

# **DRAFT SUBJECT TO REVISION**

## **GEOG311: Local Development in a Global Context**

**Fall 2019**

### **Class Times**

Tuesdays and Thursdays 2:30pm - 3:50pm

Location: OPT-309

### **Instructor**

Dr. Daniel Cockayne (EV1-312)

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Office Hours: Wednesday 3:00pm - 4:30pm

### **Course description**

Our world is uneven and complex with many actors (e.g. firms, government agencies, unions, business associations, community organizations, citizens) operating across the local, regional, national and supranational scales to shape the geographies of contemporary economies. In other words, the impacts of globalization and development – economic and otherwise – are uneven. Economic, social, cultural and technological restructuring and changes are produced in specific places and the effects of these changes vary from place to place, within and between nation-states. Therefore, when examining questions of local development, it is important to consider both ‘the local’, ‘the global’, and the relationships between them. In this senior undergraduate class, we will try to understand these dynamics through the lens of theories and perspectives drawn from economic geography, urban planning and the broader social sciences.

The class is designed to give students an opportunity to engage with the major themes in the international literature on local development drawn from theories of industrial location and restructuring, economic geography, innovation studies and regional development planning. During the course, we identify different models used by local economic development practitioners and policymakers to respond to the contemporary challenges of globalization, the restructuring of labour markets and workplaces, the changing composition of the workforce and technological change. We explore a number of economic development models, including innovation and cluster-based industrial strategies, the attraction of highly skilled workers, and arts-based strategies amongst others. Consideration is given to how the objectives of these economic development strategies and initiatives can be reconciled with other development goals such as equity, sustainability and social justice concerns. Empirical examples will primarily be drawn from Canada, the United States and Europe. Throughout the course, students will be encouraged to think critically about the underlying theoretical assumptions that are used to justify specific policy interventions, as well as consider how these assumptions determine which issues become the object of economic development planning and policy.

## Course objectives

The key learning objectives of the course are as follows:

- Provide students with foundational knowledge on the evolution of academic thinking and key theoretical frameworks associated with local development and their related normative goals/outcomes;
- Introduce to students to the historical evolution of government policies related to local development and their related normative goals/outcomes;
- Introduce key concepts associated with local development, including clusters, innovation, human capital; creative class, and entrepreneurship;
- Apply local and regional socio-economic data to an analysis of a local communities / regions
- Provide opportunities for students to practice their report writing and presentation skills ;
- Interrogate the success and evaluate the challenges of translating local economic development theory into practice and vice versa.

## Assessment value and deadlines

Assignment	Value (%)	Due Date
Assignment 1: Quantitative regional analysis	20	Friday October 25 <sup>th</sup>
Assignment 2: Report on the regional economy	30	Friday November 29 <sup>th</sup>
Group project and presentation	20	See course schedule
Take-home exam	30	TBD after Friday September 27 <sup>th</sup>

## Assessment details

**Major Assignment – Part 1 – Quantitative regional analysis (20%)** – You are required to produce a quantitative overview and analysis of a city-region in Canada or the United States. There will be a limit to the number of students who will be permitted to select any one city-region. This will be managed through LEARN. The analysis should be mainly descriptive in nature with the goals of providing an overall socio-economic picture of your region. Be sure to properly cite the data sources that you have used. More details will be provided in class and via LEARN. *Note: If you wish to examine a region outside of Canada and the United States, you must discuss this with the instructor.*

**Major Assignment – Part 2 – Understanding the regional economy report (30%)** – Building on the work you completed in Assignment 1, you are required to write an analytical report on your region. This will included integrating, analyzing and discussing the quantitative research that you will have completed from Assignment 1, as well as integrating additional data, research

and relevant academic and policy literature. Key sources will include policy documents, consultants' reports, press articles, and academic sources. Be sure to use your critical judgment when reading official policy documents and press articles. More details will be provided in class and via LEARN.

**Group project and presentation (20%)** – During Weeks 7 to 10, groups will give a presentation on a topic related to the weekly theme. The number and size of teams, as well as the length of presentation will be dependent on final class enrolment. Students will be asked indicate their interest in series of topics via a survey. Students will be assigned to groups accordingly by the third week of class. All team members are expected to participate equally in the preparation of the presentation. All team members will fill out a self- and peer-evaluation grid, which will be used in the overall assessment. *Students' marks will be adjusted on the basis of peer evaluation. A students' mark will not increase or decrease by any more than 15% based on the peer evaluation.* Additional instruction will be provided in class and via LEARN.

**Take-home exam (30%)** – There will be a take-home exam that will be scheduled during the university exam period. The exam will cover material from the lectures, course readings, as well as presentations by students and guest speakers. Details regarding the format will be discussed in class and posted to LEARN.

### Lateness policy

Late assignments will be assigned a penalty of 10% for every day that they are late.

### Schedule

Week	Date	Topic
Week 1	Thursday Sept. 5th	<b>Introduction</b>  <b>Read:</b> <ul style="list-style-type: none"> <li>Scott A J (2000) Economic geography: the great half-century. <i>Cambridge Journal of Economics</i> 24 (4): 483-504.</li> </ul>
Week 2	Tuesday Sept. 10th	<b>What is local economic development? What is a region?</b>  <b>Read:</b> <ul style="list-style-type: none"> <li>Henderson G (2009) Region. <i>Dictionary of Human Geography</i>. Wiley-Blackwell: Oxford. Pp. 330-332.</li> <li>Hudson R (2007) Regions and regional uneven development forever? Some reflective comments upon theory and practice. <i>Regional Studies</i> 41 (9) 1149-1160.</li> <li>Peck J (2016) Macroeconomic geographies. <i>Area, Development and Policy</i> 1(3): 305-322.</li> </ul>
	Thursday Sept. 12th	

Week 3	Tuesday Sept. 17th	<b>Finding and Using Macroeconomic Data</b>  <b>Read:</b> <ul style="list-style-type: none"> <li>Vinodrai T and Moos M. 2015. Do we still have quality data to study Canadian cities? In P Fillion, M Moos, T Vinodrai, R Walker (eds) <i>Canadian Cities in Transition: Perspectives for an Urban Age</i>. Oxford: Oxford University Press. Pp. 436-439.</li> </ul>
	Thursday Sept. 19th	
Week 4	Tuesday Sept. 24th	<b>Economic Decline and Deindustrialization</b>  <b>Read:</b> <ul style="list-style-type: none"> <li>Donald B and Hall HM. 2015. Slow growth and decline in Canadian cities. In P. Fillion, M. Moos, T. Vinodrai, and R. Walker, eds. <i>Canadian Cities in Transition: Perspectives for an Urban Age</i>. Oxford: Oxford University Press.</li> <li>Doucet B. 2017. Why Detroit matters: Lessons and Visions. <i>Town and Country Planning</i> (March), 97-105.</li> </ul>
	Thursday Sept. 26th	
Week 5	Tuesday Oct. 1st	<b>Watch in Class: <i>Roger &amp; Me</i></b>  <b>Read:</b> <ul style="list-style-type: none"> <li>Graham J, Gibson K, Horvath R and Shakow DM. 1988. Restructuring in US manufacturing: the decline of monopoly capitalism. <i>Annals of the Association of American Geographers</i> 78 (3): 472-490.</li> <li>Natter W and Jones JP (1993) Pets or meat - class, ideology, and space in <i>Roger &amp; Me</i>. <i>Antipode</i> 25(2): 140-158.</li> </ul>
	Thursday Oct. 3rd	
Week 6	Tuesday Oct. 8th	<b>Evolution of Policy and Practice: Waterloo Region</b>  <b>Read:</b> <ul style="list-style-type: none"> <li>Bradford N. 2010. <i>Regional economic development agencies in Canada: Lessons for southern Ontario</i>. Toronto, ON: Mowat Centre for Policy Innovation, School of Public Policy and Governance, University of Toronto.</li> <li>Glasmeier A. 2000. "Economic geography in practice: local economic development policy." GL Clark, M Feldman and MS Gertler, eds., <i>The Oxford Handbook of Economic Geography</i>. Oxford: Oxford University Press, pp. 559-579</li> </ul>
	Thursday Oct. 10th	

	Tuesday Oct. 15th	<i>Reading Week, No Class</i>
	Thursday Oct. 17th	
Week 7	Tuesday Oct. 22nd	<b>Tuesday October 22<sup>nd</sup> - Field Trip to Kitchener on Local Economic Development</b>  <b>Read:</b> <ul style="list-style-type: none"> <li>Vinodrai, T. 2016. A city of two tales: Innovation, talent attraction and governance in Canada's Technology Triangle. In <i>Growing Urban Economies: Innovation, Creativity, and Governance in 21st Century Canadian City-Regions</i>, ed. David A. Wolfe and Meric S. Gertler. Toronto: University of Toronto Press, page 211-238</li> </ul> <b><i>No class Thursday October 24<sup>th</sup>.</i></b>
	Thursday Oct. 24th	
Week 8	Tuesday Oct. 29th	<b>Intellectual Histories and Traditions</b>  <b>Read:</b> <ul style="list-style-type: none"> <li>Leigh NG and Blakely EJ. 2017. <i>Concepts and Theories of Local Economic Development</i>. In: <i>Planning Local Economic Development</i>. Los Angeles: Sage.</li> <li>Pike A, Rodriguez-Pose A and Tomaney J. 2006. Concepts and Theories of Local and Regional Development. In: <i>Local and Regional Development</i>. Routledge: London and New York.</li> </ul>
	Thursday Oct. 31st	
Week 9	Tuesday Nov. 5th	<b>Startup Regions: Silicon Valley</b>  <b>Read</b> <ul style="list-style-type: none"> <li>Walker R. 2018. <i>Pictures of a Gone City...</i></li> <li>Gray M, Golob E, Markusen A and Park SO. 1998. New industrial cities? The four faces of Silicon Valley. <i>Review of Radical Political Economics</i> 30(4): 1-28.</li> </ul>
	Thursday Nov. 7th	
Week 10	Tuesday Nov. 12th	<b>Creative Industries, Cities, Regions I</b>  <b>Read:</b>
	Thursday Nov. 14th	

		<ul style="list-style-type: none"> <li>Florida R. 2014. The creative class and economic development. <i>Economic Development Quarterly</i> 28(3): 196-205.</li> <li>Breznitz S and Feldman MP. 2012. The engaged university. <i>Journal of Technology Transfer</i> 37: 139-157.</li> </ul>
Week 11	Tuesday Nov. 19th	<b>Creative Industries, Cities, Regions II</b>  <b>Read:</b> <ul style="list-style-type: none"> <li>Mould O. 2018. <i>Against Creativity</i>. Verso: London.</li> <li>Peck J. 2005. Struggling with the creative class. <i>International Journal of Urban and Regional Research</i> 29 (4): 740-770.</li> </ul>
	Thursday Nov. 21st	
Week 12	Tuesday Nov. 26th	<b>Just Regions</b>  <b>Read:</b> <ul style="list-style-type: none"> <li>Mitchell D. 2017. People's Park again: on the end and ends of public space. <i>Environment and Planning A: Economy and Space</i> 49 (3): 503-518.</li> <li>Ruez D and Parekh T. 2019. 'There is no political agenda': governing and contesting the compassionate city in Louisville. <i>City</i> 23 (1): 17-34.</li> </ul>
	Thursday Nov. 28th	
Week 13	Tuesday Dec. 3rd	<b>Class Review and Exam Prep</b>

## UNIVERSITY POLICIES

### Unclaimed assignments

Unclaimed assignments will be retained until one month after term grades become official in quest. After that time, they will be destroyed in compliance with UW's confidential shredding procedures.

### Academic integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. The University's guiding principles on academic integrity can be found here:

[www.uwaterloo.ca/academicintegrity](http://www.uwaterloo.ca/academicintegrity).

ENV students are strongly encouraged to review the material provided by the university's Academic Integrity office specifically for students:

<http://uwaterloo.ca/academicintegrity/Students/index.html>.

Students are also expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Student who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. Students may also visit this webpage: <https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academicintegrity-tutorial>.

When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline:

<https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71>.

Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70 - Student Grievance: <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>.

### **Research ethics**

Please also note that the 'University of Waterloo requires all research conducted by its students, staff, and faculty which involves humans as participants to undergo prior ethics review and clearance through the Director, Office of Human Research and Animal Care (Office). The ethics review and clearance processes are intended to ensure that projects comply with the Office's Guidelines for Research with Human Participants (Guidelines) as well as those of provincial and federal agencies, and that the safety, rights and welfare of participants are adequately protected. The Guidelines inform researchers about ethical issues and procedures which are of concern when conducting research with humans (e.g. confidentiality, risks and benefits, informed consent process, etc.). If the development of your research proposal consists of research that involves humans as participants, the please contact the course instructor for guidance and see <https://uwaterloo.ca/research/office-research-ethics>.

### **Note for students with disabilities**

The AccessAbility Office located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AccessAbility Office at the beginning of each academic term.

### **Mental health**

The University of Waterloo, the Faculty of Environment, and our Department's consider students' well-being to be extremely important. We recognize that throughout the term students

may face health challenges - physical and/or emotional. **Please note that help is available.** Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services ([www.uwaterloo.ca/counselling-services](http://www.uwaterloo.ca/counselling-services)) is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

### **Religion observances**

Student needs to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

### **Grievance**

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, [www.adm.uwaterloo.ca/infosec/Policies/policy70.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm). When in doubt please contact your Undergraduate Advisor for details.

### **Appeals**

A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) [www.adm.uwaterloo.ca/infosec/Policies/policy72.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm).

### **LEARN**

Course information will be accessible on the LEARN platform. Users can login to LEARN via: <http://learn.uwaterloo.ca/>. Use your WatIAM/Quest username and password. Documentation for LEARN is available at: [http://av.uwaterloo.ca/uwace/training\\_documentation/index.html](http://av.uwaterloo.ca/uwace/training_documentation/index.html).

LEARN is a web-based course management system that enables instructors to manage course materials (posting of lecture notes etc.), interact with their students (drop boxes for student submissions, on-line quizzes, discussion boards, course e-mail etc.), and provide feedback (grades, assignment comments etc.). The degree to which LEARN is utilized in a particular course is left to the discretion of the instructor and therefore, you may find a large variance in how LEARN is being used from course to another.