

# Urban Spatial Structure, UST605

Summer Semester, 2004

Maxine Goodman Levin College of Urban Affairs

Cleveland State University

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Hours: Tuesday 2:00 – 5:00 or by appointment

**Course Description:** This course introduces the student to a range of theories, concepts, and techniques used in the study and practice of urban and regional development. While most have been developed to analyze policy decisions, they are also applicable to a wide range of urban and regional economic and environmental situations. The primary goal is to provide the student with sufficient conceptual and theoretical background to understand and apply the less sophisticated theories, concepts and techniques, or in the case of the more advanced and complex ones, to understand some of the basic aspects of their use by others. The material covered during the course will allow the student to understand and utilize methods such as economic base and shift-share analysis without a great deal of further study. Other techniques, such as input-output analysis and econometric modeling will require additional reading, experience, or course work before the student will be able to apply them competently.

The course has three components: lectures, computer-based analytical exercises, and readings. It is firmly rooted in an introductory knowledge of microeconomics. It is required of all students in the doctoral program in urban studies and public affairs and in the masters programs in urban studies and planning, design and development. It is also a requirement for concentrators in economic development.

The structure of urban space—land uses—and the way regional economies use that space is fundamentally an economic process of distribution, competition, and cooperation that is directed by both market and politically driven investments. These investments are overlaid on the history of the built, biological, and physical environments. The various markets that compose the urban system are all related to the three factors of production: land (including natural resources), labor and capital. In the case of metropolitan areas the fundamental markets are the local labor market, the housing market, the market for business locations (or sites), and product markets. In short, this course takes an unabashedly economic view of the world and stresses regional and local economic development. At the same time we realize that not the entire world is economically determined and that community is a social construct that moderates the economic world, and is in itself a major component of social capital.

One powerful expression of spatial community is neighborhood, but we are also associated with aspatial communities—such as professional organizations—and communities that have a spatial component—formal politics or church membership are two good examples. We will spend time thinking about the connection between urban communities and the metropolitan economy.

## Course Objectives:

- 1) To introduce the student to the current state of knowledge in the fields of urban and regional economics, and regional analysis and planning and to place it within the framework of economic development and current events.
- 2) To introduce a range of theories, concepts, and techniques used in modeling and analyzing the spatial organization of urban and regional economies.
- 3) To illustrate and think about some of the complexities and interdependencies in urban and regional economies and, in doing so, to sensitize the student to some of the potentials and limitations inherent in the use of reason and rationality as an instrument in the public management of urban and regional problems.
- 4) To stimulate students to question, on an informed basis, and with an open mind, current practices in urban and regional economic development and environmental policy.
- 5) To think in a systematic manner about how urban land is used in cities and regions and to understand how market and institutional forces influence land use and land reuse and the development of the urban and regional economy.

**Prerequisites and Expected Competences:** There are no formal prerequisites to the course. It is **highly recommended** that you have successfully completed an introductory microeconomics course before taking this course. A working knowledge of Algebra I is also useful. In addition, it is expected that you have access to, and a working knowledge of, word-processing and spreadsheet computer programs. Students are expected to know how to calculate percentages, percent change, understand the concept of a line—including slope, and be comfortable with the calculation and interpretation of means, medians, modes, standard deviations, and correlation analysis. Grammar, writing style, and presentation count in all written exercises. If you are unsure of your writing abilities, please use the CSU writing center.

## Texts:

Malizia, Emil E. and Edward J. Feser (1999). *Understanding Local Economic Development*. New Brunswick, New Jersey: Center for Urban Policy Research.

McCann, Philip (2001). *Urban and Regional Economics*. Oxford: Oxford University Press.

These texts will be augmented by a number of articles and chapters from various books.

## Readings

Additional readings are available on the web in the Levin College's intranet. Go to the **N drive**, click on the **Hill folder**, then go into the **UST 605 folder**, and then the **Readings folder**. These readings are designated with a **W** after their listing in the syllabus.

You can fetch items remotely (say from your house or office) from the drive by typing in:

<ftp://urban.csuohio.edu>

click on the *utility* folder, then

click on the *Hill* folder, then

click on *UST 605* folder

then open the readings folder

Lecture notes can be found in the *lecture note* folder. An attempt will be made to post the lecture notes before the class, but the reality is that they will frequently be available the day after the class. This remains an evolving component of the course.

Some material may only be available on electronic course reserve from the library.

## Course Method:

The course consists of lectures on aspects of urban spatial structure, projects, examinations, and class discussion in seminar format.

Students are expected to: prepare for and attend all classes, participate actively in discussions, ask clarifying questions, and use the computer (as frequently as possible) for projects and (always) for text editing.

All projects (other than those that are primarily data based and quantitative in nature) should be neatly typed using a word processor. Since project write-ups serve the goal of sharpening communication skills required to competently use the knowledge and information in this class, students are advised to pay attention to completeness, consistency and clarity. Grading is based upon soundness of analytical reasoning, effectiveness of interpretation, and communication of results.

Students are advised to prepare for class sessions by reading text assignments and identifying topics that need clarification in class. Please feel free to raise questions to ensure that you thoroughly understand and are able to apply concepts and techniques addressed in class, as appropriate.

## CLASS POLICIES

### Extra Credit

There is no "extra credit" in this class. No extra homework, reports, exam re-writes, or any such "bail me out at the end of the semester so I can get the grade I want" opportunities. Please do not bother asking.

## **Missed exams**

Only in cases of extreme and documented circumstances or documented illness will make-up exams be given. You must make these arrangements in advance of the exam. This is your responsibility: I will not seek you out to take a make-up exam. The make up will vary in form, content, and length from that given in class. Except in rare circumstances, students will earn a score of zero on missed exams.

## **Late assignments and incompletes:**

Unless extenuating circumstances require otherwise and the instructor agrees beforehand to accept a late assignment, late work will not be accepted. You earn a grade of zero for all homework not handed in at the beginning of class. Unless arranged in advance, you must be present in class to hand in your homework.

A grade of “Incomplete” will not, as a rule, be assigned at the end of class.

## **Expectations on written work:**

Use the computer as frequently as possible for solving homework sets and always for text editing. Spell-check and proofread everything you hand in (these are not the same things). Critically evaluate all work handed in for correctness, completeness, and clarity. Only work that is error free in all three of these categories will earn a grade of ‘A’ in this course.

All work must be handed in as a “hard copy.” No e-mail, e-mail attachments, faxes, etc. will be accepted.

Attendance: Although attendance is not required, it is strongly recommended that you attend every class in its entirety, for the following reasons:

- Arriving on time allows you to participate in the homework discussion, including your turn at presenting (missing your turn earns you a zero);
- Arriving on time allows you to hand in your homework;
- Attending class provides you with an additional presentation of the material;
- Exam material will be drawn from the text and lecture material, and all lecture material does not originate from the text;
- Common problems and issues relating to course material and homework will be discussed;
- You are responsible for changes to this syllabus announced in class.

### **Cell phones and other classroom interruptions:**

Please be sure to turn your cell phone off before entering the classroom. Also, please be sure to notify the instructor if you must leave class in the middle of the period. Each violation of these two rules will cost you ten points on your next test.

### **Attendance:**

Attendance is expected but no roll is taken. Examination material will be drawn from the lectures and discussions, as well as from the course readings.

### **Grades:**

Midterm exam: 20%, Three projects: 40% (#1 – 20%, #2 – 10%, #3 – 10%), Participation 10%, Final exam: 30%

## **UNIVERSITY POLICIES**

### **Academic Misconduct**

Any form of academic misconduct will potentially earn an immediate grade of **F** for the course. In addition, your name will be forwarded to the Academic Misconduct Review Committee, for a hearing concerning your suspension from the University. You should familiarize yourself with the various forms of academic misconduct in section 3.1.2 of the CSU Student Handbook, available at [http://www.csuohio.edu:80/student-life/student\\_handbook/](http://www.csuohio.edu:80/student-life/student_handbook/)

When dealing with homework or assignments completed in a lab setting, students often find it difficult to distinguish between “helping out” a fellow student, or “working together” on a project and academic misconduct. These guidelines may be helpful:

- Never share any of your written or electronic materials with another student. This includes your homeworks, data, tables, files, etc. This is academic misconduct.
- Work only at your own computer. Do not sit in front of a classmate’s computer and “take control” by using the mouse, typing on the keyboard, etc. By doing so, you are actually doing the work that your classmate will hand in and take credit for. This is academic misconduct.
- Write independently. When assignments are graded, sentences that are duplicated, or even highly similar, in more than one assignment are blatantly obvious. Writing up your answers without consultation avoids this situation. Handing in an assignment containing verbatim passages from another student’s work is academic misconduct.

- Reference your information sources. When you use a piece of information in your write up that you learned from another source (for example, your text book), that source must be referenced. Information taken verbatim must be quoted (to give the original author credit) and information that is paraphrased must be referenced. Failing to reference your sources is academic misconduct.

All the work that you hand in must represent your own independent and unique work. It should be distinct from that of every other student in the class. If you have questions about this, please ask – it is best to resolve these issues in advance.

### **The Grade of “Incomplete”**

In accordance with university policy:

“The grade of Incomplete (I) is given when the work in a course has been generally passing, but when some specifically required task has not been completed through no fault of the student (Cleveland State Student Handbook, [http://www.csuohio.edu:80/student-life/student\\_handbook/](http://www.csuohio.edu:80/student-life/student_handbook/) Section 3.1.5 ).”

To be clear, an Incomplete is not a way of avoiding a bad grade on your record, or lightening your academic workload after having missed the last drop date. An Incomplete will be granted only in those cases that fit the above guidelines.

### **Important Registration Information**

- Check the CSU Registrar’s website for the last date for dropping this course: <http://www.csuohio.edu/registrar/calendar.html> .
- Check with the Urban College’s Student Services office (687-3884) to see how dropping a course might impact your financial aid, assistantship, or scholarship.

### **Cancellation of Class Due to Weather**

Class will not be cancelled due to weather unless the university is closed. CSU determines if evening classes will be held by 2pm daily. If CSU is open, class will proceed as scheduled, including any exams or deadlines that are scheduled for that class.

### **Students with Special Needs**

Anyone anticipating the need for special accommodations to take exams, complete assignments, or otherwise fully participate in this class must identify himself or herself to the instructor as soon as possible.

## **Affirmative Action**

Cleveland State University is committed to social justice: the university does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color or national origin.

The instructor fully concurs with that commitment and expects to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Personal attacks of any form will not be tolerated.

## **Tentative Schedule:**

- May 25        *The connection between regions, cities, and the economy*
- Malizia and Feser Chapters 1 and 2  
McCann pages 1 - 5
- May 27        *Models of Urban and Regional Economies: Economic Base and Shift Share*
- Malizia and Feser Chapter 3  
McCann sections 4.1 – 4.3  
Project #1 assigned
- June 1        *The Location of the Firm, Fragments, and Urban Spatial Structure*
- McCann Chapter 1  
McCann Sections 2.1 – 2.6
- June 3        *The Spatial Structure of the Urban Economy. Multivariate Land Value and Housing Models.*
- McCann Chapter 3  
Cadwallader 3  
Project #2 assigned
- June 8        *Demand Side (Economic Base) Approaches to Economic Development*
- Malizia and Feser Chapters 4 – 6
- June 10       *Urban Hierarchies and Central Place Theory.*
- McCann Sections 2.7 – 2.9  
Cadwallader Chapter 5
- June 15       *Urban Social Areas/Environmental Justice.*

	Cadwallader 6
June 17	<i>Midterm</i>
June 22	<i>Regional Specialization, Trade, and Multiplier Analysis.</i>
	McCann Sections 4.4, 4.5 and 4.6 Malizia and Feser Chapters 5 and 7 Project #2 due Project #3 assigned
June 24	<i>Input-Output Analysis</i>
	McCann Section 4.7
June 29	<i>Gravity Models. The Lowry Model. Beyond Edge Cities.</i>
	Project #1 due
July 1	<i>Supply Side Approaches to Economic Development</i>
July 6	<i>Labor Market Analysis</i>
	McCann Chapter 5
July 8	<i>Other Theories of Regional Economic Growth and Development</i>
	Malizia and Feser Chapters 8 – 11 McCann Chapter 6 Project #3 due
July 13	<i>Analysis and Evaluation of Economic Development and Regional Policy</i> <i>Regional Econometric Models</i>
	McCann Chapter 7 Malizia and Feser Chapter 11
July 15	<i>Final Exam</i>