Department of Geography and Environmental Management
Faculty of Environment
University of Waterloo   Fall 2017

GEOG 311
Local Development in Global Context

Course Instructor:	Tara Vinodrai	tara.vinodrai@uwaterloo.ca
	EV3 Room 4231	(519) 888-4567 ext. 33278
		Office hours:
		Mondays, 2:30-3:30pm
		Tuesdays, 1:00-2:00pm
		or by appointment
Teaching Assistant:	Geoff Luehr	gluehr@uwaterloo.ca
		Office hours:
		Tbd
Class Time / Location:	Mondays, 11:30-2:20pm	EV3 4412

Course Objectives and Description

Our world is variegated, uneven and complex with many actors (e.g. firms, government agencies, unions, business associations, community organizations, citizens) operating across and between 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 in contemporary economic geography.

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. During the course, we identify a number of different models of how local economic development practitioners and policymakers have responded 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 distribution, 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 economic and social issues become the object of regional economic development planning and policy.

The course will consist of a series of lectures, student presentations, a data analysis workshop, and (where possible) guest lecturers.

Prerequisite: GEOG 202 or ERS/GEOG 203.

Learning 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.

Course Management and Required Readings

The course will be managed via LEARN. It is imperative that you visit LEARN regularly for notices and updates.

A full, detailed course reading list will be posted on LEARN. All of the required readings, additional / supplementary readings, as well as other resources can be accessed via LEARN, Dana Porter Library, or the Internet.

Electronic Communication Policy

E-mail: All electronic communication for GEOG 311 should be sent through LEARN. The instructor will try to reply to legitimate inquiries from students within 3 business days. Please ensure that you include the course number (GEOG 311) in the subject line, as well as a meaningful descriptor of the topic of your inquiry. Make sure you consult the course outline/syllabus and other course materials before submitting inquiries.

Laptop use in-class: Laptops are permitted in class for course-related purposes only. Anybody found accessing the internet for other purposes (e.g. checking email, chatting, Facebook, Instagram, Twitter, YouTube, non-course sites, playing on-line games, etc.) or using laptops off-line for non-course purposes (e.g. games, movies, music) will be asked to leave the classroom.

Cell phones and other mobile devices: Please make sure that cell phones, iPhones and other similar devices are turned off while in class.

Assessment and Evaluation: Summary, Weighting and Due Dates

Assignment	Value (%)	Due Date
Assignment 1: Quantitative regional analysis	20	October 23, 2017
Assignment 2: Report on the regional economy	30	December 4, 2017
Group project and presentation	20	See course schedule
Final exam	30	Check Registrar's Office
TOTAL	**100**	

Assessment and Evaluation: 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 elsewhere, you must discuss this with the instructor and obtain prior approval.*

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.

Final exam (30%) – There will be a final 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.

Grading and Late Policy

Grading expectations: The following table provides students with a basic guideline to grading in this course.

Mark/100	Expectations/Requirements
>90	**Exceptional.** Demonstrates a very strong grasp of subject matter and underlying substantive material. Few or no technical errors (typos, spelling, grammar). Clarity in writing style; coherent structure and flow; a degree of true originality; appropriate reference to source materials; paper presents a coherent and persuasive point of view.
85 to 90	**Outstanding**. Demonstrates excellence and an insightful grasp of the subject matter. Clearly exceeds the expected performance in the course relative to other students.
80 to 85	**Excellent**. Demonstrates a strong grasp of subject matter in all or most areas of the course and ability to produce work of consistently high quality.
75 to 80	**Very Good**. Demonstrates strong grasp of subject matter across most areas of course and good or satisfactory knowledge in others, as well as ability to produce work above expected level.
70 to 75	**Good.** Demonstrates good knowledge of fundamental concepts and satisfactory understanding of more advanced ideas within course. Has ability to produce work at required level.
65 to 70	**Satisfactory**. Demonstrates basic understanding of fundamental concepts within course, but lacks advanced understanding of application. Inconsistent quality of work, some work at required level.
60 to 65	**Minimally satisfactory**. Demonstrates a weak understanding of material; achieves minimum expectations in most areas, and produces work that rarely exceeds minimal requirements
50 to 60	**Marginal performance.** Demonstrates superficial grasp of subject matter in many areas of the course / assignment.
<50	**Inadequate/ Fail**

Handing in assignments: All assignments should be submitted electronically in MS Word format (or as specified) by the *beginning of class* on the due date via the appropriate LEARN dropbox unless otherwise specified. If a student encounters a problem with LEARN, it is their responsibility to 1) email the instructor before the submission deadline, and 2) submit the paper in hard copy before the start of class. By submitting an assignment to LEARN, you are agreeing to the following:

- You have properly referenced and footnoted all ideas, words or other intellectual property from other sources used in the completion of this assignment.

- You have included a proper bibliography, which includes acknowledgement of all sources used to complete this assignment.

- The assignment was completed by your own efforts. You did not collaborate with any other person for ideas or answers (with the exception of any group project)

- This is the first time you have submitted this assignment or essay (either partially or entirely) for academic evaluation.

Your assignments (including marks and comments) will be returned to you via LEARN.

Late and/or missed assignments: Late submissions will be penalized **5% per day** unless you have made arrangements with the instructor in advance of the deadline. Failure to make a submission or a submission that is **five days late or more will receive a grade of zero**. An assessment of lateness will be based on the time stamp produced through LEARN.

Returned assignments: Assignments for this course will be submitted and returned electronically via LEARN unless otherwise specified. However, unclaimed assignments (hardcopies) will be retained for one month after term grades become official in Quest. After that time, they will be destroyed in compliance with UW's confidential shredding procedures.

Faculty and University Requirements

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:

http://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/academic-integrity-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

Intellectual Property: Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and

- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

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: AccessAbility Services, located in Needles Hall, Room 1401, 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 AccessAbility Services at the beginning of each academic term.

Mental health: The University of Waterloo, the Faculty of Environment and our Departments 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) 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.

Religious Observances: Students need 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. When in doubt please contact your Graduate Advisor for details.

Appeals: 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

Turnitin.com: Text matching software (Turnitin®) will be used to screen assignments in this course. This is being done to verify that use of all materials and sources in assignments is documented. To better understand the meaning of 'similarity' in Turnitin, see https://guides.turnitin.com/01_Manuals_and_Guides/Student/Classic_Student_User_Guide/17_Similarity_Check#Viewing_an_Originality_Report

Students will be given an option if they do not want to have their assignment screened by Turnitin®. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin® in this course.

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.

Communications with Instructor and Teaching Assistants: All communication with students must be through either the student's University of Waterloo email account or via Learn. If a student emails the instructor or TA from a personal account they will be requested to resend the email using their personal University of Waterloo email account.

LEARN: Users can login to LEARN via: http://learn.uwaterloo.ca/ using your WatIAM/Quest username and password.

Topics and Schedule at a Glance

Part I — Local development through an economic geography lens

Sept 11 — Introduction and course overview

Sept 18 — Iconic regions? Technology-based development and regional success stories
First day to get approval for region preferences (via LEARN)
First day to indicate group topic preferences (via LEARN)

Sept 25 — Less-favoured regions? Challenges and prospects

Oct 2 — Studying regions: Data, indicators, measurement
DUE: Last day to indicate group seminar topic preferences (via LEARN)
DUE: Last day to get approval for region preferences (via LEARN)

Oct 9 — NO CLASSES (THANKSGIVING)

Oct 16 — The evolution of local development I: Intellectual histories and traditions

Oct 23 — The evolution of local development II: Public policy in Canada and the United States
DUE: Major Assignment – Part 1

Part II — Policy, planning and practice in local development

Oct 30 — Start-up regions: Innovation, entrepreneurship and cluster-based development
Group presentations

Nov 6 — Creative regions I: Human capital based strategies for economic development
Group presentations

Nov 13 — Creative regions II: Art, culture and design-based economic development
Group presentations

Nov 20 — Just regions: Equity, social justice and a sustainable future?
Group presentations

Nov 27 — Guest speaker: tbd
DUE: Group peer evaluations

Dec 4 — The challenges of local development: Theory, policy and practice
Course wrap-up
DUE: Major Assignment – Part 2

Dec 7 to Dec 21 — Final exam
Check Registrar's Office for final exam scheduling