

ECDEV 606 / GEOG 613/ PLAN 613

Innovation and economic development in cities and regions

Course Instructor:	Tara Vinodrai EV3 Room 4231	E-mail: tara.vinodrai@uwaterloo.ca Office hours: Tuesdays, tbc (or by appointment)
Class Time / Location:	Tuesdays 11:30-2:20pm	AL 213

Calendar Description

This course offers a critical examination of the innovation, knowledge creation and circulation, and governance processes that underpin contemporary economic development in cities and regions. Strategies, policies and programs that are intended to support and promote innovation and economic development in urban and regional economies are analyzed.

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 contemporary regional development, it is important to consider both ‘the local’, ‘the global’, and the relationships between them. In this graduate seminar, we will try to understand these dynamics through the lens of theories in contemporary economic geography.

This graduate seminar is designed to give students in economic development, geography, planning and related disciplines the opportunity to engage with the major themes in the international literature on urban and regional development, innovation systems and economic geography. This course provides students with the opportunity to critically examine the theories, policies and practices of industrial and urban / regional economic development. While some background in economic development, economic geography, urban planning or a related field is desirable, it is not necessary.

During the course, we identify a number of different models of how economic development planning practitioners and policymakers have responded to the contemporary challenges of globalization, the restructuring of economies, 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 also given to how the objectives of these strategies and initiatives can be reconciled with other development and policy goals. 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 urban and regional economic development and innovation planning and policy.

The course will be managed via LEARN, the University of Waterloo's on-line course management system. It is imperative that you visit LEARN regularly for notices and updates to the schedule and course readings. Users can login to LEARN via: <http://learn.uwaterloo.ca/>. Use your WatIAM/Quest username and password.

Required Text and Readings

There is no required textbook for this course. All required readings and other relevant materials will be made available via reserve at Dana Porter Library, LEARN or can be accessed via the Internet. Students may elect to purchase the book assigned for the book review from any major retailer.

Electronic Communication and Classroom Etiquette

E-mail: Send all electronic communication for this course through LEARN. The instructor will try to reply to student inquiries within 3 business days. Please ensure that you include the course number in the subject line, as well as a meaningful descriptor of the topic of your inquiry. Make sure you consult the course outline/syllabus, LEARN and other course materials before submitting inquiries.

Laptop use in-class: This is a seminar class so laptop use should be minimal. Laptops may be used for course-related purposes only. Anybody found accessing the internet for other purposes (e.g. checking email, chatting, Facebook, 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 class.

Cell phones and other mobile devices: Please make sure that mobile devices or similar are turned off while in-class.

Classroom etiquette: Students are expected to behave in a professional and respectful manner in class, by arriving on time, not interrupting, offering constructive comments and feedback, and by completing all reading and other work on time.

Assessment and Evaluation: Summary, Weighting and Due Dates

Component	Due Date	Value (%)
Response Papers	January 22 and per agreed upon schedule	10
Classroom engagement	Ongoing	20
Seminar Presentation	Per agreed upon schedule	15
Book Review	February 26	15
Term Paper		40
Proposal (5)	February 12	
Paper (35)	April 16	
Total		100

Assessment and Evaluation: Details

Response Paper (10%) – Students will be asked to write two (2) critical response papers that provides an assessment of the weekly readings. This must be handed in prior to the related class. Please refer to the guidelines on LEARN for additional instructions and information regarding due dates.

Classroom engagement (20%) – Attendance is a necessary but not sufficient condition for classroom participation and engagement. Perfect attendance (with the exception of excused absences due to illness, religious holidays or family emergencies) and routine participation are expected from all students. You are

expected to do all of the required readings thoughtfully and carefully, with time to think them over critically before you arrive in class. Thus, all members of the seminar are expected to have completed (at minimum) the required readings prior to class and are expected to be active participants in classroom discussions. The instructor will provide additional readings that relate to the weekly topic to enhance your learning. Classroom participation includes making meaningful contributions to discussions in class; synthesizing ideas; offering critical appraisals and analysis of research, articles and ideas; and asking thoughtful questions. Participation also includes engaging with material outside of the classroom. Students are encouraged to share relevant newspaper articles, policy reports or other current materials related to the weekly topics with other members of the classroom via LEARN, comment on posts, and post questions for discussion related to the weekly readings.

Term paper (40%)

- **Research Paper (35%)** – Students must complete a research paper on a topic of their own choosing related to the course. Approval of topics must be accomplished by submitting a two-page proposal (see below). Generally, papers will include empirical work in which data will be gathered, analyzed, and applied to a critical appraisal of theory or policy. The empirical analysis should be framed within the appropriate academic literature (ie, a critical literature review). However, if a student would prefer to write a purely conceptual paper, the instructor is willing to consider such proposals. Further details and instruction will be given in class.
- **Research Paper Proposal (5%)** – Approval of term paper topics must be accomplished by submitting a two-page proposal that should include a statement of the research problem, the chief question(s) to be addressed, method to be employed, and a preliminary list of references (minimum 10 academic sources). Further details and instruction will be provided in class and guidelines will be posted to LEARN. ***If you do not submit a term paper proposal and/or you do not receive approval of your topic, this will result in a zero on the term paper component of the course (40% of your final grade).***

Seminar presentation (15%) – Each week, students (individuals or groups, depending on class size) will be responsible for introducing and leading discussion on particular readings and the broader topic for that week. Topics for the seminars will be determined by the instructor as set out in the course schedule, although there will be some room to co-create course topics based on the interests of the class. Seminar leaders are expected to have read well beyond the minimum required readings, provide a brief summary and critique of the articles, and present a synthesis of the key themes and issues. Seminar leaders are expected to post 3-4 questions to the discussion board 24 hours prior to the scheduled seminar; these questions will provide a springboard for discussion and debate in class. Please refer to the guidelines on LEARN for additional instructions and information.

Critical review article (15%) – Students will be asked to select a book from a predetermined list related (broadly) to urban and regional development and innovation. Students will then be asked to write a critical review article that addresses the key arguments and contributions made in the book and discusses their relevance to urban and regional development policy and practice. The article should be written in an accessible style oriented towards a knowledgeable public policy and practitioner audience and published in a venue such as City Lab. Please refer to guidelines on LEARN for additional instructions.

Preparing Course Work: Referencing, Citations and Writing

Students are expected to present all of their work (written, oral) in a professional manner. The quality of students' writing and presentations should reflect graduate level outputs. Students are expected to draw upon the relevant academic and policy literature when conducting research and completing assignments.

Students are strongly advised to refer to De Loë, R. 2010. *Writing effective essay and reports, 6th edition*. http://www.environment.uwaterloo.ca/u/rdeloe/writing_booklet/

When referencing the work of others, be consistent in the style you choose. There are several different referencing and citation styles that are used when preparing written work in a university setting. Two of the most common formats used in this field are: the APA (American Psychological Association) style and the Council of Science Editors (CSE) style. Variants on these two common formats are often used by academic journals in economic geography and related disciplines. The reference section in Dana Porter Library has hard copies of the complete style guides and there are many guides available on-line as well.

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.
80 to 90	Very good. Demonstrates a strong grasp of subject matter and underlying substantive material. Few technical errors; appropriate reference to source material; some attempt at originality; perhaps a few unreferenced points; paper well structured.
70 to 80	Good. Demonstrates solid understanding of material; few technical errors; well referenced.
65 to 70	Satisfactory. Demonstrates a basic understanding of material; some technical errors; some structure; some missing or inappropriate references.
50 to 65	Marginal. An unacceptable number of technical errors; little attempt to present coherent viewpoint; demonstrates a weak or superficial understanding of material; inappropriate or missing references; lack of structure
< 50	Inadequate

Submitting assignments: All assignments must be submitted electronically via the appropriate LEARN dropbox before midnight (i.e., 11:59PM) on the due date using Microsoft Word (or an equivalent) format unless otherwise specified. It is a student's responsibility to ensure that the file has been uploaded correctly. 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.

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.

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.