



## GEOGRAPHY FINAL COURSE OUTLINE: WINTER 2015

### GEOGRAPHY 451 H(3-0)

#### Urban Systems Development

Section	Days	Times	Location
LEC01	TuTh	2:00pm – 3:15pm	ST 130

Instructor: Eliot Tretter	Office: ES 456
Telephone: 220 2894	Email: <a href="mailto:etretter@ucalgary.ca">etretter@ucalgary.ca</a>
Drop Box: #19 ES 4 <sup>th</sup> floor	Office Hours: Tu 11am-12pm, We 2pm-3pm

**Please note: The appropriate emergency evacuation assembly point for all classes taught in Science Theatres is Professional Faculties Food Court.**

#### I. Description

This course will provide students with a critical review of the geographical principles of urban growth and uneven development in the context of local, regional and global urban systems. Topics may include the urbanization processes under capitalism, city-regions, global city networks, returns to urban agglomeration, inter-spatial competition, new geographies of consumption, and the transnational movements of capital and labor. In addition to its multi-national focus, the class will emphasize the role economic and political forces play in shaping cities. Concepts like power, class, space, growth, decline, competition, and governance will be used to understand contemporary forces that are affecting cities. The class combines lectures, discussions, and a large group project.

#### Prerequisite:

Geography 341 or 351 or consent of the Department

#### II. Course Goals

##### Overall Goals

- Develop the intellectual tools and skills to read articles and books critically
- Discuss theories about contemporary urbanization

##### Specific Learning Outcomes

By the end of this course, students will be able to:

- Make observations and discern key details in patterns and changes to the urban environment that reflect more general processes of uneven development
- Analyze a case using an appropriate urban theoretical framework introduced in this course
- Effectively communicate your findings with a poster presentation
- Write a group report that effectively connects theories and observations

#### III. Format and Procedures

You should expect to spend a good deal of time preparing for this class. A good rule of thumb is that three to four hours of outside work is necessary for each day of class. Each week, an average of 100 pages of reading is required. Your group project will also take a good deal of time. Budget your time outside of class accordingly.

Other classroom policies:

- Cell phones must be silenced.
- Do not eat food that makes a lot of noise e.g. potato chips.
- Do not use computers to surf the Internet during class.
- No electronically submitted assignments, except reading responses, will be accepted for any reason.
- I do not check or respond to my university email from 6PM-6AM on workdays and throughout the weekends.

#### IV. Tentative Class Schedule

*(This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunities. Such changes, communicated clearly, are not unusual and should be expected.)*

	Main Topic(s)	Readings and other work – to be completed <u>before class</u>	Evaluation
1/13	Introduction to class Meet Instructor and your classmates Discuss expectations, reading responses, and group projects		
1/15	Lecture and discussion on readings: Uneven Development	David Harvey (1985), <i>The Urbanization of Capital</i> , Johns Hopkins, 185-226.	Email reading response by 8am <u>before class</u>
1/20	Lecture and discussion on readings: Local Labor Markets; Industrialization and the Production of Regions	Ching Kwan Lee (1998), <i>Gender and the South China Miracle</i> , California 67-89.  Michael Storper and Richard Walker (1989), <i>The Capitalist Imperative</i> , Blackwell 70-98.	Email reading response by 8am <u>before class</u>
1/22	Lecture and discussion on readings: Skilled Industrial Regions; Disagglomeration; The Competitiveness of Firms	Susan Christopherson and Jennifer Clark (2007), <i>Remaking Regional Economies</i> , Routledge 18-53.  Frank Moulaert and Abid Mehmood (2010) <i>Analysing Regional Development and Policy: A Structural–Realist Approach</i> , <i>Regional Studies</i> , 44:1, 103-118	Email reading response by 8am <u>before class</u>
1/27	Lecture and discussion on readings: The New Global Urban Hierarchy; Producer Services	Saskia Sassen (2012), <i>Cities in a World Economy</i> , Pine Forge, 109-156.	Email reading response by 8am <u>before class</u>
1/29	Lecture and discussion on readings:	Susan Fainstein and David Gladstone, <i>Evaluating Tourism in The Tourist City</i> , Eds.	Email reading

	New Geographies of Consumption; Tourism	Dennis Judd and Susan Fainstein.  Briavel Holcombe, Marketing Cities for Tourism in The Tourist City, Eds. Dennis Judd and Susan Fainstein.  Clark, T. N., Lloyd, R., Wong, K. K. and Jain, P. (2002), Amenities Drive Urban Growth. Journal of Urban Affairs, 24: 493–51	response by 8am <u>before</u> class
2/3	Lecture and discussion on readings: Creativity and Innovation; Monopoly and Rent-Seeking	Stefan Kraetke (2011), The Creative Capital of Cities, Wiley, 12-36.	Email reading response by 8am <u>before</u> class
2/6	Lecture and discussion on readings: Local Government; Intercity Competition	Hank Savich and Paul Kantor (2002), Cities in the International Marketplace, Princeton, 1-54.	Email reading response by 8am <u>before</u> class
2/5	Lecture and discussion on readings: National State Policy; Urban Governance	Neil Brenner (2003), 'Glocalization' as a state spatial strategy: urban entrepreneurialism and the new politics of uneven development in western Europe, in Remaking the Global Economy: Economic and Geographical Perspectives, Eds. Jamie Peck and Henry Wai-chung Yeung, Sage, 197-215.	Email reading response by 8am <u>before</u> class
2/10	Lecture and discussion on readings: Networks	Stephen Graham and Simon Marvin, Splintering Urbanism, pp. 304-377.	Email reading response by 8am <u>before</u> class
2/12	<b>Midterm</b>		
2/16-20	Break		
	<b>Group Project Meetings Schedule</b>	Work to be completed <u>in or before class</u>	Evaluation
2/25	Meeting Groups 1-6	<ul style="list-style-type: none"> <li>• Setup Group Contract</li> <li>• Discuss Project Proposal</li> <li>• Set Group Agenda for Next Week</li> </ul>	
2/27	Meeting Groups 7-12	<ul style="list-style-type: none"> <li>• Setup Group Contract</li> <li>• Discuss Project Proposal</li> <li>• Set Group Agenda for Next Week</li> </ul>	
3/4	Groups 1-6	<ul style="list-style-type: none"> <li>• Report Back on Progress</li> <li>• Set Group Agenda for Next Week</li> <li>• <b>Project Proposal Due</b></li> <li>• <b>Tentative Biography Due</b></li> </ul>	Peer Evaluation

3/6	Groups 7-12	<ul style="list-style-type: none"> <li>Report Back on Progress</li> <li>Set Group Agenda for Next Week</li> <li><b>Project Proposal Due</b></li> <li><b>Tentative Biography Due</b></li> </ul>	Peer Evaluation
3/11	Groups 1-6	<ul style="list-style-type: none"> <li>Report Back on Progress</li> <li>Set Group Agenda for Next Week</li> <li><b>Outline with Biography Due</b></li> </ul>	Peer Evaluation
3/13	Groups 7-12	<ul style="list-style-type: none"> <li>Report Back on Progress</li> <li>Set Group Agenda for Next Week</li> <li><b>Outline with Biography Due</b></li> </ul>	Peer Evaluation
3/18	Groups 1-6	<ul style="list-style-type: none"> <li>Report Back on Progress</li> <li>Set Group Agenda for Next Week</li> <li><b>Draft Report for Peer Review Due</b></li> <li>Give Report to Peer Group for Review</li> </ul>	Peer Evaluation
3/20	Groups 7-12	<ul style="list-style-type: none"> <li>Report Back on Progress</li> <li>Set Group Agenda for Next Week</li> <li><b>Draft Report for Peer Review Due</b></li> <li>Give Report to Peer Group for Review</li> </ul>	Peer Evaluation
3/25	Groups 1-6	<ul style="list-style-type: none"> <li>Report Back on Progress</li> <li>Set Group Agenda for Next Week</li> <li><b>Peer Review Report to Peer Group Due</b></li> <li>Discuss Peer Review</li> </ul>	Peer Evaluation
3/27	Groups 7-12	<ul style="list-style-type: none"> <li>Report Back on Progress</li> <li>Set Group Agenda for Next Week</li> <li><b>Peer Review Report to Peer Group Due</b></li> <li>Discuss Peer Review</li> </ul>	Peer Evaluation
4/1	TBA	TBA	
4/3	All Groups	<b>Poster Presentation</b>	
4/8	All Groups	<b>Final Project Due</b>	
4/10	All Groups	<b>Reflection Paper</b>	

### **Feedback Statement**

*From time to time, during this course, I will be asking you to give me feedback on your learning and on how my teaching strategies are helping or hindering your learning, in informal as well as formal ways, including through anonymous surveys. It's very important for me to know your reaction to what we're doing in class, so I encourage you to respond to these surveys, ensuring that together we can create an environment effective for teaching and learning.*

### **V. Course Requirements**

#### **Class attendance**

*Attendance in the lecture and discussion section of the course is essential but not enforced. Attendance for the group project section of this course is mandatory and taken at every class.*

a. Absences must be fully justified. For absences due to emergency, e-mail me on the same day as the emergency and follow up with written documentation as per student rules.

B. Religious Holy Days Exemption: You must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

### Course Readings/Materials

All required readings will be available through D2L no later than one week before their assigned date. Please check the syllabus for the correct readings for the class. All students are expected to read all the material assigned to them; that means the entire book, book section, or article.

### Assignments, Assessment, and Evaluation

a. **Mid-Term Examination:** Take-home, short answer written examination will assess your comprehension of the themes covered in the readings and lectures in the first section of this course. The mid-term draws on class readings and discussions only – no other materials are accepted as references.

b. **Online Reading Responses:** A "Reading Response Sheet" must be filled out and sent to me to my University of Calgary e-mail - [etretter@ucalgary](mailto:etretter@ucalgary) - as an attached word document (not a PDF or email) by 8am the day of the class on all days readings are assigned; no late assignments will be accepted for credit. These assignments are not graded for content but incoherent, thoughtless, or incomplete responses will not be accepted for any credit. Moreover, they must be done on time so I can use them to prepare and modify my lectures based upon your input. These reading responses will make 10% of your overall mid-term grade (see grading procedures below). See the "Reading Response sheet" form, attached below, for details on how to complete a reading response assignment.

c. **Statement about group project:** All students are required to complete a group case-study project as part of this course. The project will examine a topic in urban development in a city or region of your own choosing. Crucially, your group's project will rely on at least one of the theoretical frameworks or key concepts examined in class (for example, the spatial division of labor; rent seeking, intercity competition; neoliberalism, city-regions, agglomeration, producer services, etc.). Primary research is not the focus: effective case studies will review and present empirical evidence from the research literature (primarily academic books and journal articles) and secondary sources such as newspapers and government reports (sites such as Wikipedia should be used sparingly as a resource).

Guidance for your case-study projects will be provided in class during the second half of the term. (An example would be examining the significance of the "backoffice" economy in Dublin by relying on the idea of low-skilled producer services, or agglomeration.) The selection of case-study topics is a matter to be decided in your group, but I will help you find a topic that can be realized in the few weeks you have to research and write the group report and prepare the poster presentation. In addition, you will be evaluated for how well your group functions and for your involvement in the group.

### **VI. Grading Procedures.** Grades will be based on:

Midterm Grade: 40%

- Midterm Examination – 30%

- Reading Responses – 10% (all must be completed for full credit)

Group Project – 60%

a. Group Report – 30%

b. Poster Presentation – 10%

c. Group contract, procedures, and individual peer-evaluations – 10%

d. Individual Reflection Paper – 10%

### Grading Distribution

Letter grades will follow approximately the following scheme:

A+ (98-100); A (93-97); A- (90-92); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76); C- (70-72); D+ (67-69); D (63-66); D- (60-62); F (0-59)

## **VII. General University Guidelines**

**Emergency Evacuation Assembly Point** posted in front of classroom.

### *Writing across the Curriculum*

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. All undergraduate and graduate students who feel they require further assistance can utilize the services provided by the Writing Centre in the Effective Writing Office.

### *Principles of Conduct*

The University of Calgary Calendar includes a statement on the Principles of conduct expected of all members of the University community (including students, faculty, administrators, any category of staff, practicum supervisors and volunteers) whether on or off the University's property. This statement applies in all situations where the members of the University community are acting in their University capacities. All Members of the University Community have a responsibility to familiarize themselves with this statement, which is available at: <http://www.ucalgary.ca/pubs/calendar/current/j-2.html>

### **USRI**

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses ([www.ucalgary.ca/usri](http://www.ucalgary.ca/usri)). Your responses make a difference - please participate in USRI Surveys.

### **Writing across the Curriculum**

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Support Services can be utilized by all undergraduate and graduate students who feel they require further assistance.

### **Principles of Conduct**

The University of Calgary Calendar includes a statement on the Principles of conduct expected of all members of the University community (including students, faculty, administrators, any category of staff, practicum supervisors and volunteers) whether on or off the University's property. This statement applies in all situations where the members of the University community are acting in their University capacities. All Members of the University Community have a responsibility to familiarize themselves with this statement which is available at: <http://www.ucalgary.ca/pubs/calendar/current/j-2.html>

### **Plagiarism**

Academic dishonesty is not an acceptable activity at the University of Calgary and students are **strongly advised** to read the Student Misconduct section in the University Calendar. Quite often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are 1) presenting another student's work as your own 2) presenting an author's work

or ideas as your own without proper referencing and 3) using work completed for another course. This activity will not be tolerated in this course and students conducting themselves in this manner will be dealt with according to the procedures outlined in the calendar. <http://www.ucalgary.ca/honesty/plagiarism>

### **Student Accessibility Services Accommodations**

If you are a student with a documented disability who may require academic accommodation and have not registered with Student Accessibility Services, please contact their office at 220-8237. Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

### **Freedom of Information and Protection of Privacy**

*FOIP*: The Freedom of Information and Protection of Privacy (FOIP) legislation disallows the practice of having students retrieve assignments from a public place, e.g., outside instructor's office, the department office, etc. Term assignments will be returned to students individually, during class or during the instructor's office hours; if students are unable to pick up their assignments from the instructor, they provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

### **Re: Posting of Grades and Picking-up of Assignments**

- All assignments will be handled through D2L or personally.
- Their own grades will be available to each student on D2L by password access. Grades will not be available at Geography's main office.

### **Contact Information for Student and Faculty Representation**

- SU VP Academic Phone: 220-3911 and e-mail: [suypaca@ucalgary.ca](mailto:suypaca@ucalgary.ca)
- SU Faculty Rep. Phone: 220-3913 and e-mail: [arts1@ucalgary.ca](mailto:arts1@ucalgary.ca)

The students ombudsman office information can be found at:

<http://www.su.ucalgary.ca/page/affordability-accessibility/su-structure/contact-info>

### **Campus Safewalk**

Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day, to any location on Campus including the LRT, parking lots, bus zones and University residences. Contact Campus Security at 220-5333 or use a help phone, and Safewalkers or a Campus Security officer will accompany you to your Campus destination.

### **Faculty of Arts Program Advising and Student Information Resources**

- Have a question, but not sure where to start? The new Faculty of Arts Students Centre is your information resource for everything in Arts! Drop in at SS 102, call us at 403-220-3580 or email us at [ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca) you can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.
- For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210 7625 or visit them at the MacKimmie Library Block.

Contact for Students Union Representatives for the Faculty of Arts:

[arts1@su.ucalgary.ca](mailto:arts1@su.ucalgary.ca),

[arts2@su.ucalgary.ca](mailto:arts2@su.ucalgary.ca),

[arts3@su.ucalgary.ca](mailto:arts3@su.ucalgary.ca),

[arts4@su.ucalgary.ca](mailto:arts4@su.ucalgary.ca)