Course Number | PLAN 548E
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Course Credit(s) | 1.00
Course Title | Current Issues in Planning: LED Theory, Issues & Applications
Term | Summer 2019
Days/Dates/Times | Saturday, July 13, 2019 from 12:00-6:00 pm
Sunday, July 14, 2019 from 10:00am-5:00 pm
Location | Room 150, West Mall Annex

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Office Hours | TBA

Short Course Description
Local Economic Development (LED) is centered on local resources, capacity and leadership to build sustainable communities, towns and cities. The course will introduce students to the principles, approaches and tools to LED through lessons and case studies drawn from Canadian and developing countries context.

Include prerequisites

Course Format
The SCARP course is a (one-week long) intensive curriculum. The focus of this course is on local economic development theory, issues and actions that local governments (e.g., regional districts, municipalities, First Nations), community organizations or active partnerships can pursue to create vibrant, inclusive economies.

Course Overview, Content and Objectives
Local Economic Development (LED), Community Economic Development (CED) and other aspects of economic development are development by and for local people, and central to good planning. LED is:

- Participatory and Inclusive – Public, private, civil society, and marginalized groups work together to develop locally based solutions.
- Value-Based – The values of local people (i.e. what is important to them) drive the process and the solutions.
- Driven by Local Leadership – Development strategies are developed at the community level, city or region itself.
- Endogenous-relies primarily on tapping local resources, capacity and creativity

LED can lead to economic solutions that ‘fit’ the local areas – that is, they build on local assets and strengths, involve local people, build capacity, and have greater buy in from the community. These are
key components to ongoing viability of the local economy. While LED has been around for many years, it is building momentum as local areas look to drive their own economic development, and find solutions that make sense where they live.

This SCARP course will introduce planning students to the foundational elements of LED. Why LED? What are the key drivers of LED? What are the contextual specificities of LED to rural and urban communities and rapidly growing secondary cities of developing countries? How relevant and effective are the key LED strategies and tools to the rural towns and secondary cities of rapidly urbanizing developing world.

This course is a complimentary course for Plan 503, where strategic planning is applied to multi-stakeholder processes for local economic development.

Course Objectives
1. Provide students with core knowledge about the rationale and drivers for local economic development.
2. Provide LED context and insight into Canadian local government, Aboriginal communities and secondary cities and urban centers of the rapidly urbanizing developing countries.
3. Provide the student exposure to LED strategies and tools and their application to the specific context of rural communities and rapidly growing secondary cities and urban centres.

Course Description
We begin the course by taking a historical snapshot of the LED practice of the past and highlight how it evolved over time. We will emphasize the recent focus of LED on equitable growth and sustainability. We will consider its importance and relevance in the current global context of rapid urbanization, jobless growth, inequality and climate change. We will then introduce the economic, social and environmental motives or objectives of LED and some of the relevant LED tools used to achieve them.

Having understood the historical evolution and perspective and drivers of LED we move on to looking at the contextual specificities of rural and urban communities, especially of those rapidly growing secondary cities and urban centres. The aim will be to better understand and appreciate the key LED themes or issues specific to these contexts, frame the relevant LED questions and identify the most appropriate tools and strategies.

To achieve this, we will focus on some of the themes or issues relevant to rural towns and communities, and small urban centres and rapidly growing secondary cities and ask which LED strategies are appropriate or effective. We will, in each case, first define and understand the relevant strategies at conceptual level and later learn how they are applied and contextualized through specific Canadian and international cases.

Assignments will be done in class. Students will be asked to complete reading assignments prior to class.

Learning Outcomes
1. Provide students with core knowledge about the rationale and drivers for local economic development.
2. Provide LED context and insight into Canadian local government, Aboriginal communities and secondary cities and urban centers of the rapidly urbanizing developing countries.
3. Provide the student exposure to LED strategies and tools and their application to the specific context of rural communities and rapidly growing secondary cities and urban centres.
Additional Course Requirements
None

Attendance
Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.

Evaluation Criteria and Grading
Assessment Rubric
1. Seminar preparation and participation (20%): prepare for and participate in class and be able to contribute based on the required readings. Students will need to be prepared to comment on additional course materials. Students will be asked to send thoughtful questions or comments on their assigned readings before class.

2. One short homework paper (25%): Students will be given a short article on current LED issues and asked to make a critical review or commentary.

3. LED Report (55%): Students will be assigned to local economic development cases dealing with specific context and asked to apply the different concepts and LED strategies introduced during the course, to review and discuss in small groups, and present their proposed recommendation(s) with compelling argument.

Required Readings and Videos
Assignments will be given for reading with a focus on specific sections or articles. Additional articles that are timely or of a relevant nature to the interests of the class will be provided. Students will be expected to review and be prepared to discuss the required readings.

Issue Papers and Policy Units of Habitat III Conference (all are important but focus on Issue papers 12, 13 and 14)


The evolution of local economic development in Canada:

Watch 3 short videos on First Nation and Economic Development:
Robert Miller speaking on the Doctrine of Discovery
https://www.youtube.com/watch?v=0qO6JoqcrgQ

Robert Williams – only once one has seen Robert Miller should they view this. Part 2 is the most relevant, but Part 1 (36 min) sets the context.
https://www.youtube.com/watch?v=zNHx40sba7k part 2
https://www.youtube.com/watch?v=TqJ8h1WCuYg part 1

Vancouver Board of Trade Aboriginal Opportunities Forum 2015
Suggest begin watching at min. 22, Bob Rae (politician and lawyer)
https://www.youtube.com/watch?v=293MCn8g7mk&feature=youtu.be

**Recommended Readings**


**Course Schedule**
The SCARP course is a (one-week long) intensive curriculum. The focus of this course is on local
economic development theory, issues and actions that local governments (e.g., regional districts, municipalities, First Nations), community organizations or active partnerships can pursue to create vibrant, inclusive economies.

**Academic Integrity**

Assistance with the creation of a course syllabus is available through the Centre for Teaching, Learning and Technology, [www.ctlt.ubc.ca](http://www.ctlt.ubc.ca)

Resources related to the development of assessable learning outcomes can be accessed through [http://ctlt.ubc.ca/resources/webliography/course-designdevelopment/](http://ctlt.ubc.ca/resources/webliography/course-designdevelopment/)

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President’s Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the University’s policies and procedures, may be found in the Academic Calendar at [http://calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,0](http://calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,0).