

[Tentative Syllabus Dated 1/14/16 – Subject to Change]

**AGEC 4623
Rural Resource and Community Development
(Spring 2016)**

**Professor: Dr. J. Matthew Fannin
130 Martin D. Woodin Hall
(225) 578-0346 (Phone)
(225) 578-2716 (Fax)
mfannin@lsu.edu**

**Credit Hours: 3
Class Hours: 9:00am – 10:20am T Th
Classroom: 212 Audubon Hall
Office Hours: 10:00 – 11:30 M W or by appointment**

Course Description

This course is intended to introduce you to the theories, methods, and tools that comprise rural and regional development economics. The specific role of wealth assets of communities and regions and their impacts on wealth (economic) returns in production and consumption will be analyzed. Tools will be introduced that measure the transformation of wealth stocks into economic returns.

A student successfully completing this course will

- understand the diversity of rural definitions
- identify the major stocks of wealth for communities and regions and understand how their attributes impact their investments and consumption
- use regional economic theories to understand how wealth stocks are applied to generate wealth (economic) returns
- identify, collect, and present major economic indicators used to measure wealth stocks and wealth (economic) returns
- understand major federal and state policies that impact wealth stock investment and wealth (economic returns)
- construct an economic model of a region and use it to look at the impacts of alternative economic scenarios on a region

Course Outline

1. What is Rural?
 - a. Social Construction
 - b. Objective
 - c. What are regions?
2. Anatomy of Wealth
 - a. Wealth Types
 - b. Wealth Attributes

- c. Wealth Properties
 - d. Measuring Wealth Stocks
3. Economic Indicator Analysis
 4. Anatomy of Returns
 - a. Relationship to Wealth Stocks
 - b. Measuring Wealth Returns (GDP)
 - c. Circular Flow of Money
 5. Physiology of Wealth
 - a. Theories Intersecting Wealth Attributes
 - b. Measuring Wealth Returns
 6. Physiology of Wealth Returns
 - a. Input Output Approaches
 - b. Conjoined Models
 - c. Computable General Equilibrium Models
 7. Rural Policy Analysis
 - a. What are our Goals?
 - b. Methods and Models
 - c. Policy 1: Disaster
 - d. Policy 2: Social Mobility
 - e. Policy 3: Health Care
 - f. Policy 4: Place-Making
 - g. Policies 5 and 6: TBA (If Time Permits)
 8. Additional Topics (If Time Permits)

Textbook Requirement:

There is no textbook requirement

Software Requirements

IMPLAN (www.implan.com) (Online Student Version).

After the last day to drop without a “W”, a class roster e-mail will be sent to IMPLAN. Those students will receive an e-mail with directions on ordering the software. Cost for the software will be approximately \$50 before taxes. IMPLAN will be used for teaching purposes in the classroom. Homework assignments and class project assignments will require IMPLAN.

Grading (subject to change at discretion of the instructor)

Quizzes/Participation	10%
Homeworks	20%
Student Economic Indicator Project	30%
Group Project	20%
Final Exam	20%

Breakdown

Participation

Attendance Students should bring RF clickers to class daily to make sure that their attendance/participation is recorded.

Quizzes

Multiple choice and True/False quizzes will be given. Four to six quizzes are expected to be given this semester.

Participation in class is essential in achieving the objectives of the course. Items considered participation are at the discretion of the instructor. Items included in the participation score can include but are not limited to such items as online surveys, pop quizzes, completion of peer review and other in-class assignments, etc. Each participation item will be considered equal weight to a quiz. Four to six participation scores are expected in addition to the quizzes.

The lowest individual quiz or participation score will be dropped when calculating the quiz/participation average. All quizzes will be taken online through Moodle.

Student Economic Indicator Project

The description and requirements of this project will be laid out in the economic indicator project section of the class. A competition is being considered for this activity. More details will be forthcoming in future lectures.

Group Project Breakdown

The group project breakdown will be a focus of the second half of the semester and will involve the use of the IMPLAN software. This will involve multi-member teams.

Midterm and Final Exam

The Final Exams will be oral. The exams will be divided into two sections. The first section will consist of the student defining 6 – 8 terms (projected) from a list of 40 - 60 terms (projected) provided to the student two weeks prior to the exam. A one or two sentence response is all that is required to successfully answer each term. In addition, a student will be asked to provide a short answer to 4-6 general topic questions (projected) from a list of 10-15 topic questions (projected). The time required to complete an oral exam should be between 15 and 20 minutes. All oral exams are tentatively scheduled to be given over the entire week of final exam weeks. The final number of terms, questions, and time length of the

exam will be determined by the instructor when terms and questions are provided to the students at the end of the semester.

Please note the instructor may adjust the number of terms and topic questions based on the material covered at the time of the midterm and final exam.

Graduate Student Requirements

Since this class is taken by both undergraduate and graduate students, there are a few additional requirements for graduate students:

- 1) Additional terms and questions required from the pool of terms and questions asked in both midterm and final exams.
- 2) Graduate Students will be required meet additional requirements for the student indicator project and/or an additional individual element add-on to the group project.

This list is subject to change by the instructor after the semester begins.

Grading Scale

Louisiana State University has mandated starting in Fall 2015 a required grading scale that includes plus/minus grading for all classes that receive a letter grade. The grading scale for AGEC 4623 will be as follows:

A+ = 98 - 100
A = 97.99 - 92
A- = 91.99 - 90
B+ = 89.99 - 88
B = 87.99 - 82
B- = 81.99 - 80
C+ = 79.99 - 78
C = 77.99 - 72
C- = 71.99 - 70
D+ = 69.99 - 68
D = 67.99 - 62
D- = 61.99 - 60
F = <60

If you have questions about the new grading policy, please do not hesitate to ask me.

Policy for Absences

This instructor follows policy statement PS-22 (which can be read at www.lsu.edu) regarding student absence from class. Advanced notice is required for all absences that will be considered excused. Written notices are required in advance for all valid reasons for absences according to PS-22. In cases where advance notice cannot be given, the student must notify the instructor by e-mail or phone within 24 hours that one or more classes will be missed and appropriate written excuse for the absence(s) are required the first day back to class by the student. For example, if a grandfather died, then after e-mail/phone notice

was given, then the student would need to bring a copy of the death certificate or copy of an obituary of the family member. The burden of proof is on the student and the instructor maintains a high threshold for what is considered excusable.

How does this policy impact graded course requirements?

Quizzes and Attendance/Participation: Quizzes are not allowed to be made up. The first excused absence is used as the drop quiz. Additional excused absences reduce the number of quizzes your overall quiz grade is determined by for the semester. This rule also applies to attendance/participation.

Given that final exams are oral and are scheduled individually, students simply reschedule an alternative time to take the exam during the examination period.

Homework and Group Project Deadlines: Unless the student is out of class with approved absences by the instructor for more than 75% of the time between the time the homework/group project is given to the student and the due date of the homework/group project, then individual absences within the work period do not extend the due date of the exam. If a student's absence does exceed this 75% threshold, the student and instructor will assign an alternative deadline for the assignment. For group projects, this rule applies only if at least 50% of the students in the group have approved absences for more than 75% of the time allotted for the homework/group project.

Students missing more than two consecutive weeks of classes, three weeks of classes in total, or miss more than half of the in-class quizzes are considered not to be adequately participating in the course to meet course objectives and the instructor does not have to accommodate further absences impacting graded material. The student should consider dropping the course or resigning from the university.

Late Homeworks/Group Project Policy

Since all homeworks/ group projects are to be electronically submitted to the instructor, all group projects / homeworks between one minute and 48 hours late incur a 50% grade reduction before the assignment is graded. (This may be reduced at the discretion of the instructor). Homeworks/group projects turned in greater than 48 hours late will not be graded by the instructor and receive a grade of 0.

Disabilities

The Americans with Disabilities Act and Rehabilitations Act of 1973 states that if you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see a coordinator in the Office of Disability Affairs (112 Johnston Hall) so that such accommodations may be arranged. After you receive the accommodation letter, please meet with me as soon as possible to discuss the provisions of these accommodations.

Scheduled Class Days I will Miss

I have a busy travel schedule this academic semester. Here are the following days I will not be at class:

Thursday, February 4th

Tuesday, March 29th
Thursday, March 31st

This list is subject to change (additions/deletions). You may still be required to perform some activity on that day or meet with your group to perform a task to turn in for participation. Since some of the lectures will be screencast online, lectures may be assigned in advance with quizzes to be performed on the day of the scheduled class.

Adjustments to the Syllabus

The instructor reserves the right to make adjustments to the syllabus at any time. The instructor will inform students by e-mail or through posting of an updated syllabus on the class Moodle site of such changes.

I hope you enjoy the course. I look forward to learning together with you this semester!

Dr. Fannin

Peer Evaluation Form – Working Groups (Based on 7 Member Team)

Name: _____

Team Name: _____

Please assign scores that reflect how you really feel about the extent to which the other members of your team contributed to your learning and/or your team’s performance. This will be your only opportunity to reward the members of your team who worked hard on your behalf. **(Note: If you give everyone pretty much the same score you will be hurting those who did the most and helping those who did the least.)**

Instructions: In the space below, please rate each of the **other members of your team**. Each member’s peer evaluation score will be the average of the points they receive from the other members of the team. To complete the evaluation you should:

- 1) List the name of each member of your team in the alphabetical order of their last names, and
- 2) Assign an average of 10 points to the other members of the team.

You should assign a total of 60 points for your seven-member team and differentiate some in your ratings. For example, you must give at least one score of 11 or higher (maximum of 15) and at least one score of 9 or lower. The sum of all scores for your team must equal 60 points.

Team Members:	Scores:	Team Members:	Scores:
1)		5)	
2)		6)	
3)			
4)			

Additional Feedback: In the space below would you also briefly describe your reasons for your highest and lowest ratings.

Reason(s) for your highest rating(s). (Use back if necessary.)

Reason(s) for your lowest rating(s). (Use back if necessary.)