sandercock (ed) Making the Invisible Visible: A Multicultural Planning History, University of California Press, Berkeley, 1-36.

Manning, Thomas, June 1998

"Racial Inequality and Empowerment: Necessary Theoretical Constructs for Understanding U.S. Planning History." In Making the Invisible Visible, 198-208.

Supplemental

Wood, Clyde 1998

"Regional Blocs, Regional Planning, and the Blues Epistemology in the Lower Mississippi Delta." In Making the Invisible Visible, 78-99/

CONVENTIONAL APPROACHES

21 September

Rubin, Herbert J. 1998

"Shoot Anything that Flies; Charm Anything that Falls." John P. Blair and Laura A. Reese, ed, Approaches to Economic Development: Readings from Economic Development Quarterly (Thousand Oaks, CA: Sage Publications), pp. 263-277.

Vidal, Avis 1995

"Reintegrating Disadvantaged Communities into the Fabric of Urban Life: The Role of Community Development." Housing Policy Debate, vol. 6, Issue 1, Washington, D.C.: Fannie Mae, pp. 169-230.

Robinson, C. 1989

"Municipal Approaches to Economic Development." Journal of the American Planning Association (Summer 1989).

Supplemental

Luger, Michael I. 1984

"Federal Tax Incentives as Industrial and Urban Policy." Sunbelt/Snowbelt, pp. 201-234.

Goldsmith, William 1984

"Bringing the Third World Home: Enterprise Zones." Sunbelt/Snowbelt, pp. 339-353.

THE POLITICS OF ECONOMIC DEVELOPMENT

28 September

Sanders, H.T. and Stone, C. 1987

"Developmental Politics Reconsidered." Urban Affairs Quarterly (June 1987).

Wolman, Harold and Spitzley 1998

"The Politics of Local Economic Development." Approaches to Economic Development, pp. 225-262.

Supplemental

Stoker, Robert P. 1987

"Baltimore: The Self-Evaluating City," Politics of Urban Development, pp. 244-266.

(First short paper due)

BLACK BUSINESS OWNERSHIP and THE ECONOMICS OF THE INNER CITY

5 October

Shipp, Sigmund 1992

"The Model of Social Mobility." Black Entrepreneurship. pp. 10-20; 34-46.

Smith, Danielle. 2005.

"Developing Self-Employment Among African Americans: The Impact of

Household Social Resources on African American Entrepreneurship”
Economic Development Quarterly, Vol. 19 No. 4, November 2005 346-355

Porter, Michael E. 1997

“An Economic Strategy for America’s Inner Cities: Addressing the Controversy.” In Thomas D. Boston and Catherine L. Ross (eds) The Inner City: Urban Poverty and Economic Development in the Next Century. Transaction Publishers, New Brunswick, NJ, 303-336.

Supplemental

Manning Thomas, June 1997

“Rebuilding Inner Cities: Basic Principles,” In The Inner City, 67-74

Bates, Timothy 1989

"Small Business Viability in the Urban Ghetto." Journal of Regional Science. Vol. 29; No. 4, pp. 625-643.

TAKING IT TO THE ‘HOOD: COMMUNITY ECONOMIC DEVELOPMENT--
LIMITATIONS and BENEFITS

12 October

Halpern, Robert 1995

"Community Economic Development," pp. 127-148.

Stoecker, Randy 1997

“The CDC Model of Urban Redevelopment: A Critique and an Alternative.” *Journal of Urban Affairs*, 19, 1

Supplemental

¹Lemann, Nicholas 1994 (**Nicole Smith, Rasheeda Brown, Johnette Ellis**)
(those who drew #1 will be responsible for presenting both articles in this section as a group presentation)

"The Myth of Community Development," New York Times Magazine 9 January 1994, (If unavailable on my reserved reading list, this reading can be found in the library's periodical department.)

¹Kelly, Rita Mae 1977(**Nicole Smith, Rasheeda Brown, Johnette Ellis**)

"Community Economic Development: Its Significance for Poor People and For Participatory Democracy," in Community Control of Economic Development: The Boards of Directors of Community Development Corporations, (Praeger), pp. 135-153.

STRATEGIES AND PRACTICES

19 October

²Greenbaum, Robert T. 2004. **(Larry Teitle)**

"Siting It Right: Do States Target Economic Distress When Designating Enterprise Zones?" Economic Development Quarterly, Vol. 18 No. 1, February 2004 67-80.

³Shipp, Sigmund 2003 **(Jennifer McCloud, Scott Kerr)**

"Community Development Corporations and Their Capacity to Improve Communities: A Ford Foundation Study."

⁴Gross, Jill. 2005. **(Jacques Pierre, Martin Nembhard)**

"Business Improvement Districts in New York City's Low-Income and High-Income Neighborhoods" Economic Development Quarterly, Vol. 19 No. 2, May 2005 174-189.

(Second short paper due)

Supplemental:

⁵Rubin, Herbert, J. (1994). **(Melissa Cerezo, Stephen Hoggard)**

"There Aren't Going to Be Any Bakeries Here If There Is No Money to Afford Jellyrolls: The Organic Theory of Community Based Development." *Social Problems*, 41, 3: 401-424.

NEW DIRECTIONS: THE CHURCH AND THE COLLEGE AND COOPERATIVES

26 October

⁶Shipp, Sigmund 1996 **(Luz Ramirez,)**

"The Road Not Taken: Economic Development Alternatives and Distressed Inner City Minorities Communities," Journal of Economic Issues, March.

⁷Reese, Laura. 2004. **(Maya Jo, Robert Sachnin)**
“A Matter of Faith: Urban Congregations and Economic Development” In
ECONOMIC DEVELOPMENT QUARTERLY, Vol. 18 No. 1, February 2004
50-66

⁸Du Bois, W.E.B. **(Nigill Mars, Shanee Helfer)**
“The Colored World Within,” In Dusk of Dawn: An Essay Toward an
Autobiography of a Race Concept, Richard Huggins (ed), New York: The
Library of America, 1986, pp. 681-715.

Supplemental:

⁹Jojola, Theodore S. 1998 **(Sheikh Tunis, William Long)**
“Indigenous Planning: Clans, Intertribal Confederations, and the History
of the All Indian Pueblo Council.” In Making the Invisible Visible, 100-
119.

Special Topic: Food and Farming

2 November

¹⁰Pothukuchi, Kameshwari. 2005. **(Lolita Wood-Hill, Janet Hines)**
“Attracting Supermarkets to Inner-City Neighborhoods: Economic Development
Outside the Box.” In Economic Development Quarterly, Vol. 19 No. 3, August
2005 232-244.

¹¹Clifton, Kelly J. 2004 **(Jennifer Hazelwood, Steven Perrotta)**
“Mobility Strategies and Food Shopping for Low Income Families: A Case Study”
In Journal of Planning and Educational Research. Volume 23, Number 4,
Summer 2004 pp.402-414.

¹²McMillan, Tracie. 2004 **(Carol Tolbert, Valerie Kelly)**
“The Action Diet.” In City Limits Magazine. July/August 2004. pp.18-37.

9 November

Guest Speaker

16 November

Workshop Day to discuss final projects and their requirements.

30 November

Final Oral Presentations

7 December

Final Oral Presentations

Final Written Project Due the Day of Final