A Joint Recipe for Entrepreneurial Districts:
Theory, Practice and Policy

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Class Meets
Mondays
9:00am – 12:00pm
(before daylight saving on March 11)
10:00am – 1:00pm
(after daylight saving on March 11)

Office Hours
0115 Caroline Hall
by appointment

Prerequisites
URSP606 Planning Economics

Course Communication
I will sent notifications through ELMS and students can reach me any time via emails. I respond within 24 hours unless on travel.

Learning Outcomes

This global class is a joint course of University of Maryland (UMD), College Park and Higher School of Economics (HSE), St Petersburg, Russia. It embraces cluster-based economic development strategies in a global setting. We take a project-based approach and center around cross-continental joint projects. Through these projects, we explore effective ways of cluster development, apply comprehensive methods to track the performance of entrepreneurial districts, and formulate policy recommendations to improve their functionality.

After successfully completing this course you will be able to:
- Apply the economic development theories and analysis tools to solve concrete planning problems in both domestic and international settings
- Formulate evidence-based policy recommendations and adapt them to different political settings
- Communicate effectively with cross-cultural and cross-discipline audience
- Work effectively in international teams
- Apply project management skills and cross-cultural communication techniques to achieve tangible results in the allotted timeframe
- Articulate differences and commonalities in the US and Russian perspectives of entrepreneurial districts and economic development

You may also be able to :
- Identify benefits as well as challenges in international collaborations and confront challenges with communication and conflict resolution skills
- Identify your own pre-assumptions about the other culture/country and reflect on how these shape your attitude and behaviors

Resources

An ELMS space "GCI_URSP661: A Joint Recipe for Entrepreneurial Districts" is created to host both UMD and HSE students. A discussion broad is maintained to facilitate cross-continental collaboration.

All materials, including lecture slides, assignment requirements, and readings are available on the ELMS site.

Campus Policies

Students taking this course should abide by the University of Maryland's policies, including:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Course-Specific Policies

Cross-continual group is formed based on the closeness in feature (e.g., same industry, similar size, etc.) of the entrepreneurial districts that students propose to study. Student preferences are taken into consideration (students will pick two of their favorite groups on the other side to match with). Every group member should do their fair share in the collaboration (I will make sure of this through group member surveys; those who failed to do a fair share will receive a lower grade).

Absence should be avoided whenever possible, but can be made up by virtually joining the class. If absence (with no virtual join) is absolutely necessary, talk to me early on in the semester so that I can make proper arrangement.

Activities, Learning Assessments, & Expectations for Students

This course centers around the cross-continental joint projects on both US and Russian entrepreneurial districts. This project starts in the third week and lasts till the end of the semester. It accounts for 80% of the final grade. Completion of this project is further broken down to smaller steps to ensure proper progress along the way and various chances for students to demonstrate their mastery of knowledge and skills. These steps are as follows:
1) Topic Proposal (4%)
2) Full Proposal (6%)
3) Progress report and presentation (15%)
4) A fact-finding summary (5%)
5) A policy memo (10%)
6) A collaboration memo (15%)
7) Final economic development analysis report (15%)
8) A live final presentation and a short video-taped version of that presentation (10%)

The rest 20% of the grades are earned through class participation, including
1) In-class discussion (5%)
2) Contribution to the ELMS discussion board (5%)
3) Reading presentations (10%)

Extra five credits are given for students that make a poster to showcase their work in a departmental/university-wide/national/international event. Some course funding is available to support conference travel.

Detailed requirements for these assignments and the grading rubrics are available on the ELMS site.

Grades

Grades are not given, but earned. Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal. All assessment rubrics and scores will be posted on the course ELMS page. If you have questions about how something was scored, please email me to schedule a time for us to meet in my office.

Late work will not be accepted for course credit so please plan to have it submitted well before the scheduled deadline. I am happy to discuss any of your grades with you, and if I have made a mistake I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same this as making the cut ($89.99 \neq 90.00$). It would be unethical to make exceptions for some and not others.

Final Grade Cutoffs								
+	97.00%	+	87.00%	+	77.00%	+	67.00%	
A	94.00%	B	84.00%	C	74.00%	D	64.00%	F	<60.0%
-	90.00%	-	80.00%	-	70.00%	-	60.00%	

Get Some Help!

You are expected to take personal responsibility for you own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting http://ter.ps/learn and schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting http://ter.ps/writing and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit http://www.counseling.umd.edu.

Everything is free because you have already paid for it, and **everyone needs help**… all you have to do is ask for it.

Course Schedule

*indicates weeks of cross-continental collaboration

DUE BEFORE CLASS		DURING OUR CLASS MEETING
1/29*		**Overview** •Introduction of instructors, students and the course •Overview of the joint project •Entrepreneurial districts in the US •Entrepreneurial districts in Russia
2/5*		**Urban Agglomeration Theory** •Lecture on urban agglomeration theory •Student presentations on readings and discussion •Group formation within each side **Reading:** •Glaeser, Edward. Triumph of the city: How urban spaces make us human. Pan Macmillan, 2011. Introduction, Chapters 1, 2, 5, 7, 9 and Conclusion. •Glaeser, Edward. 1998. Are cities dying? The Journal of Economic Perspectives 12(2): 139-160. •Jaffe, Adam B., Manuel Trajtenberg, & Rebecca Henderson.1993. Geographic localization of knowledge spillovers as evidenced by patent citations. The Quarterly journal of Economics: 577-598. •The Rise and Fall of Urban Economies - Lessons from San Francisco and Los Angeles (video): https://www.youtube.com/watch?v=ltfQ8sVwRbc
2/12*	**Topic proposal (one page)**	**Industrial Clusters** •Lecture on cluster theory •Student presentations on readings and discussion •Student topic discussions •Cross-continental group formation **Reading:** •Muro, M. & Katz, B., 2011. The new "cluster moment": How regional innovation clusters can foster the next economy. •Katz, Bruce & Julie Wagner, 2014. The Rise of Innovation Districts: a New Geography of Innovation in America, The Brookings Policy Program. •Harrison, B., 2007. Industrial districts: Old wine in new bottles. Regional studies, 41 (S1), S107-S121. •Malmberg, A., & Power, D. 2005. (How) do (firms in) clusters create knowledge?. Industry and Innovation, 12(4), 409-431.
2/19*	**Full proposal (two pages)**	**Economic Development** •Lecture on economic development, and its link to entrepreneurial districts

		•Student presentations on readings and discussion •Cross-continental group presentations of full proposal **Reading:** •Huggins, Robert & Hiro Izushi, 2009, Regional Benchmarking in a Global Context: Knowledge, Competiveness, and Economic Development, Economic Development Quarterly, 23:4, 275-293. •Porter, M.E., 2000. Location, competition, and economic development: Local clusters in a global economy. Economic Development Quarterly, 14 (1), 15-34.
2/26*		**Location Quotient** •Lecture on location quotient, the calculation, interpretation and the databases •Student presentations on reading and discussion •Cross-continental group in-class collaboration of applying location quotient technique to their projects **Reading:** •Isserman, Andrew M. 1977. The location quotient approach to estimating regional economic impacts. Journal of the American Institute of Planners 43(1): 33-41.
3/5*		**Shift-Share Analysis** •Lecture on shift-share analysis, the calculation and interpretation •Cross-continental group in-class collaboration of applying shift-share analysis to their projects **Reading:** •Barff, Richard A., and L. KNIGHT PRENTICE III. 1988. Dynamic Shift‐Share Analysis. Growth and change 19(2): 1-10.
3/12* **(Meeting time change for US students)**	**Progress report**	Progress presentation and discussions
3/19		No class-spring break
3/26*		**Regression Analysis** •Lecture on regression analysis and interpretation of results •Student presentations on readings and discussion •Cross-continental group in-class collaboration of applying regression analysis to their projects **Reading:** •Baptista, R. and G. P. Swann. 1999. A comparison of clustering dynamics in the US and UK computer industries. Journal of Evolutionary Economics 9(3): 373-399. •Baptista, R. & Swann, P., 1998. Do firms in clusters innovate more? Research policy, 27 (5), 525-540.

		• Beaudry, C. and Breschi, S. 2003. Are firms in clusters really more innovative? Economics of Innovation and New Technology, 12(4): 325-342. • Delgado, M., Porter, M. E., and Stern, S. 2014. Clusters, convergence, and economic performance. Research Policy 43(10): 1785-1799.
4/2*		**Network Analysis** • Lecture on network analysis and interpretation of results • Student presentations on readings and discussion • Cross-continental group in-class collaboration of applying network analysis to their projects **Reading:** • Granovetter, Mark S. 1973. The strength of weak ties. American Journal of Sociology, 78(6): 1360-1380. • Dempwolf, C. Scott, and L. Ward Lyles. 2012, The uses of social network analysis in planning: A review of the literature. Journal of Planning Literature, 27(1): 3-21.
4/9*	Fact-finding summary	**Guest lecture & field trip**
4/16*	Policy memo	**Discussion of group project progress & trouble shooting**
4/23*		**Collaboration presentation**
4/30*	Collaboration memo	**Collaboration presentation**
5/7	Final report	**Final presentation**

Note: 1) The final online publishable versions of the presentation and the report are due May 14, after I review the first versions and provide feedback.

2) This is a tentative schedule, and subject to change as necessary – monitor the ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.