

PA 8010

# Urban Economic & Spatial Structure

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Fall 2017. CPACS 220.

Tuesdays. 5:30pm–8:10pm.

Office Hours: By appointment.

## COURSE DESCRIPTION

Urban scholars have long sought to comprehend and explain the economic forces that give rise to cities through processes of urbanization, and impact the spatial dynamics of urban form and development. Not surprisingly, scholars have adapted these theories over time to reflect the changing circumstances facing cities, from changes to urban economic structure and function to technological shifts to changing patterns of land use and the built environment. As with any body of theory, the fundamental question is whether the new theories add explanatory power to our understanding of the “facts on the ground” in relation to existing theories.

This course is designed to introduce students to both seminal theoretical works, and contemporary debates, around these fundamental questions of urban growth and change. Although our focus is on the “economic,” our disciplinary scope will be relatively broad, encompassing scholarship in economics, geography, urban planning, and urban sociology. While this course is not an urban economics course *per se*, it is assumed that you have at least some rudimentary knowledge of microeconomic concepts; if not, you will likely need to backfill some of this along the way.

## COURSE OBJECTIVES

Upon successful completion of this course, students should be able to:

1. Be able to interpret and critique economic analyses in current urban policy research
2. Understand how different factors influence the size and growth of cities
3. Understand the various contemporary policy issues in urban areas
4. Become aware that there are many different schools of economic thought and dominant theories have changed over time

Student progress on these learning objectives will be measured through a combination of examinations, written assignments, and class discussion.

## READINGS

There are no required books for this course; the readings will be drawn from journal articles and book chapters, which will be made available via [Canvas](#).

## ASSIGNMENTS & GRADING

Your course grade will be based on four grade items:

### READING RESPONSES - 20%

In six modules of your choosing over the semester, you will write a response to the module's assigned readings, and post it to a discussion board on Canvas. Five of these will be brief (200-300 words), and worth two percent each, to be graded on a check plus/minus basis. One of these will be longer (1000-1500 words), worth 10 percent of your course grade. It will be a more in-depth analysis, and you will be expected to cover at least one reading beyond those assigned to the class for that week. The purpose of these responses is not simply to summarize the key ideas or themes presented by the authors, but to add value to them in some way.

### MIDTERM EXAMINATION - 25%

After module 5's class, you will be given a take-home exam consisting of short essay questions on the topics of the first five modules.

### FINAL EXAM - 40%

During the finals week, there will be a take-home exam based on the material of the full term.

### CLASS PARTICIPATION- 15%

This is a discussion-based course. As such, you must be willing and able to participate in the dialogue in the class. This requires active participation in class discussions and reading the course material before we discuss such topics. Participation will be assessed based on the *quality* of your participation, not the *quantity* of it. Participation may come in the form of commenting on other students' reading responses, or posting additional materials on Canvas discussion boards.

## COURSE POLICIES

### COMMUNICATIONS

Course announcements will be made via email so it is imperative that you check your e-mail daily. "I didn't get the email" is never a valid excuse. The most effect method of communicating with me is using email; however, you are also encouraged to schedule office hours or a phone call.

### LAPTOP COMPUTER USE

The use of laptop computers in my classroom is a *privilege* and not a right. Laptop computers may be used during class sessions for note taking and to calculate problems ONLY. Laptop computers may not be used at

any time in my classroom to check email, surf the Internet, instant message with friends, update your Facebook status, post to Twitter, read the newspaper, or for any other purpose not explicitly related to course material. ANY instance of unapproved use of your laptop computer in my classroom will result in your laptop privileges being revoked for the remainder of the semester. There are NO EXCEPTIONS to this policy.

#### LATE SUBMISSION POLICY

Late submissions will be accepted with a *1 point per hour* penalty (based on 100-point scale). Students may request additional time without penalty to complete assignments, as long as the request is submitted at least 24 hours ahead of the deadline and accompanied by a reasonable justification (to be determined by the instructor). A good rule of thumb is: if the reason could not have anticipated more than a week away, then it is generally reasonable. Deadlines in other classes or at work generally do not meet this criterion.

#### STUDENTS WITH DISABILITIES

If you have or believe you have a disability that may impede your learning, please contact the Disability Services Office. I will make every effort to accommodate you in accordance with UNO policy, procedures, and recommendations. Additional information can be found at <http://www.unomaha.edu/student-life/inclusion/disability-services/students/where-to-begin.php>.

#### ACADEMIC HONESTY

All students at the UNO are expected to conduct their academic affairs in an honest and responsible manner. Any student found guilty of dishonesty in academic work shall be subject to disciplinary actions. Acts of academic dishonesty include, but are not limited to:

- plagiarism, i.e., the intentional appropriation of the work, be it ideas or phrasing of words, of another without crediting the source;
- cheating, i.e, unauthorized collaboration or use of external information during examinations; assisting fellow students in committing an act of cheating;
- falsely obtaining, distributing, using or receiving test materials or academic research materials; submitting examinations, themes, reports, drawings, laboratory notes, research papers or other work as one's own when such work has been prepared by another person or copied from another person (by placing his/her own name on a paper, the student is certifying that it is his/her own work); or
- improperly altering and/or inducing another to improperly alter any academic record.

Additionally, graduate students are more likely to assume roles as active scholars. With these roles come added responsibilities for academic honesty. For such individuals academic honesty requires an active pursuit of truth not just an avoidance of falsehood. This pursuit includes but is not limited to:

- providing a full and complete representation of any scholarly find, be it experimental data or information retrieved from archives;
- taking care that the resources of the University (e.g., library materials, computer, or laboratory equipment) are used for their intended academic purposes and they are used in a manner that minimizes the likelihood of damage or unnecessary wear;

- assuring that one's co-workers are given due credit for their contributions to any scholarly endeavor; respecting a diversity of opinion and defending one's colleagues as well as one's own academic freedom; respecting the rights of other students who may come under the tutelage of the graduate student and being fair
- and impartial in grading and other forms of evaluation; and seeking permission from an instructor when submitting to that instructor work which the student has submitted for a course taken in the past or intends to submit for another course currently being taken.

In cases of alleged academic dishonesty, the instructor shall attempt to discuss the matter with the student and explain the sanction(s) which he/she plans to impose. In the event that the student challenges the allegation of academic dishonesty, or is not satisfied with the sanctions(s) imposed by the instructor, the student may file an appeal according to the approved appeal policies of the University of Nebraska Graduate College.

## COURSE SCHEDULE

NOTE: Required and supplemental readings are subject to change. Check Canvas for an updated list.

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| <p><b>Module 1: Overview</b></p> <p>In this first session we will take stock of the important questions that scholars have posed about the economic foundations of urban and regional development and urban form.</p> <p><u>Readings:</u></p> <p>Glaeser, Edward L. 1998. “Are Cities Dying?” <i>Journal of Economic Perspectives</i> 12 (2): 139–160.</p> <p>Scott, Allen J., and Michael Storper. 2015. “The Nature of Cities: The Scope and Limits of Urban Theory.” <i>International Journal of Urban and Regional Research</i>, 39 (1): 1–15.</p>   |
| <p><b>Module 2: Agglomeration and Urbanization</b></p> <p>The most fundamental economic question posed by urban scholars is: why do cities exist in the first place? How is the basis for urbanization changing over time? How do economic explanations for urban growth co-exist and compare with other explanations? In this week we unpack the basic economic concept of agglomeration, and how its manifestations are changing as the economy changes.</p> <p><u>Readings:</u></p> <p>Harris, Chauncy D. and Edward L. Ullman. 1945. “The Nature of Cities.” <i>The Annals of the American Academy of Political and Social Science</i> 242: 7–17.</p> <p>Thompson, Wilbur R. 1975. “Internal and External Factors in the Development of Urban Economies.” In <i>Regional Policy: Readings in Theory and Applications</i>, edited by John Friedmann and William Alonso, 201–220. Cambridge, MA: MIT Press.</p> <p>Scott, Allen J. 1988. “Flexible Production Systems and Regional Development: The Rise of New Industrial Spaces in North America and Western Europe.” <i>International Journal of Urban and Regional Research</i> 12(2):171–186.</p> <p>Glaeser, Edward L., Hedi D. Kallal, José A. Scheinkman, and Andrei Shleifer. 1992. “Growth in Cities.” <i>Journal of Political Economy</i> 100(6):1126–1152.</p> <p>Duranton, Gilles, and Diego Puga. 2004. “Micro-Foundations of Urban Agglomeration Economies.” In <i>Handbook of Regional and Urban Economics</i>, edited by J. Vernon Henderson and Jacques-François Thisse, 2063–2117. Amsterdam, Elsevier.</p> |

**Module 3: Globalization, Economic Restructuring, and Urban Networks**

How are urban regions connected to one another within the larger capitalist space- and political- economy? How are the relationships changing as the economy changes and restructures? In this week we examine theories of “global cities” and how they conceptualize the forces and processes impacting cities along the urban hierarchy.

Readings:

Friedmann, John, and Goetz Wolff. 1982. “World City Formation: An Agenda for Research and Action.” *International Journal of Urban and Regional Research* 6(3): 309–44.

Herbert, David, and Colin Thomas. 1997. “Understanding the Urban System,” in *Cities in Space: City as Place*, pp. 60–87. New York: Wiley.

Krugman, Paul. 1999. “The Role of Geography in Development,” *International Regional Science Review*, 22 (2): 142–161.

Sassen, Saskia. 2002. “Locating Cities in Global Circuits,” in *Global Networks, Linked Cities*, S. Sassen, ed., pp. 1–38. New York: Routledge.

Robinson, Jennifer. 2002. “Global and World Cities: A View from Off the Map.” *International Journal of Urban and Regional Research* 26 (3): 531–554.

**Module 4: Urban Land and the Spatial Dynamics of Urban Growth**

How do economic theories explain urban form, and how it has changed over time? In this session we engage with seminal theories of urban economics (both neoclassical and heterodox), which shine an analytical light on key aspects of the urban development process.

Readings:

Alonso, William. 1960. “A Theory of the Urban Land Market,” in *Papers and Proceedings of the Regional Science Association*, Volume 6, 149–157.

Harvey, David. 1973. “Use Value, Exchange Value, and the Theory of Urban Land Use,” in *Social Justice and the City*, pp. 153–194.

Anas, Alex, Richard Arnott and Kennett Small. 1998. “Urban Spatial Structure,” *Journal of Economic Literature*, 36, 1426–1464.

### **Module 5: Economics of Urban Growth and Sprawl**

One focus of urban scholarship has been the trend toward decentralization and dispersion of economic activity away from urban centers. In this session we examine economic explanations for the phenomenon of “sprawl,” and arguments regarding changing patterns of urban morphology.

#### Readings:

Mieszkowski, Peter, and Edwin S. Mills. 1993. “The Causes of Metropolitan Suburbanization.” *Journal of Economic Perspectives* 7 (3): 135–147.

Brueckner, Jan K. 2000. “Urban Sprawl: Diagnosis and Remedies.” *International Regional Science Review* 23 (2): 160–171.

Glaeser, Edward L., and Janet E. Kohlhase. 2004. “Cities, Regions and the Decline of Transport Costs.” *Papers in Regional Science* 83 (1): 197–228.

Hackworth, Jason. 2005. “Emergent Urban Forms, or Emergent Post-Modernisms? A Comparison of Large US Metropolitan Areas.” *Urban Geography* 26 (6): 484–519.

Gospodini, Aspa. 2006. “Portraying, Classifying and Understanding the Emerging Landscapes in the Post-Industrial City.” *Cities* 23 (5): 311–330.

### **Module 6: The Behavioral Impacts of Sprawl**

Previously, we’ve discussed the economics of urban sprawl as it relates to the standard urban models. However, there is a growing literature suggesting there are a number of social and/or behavior impacts of urban sprawl that do not fit well into the standard models. In this section, we examine these effects.

#### Readings:

Brueckner, Jan K. and Ann G. Largey. 2008. “Social Interaction and Urban Sprawl.” *Journal of Urban Economics* 64(1): 18–34.

Nguyen, Doan. 2010. “Evidence of the Impacts of Urban Sprawl on Social Capital.” *Environment and Planning B: Planning and Design* 37(4): 610–627.

Ewing, Reid H., Tom Schmid, Richard Killingsworth, Amy Zlot, and Stephen Raudenbush. 2003. “Relationship between Urban Sprawl and Physical Activity, Obesity, and Morbidity.” *American Journal of Health Promotion* 18(1): 47–57.

Eid, Jean, Henry G. Overman, Diego Puga, and Matthew A. Turner. 2008. “Fat City: Questioning the Relationship between Urban Sprawl and Obesity.” *Journal of Urban Economics* 63(2): 385–404.

### Module 7: Local Government Structure and Public Goods

Economic theory has sought to explain how local government is organized toward the provision of public goods in society, with Tiebout's theory of "voting with your feet" being the most prominent among them. In this session we discuss the Tiebout model and the resulting impacts of metropolitan fragmentation on urban development patterns.

#### Readings:

Tiebout, Charles M. 1956. "A Pure Theory of Local Expenditures." *Journal of Political Economy*. 64(5): 416-424.

Stigler, George. 1957. "The Tenable Range of Functions in Local Government," pp. 213-219 in *Federal Expenditure Policy for Economic Growth and Stability*. Washington, DC: US Congress, Joint Economic Committee.

Markusen, Ann. 1984. "Class and Urban Social Expenditure: A Marxist Theory of Metropolitan Government." In *Marxism and the Metropolis: New Perspectives on Urban Political Economy*, edited by William K. Tabb and Larry Sawers, 2nd ed., 82-100. New York: Oxford University Press.

Whiteman, J. 1983. "Deconstructing the Tiebout Hypothesis," *Environment and Planning D: Society and Space*. 1: 339-353.

Fischel, William A. 1992. "Property Taxation and the Tiebout Model: Evidence for the Benefit View from Zoning and Voting," *Journal of Economic Literature*. 30(1): 171-177.

### Module 8: Housing Markets, Gentrification and Neighborhood Change

Housing markets are fundamental to the dynamics of urban growth and change, especially in terms of neighborhoods and socioeconomic patterns of change, where individual decisions translate into processes of neighborhood disinvestment or gentrification. In this session we review basic theories of housing market dynamics, with a particular emphasis on gentrification.

#### Readings:

Downs, Anthony. 1981. "Urban Growth and Neighborhood Change," Ch. 4 (pp. 37-60) in *Neighborhoods and Urban Development*. Washington, DC: Brookings Institution Press.

Smith, Lawrence B., Kenneth T. Rosen, and George Fallis. 1988. "Recent Developments in Economic Models of Housing Markets." *Journal of Economic Literature* 26 (1): 29-64.

Smith, Neil. 1996. "Local Arguments: From 'Consumer Sovereignty' to the Rent Gap," Ch. 3 (pp. 49-71) in *The New Urban Frontier: Gentrification and the Revanchist City*. New York: Routledge.

Berry, Brian J.L.. 1995. "Islands of Renewal in Seas of Decay," pp. 69-96 in *The New Urban Reality*, P.E. Peterson, ed. Washington, DC: The Brookings Institution.

### Module 9: Poverty, Economic and Racial Inequality

A tremendous amount of urban scholarship has focused on the plight of disadvantaged and marginalized populations, and the neighborhoods in which they live. But how should we make sense of the economic factors that play a role in producing, sustaining – or reversing – the marginalization of poor communities and communities of color? Should efforts to address inequality focus on poor places or poor people?

#### Readings:

Massey, Douglas S. and Nancy A. Denton. 1993. “The Construction of the Ghetto.” In *American Apartheid: Segregation and the Making of the Underclass*, 17–59. Cambridge, MA: Harvard University Press.

Galster, George C. 2012. “The Mechanism(s) of Neighbourhood Effects: Theory, Evidence, and Policy Implications.” In *Neighbourhood Effects Research: New Perspectives*, edited by M. van Ham, D. Manley, N. Bailey, L. Simpson, and D. Maclennan, 23–56. Springer Netherlands.

Briggs, Xavier de Souza. 2005. “More Pluribus, Less Unum? The Changing Geography of Race and Opportunity.” In *Geography of Opportunity: Race and Housing Choice in Metropolitan America*, edited by Xavier de Souza Briggs, 17–41. Washington, DC: Brookings Institution Press.

Imbroscio, David L. 2006. “Shaming the Inside Game: A Critique of the Liberal Expansionist Approach to Addressing Urban Problems.” *Urban Affairs Review* 42 (2): 224–248.

Pastor, Manuel, Chris Benner, and Martha Matsuoka. 2011. “For What It’s Worth: Regional Equity, Community Organizing, and Metropolitan America.” *Community Development* 42 (4): 437–457.

Chapple, Karen, and Edward G. Goetz. 2011. “Spatial Justice Through Regionalism? The Inside Game, the Outside Game, and the Quest for the Spatial Fix in the United States.” *Community Development* 42 (4): 458–475.

### Module 10: Urbanization and the Environment

Are cities and urbanization processes good or bad for the sustainability of natural and environmental systems? As recognition of the unfolding “climate crisis” grows, so does scholarship aimed at understanding this intersection. In this week we will survey the urban environmental literature and how it makes sense of this dynamic.

#### Readings:

Kahn, Matthew E. 2006. *Green Cities: Urban Growth and the Environment*. Washington, DC: Brookings Institution Press. (chapters 3-5 recommended – skim the rest)

Clement, Matthew Thomas. 2010. “Urbanization and the Natural Environment: An Environmental Sociological Review and Synthesis.” *Organization & Environment* 23 (3): 291–314.

Seto, Karen C., Roberto Sánchez-Rodríguez, and Michail Fragkias. 2010. “The New Geography of Contemporary Urbanization and the Environment.” *Annual Review of Environment and Resources* 35 (1): 167–194.

Dietz, Thomas, Eugene A. Rosa, and Richard York. 2012. “Environmentally Efficient Well-Being: Is There a Kuznets Curve?” *Applied Geography* 32: 21–28.

**Module 11: TBD**

If we have time, I will solicit opinions on what our last topic should be. I have a number of potentials, but I'd rather you choose.

Readings:

TBD