

SPRING 2020



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LOCAL ECONOMIC DEVELOPMENT SEMINAR

And I hear, from your voice, the invisible reasons which make cities live, through which perhaps, once dead, they will come to life again.

Italo Calvino

*A growing number of people have begun gradually to think of cities as problems in organized complexity – organisms that are replete with unexamined, but obviously intricately interconnected, and surely understandable relationships. **Jane Jacobs***

Tuesdays 3:00pm – 5:45pm

Room: Check the UB Portal

Course Overview and Objectives

The goal of this seminar is to explore the interaction of law and lawyers with the local government goal of “economic development” at the neighborhood, city and state level and gain a greater understanding of principles of equality, equity, access and justice as they are presented in the complex, real world of the pursuit development. The seminar seeks to identify the obstacles and opportunities for development to serve the needs of all members in society by considering the social, racial, and economic context operating in the background of law and public policy. The main points of inquiry will be to identify the relevant problems development can and should be expected to address, analyze and critique unexamined and often contradictory assumptions in development, as well, as identify the components of successful development strategies. The course will use the tools of legal, sociological and public policy analysis, case studies and a strong emphasis on group interaction to explore the major rationales for undertaking economic development programs, the commonly used tools in such efforts, and some of the major strategic issues confronting lawyers and policy-makers. Each week’s class meeting will build on the preceding classes to allow students to accumulate layers of knowledge, as revealed through the readings, class discussion, and through each of your independent research projects. Ideally, the seminar will lead to strategies and opportunities for legal and policy reform.

COURSE MATERIAL

The reading will be crucial to the success of your experience in this seminar.

Use the TWEN course website to access all information relevant to the course including the syllabus, reading assignments, and course materials.

Each week's reading assignment (links or directions where to obtain the materials) will be contained under the Syllabus link on the TWEN website. You are welcome and encouraged to view the materials contained in the assignments as resources for your research. I reserve the right, however, to occasionally modify assigned readings for future classes based on the direction of class discussion.

Research Project on Law and Development (80% of final grade)

*You will be required to research and draft a 25 page paper which shall contain Blue-Booked formatted FOOTNOTES (not endnotes!) in Microsoft Word. The goal is to produce a well-written (clear, easy to understand and persuasive) analysis that displays your factual grasp of the project and a critical grasp of the legal and policy issues presented. A good paper has a relevant and interesting topic, an analysis that displays your critical grasp of the subject, and is well-written (clear, easy to understand and persuasive). The final paper is due on the first day of exams, which is Monday, **May 4, 2020** no later than 11:59:59pm. No extensions, short of family emergency or illness will be granted. Please remember to put your name on the actual WORD document and that your pages are numbered.*

Participation - (20% of final grade)

*Part I - **PARTICIPATING in CLASS DISCUSSION.** This class is intended to provide a comfortable environment where everyone will feel at ease to share their ideas, questions, and views. You are encouraged to volunteer during discussions but on occasion I will call on those who speak less frequently.*

*Part II -- **WEEKLY POSTING.** For those weeks during which you are not a discussion leader, you are required to post a 1 page comment in the "Discussion" section of the Class Website containing reaction, critique or analysis of the readings or topic to be covered for that week. Students are required to post a weekly comment (for a total of **10 comments**) throughout the semester. The comment should be a substantive observation, question or critique of the analysis, political or social assumptions, cultural considerations or theoretical concerns in the reading materials. This comment must be posted in the "discussion" section of the course web site **before class, no later than by Tuesday at 1:00pm of the week of the reading assignment.** Failure to submit the requisite number of comments will count against your final grade for each comment missed.*

*Part III -- **ATTENDANCE.** Since class meets only once per week, you are limited to 2 absences, no excuse required (unless it is the day you are assigned to lead discussion). Any absences after that will count against your grade and may be excused only for extraordinary, unavoidable circumstances.*

NOTICE REQUESTED: I request however that, if you are unable to attend class, you email me in advance so that any class exercises can be planned appropriately.

*Part IV - **PRESENTATION** - You will conduct a 10-15 minute presentation of your paper at the end of the semester. Keep in mind, throughout the semester, you will be expected to report, in class, on the progress of your paper. You should be prepared to do a Powerpoint presentation (or equivalent presentation program like Prezi, if you prefer) consisting of no more than 1 to 3 slides.*

***IMPORTANT DATES:** Please copy the following dates into your mobile device's calendar program with a reminder alert enabled. You must submit:*

*1) a brief statement of your proposed paper topic on or before Tuesday, January 28, 2020, 11:59:59pm and meet to discuss it with me that or the following week **(a sign up sheet for meetings will be posted on TWEN);***

2) a substantial outline with an annotated bibliography of 15 original scholarly sources (cases, statutes, books, academic journals, reputable newspapers) (not websites or blogs) that relate to your selected topic by Tuesday,

February 25, 2020, 11:59:59pm and meet to discuss it with me that or the following week (a sign up sheet for meetings will be posted on TWEN);

3) a first draft for my review by Tuesday, March. 24, 2020, 11:59:59pm (expect "substantial" feedback on your draft that will likely require you to do extensive revisions or further research);

4) The final paper is due on the first day of exams which is Monday, May 7, 2020 by 11:59:59pm.

Failure to meet any of the research paper deadlines will result in a ¼ to ½ grade reduction in your final grade with a full grade reduction for failure to timely turn in a first draft.

Preliminary List of Topics to Be Covered: (topics and reading assignments will be posted on the TWEN website under the link "Syllabus." Reading materials will be available under the link "Course Materials." Order of coverage subject to modification)

Preliminary List of Topics to Be Covered (topics and reading assignments are posted on the TWEN website under the link Syllabus. Course reading materials are available, in subfolders labeled Week1, etc., under the link Course Materials. Order of coverage and assigned readings subject to modification):

1. 'Race, Space & Place': Observing The Geography of Economic Development
2. What Makes a Good Community? Structure v. Agency in the City
3. Theories and Techniques of Local Economic Development: Incentives, Subsidies, or Corporate Welfare?
4. The World & Economic Development: Fight Globalization?
5. Credit Conditions in the City – Access to Banking and to Credit
6. Entrepreneurialism & Economic Development -- Small Business & Cooperative Enterprise
7. The Public/Private Partnership Part III:
 1. The History of Redevelopment: Urban Renewal and the Modern City'
 2. Eminent Domain Today
 3. Putting the "Public" Back in Economic Development – P3s & TIFs
8. Cool Cities: Class, Consumerism & Gentrification
9. Community Economic Development: Participation, Organizing and Resource Allocation in Cities
10. Community Development v. Move to Opportunity
11. Presentation of Class Research Papers

(Cont'd on next page)

Class 1: 'Race, Space & Place: Observing the Geography of Economic Development

The purpose of this class is to begin to acquire a critical perspective about many things that take place behind the scenes to make our cities function. In particular, the goal is to begin to explore the relationship between race, space and place in the Baltimore region and how it affects economic development. (This critical perspective can be applied to any region in the country but we will use Baltimore as our laboratory). Use a map of Baltimore to begin to note the geography of race and class in Baltimore and how it affects economic development. Consider how the history is reflected by what you can visually observe from the geography of Residential, Commercial and Industrial Development in Baltimore.

Please read the following:

- 1) Adam Davidson, *Empire of the In-Between*, New York Times Magazine 1-4 (Nov. 2, 2012) (TWEN Course Materials) http://www.nytimes.com/2012/11/04/magazine/amtrak-industrial-corridor.html?_r=0
- 2) History of Baltimore Please download and read the section of the Baltimore City Comprehensive Master Plan entitled: "The History of Baltimore" pp. 25- 47: http://archive.baltimorecity.gov/Portals/0/agencies/planning/public%20downloads/july9_compplans/5_History.pdf
- 3) The Racial Wealth Divide in Baltimore, CFED, (January 2017) https://prosperitynow.org/files/resources/Racial_Wealth_Divide_in_Baltimore_RWDI.pdf
- 4) Jacques Kelly, *1893 letter details racially restrictive covenants in city neighborhoods*, BALTIMORE SUN (March 27, 2015)¹ <http://www.baltimoresun.com/news/maryland/baltimore-city/bs-md-ci-kelly-column-covenants-20150327-column.html>;
- 5) Sydney Franklin, Baltimore's Port Covington to be the Silicon Valley of athletics wear, Architect's Newspaper (Sept. 19, 2018) <https://archpaper.com/2018/09/baltimore-port-covington/>

During our first class we will discuss the social, physical, and economic conditions in Baltimore. Following class, you will upload an answer to TWEN (Written Comment #1) to the discussion questions below:

Questions: Consider the different physical locations in Baltimore: What story do the contrasting people, activities and structures in different places in Baltimore tell us about the city and do you imagine this story is the same or different from other central cities in the United States? What is the social meaning and function of the different places in

¹ 4a) Elizabeth Evitts Dickinson, Roland Park: one of America's first garden suburbs, and built for whites only, Johns Hopkins Magazine (Fall 2014) <https://hub.jhu.edu/magazine/2014/fall/roland-park-papers-archives/>

the city, ie. space? How do race and class relate to the contrasting “spaces” in the city? What additional information do you need to answer this question or do you have enough?