

Course Outline

Course Code	RSM 409H1 F
Course Name	Business and the City
Term, Year	Fall, 2023
Course Meets	Mondays, 3:00 to 5:00pm in RT
Web page URL	https://q.utoronto.ca/courses/314248

Instructor Details

Name	Email	Phone	Office Hours
Richard Florida	Florida@rotman.utoronto.ca	N/A	Mondays, 5pm to 6pm or by appointment

Course Scope, Mission and Learning Outcomes

Cities are key to business competitiveness and the broader prosperity of people and societies. Nine in ten people in the advanced world live in cities. More than half of the world's population lives in cities and metropolitan areas, a figure that will grow to 70 percent by 2050. Cities are our most powerful engines of innovation and economic growth.

This course examines the interaction of business, talent, and cities. Its aim is to impart a basic understanding of the role played by cities in global economic competitiveness and prosperity, and to help you better evaluate the best cities for your life and career. I hope it will ignite your own passion for cities and the crucial role they play in today's economy and society.

The course is designed to impart a basic understanding of the role of business and cities. We will cover how businesses, including large corporations and startups, make location decisions and how businesses and managers can most effectively engage local governments and communities. A key premise of the course is that location and community engagement are core elements of effective corporate strategy. The course will also give you to tools to better understand how to make for more effective personal location decisions for you and your family. The course is thus structured around three key learning objectives:

- To help you better understand the importance of location and community engagement as key components of corporate strategy and performance.
- To help you understand how to make better location decisions for yourself, your career and family.
- To help you better understand what cities and other levels of government can do to spur economic development.

Course Prerequisites

9.0+ Credits; ECO204Y1Y

Course Materials

Electronic Course Materials

This course will be using the following electronic course materials.

All required course materials listed are **free** through the library, web, or via sites that allow for a limited number of free articles.

You are expected to have read the assigned reading **before** class unless explicitly stated otherwise.

Item	Title	Required?
Textbook		None
Reading Package		None
Article	Ania Wieckowski, "Back to the City," Harvard Business Review , May 2010, Volume 88, Issue 5, pp. 23-25.	Required
Article	Jed Kolko et al, "The Pandemic-Induced Great Migration Wasn't That Great," New York Times , April 24, 2021.	Required
Article	Jed Kolko, "Yes, Rich Cities Are Getting Richer. But That's Not the Whole Story," New York Times , February 19, 2020.	Optional
Article	Jed Kolko, "Biggest U.S. Urban Counties Got a Little Less Big," New York Times , May 4, 2021.	Optional
Article	Edward Glaeser, "Triumph of the City," Scientific American , August 17, 2011.	Required
Article	Simon Jenkins, "The Trials and Triumphs of the City: In Conversation with Ed Glaeser", The Guardian , May 21, 2015.	Required
Article	Emily Badger, "In Superstar Cities, the Rich Get Richer, and They Get Amazon," New York Times , November 8, 2018.	Required
Article	Emily Badger, "Covid Didn't Kill Cities. Why Was That Prophecy So Alluring?," New York Times , July 12, 2021.	Required
Article	Richard Florida, "The Urban Revival Is Over," New York Times , September 1, 2017.	Required
Book	Jane Jacobs, The Economy of Cities , Random House, 1969.	Optional
Book	Jane Jacobs, "Downtown Is for People," Fortune , 1958.	Optional
Book	Edward Glaeser, Triumph of the City , Penguin, 2011.	Optional
Book	Richard Florida The Rise of the Creative Class , Basic Books, 2002.	Optional
Article	Richard Florida, Andrés Rodríguez-Pose, Michael Storper, "Cities in a Post-COVID World," Urban Studies , 2021.	Optional
Article	Richard Florida and Joel Kotkin, "America's Post-Pandemic Geography,"	Optional

	City Journal , Spring 2021.	
Article	Alan T Murray, "Location Theory" in International Encyclopedia of Human Geography , Kobayashi, A. L. (Ed.). (2020).	Required
Article	Richard Florida, "The Uncertain Future of Corporate HQs" Harvard Business Review , September 18, 2020.	Required
Article	Timothy J. Bartik and John C. Austin, "Most business incentives don't work. Here's how to fix them," Brookings , November 4, 2019.	Required
Article	Richard Florida, "Handing Out Incentives to Business is Worse than Useless," CityLab , March 17, 2017.	Required
Book	Enrico Moretti, The New Geography of Jobs , Houghton Mifflin Harcourt, 2013.	Optional
Article	Nelson D. Schwarz, Why Corporate America Is Leaving the Suburbs for the City, New York Times , August 1, 2016.	Optional
Article	Richard Florida, "10 Rules for Quality of Place," Globe and Mail , March 14, 2004.	Required
Article	Richard Florida, "How to Love the Place You Live," CityLab , August 30, 2014.	Required
Article	Jed Kolko, "Best Job Markets for Raking it in, Avoiding Envy, or Sleeping Late," Trulia , August 28, 2013.	Required
Video	Richard Florida, Who's Your City? Google Talk , May 8, 2008. OR Richard Florida, Who's Your City? C-SPAN , March 28, 2008.	Required
Book	Richard Florida, Who's Your City? , Chapters 12-16.	Optional
Article	Richard Florida, The Creative Class and Economic Development, Economic Development Quarterly , 28(3), 2014, pp. 196-205.	Required
Article	Emily Badger, Robert Gebeloff, and Josh Katz, "The Places Most Affected by Remote Workers' Moves Around the Country," New York Times , June 23, 2023.	Required
Article	Konrad Putzier and Kate King, "American Cities Are Starting to Thrive Again. Just Not Near Office Buildings. Neighborhoods are benefiting from remote work," Wall Street Journal , May 30, 2023.	Required
Article	Richard Florida and Adam Ozimek, "How Remote Work Is Reshaping America's Urban Geography," Wall Street Journal , March 6, 2021.	Required
Audio	Michael Chui, "Forward Thinking on how to get remote working right with Nicholas Bloom," McKinsey Global Institute , February 1, 2023.	Required
Article	Check out Stanford Professor Nick Bloom's Work from Home Website	Optional
Article	Steven J. Davis, Stephanie Aaronson, Janice C. Eberly, and James Stock, "What Does More Remote Work Mean for Workers and the Economy?" Brookings , September 20, 2022.	Optional
Article	Cevat Giray Aksoy, Jose Maria Barrero, Nicholas Bloom, Steven J. Davis, Mathias Dolls and Pablo Zarate, "Working from Home Around the World," Work From Home , October 2022.	Optional
Article	Konrad Putzier, "As Americans Work From Home, Europeans and Asians Head Back to the Office; Return-to-office rates in Paris and Tokyo have climbed to over 75%, while U.S. often sits around half," Wall Street	Optional

	Journal , February 28, 2023.	
Article	Adam Ozimek and Eric Carlson, “The Uneven Geography of Remote Work,” Economic Innovation Group , September 20, 2022.	Optional
Article	Richard Florida, “What Happens When the 1% Goes Remote,” CityLab , December 16, 2020.	Optional
Article	Jose Maria Barrero, Nicholas Bloom & Steven J. Davis, “Why Working from Home Will Stick,” NBER , April 2021.	Optional
Article	Edward Glaeser, “Engines of Innovation” Scientific American , August 17, 2011.	Required
Article	Richard Florida and Charlotta Mellander, “The Rise of the Startup City: The Changing Geography of Venture Capital-Financed Innovation,” California Management Review , January 27, 2017.	Required
Article	Saritha Rai, “Toronto Takes on Silicon Valley to Become AI Startup Hub,” CityLab , August 8, 2023.	Required
Article	Mark Muro Julian Jacobs and Sifan Liu, , “Building AI cities: How to spread the benefits of an emerging technology across more of America,” Brookings , July 20, 2023.	Required
Article	Richard Florida, “The Post-Pandemic Geography of the US Tech Economy,” CityLab , March 9, 2022.	Required
Article	Mark Muro and Yang You, “Tech jobs spread out during the pandemic, but future dispersal isn’t guaranteed,” Brookings , March 28, 2022.	Optional
Article	Mark Muro and Yang You, “Superstars, rising stars, and the rest: Pandemic trends and shifts in the geography of tech,” Brookings , March 8, 2022.	Optional
Article	Jorge Guzman, Fiona Murray, Scott Stern & Heidi L. Williams, “Accelerating Innovation Ecosystems: The Promise and Challenges of Regional Innovation Engines,” NBER , August 2023.	Optional
Article	Richard Florida, “As Tech Titans Go to Austin and Miami, Will Tech Workers Follow?” CityLab , October 18, 2021.	Optional
Article	Richard Florida and Ian Hathaway, “Rise of the Global Startup City,” Center for American Entrepreneurship , October 2018.	Optional
Article	“ Seven Ways in Which Universities Benefit Society ,” <i>The Conversation</i> , August 11, 2017.	Required
Article	“ The University as Pillar of the Community ,” <i>Times Higher Education Supplement</i> , February 9, 2017.	Required
Article	Tanvi Misra, How Anchor Institutions Like Hospitals and Universities Can Help Cities, CityLab , November 1, 2014.	Required
Article	Richard Florida, “A Tale of Two Cities, and Two Companies,” CityLab , October 19, 2017.	Required
Article	Robert Maxim an Mark Muro, “ Supporting distressed communities by strengthening regional public universities: A federal policy proposal ,” Brookings , July 29, 2021.	Optional
Article	Richard Florida, The New Grand Bargain Between Cities and Anchor Institutions, CityLab , October 5, 2015.	Optional
Article	Richard Florida, “Mapping the World’s Knowledge Hubs,” CityLab ,	Optional

	January 26, 2017.	
Article	Jennifer Lewington, “How Universities Are Working to Shatter the Ivory Tower,” Macleans , March 14, 2017.	Optional
Article	Richard Florida, “Cities Are the Fonts of Creativity,” New York Times , September 15, 2013.	Required
Article	Michael Bloomberg, Cities Must Be Cool, Creative and in Control, Financial Times , March 27, 2012.	Required
Article	Adrian Ellis, Successful Cultural Districts Are Powerful Policy Tools, The Art Newspaper , July-August 2013.	Required
Article	Richard Florida, Why Cities Can't Afford To Lose Their Artists, CityLab , December 2014.	Required
Video	Richard Florida “Why Creativity Is the New Economy,” Regional Science Association , September 2012.	Required
Article	Richard Florida, “How Culture Shapes Economic Development,” CityLab , June 7, 2018.	Optional
Article	Richard Florida, How The Arts Add To Urban Economies, CityLab , December 2015.	Optional
Article	Richard Florida, The Connection Between The Arts and Neighborhood Diversity, CityLab , February 11, 2016.	Optional
Article	Emily Badger, “The Year Inequality Became Less Visible, and More Visible Than Ever,” New York Times , December 30, 2020.	Required
Article	Richard Florida, “The Roots of the New Urban Crisis,” CityLab , April 9, 2017.	Required
Article	Richard Florida, “Confronting the New Urban Crisis,” CityLab , April 11, 2017.	Required
Video	Richard Florida, “Has the New Urban Crisis Caused a Crisis of Success?” PBS NewsHour , June 1, 2017.	Required
Article	Richard Florida, The New Urban Crisis , Basic Books, 2017.	Optional
Article	Conor Dougherty, Golden Gates – Fighting for Housing in America , Penguin Random House, 2020.	Optional
Video	Richard Florida, “Cities in Crisis,” The Agenda , May 15, 2017.	Optional
Video	Richard Florida, “Ten Questions on Gentrification,” The Agenda , June 21, 2017.	Optional
Article	Emily Badger, “American Cities Have a Conversion Problem, and It’s Not Just Offices,” New York Times , July 3, 2023.	Required
Article	Edward Glaeser and Carlo Ratti, “26 Empire State Buildings Could Fit Into New York’s Empty Office Space. That’s a Sign,” New York Times , May 10, 2023.	Required
Article	Karen Chapple Hannah Moore, Michael Leong, Daniel Huang, Amir Forouhar, Laura Schmahmann, Joy Wang, and Jeff Allen, “The Death of Downtown? Pandemic Recovery Trajectories across 62 North American Cities.” University of Toronto School of Cities, Research Brief , June 2022, updated January 2023.	Required

Article	“Rebuild, Renew, Reinvent: A Blueprint for New York City’s Economic Recovery,” March 10, 2022 .	Optional
Article	Check out the University of Toronto School of Cities Downtown Recovery website .	Optional
Article	Richard Florida, “What the New Urban Anchors Owe Their Cities,” CityLab , September 21, 2017.	Required
Article	Timothy J. Bartik, “Helping America’s Distressed Communities Recover from the COVID-19 Recession and Achieve Long-term Prosperity,” Brookings , September 23, 2020.	Required
Article	Richard Florida and Jodie McClean, “ What Inclusive Development Can Look Like ,” <i>Harvard Business Review</i> , July 11, 2017.	Required
Video	“ America’s Urban Shift ” <i>Real Money with Ali Velshi</i> , April 7, 2014.	Required
Article	Richard Florida and Steven Pedigo, “ The Case for Inclusive Prosperity ” <i>NYU-SPS Urban Lab</i> , September 2017.	Optional
Article	Richard Florida, “For a Strong Economy, Focus on Inclusive Growth,” CityLab , September 28, 2017.	Optional
Article	Richard Florida, “The New Grand Bargain Between Cities and Anchor Institutions,” CityLab , October 5, 2015.	Optional

Evaluation and Grades

Grades are a measure of the knowledge and skills developed by a student within individual courses. Each student will receive a grade on the basis of how well they have command of the course materials, skills and learning objectives of the course.

Work	Percentage of grade	Due Date
Class Participation	15%	Ongoing
Individual Assignment #1 – Choosing the Best Location for You	20%	Monday, October 16, 2023 at 9am ET
Individual Assignment #2 - Toronto as a Global Tech Hub	25%	Wednesday, December 6, 2023 at 9am ET
Individual Presentation	20%	Schedule determined at start of course
Group Presentation	20%	Schedule determined at start of course

Deliverables Descriptions

Further details may be listed on Quercus.

Take-Home Assignments (45%):

There are two take-home assignments accounting for a total of 45 percent of your total grade.

Individual Assignment 1: Choosing the Best Location for You (20%): This assignment is to apply course concepts and tools to choose the best city or place for you. It asks you to go through a structured, data-driven process for choosing the best place for you to live after graduation from your

Rotman Commerce or other degree program. The key resources for this assignment are Chapter 16 of my book *Who's Your City?* and the online [PlaceFinder](#) tool. You can also watch my [talk on this book](#) at Google.

The assignment is to create two tables followed by a concise 500-word discussion detailing the reason for your choice of city. **Your assignment must be submitted as a PDF via Quercus no later than 9:00am ET on Monday, October 16, 2023.**

Please follow these steps to complete your assignment.

- Begin by coming up with a short list of 3 target cities you would consider moving to after graduation with Toronto as your fourth city to see if you want to stay. Next use the [Placefinder](#) tool to determine the scores and rankings for your short-listed cities.
- Then compile your rankings into a table (Table #1).
- Create a second table which assesses the strength and weaknesses among 8 factors that are key for you. Among the 8 factors, 6 must be directly from Place Finder, and 2 factors that you deem important that are not included in PlaceFinder.
- This each of the scores for the factors must be substantiated with data and relevant sources where applicable.
- Weight the various factors to reflect what is more or less important to you.
- Use these rankings to select the city that serves as the best location for you.

Your assignment must include the following.

- Your first table with the 3 target cities plus Toronto as your 4th city, and their factor scores, and city scores and rankings from Placefinder.
- Your second table must include 8 factors. Among the 8 factors, 6 must be directly from Place Finder, and 2 factors that you deem important that are not included in PlaceFinder.
- This second table must include a weight for each of your factors based on personal importance. Your weights must add up to 100 percent.
- Each factor's scores must be supported by a minimum of two supported arguments to justify your scoring for each factor.
- All quantitative and qualitative data and sources must be substantiated with data and relevant sources.
- Hyperlink all data and information in addition to providing a full citation list.
- Reflecting on your second table, a concise data-driven discussion of your rationale for the city you picked as the best location for you (maximum 500 words).

All data and sources must be appropriately cited using endnotes in the [Chicago](#) style of citations. Please hyperlink all URL.

Individual Assignment 2: Toronto as a Global Tech Hub (25%): This assignment asks you to assess Toronto's status as a global startup. Much has been made of Toronto's rise as a high-tech center. Much has been made of Toronto's rise as a high-tech center. But what are Toronto's tech hub's strength and weaknesses? Your assignment must provide a data-driven assessment of how Toronto's tech hub across four key factors.

This assignment is to create one data-driven table followed by a short 500-word memo detailing an assessment of Toronto as a tech hub. **Your assignment must be submitted as a PDF via Quercus no later than 9:00am ET on Wednesday, December 6, 2023.**

Please follow these steps to complete your assignment.

- Begin by doing research on Toronto's tech sector. To give you a head start, look at the list of key resources below. You should use these as well as other reputable sources of information.
- Create a comprehensive table which assesses Toronto's strength and weaknesses around three dimensions: venture capital deals and investment, talent (university and high-tech industry), key tech sectors/industries where Toronto has competitive advantage.
- Based on your research, add a fourth factor of your choosing to this table.
- This table must be substantiated with quantitative and qualitative data and relevant sources where applicable.
- Use the table created to assess Toronto's viability as a tech hub.

Your assignment must include the following.

- Your table which includes four factors for comparison: venture capital deals and investment, talent (university and high-tech industry), key sectors/industries plus one of your choice.
- This table must detail the strengths and weaknesses of Toronto on each dimension.
- There should be a minimum of four quantitative or qualitative data bullets per factor which details Toronto's strengths and weaknesses.
- All data and sources must be substantiated with data and relevant sources.
- Hyperlink all data and information in addition to providing a full citation list.
- A concise data-driven analytical assessment of Toronto's strengths and weaknesses as a tech hub (maximum 500 words).

All data and sources must be appropriately cited using endnotes in the [Chicago](#) style of citations. Please hyperlink all URL.

Here are some resources and data that you will find helpful in doing your analysis, please review and make use of data and analysis available from the following sources, in addition to finding your own:

- Pitchbook also has a wide variety of more specialized stories and [reports](#) which may be of interest.
- Another provider of startup and venture capital data is Crunchbase. You can find their data and reports [here](#).
- [Data](#) from the Canadian Venture Capital Association
- A compendium of data and [reports](#) compiled by the city of Toronto.

All data and sources must be appropriately cited using endnotes in the [Chicago](#) style of citations. Please hyperlink all URL.

Individual Assignments will be graded using the following rubric:

Argument

- Analysis/Critical Thinking
- Explanation of issues
- Conclusions
- Organization

Evidence

- Depth

- Breadth
- Synthesis
- Relevance

Writing

- Grammar, punctuation, spelling, language, and word choice.
- All data and sources must be appropriately cited using endnotes in the [*Chicago*](#) style of citations. URLs must all be hyperlinked.

In-Class Individual Presentations (20%):

Each student will be assigned one individual presentation activity to present during the course. While there may be 2 to 4 students assigned per topic, you must work independently. We have structured these activities for you and they are summarized under the relevant class session. The day the individual presentation activity is listed is the day you will present. The individual presentation schedule will be set on the first day of class.

This activity is data and information driven. Use the links provided in each activity as the foundation for your own research. In addition to the links provided, use reputable sources of information to further your research. You will develop a slide deck of 3-5 slides. Each student will give a 5-minute presentation to the class. Presentations will then be followed by 5 minutes for questions and discussion. Your slide deck should be geared to a mayor, economic development professional, city government official, or business leader. **You are asked to submit your slide deck for grading by 3pm on the day you present.** A reference list which cites all the data and sources must be included as your last slide.

*All data and sources must be appropriately cited using endnotes in the [*Chicago*](#) style of citations. Please hyperlink all URL.*

Your slide decks are due via Quercus by 3:00pm ET the day of your presentation.

We will devote approximately 30 minutes for these in-class individual presentation activities.

Depending on final class size, there will be approximately 3 individual presentations per individual activity week, with our session broken out roughly as follows:

- Individual Preparation: Prior to class.
- Presentation: 5 minutes
- Question and Answer period: 5 minutes.

In-Class Group Presentations (20%):

Each student will be assigned into groups of 2 to 4 depending on final class size, to complete one group presentation activity. We have structured these activities for you and they are summarized under the relevant class session. Groups and activities will be assigned randomly. Individuals who are not in the presenting group are expected to engage in the discussion after the presentation. You will have no time to meet or prepare your group activities during class. You will need to allocate time outside the class hours to do your own individual research as well as meet and coordinate with your group. The day the group activity is listed is the day you will present.

This activity is data and information driven. Use the links provided in each activity as the foundation for your own research. In addition to the links provided, use reputable sources of information to further your research. Your group will develop a slide deck of 5-7 slides. Each group will give a 10-minute

presentation to the class. All group members must participate in the presentation. Presentations will then be followed by 5 minutes for questions and discussion. Your slide deck should be geared to a mayor, economic development professional, city government official, or business leader. **You are asked to submit your slide deck for grading by 3pm on the day your group presents.** A reference list which cites all the data and sources must be included as your last slide.

All data and sources must be appropriately cited using endnotes in the [Chicago](#) style of citations. Please hyperlink all URL.

Your slide decks are due via Quercus by 3:00pm ET the day of your presentation.

We will devote approximately 30 minutes for these the in-class group activities.

There will be 2 group presentations per group activity week, with our session broken out as follows:

- Individual and Group Preparation: Prior to class.
- Presentation: 10 minutes
- Question and Answer period: 5 minutes.

Class Participation (15%):

Class participation will count for 15 percent of your overall grade. Your participation during the class session is vital. The class needs each of you to participate energetically and fully. Your class participation grade is determined by three related factors: the quality of your in-class comments, your ability to provide new insights and draw on relevant personal experience, and your ability to move the discussion in productive directions. Please come to class ready to participate and engage. While attendance is necessary for students to participate in class discussions, attendance does not count towards your participation grade. Presenting or answering questions as part of your own individual or group presentation does not count towards class participation as this goes towards your presentation mark.

Course Format and Expectations

Writing Assignments or Presentations

The two individual assignments (Assignment #1 – Choosing the Best Location for You, Individual Assignment #2 - Toronto as a Global Tech Hub) and the Individual Presentation are designed to help you presentation and communication skills which are crucial to your education and also for your professional development. Your ability to communicate your ideas, in writing and/or orally, will be considered in the evaluation of the assignment. In your written assignments, you should aim for clarity, strong organization, concision, professionalism, and correct grammar. Your presentations should reflect strong planning and organization, clarity of speech, and an engaging demeanor. Sources, whether in written or presentation assignments, should always be correctly attributed.

Support is available through the RC Centre for Professional Skills (CPS) for students who would like help or feedback on their writing or speaking (presentations). CPS offers both individual and group appointments with trained writing instructors and presentation coaches who are familiar with the RC program and common types of business assignments. You can also access your college Writing Centres for help with written assignments.

You can book an appointment with a writing or presentation coach through the RC Centre for Professional Skills Writing Centre. For more information about writing centres, student supports, and study resources, see the [Writing and Presentation Coaching academic support page](#).

Team or Group Assignments

The Group Presentation are designed to develop your capabilities to work together in teams and to focus that teamwork on developing insights about cities that are crucial to your career not only in a field related to cities, real estate, or urban development but in fields like management or consulting. The Group presentations ask you to work in teams of between 2 to 4 depending on final class size. Support is available if you encounter common teamwork challenges such as:

- Team members feeling left out of the team.
- Team members not responding in a timely manner to communication.
- Division or quality of work among team members being unequal or unfair.

Consult the [Centre for Professional Skills Teamwork Resources page](#) for tips, strategies, and best practices. You can also [book an appointment with a teamwork mentor](#) through the RC Centre for Professional Skills Writing Centre. Teamwork mentors can help you resolve or mitigate conflict, strategize on planning, or improve team communication.

If you are a student registered with Accessibility Services, and extensions are one of your academic accommodations, consult with your Accessibility Advisor about the teamwork in this course.

Class Participation

Students are expected to prepare thoroughly and make every effort to attend every class. As class participation is a graded component of the course, students will be evaluated on the following:

- Thoughtful responses
- Understanding and analysis of topic
- Idea generation
- Promoting further discussion
- Respectful active listening
- Attentiveness

While attendance is necessary for students to participate in class discussions, attendance does not count towards your participation grade. Students must actively contribute and participate by exhibiting the components listed above.

Missed Tests and Assignments (including mid-term and final-term assessments)

Students who miss a test or assignment for reasons entirely beyond their control (e.g. illness) may request special consideration **within 2 business days** of the missed midterm/test/assignment due date.

In such cases, students must:

1. Complete the Request for Special Consideration form: <https://uoft.me/RSMConsideration>
2. Provide documentation to support the request, eg. Absence Declaration from [ACORN](#), medical note etc.

Please note: As of September 2023, students may use the Absence Declaration on ACORN ***one time per term*** to report an absence and request consideration. **Any subsequent absence will require a [Verification of Illness form](#) or other similar relevant documentation.**

Students who do not submit their requests and documentation within 2 days may receive a grade of 0 (zero) on the missed course deliverable.

All missed assignments or presentations will result in a re-weighting of another comparable deliverable.

Late Assignments

All assignments are due on the date and at the time specified in Quercus. Late submissions will normally be penalized by 25% if the assignment is not received on the specified date, at the specified time. A further penalty of 25% will be applied to each subsequent day.

Statement on Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Commitment to Accessibility

The University is committed to inclusivity and accessibility, and strives to provide support for, and facilitate the accommodation of, individuals with disabilities so that all may share the same level of access to opportunities and activities offered at the University.

If you require accommodations for a temporary or ongoing disability or health concern, or have any accessibility concerns about the course, the classroom or course materials, please [email Accessibility Services](#) or visit the [Accessibility Services website](#) for more information as soon as possible. Obtaining your accommodation letter may take up to several weeks, so get in touch with them as soon as possible. If you have general questions or concerns about the accessibility of this course, you are encouraged to reach out to your instructor, course coordinator, or Accessibility Services.

Generative AI / ChatGPT

The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT and other AI writing or coding assistants, is prohibited. Students may not copy or paraphrase from any generative artificial intelligence applications, including ChatGPT and other AI writing and coding assistants, for the purpose of completing assignments in this course. Representing as one's own an idea, or expression of an idea, that was AI-generated may be considered an academic offense in this course. This course policy is designed to promote your learning and intellectual development and to help you reach course learning outcomes.

Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously.

[The University of Toronto's Code of Behaviour on Academic Matters](#) outlines the behaviours that constitute academic misconduct, the process for addressing academic offences and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.

- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

On test and exams

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) medical notes.

All suspected cases of academic dishonesty will be investigated by the procedures outlined in the [Code of Behaviour on Academic Matters](#). If you have any questions about what is or is not permitted in the course, please do not hesitate to contact the course instructor. If you have any questions about appropriate research and citation methods, you are expected to seek out additional information from the instructor or other U of T or RC resources such as the RC Centre for Professional Skills, the College Writing Centres or the Academic Success Centre.

Email

At times, the course instructor may decide to communicate important course information by email. As such, all U of T students are required to have a valid UTmail+ email address. You are responsible for ensuring that your UTmail+ email address is set up and properly entered on ACORN. For more information visit the [Information Commons Help Desk](#).

Forwarding your utoronto.ca email to a Gmail or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Gmail accounts are filtered as junk mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.

Recording Lectures

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record a lecture or other course material in any way are required to ask the instructor's explicit permission and may not do so unless permission is granted. Students who have been previously granted permission to record lectures as an accommodation for a disability are exempted. This includes tape recording, filming, photographing PowerPoint slides, Quercus materials, etc.

If permission for recording is granted by the instructor (or via Accessibility Services), it is intended for the individual student's own study purposes and does not include permission to "publish" them in any way. It is forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.

Weekly Schedule

Class #	Date	Topics	Assignments/Activities/Deliverables
1	Monday, September 11, 2023	Introduction	Discuss and Assign Individual Presentations, Groups and Group Presentations
2	Monday, September 18, 2023	Why Cities Matter	Individual Activity: Ranking Toronto as a Global City
3	Monday, September 25, 2023	Business Location and Incentives	Individual Activity: Location for the next Ford EV Vehicle Plant
4	Monday, October 2, 2023	How to Choose Your Location	Individual Activity: Choosing a Location for a Startup Company
	Monday, October 9, 2023	Thanksgiving (No Class)	
5	Monday, October 16, 2023	Talent, Remote Work, and Place	Individual Activity: A Remote Work Strategy for Outlying Areas of the GTA Assignment 1: Choosing the Best Location for You Due 9am ET Monday, October 16, 2023
6	Monday, October 23, 2023	Startup Ecosystems and Urban Development	Individual Activity: Can the San Francisco Bay Area Remain the Leading Startup Ecosystem?
7	Monday, October 30, 2023	Universities and Anchor Institutions	Individual Activity: University of Toronto as an economic development anchor Assignment 1 Feedback
	Monday, November 6, 2023	Reading Week (No Class)	
8	Monday, November 13, 2023	Arts, Culture and the City	Group Activity: A Creator Economy Strategy for Nashville
9	Monday, November 20, 2023	The New Urban Crisis	Group Activity: Canada's housing affordability crisis
10	Monday, November 27, 2023	Rebuilding Downtown	Group Activity: Assess Toronto's Downtown Recovery
11	Monday, December 4, 2023	Inclusive Prosperity	Course Evaluation and Feedback Assignment 2: Toronto as a Global Tech Hub – Due 9am ET on Wednesday, December 6, 2023

Please note that the last day you can drop this course without academic penalty is November 6, 2023.

Detailed Descriptions of Class Sessions

Class 1: Monday, September 11, 2023: Introduction

This class is an introduction to the course.

Class 1.1: Introduction (3:00-4:00)

Objective: To introduce you to the course and its key concepts, structure, and organization, we will also introduce ourselves, and develop the schedule for your in-class activities and discussions.

Read:

- Ania Wieckowski, "Back to the City," [Harvard Business Review](#), May 2010, 88, 5, pp. 23-25.
- Jed Kolko et al, "The Pandemic-Induced Great Migration Wasn't That Great," [New York Times](#), April 24, 2021.

Deeper Dive:

- Jed Kolko, "Yes, Rich Cities Are Getting Richer. But That's Not the Whole Story," [New York Times](#), February 19, 2020.
- Jed Kolko, "Biggest U.S. Urban Counties Got a Little Less Big," [New York Times](#), May 4, 2021.

Break: 4:00-4:10

Class 1.2: Individual Presentations and Activity Groups (4:10-4:50)

Objective: To discuss the individual presentations, group activities and arrange groups.

Class 1.3: Course Wrap up (4:50-5:00)

Class 2: Monday, September 18, 2023: Why Cities Matter

This class is an introduction to why cities matter.

Class 2.1: Why Cities Matter (3:00-4:00)

- 45-minute lecture, 15-minute discussion

Objective: To better understand the role of cities historically and today.

Think About: Today, for the first time in human history, more than half the world's population lives in cities and urban areas.

- Why is it that more and more people and economic activity cluster in cities and urban areas?
- What do cities do?
- What core economic functions do cities perform?
- What is clustering and why does it matter?

- What are the biggest challenges facing cities today?

Read:

- Edward Glaeser, “Triumph of the City,” [Scientific American](#), August 17, 2011.
- Simon Jenkins, “The Trials and Triumphs of the City: In Conversation with Ed Glaeser”, [The Guardian](#), May 21, 2015.
- Emily Badger, “In Superstar Cities, the Rich Get Richer, and They Get Amazon,” [New York Times](#), November 8, 2018.
- Emily Badger, “Covid Didn’t Kill Cities. Why Was That Prophecy So Alluring?,” [New York Times](#), July 12, 2021.
- Richard Florida, “The Urban Revival Is Over,” [New York Times](#), September 1, 2017.

Deeper Dive:

- Jane Jacobs, [The Economy of Cities](#), Random House, 1969.
- Jane Jacobs, “Downtown Is for People,” [Fortune](#), 1958.
- Richard Florida, [The Rise of the Creative Class](#), Basic Books, 2002.
- Edward Glaeser, [Triumph of the City](#), Penguin, 2011.
- Richard Florida, Andrés Rodríguez-Pose, Michael Storper, “Cities in a Post-COVID World,” [Urban Studies](#), 2021.
- Richard Florida and Joel Kotkin, “America’s Post-Pandemic Geography,” [City Journal](#), Spring 2021.

Break 4:00 – 4:10

Class 2.2: Individual Presentations - Ranking Toronto as a global city (4:10 - 4:50)

Ranking Toronto as a Global City

We want you to rank the world’s global cities and see how Toronto falls into those rankings. There are many rankings of global cities. including some [composite rankings](#) I built with my colleagues at the Martin Prosperity Institute. Look at these rankings of their [economic output](#), [quality of life](#) and [livability](#), [financial power](#), [competitiveness](#), and [other factors](#). What are the world’s most powerful cities? Choose three global cities to compare to Toronto. Explain why you have chosen these three cities. You must choose 5 factors to compare each of the global cities. Where does Toronto stack up? What factors does it excel at? What factors does it lag behind in? What cities are its peers? Does it have the opportunity to move forward and up? What will it take for Toronto to move up the list?

Class 2.3: Session Wrap-up (4:50-5:00)

Class 3: Monday, September 25, 2023: Business Location and Incentives

This class will expose you to the basic drivers of business location, how business location decisions impact urban development, and effective economic development policy for business attraction and development.

Class 3.1: How and Why Companies Choose Locations (3:00-4:00)

- 45-minute lecture, 15-minute discussion

Objective: To help you better understand the drivers of business location decisions, the factors that

shape them, and how they can be made more effectively.

Think About:

- How do companies select locations?
- Which key factors drive these decisions?
- What role do government incentives play in business location decisions?
- What are the costs and limits of government incentive programs?
- What are the most effective strategies governments can use to attract business and develop their economies?

Read:

- Alan T Murray, "Location Theory" in [International Encyclopedia of Human Geography](#), Kobayashi, A. L. (Ed.). (2020).
- Richard Florida, "The Uncertain Future of Corporate HQs" [Harvard Business Review](#), September 18, 2020.
- Timothy J. Bartik and John C. Austin, "Most Business Incentives Don't Work. Here's How to Fix Them," [Brookings](#), November 4, 2019.
- Richard Florida, "Handing Out Incentives to Business is Worse than Useless," [CityLab](#), March 17, 2017.

Deeper Dive:

- Enrico Moretti, [The New Geography of Jobs](#), Houghton Mifflin Harcourt, 2013.
- Nelson D. Schwarz, "Why Corporate America Is Leaving the Suburbs for the City," [New York Times](#), August 1, 2016.

Break 4:00 – 4:10

Class 3.2: Individual Presentations - Location for the next Ford EV Vehicle Plant (4:10 - 4:50)

Location for the next Ford EV Vehicle Plant

Globally automotive manufacturers have increasingly [invested](#) in new electric vehicles and batteries plants. Manufacturing plant site locations are complex as it involves several factors. This assignment will help you better understand the issues involved in corporate site-selection. It asks you to develop a short-list of three metropolitan areas in the [US](#) or [Canada](#) for a new [Ford EV Vehicle plant](#). Your task is to develop a data-driven short-list of three metros which would be best suited as the next Ford EV Vehicle plant. You will assess key four locational factors as a member of the site selection team. As you know from the course, large corporations, have key features and factors which ultimately drive the location of their facilities. This presentation will focus on how your short-listed three metros compare across your four key locational factors.

Class 3.3: Session Wrap-up (4:50-5:00)

Class 4: Monday, October 2, 2023: How to Choose Your Location

Class 4.1: How to Pick the Best Location for You (3:00-4:00)

- 45-minute lecture, 15-minute discussion

This class is an introduction to the key factors in choosing the best city for you.

Objective: To help you better understand and plan for your own location choices.

Think About: What is the best city for you, your career, and your life?

- How have the places you have lived affected your own career, job search and life?
- How does your choice of location stack up against life's other great decisions?
- What are the best cities for your career and future career?

Read:

- Richard Florida, "10 Rules for Quality of Place," [Globe and Mail](#), March 14, 2004.
- Richard Florida, "How to Love the Place You Live," [CityLab](#), August 30, 2014.
- Jed Kolko, "Best Job Markets for Raking it in, Avoiding Envy, or Sleeping Late," [Trulia](#), August 28, 2013.

Watch:

- Richard Florida, Who's Your City? [Google Talk](#), May 8, 2008. OR
- Richard Florida, Who's Your City? [C-SPAN](#), March 28, 2008.

Deeper Dive:

- Richard Florida, [Who's Your City?](#), Chapters 12-16.

Discuss Individual Assignment #1 – Choosing the Best Location for You

Break 4:00 – 4:10

Class 4.2: Individual Presentations – Choosing a Location for a Startup Company (4:10 - 4:50)

Choosing a Location for a Startup Company: A group of University of Toronto alums from business, fashion and design backgrounds have formed a new startup company and have asked you to help them choose where to locate. The young company is comprised of three founders. One of the founders has a design background and has worked for major labels in NYC and Milan for seven years; another is a Rotman School graduate with five years of experience doing corporate strategy consulting for McKinsey; the third is a computer science graduate who has worked with social media companies, including Twitter in San Francisco. The company has secured sufficient venture capital financing to grow their business. The company's business is to sell high-end t-shirts and casual wear, which they see as the "uniform for the creative class." They expect to compete with companies like [James Perse](#) and have been inspired and studied the business model of eye glass company [Warby Parker](#). As a consultant to the company, your activity is to develop their locational strategy – including where to locate the company's head office, design studio, and retail spaces including popups, as well as which manufacturing base to choose. Your strategy should explain the various locations considered and the rationale for those being recommended to the founding team.

Class 4.3: Session Wrap-up (4:50-5:00)

Class 5: Monday, October 16, 2023: Talent, Remote Work, and Place

This class will help you better understand the role of talent in urban economic development.

Class 5.1: Talent and Cities (3:00-4:00)

- 45-minute lecture, 15-minute discussion.

Objective: To better understand the role of talent in driving economic development.

Think About:

- What role does talent play in the economic development of cities and places?
- How does place factor into the decisions of talent?
- How does the growth of remote work affect the talent equation?
- How can cities – and suburbs and rural areas – best work to attract and retain talent?

Read:

- Richard Florida, The Creative Class and Economic Development, [*Economic Development Quarterly*](#), 28(3), 2014, pp. 196-205.
- Emily Badger, Robert Gebeloff, and Josh Katz, “The Places Most Affected by Remote Workers’ Moves Around the Country,” [*New York Times*](#), June 23, 2023.
- Konrad Putzier and Kate King, “American Cities Are Starting to Thrive Again. Just Not Near Office Buildings. Neighborhoods Are Benefiting from Remote Work,” [*Wall Street Journal*](#), May 30, 2023.
- Richard Florida and Adam Ozimek, “How Remote Work Is Reshaping America’s Urban Geography,” [*Wall Street Journal*](#), March 6, 2021.

Watch/Listen:

- Michael Chui, “Forward Thinking on How to Get Remote Working Right with Nicholas Bloom,” [*McKinsey Global Institute*](#), February 1, 2023.

Deeper Dive:

- Check out Stanford Professor Nick Bloom’s [Work from Home Website](#)
- Steven J. Davis, Stephanie Aaronson, Janice C. Eberly, and James Stock, “What Does More Remote Work Mean for Workers and the Economy?” [*Brookings*](#), September 20, 2022.
- Cevat Giray Aksoy, Jose Maria Barrero, Nicholas Bloom, Steven J. Davis, Mathias Dolls5 and Pablo Zarate, “Working from Home Around the World,” [Work From Home](#), October 2022.
- Konrad Putzier, “As Americans Work From Home, Europeans and Asians Head Back to the Office; Return-to-office rates in Paris and Tokyo have climbed to over 75%, while U.S. often sits around half,” [*Wall Street Journal*](#), February 28, 2023.
- Adam Ozimek and Eric Carlson, “The Uneven Geography of Remote Work,” [*Economic Innovation Group*](#), September 20, 2022.
- Richard Florida, “What Happens When the 1% Goes Remote,” [CityLab](#), December 16, 2020.
- Jose Maria Barrero, Nicholas Bloom & Steven J. Davis, “Why Working from Home Will Stick,” [NBER](#), April 2021.

Break 4:00 – 4:10

Class 5.2: Individual Presentations – A Remote Work Strategy for Outlying Areas of the GTA (4:10 - 4:50)

A Remote Work Strategy for Outlying Areas of the GTA

Now more than ever has individuals been able to work remotely, with some companies such as [Twitter](#) or [Shopify](#) providing options to permanently remote work. Potentially workers can work remotely in the GTA's periphery to reduce housing costs and increase quality of life. Choose a city or town outside of the GTA that could be poised to adopt a remote work strategy to encourage remote workers to their city. Which types of remote workers should be targeted? What areas of Canada, North America or the world should they target? The project plans to offer similar incentives as [Tulsa remote](#): a small grant, housing assistance and integration into the community. Are these the incentives that the city/town should offer or are there other types of incentives that would be beneficial?

Class 5.3: Session Wrap-up (4:50-5:00)

DUE Individual Assignment #1 – Choosing the Best Location for You Due Monday, October 16, 2023 at 9am ET

Class 6: Monday, October 23, 2023: Startup Ecosystems and Urban Development

This class will help you better understand tech hubs and urban startup ecosystems.

Class 6.1: Startup Ecosystems and Cities (3:00-4:00)

- 45-minute lecture, 15-minute discussion

Objective: To better understand why and how startups are setting up shop in cities.

Think About:

- What are startup ecosystems and why do they matter?
- What are their key components?
- What are the leading global cities for startups, and why?
- What can cities do to build and strengthen their startup ecosystems?

Read:

- Edward Glaeser, "Engines of Innovation" [Scientific American](#), August 17, 2011.
- Richard Florida and Charlotta Mellander, "The Rise of the Startup City: The Changing Geography of Venture Capital-Financed Innovation," [California Management Review](#), January 27, 2017.
- Saritha Rai, "Toronto Takes on Silicon Valley to Become AI Startup Hub," [CityLab](#), August 8, 2023.
- Mark Muro, Julian Jacobs and Sifan Liu, "Building AI Cities: How to Spread the Benefits of an Emerging Technology across More of America," [Brookings](#), July 20, 2023.
- Richard Florida, "The Post-Pandemic Geography of the US Tech Economy," [CityLab](#), March 9, 2022.

Deeper Dive:

- Mark Muro and Yang You, “Tech jobs spread out during the pandemic, but future dispersal isn’t guaranteed,” [Brookings](#), March 28, 2022.
- Mark Muro and Yang You, “Superstars, rising stars, and the rest: Pandemic trends and shifts in the geography of tech,” [Brookings](#), March 8, 2022.
- Jorge Guzman, Fiona Murray, Scott Stern & Heidi L. Williams, “Accelerating Innovation Ecosystems: The Promise and Challenges of Regional Innovation Engines,” [NBER](#), August 2023.
- Richard Florida, “As Tech Titans Go to Austin and Miami, Will Tech Workers Follow?” [CityLab](#), October 18, 2021.
- Richard Florida and Ian Hathaway, *Rise of the Global Startup City*, [Center for American Entrepreneurship](#), October 2018.

Discuss Assignment 2: Toronto as a Global Tech Hub

Break 4:00 – 4:10

Class 6.2: Individual Presentations – Can the San Francisco Bay Area Remain the Leading Startup Ecosystem? (4:10 - 4:50)

Group Activity: Can the San Francisco Bay Area Remain the Leading Startup Ecosystem? (12:45-2:45)

The San Francisco Bay Area has been one of the cities that has been [most challenged](#) by the COVID-19 pandemic, with high rates of office vacancy and high levels of homelessness and overall urban disorder. Many [have argued](#) that because of this the city and region have lost their allure for techies, venture capitalists and startups, arguing that [rising new tech hubs](#) like Austin and Miami will increasingly come to challenge the Bay Area as startup ecosystems. The entrepreneur and venture capitalist Steve Case argues that the time is ripe for new challengers, what he calls “[the rise of the rest.](#)” But is this actually the case? Take a look at the most recent [data](#) on venture capital investment and let us know what you think? Can the Bay Area overcome its pandemic related challenges and remain the world’s leading startup ecosystem?? The activity asks you consider whether the San Francisco Bay area can stay on top, or is it in [decline](#)? And why? Which three cities look to be its most likely challengers and why?

Class 6.3: Session Wrap-up (4:50-5:00)

Class 7: Monday, October 30, 2023: Universities and Anchor Institutions

This class is an introduction to anchor institutions and their importance to cities.

Class 7.1: The University and the City (3:00-4:00)

- 45-minute lecture, 15-minute discussion

Objective: To understand the vital role the university and anchor institutions plays in the life of the city and city-building

Think About:

- What role do universities and anchor institutions play in city-building?
- Why are universities and anchor institutions becoming more important?
- What are the relationships between the policies, place and the university?

Read:

- [“Seven Ways in Which Universities Benefit Society,”](#) *The Conversation*, August 11, 2017.
- [“The University as Pillar of the Community,”](#) *Times Higher Education Supplement*, February 9, 2017.
- Tanvi Misra, “How Anchor Institutions Like Hospitals and Universities Can Help Cities,” [CityLab](#), November 1, 2014.
- Richard Florida, “A Tale of Two Cities, and Two Companies,” [CityLab](#), October 19, 2017.

Deeper Dive:

- Robert Maxim and Mark Muro, “Supporting Distressed Communities by Strengthening Regional Public Universities: A Federal Policy Proposal,” [Brookings](#), July 29, 2021. Richard Florida, “The New Grand Bargain Between Cities and Anchor Institutions,” [CityLab](#), October 5, 2015.
- Richard Florida, “Mapping the World’s Knowledge Hubs,” [CityLab](#), January 26, 2017.
- Jennifer Lewington, “How Universities Are Working to Shatter the Ivory Tower,” [Macleans](#), March 14, 2017

Break 4:00 – 4:10**Class 7.2: Individual Presentations – University of Toronto as an economic development anchor (4:10-4:50)****University of Toronto as an economic development anchor**

Anchor institutions, like high-tech companies, universities, medical centers, and large-scale real estate developments, play an increasingly important role in cities. Universities and medical centers are far and away the largest employers in many cities. These anchor institutions provide important sources of jobs and economic vitality. Yet, many have come under fire for making cities more unequal, making housing [less affordable](#) and gentrifying neighborhoods. This activity asks you to examine how the University of Toronto can engage in more [inclusive prosperity](#) that more fully benefits all city and neighborhood residents

Class 7.3: Assignment #1 Feedback and Session Wrap-up (4:50-5:00)**Class 8: Monday, November 13, 2023: Arts, Culture and the City**

This class will discuss the importance of arts, creative industries, and culture on the city.

Class 8.1: Creative Industries (3:00-4:00)

- 45-minute lecture, 15-minute discussion

Objective: To better understand the key elements of creative ecosystems and the role of arts and cultural amenities and quality of place in attracting talent.

Think About:

- To what degree does talent matter to city and regional prosperity?
- To what degree can cities shape their ability to attract and retain talent?

- What role do arts and culture play in doing so?

Think About: To what degree does talent matter to city and regional prosperity? To what degree can cities shape their ability to attract and retain talent? Which role do arts and culture play in doing so?

Read:

- Richard Florida, “Cities Are the Fonts of Creativity,” [New York Times](#), September 15, 2013.
- Michael Bloomberg, “Cities Must Be Cool, Creative and in Control,” [Financial Times](#), March 27, 2012.
- Adrian Ellis, “Successful Cultural Districts Are Powerful Policy Tools,” [The Art Newspaper](#), July-August 2013.
- Richard Florida, Why Cities Can't Afford To Lose Their Artists, [CityLab](#), December 4, 2014.

Watch:

- Richard Florida “Why Creativity Is the New Economy,” [Regional Science Association](#), September 2012.

Deeper Dive:

- Richard Florida, “How Culture Shapes Economic Development,” [CityLab](#), June 7, 2018.
- Richard Florida, “How The Arts Add To Urban Economies,” [CityLab](#), December 2015.
- Richard Florida, The Connection Between The Arts And Neighborhood Diversity, [CityLab](#), February 11, 2016.

Break 4:00 – 4:10

Class 8.2: Group Presentations – A Creator Economy Strategy for Nashville (4:10 - 4:50)

The rise of Creators and of the broader [Creator Economy](#) is the digital manifestation of the rise of creativity as a key element in our economy, society, and everyday lives. The [Creator Economy](#) is the broader economic and social infrastructure that enables the work of Creators. It comprises the technological and economic ecosystem in which Creators do their work and engage their audiences, including digital platforms; the digital tools that Creators use; startup companies; and the broader infrastructure of people and companies that support Creators’ efforts to do their work and generate revenue. While Los Angeles and New York are the leading U.S. locations for successful Creators, the vast majority of digital Creators and of Creatives more broadly are spread across other places across the globe. This activity asks you to discuss the current state of the creator economy of Nashville, and outline a creator economy strategy for Nashville.

Class 8.3: Session Wrap-up (4:50-5:00)

Class 9: Monday, November 20, 2023: The New Urban Crisis

This is a class on how to build better more inclusive and resilient cities.

Class 9.1: The New Urban Crisis (3:00-4:00)

- 45-minute lecture, 15-minute discussion

Objective: To better understand the new urban crisis of inequality and housing unaffordability facing our cities.

Think About:

- Why is it that cities are becoming less affordable and more divided?
- What can cities do to address these challenges?
- What strategies can they undertake to become more inclusive and affordable?

Read:

- Emily Badger, “The Year Inequality Became Less Visible, and More Visible Than Ever,” [New York Times](#), December 30, 2020.
- Richard Florida, “The Roots of the New Urban Crisis,” [CityLab](#), April 9, 2017.
- Richard Florida, “Confronting the New Urban Crisis,” [CityLab](#), April 11, 2017.

Watch/Listen:

- Richard Florida, “Has the New Urban Crisis Caused a Crisis of Success?” [PBS NewsHour](#), June 1, 2017.

Deeper Dive:

- Richard Florida, [The New Urban Crisis](#), Basic Books, 2017.
- Conor Dougherty, [Golden Gates – Fighting for Housing in America](#), Penguin Random House, 2020.
- Richard Florida, “Cities in Crisis,” [The Agenda](#), May 15, 2017.
- Richard Florida, “Ten Questions on Gentrification,” [The Agenda](#), June 21, 2017.

Break 4:00 – 4:10

Class 9.2: Group Presentations – Canada’s housing affordability crisis (4:10 - 4:50)

Canada’s housing affordability crisis

Jobs and economic opportunity cluster in certain cities. But this drives up housing prices. This makes it difficult for younger people, like you to find [housing](#) and even live in certain neighborhoods. Compare Canada’s expensive cities, Toronto and Vancouver, to more affordable cities like Calgary, Edmonton, Ottawa, Montreal and Halifax. Discuss how [housing prices](#) differ between the cities and the potential reasons why.

Class 9.3: Session Wrap-up (4:50-5:00)

Class 10: Monday, November 27, 2023: Rebuilding Downtown

This class is discusses downtown recovery.

Class 10.1: The Death and Life of Urban Downtowns (3:00-4:00)

- 45-minute lecture, 15-minute discussion

Objective: To better understand what cities and downtowns need to restore vibrancy and achieve greater affordability and inclusivity?

Think About:

- How have cities and downtowns been challenged by the pandemic?
- Which downtowns are faring best, which are lagging, and why?
- What can cities and downtowns do to come back as better more inclusive neighborhoods.

Read:

- Emily Badger, “American Cities Have a Conversion Problem, and It’s Not Just Offices,” [New York Times](#), July 3, 2023.
- Edward Glaeser and Carlo Ratti, “26 Empire State Buildings Could Fit Into New York’s Empty Office Space. That’s a Sign,” [New York Times](#), May 10, 2023.
- Karen Chapple Hannah Moore, Michael Leong, Daniel Huang, Amir Forouhar, Laura Schmahmann, Joy Wang, and Jeff Allen, “The Death of Downtown? Pandemic Recovery Trajectories across 62 North American Cities.” University of Toronto School of Cities, [Research Brief](#), June 2022, updated January 2023.

Deeper Dive:

- “Rebuild, Renew, Reinvent: A Blueprint for New York City’s Economic Recovery,” [March 10, 2022](#).
- Check out the University of Toronto School of Cities [Downtown Recovery website](#).

Break 4:00 – 4:10

Class 10.2: Group Presentations – Assessing Toronto’s Downtown Recovery (4:10 - 4:50)

Assessing Toronto’s Downtown Recovery

Over the past decades Toronto has become socio-economically more divided despite its growing economy. Disparities increasingly separate a downtown core of haves from surrounding and suburban areas of have-nots. Structure a discussion around how economic growth could be maintained and productivity be enhanced while providing equality in opportunity to all Torontonians and highlight practice examples that work. This activity asks you to outline an economic recovery strategy for [Toronto](#). How can Toronto’s downtown better position itself to cope to recover the pandemic in more dynamic, inclusive and resilient way? Which strategies have Toronto and Torontonians taken thus far with success or failure? What are additional strategies that can be used to further Toronto’s recovery?

Class 10.3: Session Wrap-up (4:50-5:00)

Class 11: Monday, December 4, 2023: Inclusive Prosperity

Class 11.1: Inclusive Prosperity (3:00-4:00)

- 45-minute lecture, 15-minute discussion

Objective: To understand how cities can best achieve long-lasting, shared prosperity.

Think About: How can anchor institutions like universities, medical centers, high tech companies, and real estate developers help to spur a more inclusive prosperity for cities and their residents?

Read:

- Richard Florida, “What the New Urban Anchors Owe Their Cities,” [CityLab](#), September 21, 2017.
- Timothy J. Bartik, “Helping America’s Distressed Communities Recover from the COVID-19 Recession and Achieve Long-term Prosperity,” [Brookings](#), September 23, 2020.
- Richard Florida and Jodie McClean, “[What Inclusive Development Can Look Like,](#)” *Harvard Business Review*, July 11, 2017.

Watch:

- [“America’s Urban Shift”](#) *Real Money with Ali Velshi*, April 7, 2014.

Deeper Dive:

- Richard Florida and Steven Pedigo, “[The Case for Inclusive Prosperity](#)” *NYU-SPS Urban Lab*, September 2017.
- Richard Florida, “For a Strong Economy, Focus on Inclusive Growth,” [CityLab](#), September 28, 2017.
- Richard Florida, “The New Grand Bargain Between Cities and Anchor Institutions,” [CityLab](#), October 5, 2015.

Class 11.2: Course Evaluation (4:00 - 4:15)

Break 4:15 – 4:25

Class 11.3: Course Wrap-up (4:25-5:00)

DUE Assignment 2: Toronto as a Global Tech Hub : 9am ET on Wednesday, December 6, 2023

Other Useful Links

- [Become a volunteer note taker](#)
- [Accessibility Services Note Taking Support](#)
- [Credit / No-Credit in RSM courses](#)
- [Rotman Commerce Academic Support](#)

URL links for print

- ACORN: <http://www.acorn.utoronto.ca/>
- Email Accessibility Services: accessibility.services@utoronto.ca
- Accessibility Services website: <http://studentlife.utoronto.ca/as>
- University's Plagiarism Detection Tool FAQ: <https://uoft.me/pdt-faq>
- The University of Toronto's Code of Behaviour on Academic Matters: <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>
- Information Commons Help Desk: <http://help.ic.utoronto.ca/category/3/utmail.html>
- Become a volunteer note taker: <https://studentlife.utoronto.ca/program/volunteer-note-taking/>
- Accessibility Services Note Taking Support: <https://studentlife.utoronto.ca/service/note-taking-support/>
- Credit / No-Credit in RSM courses: <https://rotmancommerce.utoronto.ca/current-students/degree-requirements/credit-no-credit-option/>
- Rotman Commerce Academic Support: <https://rotmancommerce.utoronto.ca/current-students/academic-support/>
- Book an appointment with a writing or presentation coach: <http://uoft.me/writingcentres>
- Writing and Presentation Coaching academic support page: <https://rotmancommerce.utoronto.ca/current-students/academic-support/writing-and-presentation-coaching/>
- Centre for Professional Skills Teamwork Resources page: <https://rotmancommerce.utoronto.ca/teamwork-resources>
- Book an appointment with a Teamwork Mentor: <http://uoft.me/writingcentres>