SYLLABUS
ED 761 –Economic Development for Defense Communities
Summer 2017
Dr. Edward Bee, Adjunct Professor
347 Girod Street
Mandeville, LA 70448
(985) 626-9868 office
Edward.Bee@usm.edu

Website
Blackboard course website

USM Graduate Bulletin Description
An examination of the use of macroeconomic analysis and information in managerial decision making.

Course Goals and Objective
This course surveys how state and local economies with military depots/research labs and major defense industry presence are impacted by national defense policy and budgets. It provides tools needed by economic developers and the defense community to create and maintain jobs dependent on defense spending. The course is intended for graduate level students with no or limited background in economic development theory. Specific objectives of the course are as follows:

- Provide basic empirical knowledge to students about the role of the military in the national economy
- Provide basic tools to measure the economic impacts of the defense industrial base on regional and local economies
- Provide the basic knowledge to identify major social, political, institutional and infrastructure issues arising from changes in defense acquisition policy and budgets
- Provide students with the knowledge to identify threats to local economies from future changes in national defense policy.

Upon completion of the course, students will be able to:

- Develop a basic understanding of the role that the military plays in economic growth, human capital development and technology transfer
- Understand how the defense industrial base and military depots have changed since the downsizing after the end of the Cold War
- Understand, through case studies, how communities with large defense industrial facilities have used those idle assets as platforms for new economic activity.
- Measure the economic and fiscal impacts of defense industrial facilities and depots on local and state economies using simple analytic tools.
- Understand the roles that the national threat assessment, economic impact studies and the political process play in shaping the locations of procurement contracts for defense goods and services.

ED 761 Syllabus
Required Textbook

Optional Textbook

Disability Accommodations
If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office for Disability Accommodations (ODA) for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical disabilities, or chronic health disorders. Students can contact ODA if they are not certain whether a medical condition/disability qualifies.

Address:
The University of Southern Mississippi
Office for Disability Accommodations
118 College Drive #8586
Hattiesburg, MS 39406-0001

Voice Telephone: (601) 266-5024 or (228) 214-3232
Fax: (601) 266-6035

Individuals with hearing impairments can contact ODA using the Mississippi Relay Service at 1-800-582-2233 (TTY) or emailing ODA at oda@usm.edu.

Academic Integrity
All students at the University of Southern Mississippi are expected to demonstrate the highest levels of academic integrity in all that they do. Forms of academic dishonesty include (but are not limited to):

- Cheating (including copying from others’ work)
- Plagiarism (representing another person’s words or ideas as your own; failure to properly cite the source of your information, argument, or concepts)
- Falsification of documents
- Disclosure of test or other assignment content to another student
- Submission of the same paper or other assignment to more than one class without the explicit approval of all faculty members’ involved
- Unauthorized academic collaboration with others
- Conspiracy to engage in academic misconduct

Engaging in any of these behaviors or supporting others who do so will result in academic penalties and/or other sanctions. If a faculty member determines that a student has violated our Academic Integrity Policy, sanctions ranging from resubmission of work to course failure may occur, including the possibility of receiving a grade of “XF” for the course, which will be on the student’s transcript with the notation “Failure due to academic misconduct.” For more details, please see the University’s Academic Integrity Policy (https://www.usm.edu/institutional-policies/policy-acaf-pro-012%20). Note that repeated acts of academic misconduct will lead to expulsion from the University.
Course Communication

The **USM Blackboard Learning System** (Blackboard) will be used exclusively for course communication. The **Discussion Board** function will be used for interactive class discussions. The **Assignment Drop Box** will be used to submit assignments. You may also utilize the **Private e-mail** within Blackboard to communicate with other students and the instructor.

Course Procedures and Time Investment

Studying the textbooks and readings are required to respond intelligently to the bulletin board discussion each week. Basically, the online discussion process replaces the in-person classroom discussion process. Plan to check Blackboard at least 3-4 times weekly to keep up with the bulletin board discussion and for any course updates. Your instructor will respond to any questions via e-mail using the Blackboard Learning System. You will need to establish and adhere to your own timeline for completing the requirements for this course. Assignments are designed to help you achieve the learning outcomes for this course. All assignments are expected to be turned in on time. **Grading on late written assignments will start at 75% instead of 100% and will incur a 2 percentage points deduction per day. Discussion board postings will not be accepted late. All assignments (including BB discussion board postings) are due by 11:55pm on the due date.** Please note that Blackboard is used for posting online discussions, assignments, email, and all course communication. The dates and times are automatically recorded when you submit assignments and weekly Discussion board postings.
<table>
<thead>
<tr>
<th>Grades and Grade Determination</th>
<th>Course averages will be determined as follows:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal Testing</td>
<td>15%</td>
</tr>
<tr>
<td>Class Participation and Asynchronous Discussion</td>
<td>35%</td>
</tr>
<tr>
<td>Research Project</td>
<td>50%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

Course grades will be assigned as follows:

A: indicates excellent work and carries 4.0 quality points per semester hour.
A-: indicates excellent work and carries 3.7 quality points per semester hour.
B+: indicates good work and carries 3.3 quality points per semester hour.
B: indicates good work and carries 3.0 quality points per semester hour.
B-: indicates good work and carries 2.7 quality points per semester hour.
C+: indicates average work and carries 2.3 quality points per semester hour.
C: indicates average work and carries 2.0 quality points per semester hour.
C-: indicates average work and carries 1.7 quality points per semester hour.
D+: indicates inferior work and carries 1.3 quality points per semester hour.
D: indicates inferior work and carries 1.3 quality points per semester hour.
F: indicates failure and carries no quality points.

Research and Analysis Component

Students will select one of five instructor-defined defense communities to investigate during the course. Students will collect and analyze data that measures the economic impact of DOD spending on the selected community. A report of findings using an instructor-supplied template will be due before the beginning of Lesson 5. Students that select the same community will work together on a group assignment between lessons 5 and 8 to identify opportunities and threats to the defense component of the subject community. The findings from these investigations will be presented synchronously via Blackboard to the entire class in Lesson 8. This exercise will constitute 25 percent of the student’s final grade.
Asynchronous Online Postings

Students will earn a score of 0-100 for each of their online postings. There are 7 weeks of graded threads. The average of those 7 scores accounts for 35 percent of the Final Course Grade.

Each week, students must post initial responses to questions related to the course materials. The professor will post those questions in the Virtual Classroom by Sunday evening each week with directions on the number of questions to answer.

Students’ initial responses to a given question should be substantial (1/2-1 single-spaced page in length). These responses will be assessed on the basis of both content (quality of analysis and incorporation of sources into one’s arguments) and presentation (quality of prose and style [i.e., consistency in the use of terms, grammar, punctuation, sentence structure, spelling and formatting of references]) with the instructor providing detailed reactions to each initial posting over the first two weeks of the semester and briefer reactions over the balance of the semester. The process is designed to help students to improve their ability to write incisively, which should prove beneficial in both the professional arena.

In addition to the initial postings, students will be required to post 2-3 additional responses to their fellow group members’ postings and/or the instructor’s follow-up questions each week. There is no length requirement for these postings, which are designed to foster discussions among group members and the professor on the weekly topics. These responses are worth a total of 50 points.

When fashioning their initial responses, students are encouraged to provide practical examples drawn from past and contemporary world events, but only so long as those examples relate directly to the readings associated with the questions for a given week.

They should also make clear references to one or more of the readings in their responses. The intention here is for students to link the literature to past and present events in a practically useful manner.

Students are encouraged to post their initial responses as early in the week as possible (ideally by the end of Wednesday evening) and their secondary responses by midnight (CT) on Friday. The instructor will post grades for the discussion threads on Monday mornings.

Pre-Class Preparation

The readings in each week should be completed prior to the discussion postings. A list of additional readings and multimedia materials will be posted for the online section prior to the topic week.
<table>
<thead>
<tr>
<th>Wk</th>
<th>Topic</th>
<th>Readings</th>
<th>Due Date</th>
<th>Assign.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Military in the National Economy</td>
<td>Dunne, Alptekin, Yildrim, Angrist, Baker, Kentor</td>
<td>June 11</td>
<td>P1</td>
</tr>
<tr>
<td></td>
<td>Facilities and Military Depots</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diversification</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Tools for Measuring the Economic Impacts of Defense Industrial</td>
<td>Tucker, UMass, ADC, Oklahoma, EMSI</td>
<td>July 2</td>
<td>P4</td>
</tr>
<tr>
<td></td>
<td>Facilities and Military Depots</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Shifts in Defense Procurement since the End of the Cold War</td>
<td>DOD, Watts, Handbook 2007Ch20, Secretary, Handbook 1995Ch17</td>
<td>July 9</td>
<td>P5 IC</td>
</tr>
<tr>
<td>6</td>
<td>Case Studies of Successful Diversifications</td>
<td>O’Connell, McClellan, San Antonio, Handbook 2007Ch34</td>
<td>July 16</td>
<td>P6</td>
</tr>
<tr>
<td>7</td>
<td>When Defense Spending Reductions Leave Economic Holes in Local and</td>
<td>Storper</td>
<td>July 23</td>
<td>P7</td>
</tr>
<tr>
<td></td>
<td>Regional Economies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Student Presentations of Case Studies/Research Papers</td>
<td>CS-July 23; FE-July 27</td>
<td></td>
<td>CS FE</td>
</tr>
</tbody>
</table>

P=Posting
IC=Individual Community Report
CS=Case Study
FE=Final Exam
Reading Key for Weekly Assignments

ADC=Association of Defense Communities. 2009. “Economic Diversification Studies: Why are they important to defense communities.”


EMSI=EMSI tutorials and manuals


McClellan=McClellan Final Use Plan, Sacramento County. 1998.


San Antonio= San Antonio News Express August 10, 2015. “Kelly’s Closure shook the City.”

Secretary= Secretary of Defense. 2014. Quadrennial Defense Review.


UMass=UMass Donahue Institute. 2016. Profile and Economic Contributions: Business and Organizations Located in Devens, MA.