FISH 674: Economic Development for Fisheries-Dependent Communities
(3 credits)

Instructor: Dr. Keith R. Criddle
Contact Information: kcriddle@alaska.edu 796-5449 LP 203
Office hours: TR 10-12 or by appointment

Time/Location: TR 8:00-9:30 Juneau (LP 212) and by video-conference to Fairbanks (O’Neill 214) and other sites as demand warrants.

Course Description: This course provides an introduction to the economic organization of fishery-dependent communities in Alaska, tools for characterizing community-scale economies, principles of economic development, methods of measuring regional economic impacts of changes in access to fisheries, and a review of policies intended to support the continuity and development of Alaskan communities dependent on commercial fisheries. Prerequisites: STAT F401 or ECON F227; permission of instructor. (3+0)

Course Goals and Learning Objectives: Upon completion of this course, students will have an understanding of the economic structure of fishery-dependent communities in Alaska, an understanding of the principles of economic development in resource-dependent communities, a working knowledge of tools for measuring community-scale impacts of changes in fisheries policy, and a familiarity with policies intended to support development of fishery-dependent communities in Alaska. Armed with this working background, students will be prepared to participate on analytic teams that are engaged in preparing economic analyses for inclusion in regulatory documents such as Environmental Assessments and Regulatory Impact Reviews, or to review and critique draft regulatory documents on behalf of agencies or stakeholders. Students who successfully complete this course will:

• Be familiar with unique characteristics and development challenges faced by fishery-dependent communities in Southeast Alaska, Southcentral Alaska, Kodiak, the Eastern Aleutians, Bristol Bay, and Western Alaska.
• Understand different metrics of economic growth, how to calculate them, and what their limitations are.
• Understand how financial, labor, and land markets are affected by the design of economic and social institutions and how they in turn affect opportunities for economic development.
• Understand the different constraints and opportunities for economic development in closed economies and open economies and how globalization, technological change, and innovation affect community and regional economic development.
• Have a working knowledge of descriptive and inferential tools of community economic analysis.
• Have a working knowledge of tools for measuring and assessing regional economic performance (i.e., Economic Base Analysis, Shift-Share Analysis, and Input-Output Analysis).
• Understand the emerging role of economic clusters as a means of fostering community and regional economic development and managing risk.
• Understand the unique challenges for economic development in resource-dependent economies.
• Be familiar with Alaska’s experiments in fostering economic development in fishery-dependent communities—intentions, outcomes, and lessons learned.

Course Readings:
Required:
and selected readings from academic articles and federal and state agency reports.

Instructional Method: A combination of lectures and facilitated discussions. UAF’s Electronic Blackboard will be used to post readings, data sets, examples, and exercises.
**Evaluation:** Course grades will be based on a weighted sum of scores on the research project (60%) and classroom participation (40%) scores as follows. If the weighted sum is: $\geq 90\% = A$; $80\% \text{ but } <90\% = B$; $70\% \text{ but } <80\% = C$; $60\% \text{ but } <70\% = D$; and $< 60\% = F$. The research project is to design an economic development plan for a fishery-dependent rural Alaskan community. The project report should provide background on the community, an overview of its economic structure, a discussion of historic trends in resource dependency, and present a plan for fostering economic growth (or forestalling economic decline). The project report should be at least 30 double-spaced pages but in no case should your paper exceed 40 double-spaced pages including references, tables, and figures. Scores for completed project reports will be scaled from 0-100 points (see grading rubric for project report, below) based on adequacy of the write on community background, economic structure and historic trends (30%), plausibility and completeness of the economic development plan (40%), and clarity of exposition (20%). Students are expected to attend all class sessions having completed reading assignments and being prepared to help lead the discussion on assigned readings and to engage in discussions led by others. Active participation includes asking and responding to questions during lectures (30%), leading discussions on at least two papers selected from among the assigned or supplemental readings (40%), and engaging in discussions led by fellow students and invited speakers (30%).

**Grading Rubric for Project Report**

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<tr>
<th>Category</th>
<th>Thorough and detailed</th>
<th>Needs improvement</th>
<th>Fails minimum standards</th>
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<tr>
<td>Thoroughness of Background (40%)</td>
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<tr>
<td>Clear summary of available information about the social and economic structure of the community and recent trends</td>
<td>25 to 30 pts</td>
<td>10 to 24 pts</td>
<td>0 to 9 pts</td>
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<td>Does not get mired in trivial or extraneous detail</td>
<td>4 to 5 pts</td>
<td>2 to 3 pts</td>
<td>0 to 1 pt</td>
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<tr>
<td>Does not opine on the social or economic structure of the community or factors that may have contributed to the current status or recent trends</td>
<td>4 to 5 pts</td>
<td>2 to 3 pts</td>
<td>0 to 1 pt</td>
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<tr>
<td>Plausibility and completeness of economic development plan (40%)</td>
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<td>Plan is logical and original</td>
<td>8 to 10 pts</td>
<td>3 to 7 pts</td>
<td>0 to 2 pts</td>
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<tr>
<td>Plan is supported by facts, examples, and analysis</td>
<td>15 to 20 pts</td>
<td>6 to 14 pts</td>
<td>0 to 5 pts</td>
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<td>Clear description of how the plan was developed (who was consulted, how were they consulted, what ideas were considered and rejected, etc.)</td>
<td>8 to 10 pts</td>
<td>3 to 7 pts</td>
<td>0 to 2 pts</td>
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<tr>
<td>Clarity of exposition (10%)</td>
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<td>Mechanics (spelling, grammar, punctuation)</td>
<td>4 to 5 pts</td>
<td>2 to 3 pts</td>
<td>0 to 1 pt</td>
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<td>Style (concise, clear, coherent, free of jargon, presenting a neutral point of view)</td>
<td>8 to 10 pts</td>
<td>3 to 7 pts</td>
<td>0 to 2 pts</td>
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<tr>
<td>Literature review and documentation (clear attribution and documentation of information sources consulted and referenced)</td>
<td>4 to 5 pts</td>
<td>2 to 3 pts</td>
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**Course policies:** Academic dishonesty cannot be excused; at best it represents indolence, at worst it is a willful and unconscionable act of intellectual theft. Students enrolled in this class are expected to adhere to the UAF Student Code of Conduct ([www.uaf.edu/catalog/current/academics/regs3.html](http://www.uaf.edu/catalog/current/academics/regs3.html)). Plagiarism and cheating are particularly heinous forms of academic dishonesty and will not be tolerated. If you plagiarize on the term paper, you will receive an F in this course and you may face additional disciplinary actions initiated by UAF. Plagiarism includes representing another person's work as one's own by paraphrase or unattributed direct quotation or the unacknowledged use of materials prepared by another. Take-home exams are due 24-hours after they are distributed. Unless prior permission has been granted by the instructor, late assignments will be docked 10% for each day after the due date. That is, an assignment turned in within 24 hours after the deadline is worth, at most, 90 points; an assignment turned in more than 24 hours late but less than 48 hours late is worth, at most, 80 points; etc.

**Disabilities Services:** The Office of Disability Services ([http://www.uaf.edu/disability/](http://www.uaf.edu/disability/)) implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. I will work with the Office of Disabilities Services (208 Whitaker, 474-5655) to provide reasonable accommodation to students with disabilities.

**Other Support Services:** The Writing Center ([www.alaska.edu/english/writing-center/](http://www.alaska.edu/english/writing-center/)) offers tutorial and fax-tutorial assistance with grammar, composition, and style. Students connected to the UAF network (Ethernet or wireless on-campus or...
through VPN off-campus) have access to UAF Library catalogs, electronic journal holdings, and interlibrary loan resources. Miscellaneous support services (e.g., tutorial services, instruction in mathematics skills, academic advising, mentoring and personal support, cultural and social engagement, use of laptop computers, labs, and other technology resources, and direct financial assistance to qualified low-income participants) are available through UAF Student Support Services (www.uaf.edu/sssp/index.html).

Registration: Registration can be completed at: uaonline.alaska.edu.
COURSE OUTLINE & READING ASSIGNMENTS:

Course Outline and Tentative Schedule

1. Introduction to Community Economic Development:
   Schaffer et al. Chp 1: Defining Community Economic Development
   Simon Chp 2: Background
   Simon Chp 3: Three Logics of Community Action

2. Introduction to Alaska's Fishing Communities:

3. Theory and Practice of Community Economic Development:
   Simon Chp 4: The Community as Beneficiary of Economic Development 2/7
   Simon Chp 5: The Community as Agent of Economic Development 2/9
   Schaffer et al. Chp 2: Growth Theory 2/14
   Schaffer et al. Chp 3: Space and Community Economics 2/16
   Schaffer et al. Chp 4: Concepts of Community Markets 2/21
   Schaffer et al. Chp 5: Land Markets 2/23
   Schaffer et al. Chp 6: Labor Markets 2/28
   Schaffer et al. Chp 8: Technology and Innovation 3/7
   Brian Holst—JEDC: Community Development, Economic Development, and Economic Clusters 3/23
   Schaffer et al. Chp 11: Institutions and Society 3/30
   Schaffer et al. Chp 14: Descriptive Tools of Community Economic Analysis 4/11
   Schaffer et al. Chp 17: Looking to the Future 4/20

4. Development and Subsidies in Resource-Dependent Economies:

5. **Alaska’s Experiments in Fostering Economic Development in Fishery-Dependent Communities:**

**Term Project**