

Department of Geography & Program in Planning
University of Toronto
GGR374H1
Urban Dynamics
Fall 2014

INSTRUCTOR:

Professor R.J. DiFrancesco, Sidney Smith Hall, Room 5025A.
Phone: 416-978-2935,
Email: richard.difrancesco@utoronto.ca

TEACHING ASSISTANT:

Mr. Adrain Pel
adrian.pel@utoronto.ca

RECOMMENDED PREPARATION:

GGR124H, GGR220H, GGR270H (or any introductory course on statistical methods¹).

DESCRIPTION:

Increasingly, cities and more specifically metropolitan regions, comprised of multiple interconnected and interdependent urban areas, define the nature of the medium in which urban planners and decision makers work. Appreciating how these entities grow and change, and specifically the impacts or effects of these changes, is the focus of this course. The systems that comprise urban regions are so numerous and complex, that the precise nature of the course's topical material, year to year, is left open to change. As time passes, scholars and planners take note of new processes or the recurrence of older ones, and these can easily form interesting foundations for discussion. The only common thread linking various versions of this course over time, is the emphasis on describing, measuring and assessing the impact of social and economic changes taking place at the urban and regional scales. This is not to say that each version of the course will make use of a full suite of new lectures, but there will likely be noticeable change from year to year, reflecting the most current and important scholarly research findings and policy debates of the day.

ORGANIZATION:

One two-hour lecture per week.

GRADE DETERMINATION:

Task	Weight
Preliminary research proposal - statement of interest (half-page)	5%
Refined research proposal including bibliography	10%
Research paper (3,500 words)	30%
Reading Quizzes (3 random)	15%
Discussion Group Work (weekly)	10%
Final Exam (during exam period)	30%

¹ Students will not conduct statistical analysis in this course, but many of the required readings do make use of analytical methods, and we will be drawing information from them.

REQUIRED READING:

We will make use of a listing of scholarly journal articles (see below) instead of a solitary text book. Note that no hard copy of these articles is being made available. All of the required readings are available through your "My Access" account with the University of Toronto Libraries (UTL). A digital version of this outline will be posted on the course web site (Portal), and all of the REQUIRED articles will be linked to it. Once you are logged into your "My Access" account, you will be able to follow these links to pdf versions of the papers in question. For those articles that do not reside in the UTL holdings, copies are placed in the "Course Materials" folder on the Portal page.

As you read the assigned materials, you may come across references to techniques or approaches that are entirely new to you. In this instance, try to see "the forest and not just the trees", in other words, try not to get bogged down in the details, but rather try to appreciate what the author(s) is(are) trying to show and why. In each case, you may see models or methods with which you are not entirely comfortable. If so, try to extract as much value as possible. I do not expect students to understand everything about every paper assigned. Rather, I want students to have a sense of what the author(s) is(are) writing about and why, and I will elaborate as needed in class.

PENALTY FOR LATE WORK:

A late penalty of 5% per day will be applied to assignments that are late by one week (defined as 7 consecutive days including weekends and holidays) or less. Assignments that are more than one week late will not be accepted.

A NOTE ON ACADEMIC DISHONESTY

Students are reminded that there is a [Code of Behaviour on Academic Matters](#). You can read about 'The Code' by following the previous link OR in hard or digital copies of the Faculty of Arts and Science Calendar. Students are expected to abide by this code.

ABOUT DOCTORS NOTES:

Circumstances always arise which cause some people to legitimately miss a deadline. If you do become ill [or are otherwise incapacitated] you must submit a completed official UofT medical form with your assignment (note it must be filled in and signed by the attending physician).

SUBMITTING YOUR ESSAYS USING TURNITIN.COM:

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the [Turnitin.com](#) web site. As of September 1, 2013, UofT instructors and students will have direct access to Turnitin through Blackboard/Portal course accounts.

DETAILS:

[Preliminary Research Proposal - Statement of Interest \(one-half page @ 5%\)](#)

Early in the term each student will prepare and submit a one-page statement of interest/research proposal that identifies an urban issue (one that is socio-economic in nature and hence relevant to the course) that they find interesting and one about which they would like to know more. The statement should include reference to basic sources (e.g., newspapers, television news, radio news, web sites, articles etc.) that discuss the issue. In the preliminary proposal, the student should describe the issue, discuss why it IS an issue (i.e., why it is important), and a listing of some of the questions relating to this issue that they would like to answer/investigate. The intent here is to get you thinking about an urban issue that could lead you to do some research and produce the refined proposal (which is the next assignment).

[Refined Proposal \(5-pager @ 10%\)](#)

Based on the topics covered in this course, and on your experience to date, craft a proposal for a literature-review in support of a research problem that interests you. Your bibliography should reflect some work toward the identification and refinement of a research question or questions. There must be a clear conceptual connection (and evolution) of the ideas contained in the two research proposals. This version should show considerable refinement relative to the initial one, but the general topic area should be the same.

Final Research Paper (Essay) (3,500 words @ 30%)

The process of producing and refining a statement of interest and of producing a related annotated bibliography will culminate in the production of a research paper on the issue. The essay will be a formal essay of no more than 3,500 words and it will comprehensively discuss and critique the chosen issue on the basis of relevant scholarly sources.

Reading Quizzes (3 random @ 5% each for a total of 15%)

At 3 randomly chosen times, I will administer a small quiz in class to test that week's readings. The quiz will be hand written, take no more than 10 minutes, and be handed in before the lecture begins. The purpose is just to test that people are indeed doing the required readings. Note that ONLY THE READINGS LISTED AS REQUIRED WILL BE USED TO CREATE THESE QUIZZES. I WILL NEVER TEST YOU ON THE DETAILS OF AN ANALYTICAL TECHNIQUE BUT RATHER MY FOCUS WILL BE ON THE AUTHOR(S) KEY QUESTIONS/ FINDINGS/NOTED ISSUES.

Final Exam (2 hours @ 30%)

Scheduled by the Faculty of Arts and Sciences in the examination period. Coverage will be cumulative, and questions can ask for short answer, essay and/or analytical responses. All "REQUIRED READINGS" are fair game for the exam, as is all material presented during lectures.

Discussion Group Work (10%)

Before we meet for our second session, I will divide the class into 20 groups of 3. Each week (for 10 weeks) I will randomly assign 2 groups of 3 people to summarize and critique the readings selected for the week. The idea will be to have the 2 groups promote class-wide discussion of the key theses/findings/conclusions in the readings. The 2 groups will start by talking to each other and then (ideally) it will break off to include the rest of the class. The first 15 to 30 minutes of each class will be dedicated to this "Discussion Group Work". Each group will participate for ONE WEEK ONLY. The degree to which you are prepared and make a real and effective effort to synthesise information and engage will determine your grade out of 10%. **[Note: if you do not participate, you forfeit this 10%. To be clear, you will participate in group discussion only once this term as part of a group. If you miss it, you forfeit this component of your grade.]**

WRITING SUPPORT IN THE FACULTY OF ARTS & SCIENCE

1. Students can find information about college writing centres at <http://www.writing.utoronto.ca/writing-centres/arts-and-science>. The teaching approach of the college writing centres is described at <http://www.writing.utoronto.ca/writing-centres/learning>.

2. The home page for the website "Writing at the University of Toronto" is www.writing.utoronto.ca. This resource includes:

- More than 60 Advice files on all aspects of academic writing are available at www.writing.utoronto.ca/advice. A complete list of printable PDF versions are listed at <http://www.writing.utoronto.ca/about-this-site/pdf-links-for-students>.
- Advice on "How Not to Plagiarize" and other advice on documentation format and methods of integrating sources; these are listed in the section at www.writing.utoronto.ca/advice/using-sources.

3. Details re the Writing Plus workshop series, described at <http://www.writing.utoronto.ca/writing-plus>

4. Information about the English Language Learning program (ELL) is available at <http://www.artsci.utoronto.ca/current/advising/ell>

You might particularly want to recommend the following activities:

- the Communication Cafe, which meets weekly at four different times and locations for the first five weeks of each term for practice with oral skills like class discussion and presentations
- Reading eWriting, an online program that helps students engage course readings more effectively. You can also find further instructional advice files for students and for classroom instruction on this site. For more information, please contact the ELL Coordinator Leora Freedman at leora.freedman@utoronto.ca

SCHEDULE:

#	Date	Topic	Required Reading
1	09/10	Introduction to Urban Dynamics	
2	09/17	The Mega-City Region: An Emerging Urban Form in the 21st Century	Vicino et al. (2007) Hall (2009) Musterd et al. (2006)
3	09/24	Are Polycentric Urban Regions more than the sum of their parts?	Meijers (2005) Hoyler et al. (2008) Taylor et al. (2010)
	9/24	Preliminary research proposal due in class.	
4	10/01	Changing Economic Structures at the Urban Scale	Warrian and Mulhern (2009) Polese (2012) Simon and Alnutt (2007)
5	10/8	Changing Social Structures at the Urban Scale	Hall and Lee (2010) Hanlon, Vicino and Short (2006) Hiebert (2009) Murdie (2008) Hulchanski (2010)
6	10/15	Polarization and Segregation in Cities	Preston et al. (2009) Fong and Shibuya (2000) Hanlon and Vicino (2007) Parlette and Cowen (2011)
	10/15	Research proposal due in class	
7	10/22	Examining the Efficacy of Policy Responses to Socioeconomic Polarization in Cities	Van Zandt and Mhatre (2009) Fraser and Kick (2007) Mueller and Tighe (2007) de Souza-Briggs et al. (2008)
8	10/29	Knowledge, Clusters and Urban Change	Gabe et al. (2012) Wolfe (2009) Wolfe and Gertler (2004) Feldman (2001)
9	11/5	Creative Class and Human Capital Perspectives on Urban Economic Growth and Change	Knudsen et al. (2008) Mellander (2009) Donegan et al. (2008) Stolarick and Florida (2006)
10	11/12	Mega-Event- and Culture-led Urban Economic Development	Grodach (2010) Grodach (2008) Turner and Rosentraub (2002) Bornstein (2010)
11	11/19	Gentrification vs. Reurbanization	Rose (2004) Ley and Dobson (2008) Hackworth and Smith (2001) Lees (2008)
	11/19	Term papers due in class	

#	Date	Topic	Required Reading
12	11/26	Entertainment-led Urban Economic Development Approaches	Williams et al. (2011) Garrett (2004) MacLaurin and Wolstenholme (2008) Toronto Public Health (2012)
	12/3	Classes End	

* Note that this list of topics and their sequencing is approximate and subject to change *

READING LIST: (The readings listed below are “REQUIRED READINGS” and are fair game for the final exam.

Bornstein, L. (2010). “Megaprojects, city-building and community benefits.” <i>City, Culture and Society</i> , Vol. 1, pp. 199-206.
http://simplelink.library.utoronto.ca/url.cfm/378207
de Souza-Briggs, X., Ferryman, K. S., Popkin, S. J., and Rendón, M. (2008). “Why Did the Moving to Opportunity Experiment Not Get Young People into Better Schools?” <i>Housing Policy Debate</i> , Vol. 19, No. 1, pp. 53.
http://simplelink.library.utoronto.ca/url.cfm/378196
Donegan, M., Drucker, J., Goldstein, H., Lowe, N. And Malizia, E. (2008). “Which Indicators Explain Metropolitan Economic Performance Best?: Traditional or Creative Class.” <i>Journal of the American Planning Association</i> , Vol 74, No. 2, pp. 180-195.
http://simplelink.library.utoronto.ca/url.cfm/84473
Feldman, M. (2001). “The Entrepreneurial Event Revisited: Firm Formation in a Regional Context.” <i>Industrial and Corporate Change</i> , Vol. 10, No. 4, pp.861.
http://simplelink.library.utoronto.ca/url.cfm/442376
Fong, E. and Shibuya, K. (2000). “The Spatial Separation of the Poor in Canadian Cities.” <i>Demography</i> , Vol. 37, No. 4, pp. 449-459.
Available in the “Course Materials” section of the Portal Page.
Fraser, J. C. and Kick, E. L. (2007). “The Role of Public, Private, Non-profit and Community Sectors in Shaping Mixed-Income Housing Outcomes in the US.” <i>Urban Studies</i> , Vol. 44., No. 12, pp. 2357-2377.
http://simplelink.library.utoronto.ca/url.cfm/378192
Gabe, T., Abel, J., Ross, A., and Stolarick, K. (2012). “Knowledge in Cities.” <i>Urban Studies</i> , Vol. 49, No. 6, pp. 1179-1200.
http://simplelink.library.utoronto.ca/url.cfm/378199
Garrett, T. A. (2004). “Casino Gaming and Local Employment Trends.” <i>Federal Reserve Bank of St. Louis Review</i> , Vol. 86, No. 1, pp. 9-22.
Available in the “Course Materials” section of the Portal Page.
Grodach, C. (2008). “Museums and Urban Catalysts: The Role of Urban Design in Flagship Cultural Development.” <i>Journal of Urban Design</i> , Vol. 13, No. 2, pp. 195-212.
http://simplelink.library.utoronto.ca/url.cfm/378205
Grodach, C. (2010). “Beyond Bilbao: Rethinking Flagship Cultural Development and Planning in Three California Cities.” <i>Journal of Planning Education and Research</i> , Vol. 29, No. 3, pp. 353-366.
http://simplelink.library.utoronto.ca/url.cfm/378204
Hackworth, J. and Smith, N. (2001). “The Changing State of Gentrification.” <i>Tijdschrift voor Economische en Sociale Geografie</i> , Vol. 92, No. 4, pp. 464-477.

<http://simplelink.library.utoronto.ca/url.cfm/442324>

Hall, P. (2009). "Looking Backward, Looking Forward: The City Region of the Mid-21st Century." *Regional Studies*, Vol. 43, No. 6. pp. 803-817.

<http://simplelink.library.utoronto.ca/url.cfm/378177>

Hall, M. and Lee, B. (2010). "How Diverse are US Suburbs?" *Urban Studies*, Vol. 47, No. 1, pp. 3-28.

<http://simplelink.library.utoronto.ca/url.cfm/378184>

Hanlon, B. and Vicino, T., J. (2007). "The Fate of Inner Suburbs: Evidence from Metropolitan Baltimore." *Urban Geography*, Vol. 28, No. 3, pp. 249-275.

<http://simplelink.library.utoronto.ca/url.cfm/378189>

Hanlon, B., Vicino, T. and Short, J. (2006). "The New Metropolitan Reality in the US: Rethinking the Traditional Model." *Urban Studies*, Vol. 43, No. 12, pp. 2129-2143.

<http://simplelink.library.utoronto.ca/url.cfm/442305>

Hoyler, M., Freytag, T. and Mager, C. (2008). "Connecting Rhine-Main: The Production of Multi-Scalar Polycentricities through Knowledge-Intensive Business Services." *Regional Studies*, Vol. 42, No. 8, pp. 1095-1111.

<http://simplelink.library.utoronto.ca/url.cfm/442264>

Hulchanski, J.D. (2010). "The Three Cities within Toronto: Income polarization among Toronto's neighbourhoods, 1970-2005." *Centre for Urban and Community Studies, Research Bulletin No. 41.* (pdf available on portal)

Available in the "Course Materials" section of the Portal Page.

Henderson, J. V. (2007). "Understanding knowledge spillovers." *Regional Science and Urban Economics*, Vol. 37, pp. 497-508.

<http://simplelink.library.utoronto.ca/url.cfm/378197>

Hiebert, D. (2009). "Newcomers in the Canadian Housing Market: a longitudinal study, 2001-2005." *The Canadian Geographer*, Vol. 53, No. 3, pp. 268-287.

<http://simplelink.library.utoronto.ca/url.cfm/378187>

Knudsen, B., Florida, R., Stolarick, K. and Gates, G. (2008). "Density and Creativity in U.S. Regions." *Annals of the Association of American Geographers*, Vol. 98, No. 2, pp. 461-478.

<http://simplelink.library.utoronto.ca/url.cfm/378201>

Lees, L. (2008). "Gentrification and Social Mixing: Towards an Inclusive Urban Renaissance?" *Urban Studies*, Vol. 45, No. 12, pp. 2449-2470.

<http://simplelink.library.utoronto.ca/url.cfm/377445>

Ley, D. and Dobson, C. (2008). "Are There Limits to Gentrification? The Contexts of Impeded Gentrification in Vancouver." *Urban Studies*, Vol. 45, No. 12, pp. 2471-2498.

<http://simplelink.library.utoronto.ca/url.cfm/378209>

MacLaurin, D. J., and Wolstenholme, S. (2008). "An analysis of the gaming industry in the Niagara region." *International Journal of Contemporary Hospitality Management*, Vol. 20, No. 3, pp. 320-331.

<http://simplelink.library.utoronto.ca/url.cfm/378214>

Mellander, C. (2009). "Creative and Knowledge Industries: An Occupational Distribution Approach." *Economic Development Quarterly*, Vol. 23, No. 4, pp. 294-305.

<http://simplelink.library.utoronto.ca/url.cfm/378203>

Meijers, E. (2005). "Polycentric Urban Regions and the Quest for Synergy: Is a Network of Cities More than the Sum of the Parts?" *Urban Studies*, Vol. 42, No. 4, pp. 765-781.

<http://simplelink.library.utoronto.ca/url.cfm/442263>

Mueller, E. J., and Tighe, J. R. (2007). "Making the Case for Affordable Housing: Connecting Housing with Health and Education Outcomes." *Journal of Planning Literature*, Vol. 21, No. 4, pp. 371.

<http://simplelink.library.utoronto.ca/url.cfm/378195>

Murdie, R.A. (2008). "Diversity and Concentration in Canadian Immigration: Trends in Toronto, Montréal and Vancouver, 1971-2006." *Centre for Urban & Community Studies, Research Bulletin 42*.

Available in the "Course Materials" section of the Portal Page.

Musterd, S., Bontje, M. and Ostendorf, W. (2006). "The Changing Role of Old and New Urban Centers: The Case of the Amsterdam Region." *Urban Geography*, Vol. 27, No. 4., pp. 360-387.

<http://simplelink.library.utoronto.ca/url.cfm/378178>

Parlette, V. and Cowen, D. (2011). "Dead Malls: Suburban Activism, Local Spaces, Global Logistics." *International Journal of Urban and Regional Research*, Vol. 35, No. 4, pp. 794-811.

<http://simplelink.library.utoronto.ca/url.cfm/442307>

Polese, M. (2012). "The Arts and Local Economic Development: Can a Strong Arts Presence Uplift Local Economies: A Study of 135 Canadian Cities." *Urban Studies*, Vol. 49, No. 8, pp. 1811-1835.

<http://simplelink.library.utoronto.ca/url.cfm/378181>

Preston, V., Murdie, R., Wedlock, J. Agrawal, S., Anucha, U., D'Addario, S., Kwak, M.J., Logan, J. and Murnaghan, A. M. (2009). "Immigrants and homelessness - at risk in Canada's outer suburbs." *The Canadian Geographer*, Vol. 53, No. 3, pp. 288-304.

<http://simplelink.library.utoronto.ca/url.cfm/377839>

Rose, D. (2004). "Discourses and Experiences of Social Mix in Gentrifying Neighbourhoods: A Montréal Case Study." *Canadian Journal of Urban Research*, Vol. 13, No. 2, pp. 278-316.

<http://simplelink.library.utoronto.ca/url.cfm/378208>

Simon, R. D. and Alnutt, B. (2007). "Philadelphia, 1982-2007: Toward the Postindustrial City." *The Pennsylvania Magazine of History and Biography*, Vol. 131, No. 4, pp. 395-444.

Available in the "Course Materials" section of the Portal Page.

Stolarick, K. and Florida, R. (2006). "Creativity, connections and innovation: a study of linkages in the Montréal Region." *Environment and Planning A*, Vol. 38. pp. 1799-1817.

<http://simplelink.library.utoronto.ca/url.cfm/442315>

Taylor, P.J., Hoyler, M., and Verbruggen, R. (2010). "External Urban Relational Process: Introducing Central Flow Theory to Complement Central Place Theory." *Urban Studies*, Vol. 47, No. 13, pp. 2803-2818.

<http://simplelink.library.utoronto.ca/url.cfm/442267>

Toronto Public Health (2012). "The Health Impacts of Gambling Expansion in Toronto." Technical Report, November 2012.

<http://www.toronto.ca/legdocs/mmis/2012/hl/bgrd/backgroundfile-51873.pdf>

Turner, R. S. and Rosentraub, M. S. (2002). "Tourism, Sports and the Centrality of Cities." *Journal of Urban Affairs*, Vol. 24, No. 5, pp. 487-492.

<http://simplelink.library.utoronto.ca/url.cfm/378206>

Van Zandt, S. and Mhatre, P. C. (2009). "Growing Pains; Perpetuating Inequality Through the Production of Low-Income Housing in the Dallas/Fort Worth Metroplex." *Urban Geography*, Vol. 30, No. 5, pp. 490-513.

<http://simplelink.library.utoronto.ca/url.cfm/378190>

Vicino, T.J., Hanlon, B. and Short, J.R. (2007). "Megalopolis 50 Years On: The Transformation of a City Region." *International Journal of Urban and Regional Research*, Vol. 31, No. 2, pp. 344-367.

<http://simplelink.library.utoronto.ca/url.cfm/377388>

Warrian, P. and Mulhern, C. (2009). "From Metal Bashing to Materials Science and Services: Advanced Manufacturing and Mining Clusters in Transition." *European Planning Studies*, Vol. 17, No. 2.

<http://simplelink.library.utoronto.ca/url.cfm/378179>

Williams, R. J., Rehm, J. and Stevens, R. M. G. (2011). "The Social and Economic Impacts of Gambling: Executive Summary."

Available in the "Course Materials" section of the Portal Page.

Wolfe, D. A. (2009). "Introduction: Embedded Clusters in the Global Economy." *European Planning Studies*, Vol. 17, No. 2, pp. 179.

<http://simplelink.library.utoronto.ca/url.cfm/378200>

Wolfe, D. and Gertler, M. (2004). "Clusters from the Inside and Out: Local Dynamics and Global Linkages." *Urban Studies*, Vol. 41, Nos. 5/6, pp. 1071-1093.

<http://simplelink.library.utoronto.ca/url.cfm/442378>

Learn about University of Toronto Scholarships benefits, eligibility & application process. The University of Toronto believes that no student offered admission to bachelors, masters, or doctoral program should be unable to complete the course due to a lack of finances. With the principle based on this thought, domestic and international students are offered various University of Toronto scholarships, fellowship, and grants. The major portion of the University of Toronto Scholarships is derived from the operating funds of the university and endowments. For 2019-20, the university provided 247M CAD for financial aid, increasing from 239.1M CAD in 2018-2019. Other, non-university education programs—community college, continuing education studies, etc.—do not normally qualify to exempt an applicant from ELP requirements. Canadian citizens who studied at a Canadian university where the language of instruction is French are exempt from these requirements. How to Apply. Prepare Your Required Documents. If you have specific research plans, outline them here. Include the names of any faculty whom you are particularly interested in working with. Be concise and use specific examples rather than vague general statements. You will need to know this number for your Department of Computer Science application form (Stage 2). Stage 2: Department of Computer Science Application.