

11. 481J, 1.284J, ESD.284J, Spring 2005

Problem Set 5

Powerpoint and short report due May 6th;

Class presentation schedule to be determined by May 5th.

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REGIONAL ECONOMIC ANALYSIS EXERCISE

Each team is to pick a region either in a developing or an industrialized country and talk about sources of growth, resilience, restructuring, or current economic struggles in light of some of the regional theoretical, accounting, and technique issues introduced in this class. During the presentation, the students will indicate how they have analyzed a region's economic development (and history) by drawing on some of the theories and techniques covered in class. Students will be encouraged to use cases that they are already familiar with, such as those they are using in other classes or their research projects.

One example of how students can structure the presentations is for you to pick a rapidly growing region and to look at some of the underlying reasons for the region's growth and resilience. What lessons can you draw from these cases for other regions? Although history and context are important, there are also real processes and actions that you can look at to help us think about planning development and policy interventions elsewhere. The lessons may not be applicable in all places, but we can draw lessons for regions with similar institutional context and environments.

1. Students will divide into groups of five or six and will have 15-20 minutes to do the presentation and another 10 minutes for class discussion. In other words, each group will be given 25-30 minutes. Please assign someone in the group to keep time. No more than 2 to 3 people should present.
2. You should use PowerPoint (or a similar program) in order to produce slides and handouts for the class. Each team is responsible for preparing the

handouts from the slides. Please do not cram too much information into each slide—select key points/arguments and use the material on each slide to guide (rather than dominate) your talk. Think in terms of “quality” rather than “quantity.”

3. We want you to be analytical, rather than descriptive, e.g.: What question will you answer? What are your arguments? What evidence can you draw on to support your claims? What are your assumptions? You are expected to draw on relevant theories of regional growth, development, and planning from the readings for 11.481. In some cases, factors leading to a region’s growth and development may contradict some of the core tenets and assumptions of conventional and/or alternative growth theories.
4. Include within your overview some use of the information on accounting issues and techniques reviewed in the class, indicating which technique (s) and accounting analyses you would use to evaluate the region’s growth and why?
5. We welcome creativity in style and structure.
6. The oral presentations will be held in the last week of class. All members of the class will be required to attend the presentations, even if they are not presenting.

NOTE: the DRAFT of your final report is due the week before the presentation. Xiaodong and I will review the drafts quickly and indicate whether there is anything you may need to consider before submitting the final version of the report. The final report will be due at your presentation.

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Grading Criteria

We will assign 25 points for each of the following:

1. Rationale for explanation of growth/decline in the region.
2. Application of theories, techniques, and/or concepts covered in the class.
3. Originality of the presentation.
4. Presentation skills and slide clarity