

**THE UNIVERSITY OF THE WEST INDIES ST. AUGUSTINE CAMPUS
DEPARTMENT OF ECONOMICS**

COURSE SYLLABUS

Date Issued: November 26, 2013

COURSE TITLE: Urban and Regional Economics

COURSE CODE: ECON 3074

LEVEL: III

CREDITS: 3 cr.

PREREQUISITES: ECON 1001 and ECON 1002

DEPARTMENT: ECONOMICS

INSTRUCTOR INFORMATION:

Lecturer: Daren A. Conrad, Ph.D.
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Room Number: Room 216
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REQUIRED TEXT: O’Sullivan, Arthur, *Urban Economics.*, 6th Edition, McGraw-Hill Book Company, 2007 (or most recent edition).

Urban Economics: Rationale for the Proposed Course

There are a number of urban challenges in Trinidad and Tobago which includes crime, persistent poverty, low school completion rates in some jurisdictions, urban health challenges, and housing affordability. This proposed course will examine the economic base of urban areas and how these bases are related to employment, population, school completion rates, economic growth, and the economic and social structure. This course will also analyze the economic aspects of the most pressing urban problems, including housing, transportation, poverty, crime, and land use.

LETTER TO THE STUDENT

Welcome to Urban Economics. This course will be delivered using a blended approach, i.e. you will have both face-to-face and online teaching. Activities include group work, and class discussion, as well as online discussions.

EXPECTATIONS

As a student enrolled in Urban Economics, I expect that you will be fully engaged in both the traditional classroom and online activities. Research has shown that students learn best through collaboration and interaction, so I encourage you to participate in and complete all online assignments and classroom activities

COURSE DESCRIPTION

This course examines the economic bases of urban areas and how these bases are related to the most pressing urban problems such as housing affordability, transportation, taxes, poverty, health challenges, and urban services and the impact of these issues on the economic and social structure in developing countries.

This course will be taught in the blended format with face to face (f2f) lectures as well as online activities which will be delivered via MyELearning. There will be a 2 hour lecture each week which will include classroom activities as well as a weekly 1 hour tutorial. The 2 hour lecture will be the primary mode of content delivery and the 1 hour weekly tutorial will be used to develop the Experiential Learning Project surveys and reflect on the process as well as to discuss and reflect on the content covered in the f2f lectures.

Assessments for this course will be in a variety of forms. Students will be assessed as part of the continuous evaluation of student performance. Assessments are as follows:

- Coursework 40% (Total)
 - Experiential Learning Project 30%
 - Mid-term Examination 10%

- Final Examinations 60% (Total)
 - 2-hour written examination

The Experiential Learning Project requires that students identify at least one major urban challenge in their own community. In the instance where the student is from a rural area, those students are required to identify ways in which those areas can develop. To identify these challenges, students are required to engage the community for no less than six hours. This requires conducting at least one focus group with at least five community members. Upon completion of the focus group session, students will be required to submit a written report (no less than five pages) documenting their findings.

COURSE GOALS:

The goals of this course are:

1. To understand basic theoretical concepts in urban economics.
2. To understand problems of urban development and planning,
3. To understand urban economics as the basis for planning and development at the community and national levels.

COURSE OBJECTIVES/COMPETENCIES

At the end of this course, students will be expected to:

1. Explain the basic concepts of urban economics in discussing urban issues.
2. Explain the existence and purpose of cities.
3. Examine urban market areas, central place theory, and urban economic growth.
4. Explain land use in the modern city.
5. Explain Urban Poverty, Crime and Education using microeconomic theoretical underpinnings,
6. Examine methods to deal with the emerging and complex issues of urban health in developing countries by reviewing successful case studies.
7. Evaluate the challenges in the housing market such as housing affordability, neighborhood effects, and neighborhood choices.

OUTLINE OF COURSE CONTENT

Students will have two (2) contact hours for lectures weekly and one (1) contact hour for tutorials weekly. The faculty of Social Sciences requires students to attend and participate in all lectures and at least 75% of tutorials to avoid debarment.

(1) Market Forces in the Development of Cities

- why do cities exist?
- what determines size?
- what causes growth/decline of cities?
- impact of local government

(2) Land Use Patterns

- why segregation by income within cities?
- from monocentric to disperse cities
- reasons for and impact of zonings

(3) Urban Transportation

- congestion and policy options
- deficit of transit authorities

- transportation efficiency
- parking

(4) Urban Challenges

- why are poverty rates high in central cities and certain districts?
- neighborhood effects of poverty
- why is educational achievement so low in certain neighborhoods?
- economics of crime (effectiveness of punishment etc)
- why higher crime rates in central cities?

(5) Urban Health

- the urban health situation
- key issues and challenges in achieving health equity
- a broad spectrum of interventions
- approaches and policies to implement interventions successfully

(6) Housing and Public Policy

- what makes housing different from other goods?
- why do the poor rent and don't own?
- market effects of housing policies
- causes of homelessness
- understanding the housing market

(7) Local Government Expenditures and Taxes

- is the property tax regressive or progressive?
- determinants of local government expenditure (sports, culture)

COURSE CALENDAR

TIME	SESSION TOPIC(S)	READING ASSIGNMENT	SUGGESTED READING(S) FROM READING LIST
Week 1	Introduction	O' Sullivan Appendix – Microeconomic Tools	
Week 2	Review of Microeconomics Tools / Introduction - Why Do Cities Exist?	O'Sullivan Chapters 1& 2	
Week 3	Urban Growth	O'Sullivan Chapter 5	2

TIME	SESSION TOPIC(S)	READING ASSIGNMENT	SUGGESTED READING(S) FROM READING LIST
Week 4	Land-Use Patterns	O'Sullivan Chapter 7	3
Week 5	Urban Transportation	Assigned Reading	
Week 6	<i>Midterm Exam</i>		
Week 7	Crime and Poverty	O'Sullivan Chapter 8	5, 11, 12
Week 8	Education	O'Sullivan Chapter 12	
Week 9	Housing and Public Policy Market effects of housing policies Housing affordability	O'Sullivan Chapter 13	1, 7, 8
Week 10	The Urban Health Situation in the Caribbean	O'Sullivan Chapter 14	4
Week 11	Examining Urban Health Challenges and Interventions	Assigned reading	5
Week 12	The Role of the Local Government	O'Sullivan Chapter 15	
Week 13	Review		

TEACHING STRATEGY

This course is delivered in blended mode using the following strategies: online course materials in the form of course units, activities through myLearning, and face-to-face sessions.

Students should expect to receive a proportion of their training through conventional classroom teaching but much emphasis is placed on active student participation in the learning process.

Main teaching strategies: Before the start of each lecture there will be a review of the previous lecture during which time students will be invited to report learning strategies implemented since the end of the previous session followed by answers to questions posed based on the reading assignments.

Teaching strategies will also include group sessions that employ a problem-based-learning format. These sessions, which last a maximum of ten minutes, would be held at the start of the day's lecture and are intended to pave the way for the lecture that is to follow. There will be a maximum of 2 such sessions for the semester.

IN-COURSE ASSIGNMENTS

For in-course assignments, you are expected to complete and submit all assignments which will be assessed. The assignments aim to help you progressively develop your knowledge and competence in urban economics.

NO HAND WRITTEN ASSIGNMENTS WILL BE ACCEPTED. Assignments **WILL NOT** be accepted via e-mail. **NOTE: All assignments must be submitted on the due date. Drop boxes will be closed at 11:55 p.m. on the submission date identified.**

Assignment Submission Guidelines

Formatting

- Use one-inch margins on all sides of the page (top, bottom, left, and right).
- Include a title page with the essay title, your name, course name and number, your student ID number, and the date of submission.
- Type or generate your assignments with a word-processor (they should not be hand written).
- Double-space the lines in your document.
- Use a standard, 12-point font.

Content

- Ensure that you have answered all required questions.

Quality

- Ensure that sentences flow smoothly from one to another, using appropriate transitions as needed.
- Be correct and consistent with spelling and punctuation.
- Write your papers in a tone appropriate for an academic setting (not chatty), free of slang expressions, clichés, and short, unconnected sentences.

Plagiarism

Take care to avoid plagiarism. Generally, when something is well established, no reference citation is required. But where an idea is unproven or speculative, it is very important that you give one or more references. Without correct referencing you are taking someone else's ideas and making it sound like they are yours. If you do not reference the ideas of others appropriately, it can be called plagiarism. If you are unsure about the meaning and parameters of plagiarism, see UWI Examinations Regulations 97 (i)-(iv) and 103 (i) for both an explanation of plagiarism and the penalties. It is much easier to clarify than to have your work returned to you with a charge of plagiarism, which may come with serious penalties.

ASSESSMENT STRATEGY

Assessment of this course will be in a variety of forms. Students will be assessed as part of the continuous evaluation of student performance. Assessment methods would include marked assignments and final written examinations as follows:

- In-course 40%
 - Experiential Learning Project 30%
 - Mid-term Examination 10%
- Final Examinations 60%
 - 2-hour written examination

Assessment #1: Experiential Learning Project

Students are required to identify at least one major urban challenge in their own community. In the instance where the student is from a rural area, those students are required to identify ways in which those areas can develop. To identify these challenges, students are required to engage the community for no less than six hours. This requires conducting at least one focus group with at least five community members. Upon completion of the focus group session, students will be required to submit a written report (no less than five pages) documenting their findings.

Students will be required to:

1. Prepare a questionnaire for the focus group session (due week 3),
2. Get approval of the questionnaire from the instructor (due week 4)
3. Conduct focus group sessions (due weeks 6-8)
4. Write a detailed report on the findings (due week 11)
5. Write a reflective essay on the experience in completing this project.

This project is worth 30% of the total in-course grade.

Assessment #2: Mid-Term Examination

The Mid-Term Examination will be scheduled during class time in Week #5. The examination is worth 10% of the total in-course grade.

- 1. All Discussion Forums – will be announced on myLearning.**
- 2. The Blog – on myLearning.**
- 3. Other Online Activities/Assignments throughout the semester**

Final grades will be awarded as follows:

From the Board for Undergraduate Studies (October 2013)

Grade	% Range	Grade Point	Grade Definition	Grade Descriptor
A+	90 -100	4.3	Exceptional	Demonstrates exceptional performance and achievement in all aspects of the course. Exceptional application of theoretical and technical knowledge that demonstrates achievement of the learning outcomes. Goes beyond the material in the course and displays exceptional aptitude in solving complex issues identified. Achieves the highest level of critical, compelling, coherent and concise argument or solutions within the course.
A	80 – 89	4.0	Outstanding	Demonstrates outstanding integration of a full range of appropriate principles, theories, evidence and techniques. Displays innovative and/or insightful responses. Goes beyond the material with outstanding conceptualization which is original, innovative and/or insightful. Applies outstanding critical thinking skills
A-	75 - 79	3.7	Excellent	Demonstrates excellent breadth of knowledge, skills and competencies and presents these in appropriate forms using a wide range of resources. Demonstrates excellent evidence of original thought, strong analytical and critical abilities; excellent organizational, rhetorical and presentational skills.
B+	70 - 74	3.3	Very Good	Demonstrates evidence of very good critical and analytical thinking in most aspects of the course. Very good knowledge that is comprehensive, accurate and relevant. Very good insight into the material and very good use of a range of appropriate resources. Consistently applies very good theoretical and technical knowledge to achieve the desired learning outcomes.
B	65 - 69	3.0	Good	Demonstrates good knowledge, rhetorical and organizational skills. Good insight into the material and a

Grade	% Range	Grade Point	Grade Definition	Grade Descriptor
				good use of a range of appropriate resources. Good integration of a range of principles, techniques, theories and evidence.
B-	60 - 64	2.7	Satisfactory	Displays satisfactory evidence of the application of theoretical and technical knowledge to achieve the desired learning outcomes. Demonstrates sound organisational and rhetorical skills.
C+	55 - 59	2.3	Fair	Demonstrates fair breadth and depth of knowledge of main components of the subject. Fair evidence of being able to assemble some of the appropriate principles, theories, evidence and techniques and to apply some critical thinking.
C	50 - 54	2.0	Acceptable	Demonstrates acceptable application of theoretical and technical knowledge to achieve the minimum learning outcomes required in the course. Displays acceptable evidence of critical thinking and the ability to link theory to application.
FB	35 - 49	1.3	Unsatisfactory	Demonstrates unsatisfactory application of theoretical and technical knowledge and understanding of the subject. Displays unsatisfactory ability to put theory into practice; weak theoretical and reflective insight. Unsatisfactory critical thinking, organizational and rhetorical skills.
F	0 - 34	0	Poor	Overall poor or minimal evidence of knowledge and understanding of the subject. Displays little ability to put theory into practice; lacks theoretical and reflective insights. Incomplete breadth and depth of knowledge on substantive elements of the subject. Little or no evidence of critical engagement with the material. Responses are affected by irrelevant sources of information, poor organizational and rhetorical skills.

Final Examination - Examination schedules will be available for viewing approximately one month before the scheduled date of each examination session. Access examination schedules by logging on to <http://mysta.uwi.edu/>.

COURSE EVALUATION

At the end of each unit and at the mid-point of the course, the lecturer will solicit feedback on how the information is being processed and the course in general. The feedback will be used to make improvements, correct errors, and try to address the students need. Additionally, at the end of the course, the CETL will evaluate the course, so it is important that you are in attendance during that time.

CLASS ATTENDANCE POLICY

Regular class attendance is essential. A student who misses a class will be held responsible for the class content and for securing material distributed. Attendance is the responsibility of the student and consequently nonattendance will be recorded. Students would be reminded of the implications of non-responsible attendance.

COURSEWORK LATE SUBMISSION POLICY

Students are required to submit coursework by the prescribed date. Coursework will only be accepted after the deadline, in extenuating circumstances, with the specific written authority of the course lecturer and in any event, not later than the day before the start of the relevant end of semester examinations of the semester in which the particular course is being offered.

EXAMINATION POLICY

Please review the handbook on *Examination Regulations for First Degrees, Associate Degrees, Diplomas, and Certificates* available via the Intranet.

POLICY REGARDING CHEATING

Academic dishonesty including cheating is not permitted. For more information, read Section V (b) Cheating in the *Examination Regulations for First Degrees, Associate Degrees, Diplomas, and Certificates* online via the Intranet.

STATEMENT OF DISABILITY PROCEDURES

The University of the West Indies at St. Augustine is committed to providing an educational environment that is accessible to all students, while maintaining academic standards. In accordance with this policy, students in need of accommodations due to a disability should contact the Academic Advising/Disabilities Liaison Unit (AADLU) for verification and determination as soon as possible after admission to the University, or at the beginning of each semester.

POLICY REGARDING INCOMPLETE GRADES

Incomplete grades will only be designated in accordance with the University's Incomplete Grade Policy.

READING LIST

1. Andrews, D., Sánchez, A. C., & Johansson, Å. (2011). *Housing markets and structural policies in OECD countries*. OECD.
2. Cohen, B. (2006). Urbanization in developing countries: Current trends, future projections, and key challenges for sustainability. *Technology in society*, 28(1), 63-80.
3. Durand-Lasserve, A., & Selod, H. (2009). The formalization of urban land tenure in developing countries. In *Urban Land Markets* (pp. 101-132). Springer Netherlands.
4. Harpham, T. (2009). Urban health in developing countries: what do we know and where do we go?. *Health & Place*, 15(1), 107-116.
5. Jackson, S. F., Perkins, F., Khandor, E., Cordwell, L., Hamann, S., & Buasai, S. (2006). Integrated health promotion strategies: a contribution to tackling current and future health challenges. *Health Promotion International*, 21(suppl 1), 75-83.
6. Kedir, A. M., & Sookram, S. (2011). Poverty and Welfare of the Poor in a High-Income Country: Evidence from Trinidad and Tobago. *Journal of International Development*.
7. Kamete, A, *The quest for affordable urban housing: a study of approaches and results in Harare, Zimbabwe*, Development Southern Africa, 2001, Vol 18.
8. Mycoo, M. (2006). The retreat of the upper and middle classes to gated communities in the poststructural adjustment era: the case of Trinidad. *Environment and Planning A*, 38(1), 131.
9. Potts, D. (2009). The slowing of sub-Saharan Africa's urbanization: evidence and implications for urban livelihoods. *Environment and Urbanization*, 21(1), 253-259.
10. SALISES, A Time Series Analysis of Crime in Trinidad and Tobago, Working Paper 2009:20
11. Theodore, K., & Scott, E. (2009). Income Poverty and State Support in Trinidad and Tobago: The Case for Alignment. *Social and Economic Studies*, 29-46.
12. Zezza, A., & Tasciotti, L. (2010). Urban agriculture, poverty, and food security: empirical evidence from a sample of developing countries. *Food Policy*, 35(4), 265-273.