

## **Rural Development Economics and Policy** **Applied Economics 454/554**

Dr. Mallory Rahe (pronounced Ray)  
WebEx Office hours: Tuesdays 1:30-3:30 Pacific  
and by appointment  
<https://oregonstate.webex.com/meet/rahemoregonstate.edu>

Winter 2017 3 credit hours  
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### **Course Description**

Learn economic and regional development conceptual frameworks. Explore U.S. rural development and government interventions. Discuss differing popular local strategies for development that emphasize building current assets like local entrepreneurship to attracting resources and incomes from outside the region like amenity migration and tourism. This course combines approximately 90 hours of instruction, online activities, and assignments for 3 credits.

**Prerequisites:** There are no prerequisites for this course.

### **Communication**

Dr. Rahe would prefer messages be sent via Canvas Inbox rather than email. Canvas messages and email will generally be responded to within 1 business day. Phone calls and voicemails are also welcomed. Please contact the TA for Canvas access issues. Contact Dr. Rahe for questions about grades, course content, or any concerns about your abilities to succeed in class.

#### **Canvas Inbox**

The Canvas Inbox is located upon logging into Canvas on the left hand side menu. If you need further assistance, please use Canvas Help on the same menu or contact ecampus support.

#### **WebEx Office Hours**

Send an email to setup a time for virtual office hours with Dr. Rahe:

1. Have a computer with a microphone and speakers so we can talk to one another (camera optional)
2. At the appointment time go to this web address and dial into the system:  
<https://oregonstate.webex.com/meet/rahemoregonstate.edu>

### **Course Objectives and Learning Outcomes**

Students will become familiar with a variety of economic development theories. These theories will be presented in a rural context and the course will cover several rural development policies at the local, state, regional, and federal level. At the end of the course undergraduate students will be able to:

- Discuss current and historical regional rural development policy and macroeconomic forces in the United States
- Demonstrate how theories and strategies change roles and responsibilities for development
- Contrast goals of community economic development
- Recognize differences between competing economic growth theories
- Interpret the underlying theoretical bases for economic development policies
- Critique economic development strategies

Graduate students will also be able to:

- Analyze a chosen development strategy and present to the class

- Develop an original application of the course materials (as part of a thesis/dissertation chapter or a stand-alone paper)

### **Course Materials**

Planning Local Economic Development Theory and Practice 5<sup>th</sup> Edition by Nancey Green Leigh and Edward J. Blakely. Additional online readings will be assigned.

### **Canvas**

All other assigned material other than the textbook is posted to Canvas. You are responsible for checking and completing all materials posted.

### **Student Evaluation**

The course will be graded as follows:

AEC 454

Component	Percent	Points
Weekly quizzes/surveys	30%	120
Discussion boards	50%	200
Final	20%	80
Total	100%	400

AEC 554

Component	Percent	Points
Weekly quizzes	22%	100
Discussion boards	44%	200
Class presentation	11%	50
Final	23%	100
Total	100%	450

Assignment of letter grades for all students will be based on percentages following this scale:

A = 93.0 % and above	B = 83.0 – 86.9	C = 73.0 – 76.9	D = 63.0 – 66.9
A- = 90.0 – 92.9	B- = 80.0 – 82.9	C- = 70.0 – 72.9	D- = 60.0 – 62.9
B+ = 87.0 – 89.9	C+ = 77.0 – 79.9	D+ = 67.0 – 69.9	F = 60.0 % and below

### **Late Policy**

Late assignments will be penalized 10%, but will be accepted until I have finished grading the assignment. I try to have everything graded a week after it is submitted – sometimes earlier, sometimes later. Please contact me if you are having trouble completing the course work on time to make other arrangements.

### **Course Content Overview**

<b>Week</b>	<b>Topic</b>	<b>Readings</b>
<b>1</b>	Introduction and Overview to Rural Development.	Leigh & Blakely Chapter 1 R: Isserman (2005), Flammang (1979)
<b>2</b>	National Policy and the role of government	Leigh & Blakely Chapter 2; R: Nelson (1987); Zerbe Jr. & McCurdy (2000)
<b>3 &amp; 4</b>	Overview of growth theories	Leigh & Blakely Chapter 3 and assigned articles R: North & Tiebout debates (1956)
<b>5</b>	The practice of local economic development Agglomeration economies and clusters	Leigh & Blakely Chapter 4, 5, Barkley and Henry (2001) R: Molotch et al. (2000), Lewin et al. (2013); Hoover & Giarrantani (1984); Porter (2004)
<b>6</b>	CEDS and Analysis	Leigh and Blakely Chapter 6 and 7
<b>7</b>	Business Development Tools	Leigh and Blakely Chapter 9
<b>8</b>	Community Development Tools and WealthWorks	Leigh and Blakely Chapter 11
<b>9</b>	Resiliency and Inequality	Assigned Articles
<b>10</b>	Synthesis & Review	All: Leigh and Blakely Chapter 13 and 14

### **Class Code of Conduct**

When I ask you a synthesis or analysis question I expect you to draw upon the materials we have covered in class, and not solely your own opinion or feelings. Much of this course is discussion and group based, I ask all students to be respectful to me and all other students in the course. If you are unable to do so, you will be asked to leave and will need to schedule a meeting with Intercultural Student Services in order to return to class.

### **Academic Dishonesty**

Plagiarism, fabrication, cheating, and facilitating the academic dishonesty of others are serious offenses and may be punished by failure on the exam or project, failure in the course, and/or expulsion from the university. Refer to the Schedule of Classes for more information on academic dishonesty. Student conduct guidelines can be found at <http://oregonstate.edu/studentconduct/regulations/>

### **Disruptive Behavior**

Behaviors that are disruptive to teaching and learning will not be tolerated, and will be referred to the Student Conduct Program for disciplinary action. Behaviors that create a hostile, offensive or intimidating environment based on gender, race, ethnicity, color, religion, age, disability, marital status or sexual orientation will be referred to the Affirmative Action Office.

<http://oregonstate.edu/admin/stucon/achon.htm>

### **Disability Access Statement**

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at [541-737-4098](tel:541-737-4098) or at <http://ds.oregonstate.edu>. DAS notifies

students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.