

GEOG 311

Local Development in Global Context

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Office hours:
Mondays, 1:00-2:00pm
Tuesdays, 1:00-2:00pm
or by appointment

Class Time / Location: Mondays, 2:30-5:20pm EV3 4412

Course Objectives and Description

Our world is uneven and complex with many actors (e.g. firms, government agencies, unions, business association//ns, 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.

The course consists of lectures, student presentations, a data workshop, and 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.

Evaluation: Summary, Weighting and Due Dates

Assignment	Value (%)	Due Date
Assignment 1: Quantitative regional analysis	20	October 22, 2018
Assignment 2: Report on the regional economy	30	December 3, 2018
Group project and presentation	20	See course schedule
Final exam	30	Check Registrar's Office
TOTAL	100	

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 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 include 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. [Check [the Office of Academic Integrity](#) for more information.]

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](#). When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check [the Office of Academic Integrity](#) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](#). For typical penalties, check [Guidelines for the Assessment of Penalties](#).

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](#).

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.

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

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 used by the instructor 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 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 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).

Recording lectures: Use of recording devices during lectures is only allowed with explicit permission of the instructor of the course. If allowed, video recordings may only include images of the instructor and not fellow classmates. Posting of videos or links to the video to any website, including but not limited to social media sites such as: facebook, twitter, etc., is strictly prohibited.

Mental Health: The University of Waterloo, the Faculty of Environment and our Departments/Schools 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 <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.

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.

Co-op interviews and class attendance: Co-op students are encouraged to try and choose interview time slots that result in the least amount of disruption to class schedules. When this is challenging, or not possible, a student may miss a portion of a class meeting for an interview. Instructors are asked for leniency in these situations; but, a co-op interview does not relieve the student of any requirements associated with that class meeting.

When a co-op interview conflicts with an in-class evaluation mechanism (e.g., test, quiz, presentation, critique), class attendance takes precedence and the onus is on the student to reschedule the interview. CECA provides an interview conflict procedure to manage these situations.

Students will be required to provide copies of their interview schedules (they may be printed from WaterlooWorks) should there be a need to verify class absence due to co-op interviews.

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 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 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 to be covered in lectures

Part I Local development through an economic geography lens

- Sept 10 Introduction and course overview
- Sept 17 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 24 Less-favoured regions? Challenges and prospects
- Oct 1 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 8 NO CLASSES (THANKSGIVING)
- Oct 15 The evolution of local development I: Intellectual histories and traditions
- Oct 22 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 29 Start-up regions: Innovation, entrepreneurship and cluster-based development
Group presentations
- Nov 5 Creative regions I: Human capital based strategies for economic development
Group presentations
- Nov 12 Creative regions II: Art, culture and design-based economic development
Group presentations
- Nov 19 Just regions: Equity, social justice and a sustainable future?
Group presentations
- Nov 27 Guest speaker: tbd
- Dec 3 The challenges of local development: Theory, policy and practice
Course wrap-up
DUE: Major Assignment – Part 2
- Dec 6 to Final exam
Dec 21 **Check Registrar's Office for final exam scheduling**