School of Environment, Enterprise and Development

Faculty of Environment

University of Waterloo Winter 2021

**ECDEV 606 / PLAN 613 / GEOG 613**

**Innovation and Economic Development in**

**Cities and Regions**

**Professor**: Brock Dickinson

**Office**: Virtual

**Phone**: (289) 407-7426

**Email**: [bdickinson@uwaterloo.ca](mailto:bdickinson@uwaterloo.ca)

**Office Hours:** Tuesdays 1:00 pm - 2:00 pm; Wednesdays 10:00 am - 11:00 am; or by appointment

**Lecture:** Asynchronous, with optional live sessionsTuesdays 2:00 pm – 3:50 pm

The instructor will present a live WebEx presentation on Tuesdays at 2:00 pm. Students may choose to attend this session in real time, and to engage in some optional discussion following the presentation, or watch a recording of this session which will be posted to Learn. All students are required to view this content, either live or by recording.

In most weeks beginning in Week 4 of the course, teams of students will also be required to prepare a seminar-style presentation, and video record this. We will discuss options in the first few weeks of class, but this may be a single presentation featuring all members of the team, or multiple presentations by individual members, each contributing to a common theme and approach. These seminar presentations will be posted by 2:00 pm EST on Tuesday of the assigned week.

Following these presentations, each group of students will be expected to facilitate an asynchronous, online written discussion of that week’s topic, for a period of one week. All students are expected to participate in these online conversations.

**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**

“Innovation” is often positioned as a key driver of economic development, but the term is often vaguely defined. This graduate seminar will consider a range of ideas and perspectives on innovation, and consider why the idea of innovation has become a key driver of economic development activity within cities and regions, rather than at a strictly national level. The course will begin by considering key theoretical perspectives on innovation and understanding how that that theory impacts and shapes development practice. During this course, we will consider the connections between innovation, cluster development and economic hubs. We will examine the links between innovation, talent and workforce development, and how innovation’s development impacts differ by industry.

The course will also give consideration to those who are potentially marginalized by innovation processes, and how that marginalization reshapes economic development approaches. We will critically examine the way in which city and regional authorities working at the local level may enhance their resilience and capacity in order to achieve economic development success in an era of rapid innovation.

Students will also be expected to share insights form their own research and work experiences, and from their personal knowledge of innovation and economic development in cities and regions. They will gain key professional skills including the ability to apply theoretical knowledge to city and regional challenges, and peer-to-peer communications skills.

**Course Assessment:**

**Assignment Due Date Value (%)**

Concept Paper – “Innovation” February 2 10

Asynchronous Online Discussion Ongoing 20

Seminar Presentation Ongoing 25

Research Paper – Proposal February 26 10

Research Paper April 20 35

**Delivery of Course Materials**

1. Material for this course will be available on the LEARN system. Go to <https://learn.uwaterloo.ca/>
2. The course syllabus is available on the course website (through the LEARN system), and will be discussed during the first class.
3. Class PowerPoint presentations will generally be posted on LEARN before class. (Note: PowerPoint content will typically not cover all issues or ideas discussed in class.)
4. The LEARN system is used to deliver information to students in the course; checking the system on most business days is strongly advised.

**Course Readings**

There is no required textbook for this course. All required readings and other relevant materials will be made available via LEARN, at the “Library e-reserves” section, Dana Porter Library (Reserves), or accessed via the Internet.

**Course Policies**

**Grading Policy**

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

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| **Mark** | **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; presents a coherent and persuasive point of view. |
| **80-90** | **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; well-structured |
| **70-80** | **Good**: Demonstrates solid understanding of material; few technical errors; well referenced. |
| **65-70** | **Satisfactory**: Demonstrates a basic understanding of material; some technical errors; some structure; some missing or inappropriate references. |
| **50-65** | **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** |

**Assignment Submissions Policy**

All assignments must be submitted through the appropriate dropbox on LEARN before midnight (11:59:59 pm) on the due date using Microsoft Word (or an equivalent) format, unless otherwise specified. It is the student’s responsibility to ensure that the file has been uploaded correctly and that the correct version has been uploaded. 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 an agreed manner before the start of class.

When submitting an assignment on Learn, you are agreeing to the following:

* You have appropriately referenced and footnoted all ideas, words or other intellectual property that originate from other sources used in completing the assignment.
* You have included a proper bibliography, which acknowledges all sources and materials used in completing the assignment.
* You have independently completed the assignment without outside assistance; you did not inappropriately collaborate with any other person for ideas or answers (with the exception of any group project).
* You have not previously submitted the assignment or essay (or major portions of it) for academic evaluation in any past course.

**Turnitin.com**

The text-matching software program Turnitin® may be used to screen assignments in this course, in order to verify that the use of all materials and sources in assignments is appropriately documented. Through Turnitin®, student submissions are stored on U.S.-based servers; students who do not wish to submit their assignments via Turnitin® because of this must indicate this to the instructor by the second week of class. These students will arrange to submit their material electronically via e-mail directly to the instructor for evaluation and grading, and will be required to undertake additional protocols around sourcing

**Policy on Late Submissions**

Late submissions will be penalized 5% per day (of the 100 available per cent for that assignment) unless you have made arrangements with the instructor in advance of the assignment deadline. Failure to make a submission, or a submission that is five days late or more, will receive a grade of zero. Lateness will be assessed using the time stamp produced at the time of submission through LEARN. Exceptions will be made in extraordinary circumstances (usually related to medical emergencies supported by documentation). Students anticipating that their assignment will be submitted late are encouraged to contact the course instructor at the earliest possible time.

**Protocol for Contesting Graded Assignments**

Upon receipt of your graded assignment should you wish to contest the grading of your assignment (outside of simple errors in the addition of marks) the following protocol must be followed:. Agriculture'lens was not appughly.:00-2:00pm (EV3 )30am ROOMer of nd achieved resultsrtment of Agriculture'lens was not app

1. . Agriculture'lens was not appughly.:00-2:00pm (EV3 )30am ROOMer of nd achieved resultsrtment of Agriculture'lens was not appRead comments provided thoroughly.
2. . Agriculture'lens was not appughly.:00-2:00pm (EV3 )30am ROOMer of nd achieved resultsrtment of Agriculture'lens was not appAfter 24 hours, submit an e-mail to the course instructor detailing why your assignment warrants a review. Please be sure to provide specific examples and justification as to why you feel your grade should be reconsidered. Be sure to include a copy of your graded assignment in the e-mail.
3. The instructor will then review the stated reasons and decide whether regrading of the assignment is warranted.
4. Should the instructor deem that regrading is warranted, the instructor will then ask the student whether they would like their assignment regraded, recognizing that the student’s grade could go up or down depending on the instructors’ assessment.
5. The student can choose to either have the instructor go ahead with regrading the entire assignment or stick with their original grade.

**Course Material is Intellectual Property for your Use Only**

All materials included in the course (e.g. PowerPoint slides) are made available digitally for your convenience, and are accessible through the LEARN course page. Please note that the use of these materials is intended for students currently enrolled in ECDEV 606 only. Recording of the lectures (i.e. audio or video) is prohibited without the express written consent of the instructor. The distribution of PDF files, PowerPoint slides or any other media, either to individuals or to third-party websites (e.g. CourseHero) is strictly prohibited. If there is any evidence that students have distributed materials from this course, the instructor will remove posted material, and cease posting intellectual property (e.g. PowerPoint slides) online and may pursue disciplinary action against the students in question.

**Electronic Communications and Classroom Etiquette**

* Electronic communication with the Course Instructors must be sent through LEARN.
* The instructor will try to reply to inquiries from students within two business days. Please ensure that you include the course name and code in the email subject (e.g.

ECDEV 606) and be sure to include your name.

* Make sure you consult the course outline/syllabus, LEARN and other course materials

before submitting inquiries through LEARN. The instructor may not respond to any requests or messages sent via personal e-mail accounts or social media. Queries made near the due dates of assignments or tests may not be answered.

* Laptops, smart phones and tablets are permitted in class for course-related purposes only. Students found accessing the Internet for other purposes (e.g. checking e-mail, chatting, social media, visiting non-course sites, playing online games, etc.) or using laptops offline for non-course purposes (e.g. games, movies, music) may be asked to leave the class.
* Devices should be silent in class.

**University Academic Policies**

**INTELLECTUAL PROPERTY:** Students should be aware that this course contains the intellectual property of their instructor 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)
* 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 express permission may be 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).

**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. Students 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>

**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. See **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)

**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.)’. (<http://www.research.uwaterloo.ca/ethics/human/> ).

**NOTE FOR STUDENTS WITH DISABILITIES:** AccessAbility Services, located in Needles Hall, Room 1401, (<https://uwaterloo.ca/accessability-services/> ) 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 <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**: Please 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.

**ECDEV 606**

**Schedule & Summary of Topics**

**Part I Introduction & Foundations**

January 12 Introductions & Overview of Course

January 19 Innovation & Economic Development: Intellectual Traditions & Key Ideas

January 26 Innovation, Cities & Regions

**Part II Innovation in Cities & Regions**

February 2 Innovation Economies: Learning from Successes

February 9 Clusters, Industrial Districts & Economic Hubs

**February 13 Reading Week**

February 23 Knowledge, Learning & Networks

**Part III Creativity, Talent & Workforce**

March 2 Talent, Skill & the Creative Class

March 9 Workforce Development & Innovation

**March 16 Additional Scheduled Pause**

March 23 Technology, Innovation & Workforce

**Part IV Inequality, Transition & Resiliency in Cities & Regions**

March 30 Innovation, Inequality & Insecurity

April 6 Resilience, Innovation & Economic Transformation

April 13 Local Government, Local Actors & Economic Development Innovation

**ECDEV 606**

**Detailed Class Overview & Reading List**

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| **Week 1** (January 12) | **Introductions & Overview of Course** |
| **Overview:**  Review of course content and syllabus, and introductions | |

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| **Week 2** (January 19) | **Innovation & Economic Development: Intellectual Traditions & Key Ideas** |
| **Overview:**  What is innovation, and how does it relate to local development? This opening class explores the key ideas in this space, traces the evolution of key concepts over time, and provides a framework for following weeks in the course. An introductory lecture will cover key ideas of relevance from Machiavelli, Schumpeter, Drucker and others, before leading into the core discussion content focused on current concepts of innovation and development. | |
| **Readings:**   * Clayton Christensen, *The Innovator’s Dilemma*, Harvard Business Review Press, 2000   + “Introduction” pp. ix-xxvii   + “Discovering New and Emerging Markets” pp. 143-159 * Robert D. Atkinson and Stephen J. Ezell, *Innovation Economics*, Yale University Press, 2012   + “The Race for Global Innovation Advantage” pp. 1-16 * Mark Zachary Taylor, *The Politics of Innovation*, Oxford University Press, 2016   + “Introduction: The Puzzle of Cardwell’s Law” pp. 3-24 | |
| **Seminar Leaders:**  Brock Dickinson | |

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| **Week 3** (January 26) | **Innovation, Cities & Regions** |
| **Overview:**  What is a region, and how do regional economies shape the opportunities related to local development? This class explores the connections between regional economic assets and the ways in which they are conceptualized and promoted for local development purposes. | |
| **Readings:**   * Kathryn Foster, “Regionalism on Purpose,” Lincoln Institute of Land Policy, 2001, pp. 1-16 * Michael Porter, *The Competitive Advantage of Nations*, Free Press, 1990   + “The Dynamics of National Advantage”, pp. 131-175 * Mark Zachary Taylor, *The Politics of Innovation*, Oxford University Press, 2016   + “How Nations Succeed: Networks, Clusters and Standards”, pp. 140-179 | |
| **Seminar Leaders:**  Brock Dickinson | |

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| **Week 4** (February 2) | **Innovation Economies: Learning from Successes** |
| **Overview:**  In this class, we will examine successful examples of cluster development and innovation-based economic development in key regions and cities, including Canada’s Waterloo Region, California’s Silicon Valley, and North Carolina’s Research Triangle Park. | |
| **Readings:**   * Jerome Engels, “Global Clusters of Innovation: Lessons from Silicon Valley”, *California Management Review*, February 1, 2015, pp. 36-65, found at <https://people.uta.fi/~atmaso/verkkokirjasto/engel_gci.pdf> * Paul Parker, “Local-Global Partnerships for High Tech Development: Integrating Top Down and Bottom-Up Models,” *Economic Development Quarterly*, 2001 (pp. 149-167) * Alex Sayf Cummings, *Brain Magnet: Research Triangle Park and the Idea of the Idea Economy*, Columbia University Press, 2020   + “The Greatest Concentration of PhDs in the Country”, pp. 103-129 | |
| **Seminar Leaders:**  TBD | |

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| **Week 5** (February 9) | **Clusters, Industrial Districts & Economic Hubs** |
| **Overview:**  In this class, we begin to look at applying theoretical and historic lessons of cluster development in new and emerging areas of development activity. How can clusters be created? How can economic developers link assets to promote future growth within their region? | |
| **Readings:**   * Yossi Sheffi, Logistics Clusters, MIT Press, 2014   + “The Art & Technology of Economic Clustering”, pp. 27-54 * Brookings Institution, Rethinking Cluster Initiatives, July 2018, pp. 1-52 (**read highlights only**) found at <https://www.brookings.edu/wp-content/uploads/2018/07/201807_Brookings-Metro_Rethinking-Clusters-Initiatives_Full-report-final.pdf> * Casey Dawkins, “Regional Development Theory: Conceptual Foundations, Classic Works and Recent Developments”, Journal of Planning Literature, November 2003, pp. 131-172 (read to p. 152 only) | |
| **Seminar Leaders:**  TBD | |

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| **Week 6** (February 16) | **Reading Week** |

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| **Week 7** (February 23) | **Knowledge, Learning & Networks** |
| **Overview:**  This class will examine the increasingly complex connections between education, training, workforce and innovation in an economic development context. This will include an exploration of how networks of innovators and physical structures such as incubators and makerspaces combine to link talent to development opportunities in emerging industry clusters. | |
| **Readings:**   * Chris Anderson, *Makers*, Signal Books, 2014 * “Open Hardware”, pp. 99-118 * “Epilogue: The New Shape of the Industrial World”, pp. 225-229 * Alessandro Proto et al, “Knowledge Networks and Their Impact on New and Small Firms in Local Economies: The Case Studies of the Autonomous Province of Trento and Magdeburg”, 2012, found at: <https://www.oecd-ilibrary.org/docserver/5k9gs1cr080x-en.pdf?expires=1579367726&id=id&accname=guest&checksum=450594E69E52FB76FFE0378FACEAF868>, pp. 12-29, 45-104 | |
| **Seminar Leaders:**  TBD | |

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| **Week 8** (March 2) | **Talent, Skill & the Creative Class** |
| **Overview:**  This class explores how Richard Florida and others express the links between talent, innovation & development. It uses this approach to understand how talent development, attraction and retention has become a major feature of contemporary economic development practice. | |
| **Readings:**   * Richard Florida, “The Creative Class and Economic Development”, *Economic Development Quarterly*, July 2014, pp. 196-205 <https://journals.sagepub.com/doi/abs/10.1177/0891242414541693> * Richard Florida, “The World is Spiky,” *Atlantic Monthly*, October 2005, pp. 48-51 <https://www.theatlantic.com/past/docs/images/issues/200510/world-is-spiky.pdf> * Richard Florida, *Who’s Your City?,* Random House, 2008   + “The Mobile and the Rooted” pp. 79-89   + “Where the Brains Are” pp. 91-99 * Edward E. Gordon, *Winning the Global Talent Showdown*, Berrett-Koehler Publishers, 2009   + “The Americas” pp. 15-39 | |
| **Seminar Leaders:**  TBD | |

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| **Week 9** (March 9) | **Workforce Development & Innovation** |
| **Overview:**  This class will examine the impacts of innovation on the field of workforce development. With talent, skill and labour being increasingly important aspects of the innovation space, how does technological and economic innovation change the dynamics of development in City-Regions? | |
| **Readings:**   * Daniel Susskind, *A World Without Work*, Metropolitan Books 2020   + “The Age of Labor”, pp. 29-44 * Richard B. Freeman, “Who Owns the Robots Rules the World”, *IZA World of Labor*, May 2015, pp. 1-10 * Richard Susskind and Daniel Susskind, *The Future of the Professions*, Oxford University Press, 2015   + “Patterns Across the Professions”, pp. 101-142 | |
| **Seminar Leaders:**  TBD | |

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| **Week 10** (March 16) | **Additional Scheduled Pause** |

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| **Week 11** (March 23) | **Technology, Innovation and Workforce** |
| **Overview:**  This class will examine the emergence of new technologies, and how they reshape the dynamics between innovation, talent and local development. | |
| **Readings:**   * Jeff Elton & Anne O’Riordan, *Healthcare Disrupted: Next Generation Business Models and Strategies*, John Wiley & Sons, 2016   + “Why and How the Healthcare Sector is Changing so Rapidly,” pp. 3-21 * Paul Daugherty and H. James Wilson, *Human + Machine: Reimagining Work in the Age of AI*, Harvard Business Review Press, 2018   + “The Self-Aware Factory Floor”, pp. 19-43 * Scott Galloway, *Post Corona: From Crisis to Opportunity*, Portfolio/Penguin, 2020   + “Higher Education” pp. 125-153 * Ajay Agarwal, Joshua Gans and Avi Goldfarb, *Prediction Machines: The Simple Economics of Artificial Intelligence*, Harvard Business Review Press, 2018   + “Data is the New Oil” pp. 43-51   + “The New Division of Labor” pp. 54-69 * Brock Dickinson, “The Fourth Age of Economic Development,” *Municipal World*, September 2019, pp. 7-8. | |
| **Seminar Leaders:**  TBD | |

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| **Week 12** (March 30) | **Innovation, Inequality & Insecurity** |
| **Overview:**  This class will focus on those who feel left behind in the rush to more innovative industries and economies, and how their reactions to economic change can undermine local development and community building. | |
| **Readings:**   * J.D. Vance, *Hillbilly Elegy*, Harper Collins, 2016   + “Chapter 4”, pp. 47-60 * Keith Payne, *The Broken Ladder: How inequality Affects the Way we Think Live and Die*, Viking Books, 2017   + “Long Lives and Tall Tombstones: Inequality is a Matter of Life and Death”, pp. 113-133 * Gregory Clark, *The Son Also Rises: Surnames and the History of Social Mobility*, Princeton University Press, 2014   + “Introduction: Of Ruling Classes and Underclasses: The Laws of Social Mobility”, pp. 1-16   + “Modern England: The Deep Roots of the Present”, pp. 88-106 * “Measuring the 1%”, *The Economist*, November 30th – Dec 6th, 2019, pp. 21-24 * “Free the Data Serfs”, *The Economist*, October 24th, 2020, p. 60 * “Graduates of the world, unite!”, *The Economist*, October 25th, 2020, p. 69 | |
| **Seminar Leaders:**  TBD | |

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| **Week 13** (April 6) | **Resilience, Innovation & Economic Transformation** |
| **Overview:**  This class focuses on responses to inequality, and begins to explore the role that innovation-focused economic development efforts can play in transforming city-regions in positive ways. | |
| **Readings:**   * Branko Milanovic, *Capitalism, Alone*, Harvard University Press, 2019   + “The Future of Global Capitalism”, pp. 176-218 * Richard Florida, *The New Urban Crisis*, Basic Books, 2017   + “Urbanism For All”, pp. 185-216   + “Patchwork Metropolis”. Pp. 121-150 | |
| **Seminar Leaders:**  TBD | |

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| **Week 14** (April 13) | **Local Government, Local Actors and Economic Development Innovation** |
| **Overview:**  This class considers the key role of small groups in reorienting development within city-regions, and in responding to the challenges of innovation. It examines emerging tools and tactics of innovative city-regions as they seek to pursue new opportunities. | |
| **Readings:**   * Mancur Olson, *The Logic of Collective Action: Public Goods and the Theory of Groups*, Harvard University Press, 1965   + “A Theory of Groups and Organizations” **sections D, E and F only**, pp. 22-52 * Dag Detter and Stefan Folster, *The Public Wealth of Nations*, Palgrave MacMillan, 2015   + “What Can Public Wealth Do for You?” pp. 1-15 * Dag Detter and Stefan Folster, *The Public Wealth of Cities*, Brookings Institution Press, 2017   + “Succeeding with Urban Wealth Funds: Some Case Studies”, pp. 147-177 | |
| **Seminar Leaders:**  TBD; possibly Brock Dickinson | |

**Assessment and Evaluation: Details**

The following section outlines the various assignments and graded components for the course. It is expected that, in addition to the course readings and discussions, students will also make us of additional materials and resources including other academic and professional writings, current events, personal insights, etc. The ability to synthesize information from multiple sources and perspectives, and to marshal that information in support of a particular thesis or point of view will be critical in these assignments.

All papers must include resources and references, using the ‘APA style’ (American Psychological Association). This must include academic references, and might include additional resources like government documents, statistics, newspaper and magazines articles.

I encourage you to communicate with me ahead of time if there are any questions, concerns or other issues about any of these assignments.

The following overview addresses each of the graded components of the course.

**Concept Paper – “Innovation” (10% of final grade)**

Students will be asked to write a critical 8-10 page (12 point font, double-spaced) response paper that provides an assessment and analysis of the weekly readings, presentation content and class discussion from Weeks 2 & 3 of the class, comprising the course’s introductory material. This must be handed in by midnight on February 2.

The intent of this paper is for students to confirm that they have understood and internalized key concepts about innovation in cities and regions, and that they can reflect critically on the content covered. This will also provide an opportunity for early feedback from the course instructor.

**Asynchronous Online Discussion (20% of final grade)**

Synchronous attendance is not a necessary element of the course in Winter 2021. However, students are expected to do all of the required readings thoughtfully and carefully, with time to think them over critically. Thus, all members of the seminar are expected to have completed (at minimum) the required readings.

Because this is a graduate seminar style class, the success of the course is normally intended to rely heavily on the active participation and proactive contributions of all students. For Winter 2021, these contributions may include (but are not limited to) analysis of course readings, inclusion of ideas and material from readings and research external to the course, personal insights and opinions, and professional or volunteer experiences of relevance.

Each week’s seminar leaders will be expected to post a select number of key questions relevant to the week’s topic, and facilitate text-based online discussion around those questions. All members of the class are expected to be active and meaningful participants in these online discussions. This should include making meaningful contributions to online discussions; synthesizing ideas; offering critical appraisals and analysis of research, articles and ideas; and posing additional 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.

Evaluation of this activity will be based on multiple criteria, including regularity of participation, quality of participation, demonstration of knowledge gained from course readings, and general contribution to a collaborative and supportive online discussion environment.

**Seminar presentation (25% of final grade)** – Each week beginning in Week 4, students (in assigned groups of 2-3, depending on final class size) will be responsible for introducing and leading the discussion on the 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. 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.

Seminars should consist of 40 to 60 minutes of formal presentation, including a discussion of the reading material for the week. How formal a presentation (e.g. does it use PowerPoint, etc.) is at the discretion of the presenting team, but the content should be video recorded and uploaded for availability to the instructor and classmates by 2:00 pm EST on the Tuesday of the team’s assigned week.

This formal presentation is followed an exercise in facilitated online asynchronous group discussion, interaction and open discussion/activities based on the readings/theme. Students should feel free to approach these activities creatively (e.g. case studies, debates etc.), while keeping in mind the professional and academic nature of the course. Initial content for this discussion should also be posted by 2:00 pm EST on the Tuesday of the team’s assigned week. The team will then be expected to actively facilitate the asynchronous online discussion for a period of one week.

Content is meant to be wide-ranging and engaging. Do not bore your classmates! Among the ideas you may wish to explore are:

* Who are the authors we are considering, and how does their background influence their perspective?
* What are the authors’ main arguments?
* What is the basis of their argument (i.e., theory, evidence, methods)?
* Do you agree or disagree with their perspective? Why?
* Are there issues that the authors do not address adequately (or at all)?
* Have these ideas been contested? If so, by whom and on what grounds?
* Have these ideas been put into practice? And if so, where? Has it been successful and how so? Provide examples that can be discussed in the seminar.
* What are the implications for local economic development policymakers and practitioners? (also think about different contexts, e.g. rural, urban, northern)
* To what extent is their perspective limited to Canada, or to North America, or to industrialized cities and regions?

Being a seminar leader requires you to actively and critically engaged with the reading material, form clear opinions about that material, and raise questions related to the readings. In all of these instances, you should be prepared to lead an in-depth discussion of these ideas with your classmates. Think creatively about how to engage your peers in discussion, particularly given the challenges of the current learning environment.

**Term Paper (45% of final grade)**

* **Term Paper Proposal (10%)** – Approval of term paper topics must be accomplished by submitting a two-page proposal (12 point font, double-spaced) that should include:
  + a statement of the research problem
  + the chief question(s) or issue(s) to be addressed
  + an indication of why this is a topic of interest or importance
  + the research methods to be employed
  + a preliminary list of references (minimum 10 academic or professional sources)

Further details and instruction will be provided in class. Proposals are due on February 26, though I am happy to accept them earlier.

* **Term Paper (35%)** – Students must complete a research paper on a pre-approved topic of their own choosing related to the course, and the broader theme of Innovation and Economic Development in Cities and Regions. Generally, papers will include empirical work in which data will be applied to a critical appraisal of theory or policy. This effort should be placed in the context of a critical literature review, which should draw on resources well beyond those of the course texts.

In general terms, students should consider some aspect, facet or feature of innovation in the context of impacts on cities and regions, their economies, and their prospects for and/or pursuit of economic development. The paper must be grounded in theory and academic research, but seek to make connections to policy and practice.

Research Papers are expected to between 25 and 30 pages (12 point font, double-spaced), and are expected to substantive, well-structured and carefully-argued.

There will be additional discussion of this research paper in class, so please prepare any questions in advance.

These Research Papers are due by April 20.

***If you do not submit a term paper proposal and/or you do not receive approval of your topic, this may result in a zero on the term paper component of the course (40% of final grade)***.