

**Санкт-Петербургский филиал федерального государственного
автономного образовательного учреждения высшего
образования "Национальный исследовательский университет
"Высшая школа экономики"**

Факультет Санкт-Петербургская школа социальных и гуманитарных наук

Департамент государственного администрирования

Рабочая программа дисциплины
«Научно-исследовательский семинар «Развитие городских и
промышленных районов»
(«Development of Urban and Industrial Areas»)
для образовательной программы «Городское развитие и управление»
направления 38.04.04 «Государственное и муниципальное управление»
подготовки магистра

Разработчики программы:

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«22» августа 2017 г.

Н.Э. Орешенковой _____

Утверждена Академическим советом образовательной программы

«25» августа 2017 г., № протокола -1

Академический руководитель образовательной программы

Л.Э.Лимонов _____

Санкт-Петербург, 2017

*Настоящая программа не может быть использована другими подразделениями
университета и другими вузами без разрешения подразделения-разработчика программы*

Course Syllabus

Title of the course	Development of Urban and Industrial Areas		
Title of the Academic Programme	Urban Development and Governance		
Type of the course	required course		
Prerequisites	<p>The study of this discipline is based on the following disciplines:</p> <ul style="list-style-type: none"> • Fundamentals of economic theory • Socio-economic statistics • Microeconomics • Macroeconomics <p>Required level of English-intermediate</p>		
ECTS workload	3		
Total indicative study hours	Directed Study	Self-directed study	Total
	40	74	114
Course Overview	<p>This global class is a joint course of University of Maryland (UMD) and Higher School of Economics (HSE), St Petersburg, Russia. It embraces cluster-oriented economic development strategies in a global setting. Industrial clusters are co-location of firms and workers in related industries, with Silicon Valley as a famous example. In recent years, many nations and regions have adopted cluster-promoting strategies to encourage local economic development, create jobs, boost innovation and prompt entrepreneurship. In this course, we take a project-based approach and center around cross-continental joint projects to explore effective ways of cluster development, apply comprehensive methods to track the performance of industrial clusters, and formulate policy recommendations to improve their functionality.</p>		
Intended Learning Outcomes (ILO)	<p>After successfully completing this course a student will be able to:</p> <ul style="list-style-type: none"> • to organize and manage multilateral communication • to conduct professional and research activities in an international environment • to manage projects in the field of public administration 		
Teaching and Learning Methods	<p>NIS is focused on the acquisition by students the new skills of scientific research and strengthening old ones. These skills should be useful to write a term paper. Therefore, most of the training consists of practical tasks, the fulfillment of which prepares the student to write and protection the term paper.</p> <p>The work in the classroom is supplemented by individual consultations by e-mail, which helps students in investigating independent work home with them.</p> <p>Monitoring investigating in the form of checking the accuracy and completeness of implementation of practical work on each topic of the course. Forms are also monitoring the polls in seminars, assessment of the work in the classroom.</p> <p>Current performance is composed of marks for the control of the executed work, the quality of the presentation of works and participate in</p>		

the discussion of the work of other students. In the current control the student must demonstrate the ability to conduct independent research, including its preparatory stages such as the analysis of literature and range of research tools that best meets the objectives of the work. Also evaluated the quality of the presentation of the results. The presentation is held in the format of webinars with the University of Maryland (UMD).

Content and Structure of the Course

№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	Economic Development	9	0	4	5
2	Urban Agglomeration Theory	9	0	4	5
3	Industrial Clusters	9	0	4	5
4	Land Use Policies to Support Industrial Development	9	0	4	5
5	Location Quotient	9	0	4	5
6	Shift-Share Analysis	9	0	4	5
7	Regression Analysis	9	0	4	5
8	Hot-Spot Analysis	9	0	4	5
9	Network Analysis & Development Strategies and Policies	9	0	4	5
10	Final Project Presentation	33	0	4	29
Total study hours		114	0	40	74

Indicative Assessment Methods and Strategy

The resulting score is calculated according to the formula:
 $O_{finish} = 0,3*O_{aud} + 0,2*O_{article} + 0,3*O_{research} + 0,2*O_{collaboration}$

Formation of grades for classroom work and tests carried out in accordance with the table:

	Form of control	Max mark
1	Activity in the classroom (O_{aud})	10
	Attendance	3,2
	Location Quotient	1,7
	Shift-Share Analysis	1,7
	Regression Analysis	1,7
	Network Analysis	1,7
2	Presentation about the article ($O_{article}$)	10
	Preparation	5
	Quality of presentation	5
3	Russian group research ($O_{research}$)	10

		<i>Preparation</i>	3,3
		<i>Quality of research methods</i>	3,3
		<i>Quality of presentation</i>	3,3
4	<i>Collaboration with US students</i> <i>(O_{collaboration})</i>		10
		<i>Out-of-class communication</i>	5
		<i>On-line discussion in the class</i>	5
Readings / Indicative Learning Resources	<p><u>Mandatory</u></p> <ol style="list-style-type: none"> Handbook of Regional Science // Editor Manfred M. Fischer. 2018. Seminal Studies in Regional and Urban Economics: Contributions from an Impressive Mind // Editor Roberta Capello. 2017. <p><u>Optional</u></p> <ol style="list-style-type: none"> Beaudry C., & Breschi S. (2003). Are firms in clusters really more innovative? <i>Economics of Innovation and New Technology</i>, 12(4), 325-342 Brenner T., & Schlump C. (2011). Policy Measures and their Effects in the Different Phases of the Cluster Life Cycle. <i>Regional Studies</i>. 45(10), 1363-1386. Delgado, M., Porter, M., Stern, S. (2015). Defining Clusters of Related Industries. <i>Journal of Economic Geography</i> 16, 1, 1–38. Duranton, G., & Overman, H. (2005). Testing for localization using microgeographic data. <i>Review of Economic Studies</i>, 72(4), 1077–1106. 		
Indicative Self- Study Strategies	Type	+/-	Hours
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	20
	Assignments for seminars / tutorials / labs	+	10
	E-learning / distance learning (MOOC / LMS)	+	10
	Fieldwork	-	0
	Project work	+	34
	Other (please specify)	-	0
	Preparation for the exam	-	0
Academic Support for the Course	Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for doing the course; guidelines and recommendations for self-study; samples of assessment materials		
Facilities, Equipment and Software	MS Word, Excel, Power Point, R (a free software environment for statistical computing and graphics)		
Course Instructor	L.Limonov, O.Rusetckaya, E.Kolchinskaya		

Course Content

Date	Topic
10/1	Overview <ul style="list-style-type: none"> •Introduction of instructors, students and the course •Joint project •Economic development and clusters as a development strategy •Industrial clusters in the US •Industrial clusters in Russia
17/1	Economic Development <ul style="list-style-type: none"> •Introduction •Why we need economic development policies? •How to compare competitiveness of regions across nations? •How is cluster helpful in terms of promoting competitiveness and development?
24/1	Urban Agglomeration Theory <ul style="list-style-type: none"> •What is urban agglomeration? •Knowledge flow in urban agglomerations •Network formation in urban agglomerations
31/1	Industrial Clusters <ul style="list-style-type: none"> •What is industrial cluster? •How do clusters work? •Policies to support industrial clusters
7/2	Land Use Policies to Support Industrial Development <ul style="list-style-type: none"> •Land use policies in the US; How they affected industrial development •Land use policies in Russia; How they affected industrial development •Student topic presentations
14/2	Location Quotient <ul style="list-style-type: none"> •What is location quotient? •Applying location quotient technique to projects •Reflection on the use of location quotient to measure industrial clustering (standardized location quotient)
21/2	Shift-Share Analysis <ul style="list-style-type: none"> •What is shift-share analysis? •Applying shift-share analysis technique to projects •Reflection on the use of shift-share analysis (dynamic shift share)
28/2	Regression Analysis <ul style="list-style-type: none"> •What is regression analysis? •Applying regression analysis technique to projects
7/3	Progress presentation and discussions
14/3	Hot-Spot Analysis <ul style="list-style-type: none"> •What is hot-spot analysis? •Applying hot-spot analysis technique to projects
4/4	Network Analysis & Development Strategies and Policies <ul style="list-style-type: none"> •What is network analysis? •Applying network analysis technique to projects •Toolkit of development strategies and policies
11/4	Final Project Presentation

Assessment Methods and Criteria

Assessment Methods

Types of Assessment	Forms of Assessment	Modules			
		1	2	3	4
Formative Assessment	Report/Presentation			*	*
	Project				*
	In-class Participation			*	*
	Collaboration with US students				*

Assessment Criteria

In-class Participation and Collaboration with US students

Grades	Assessment Criteria
«Excellent» (8-10)	A critical analysis which demonstrates original thinking and shows strong evidence of preparatory research and broad background knowledge.
«Good» (6-7)	Shows strong evidence of preparatory research and broad background knowledge. Excellent oral expression.
«Satisfactory» (4-5)	Satisfactory overall, showing a fair knowledge of the topic, a reasonable standard of expression. Some hesitation in answering follow-up questions and/or gives incomplete or partly irrelevant answers.
«Fail» (0-2)	Limited evidence of relevant knowledge and an attempt to address the topic. Unable to offer relevant information or opinion in answer to follow-up questions.

Project Work and Presentation

Grades	Assessment Criteria
«Excellent» (8-10)	A well-structured, analytical presentation of project work. Shows strong evidence and broad background knowledge. In a group presentation all members contribute equally and each contribution builds on the previous one clearly; Answers to follow-up questions reveal a good range and depth of knowledge beyond that covered in the presentation and show confidence in discussion.
«Good» (6-7)	Clearly organized analysis, showing evidence of a good overall knowledge of the topic. The presenter of the project work highlights key points and responds to follow up questions appropriately. In group presentations there is evidence that the group has met to discuss the topic and is presenting the results of that discussion, in an order previously agreed.
«Satisfactory» (4-5)	Takes a very basic approach to the topic, using broadly appropriate material but lacking focus. The presentation of project work is largely unstructured, and some points are irrelevant to the topic. Knowledge of the topic is limited and there may be evidence of basic misunderstanding. In a group presentation, most of the work is done by one or two students and the individual contributions do not add up.
«Fail» (0-2)	Fails to demonstrate any appropriate knowledge.

Special conditions for organization of learning process for students with special needs

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

- 1) *for persons with vision disorders:* a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 2) *for persons with hearing disorders:* a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 3) *for persons with muscle-skeleton disorders:* a printed text; an electronic document; audios; individual assignments and advising.