

TIMETABLE ARRANGEMENT: Annual; 2nd Semester

CREDITS: 6

COURSE TEACHER: Professor Patrick ADLER

ASSESSMENT:

EXAMINATION 40 %	COURSEWORK 60 %
• 2-hour exam	• Mid-term quiz • Term paper proposal • Term paper • Weekly discussion questions

OBJECTIVES:

- Review prominent theories for why creative activities tend to be urbanized
- Connect the microeconomics of creative production to the observed agglomeration of creative firms and workers
- Contrast 'creative cities' in Asia, Europe, and North America
- Assess the prospects for urbanized creativity, given increased adoption of remote collaboration technologies

COURSE SYNOPSIS:

The goal of this class is to understand the industrial and spatial organization of the 'creative economy' as broadly defined. Knowledge-intensive occupations and industries are central to economic development in advanced economies. These activities tend to be organized differently from activities in more traditional industries like agriculture and manufacturing and are more likely to be found in so-called cities like Hong Kong and districts thereof (e.g., Wall Street, Fleet Street, or Hollywood). This class is concerned with the micro processes that account for the existence of distinct creative cities, tracing a clear line from the nature of creative work to its geographic distribution. The problems and possibilities of creative cities are discussed.

LECTURE TOPICS:

- Specialization and the Regional Economy
- Agglomeration Economics
- Curation and Intermediation
- The Creative Labor Market
- Intellectual Property and the Geography of Creative Products
- The Creative Input/Output System
- NEOM- A Creative Charter City
- Fairs, Festivals and the Geography of Creative Events
- Wall Street and The City of London
- Hollywood and Bollywood
- Is Seoul the most Creative City on Earth?
- Inequality and Segregation in Creative Cities

RECOMMENDED READING LIST:

- Florida, R. (2017) The Rise of the Creative Class, Revisited. Basic Books.
- Becker, H. S. (1982). Art worlds. University of California Press.
- Caves, R. E. (2000). Creative industries: Contracts between art and commerce. Harvard University Press.
- Jacobs, J. (1970). The economy of cities. Vintage Books.

Course Learning Outcomes (CLOs) After completing this course, students would be able to:		Alignment with Programme Learning Outcomes (PLOs)*						Course Assessment Methods
		1	2	3	4	5	6	
1	learn core concepts related to specialization and agglomeration			✓				Midterm quiz & exam
2	understand why creative production tends to be networked and why networks tend to be localized	✓						Midterm quiz & exam
3	identify the antecedents of modern creative cities and districts		✓					Midterm quiz, Term paper proposal, Term paper & exam
4	recognize more and less substantial versions of creative city discourse	✓						Midterm quiz, Term paper proposal, Term paper & exam
5	connect analytical content to policy discussions				✓			Term paper proposal, Term paper
6	Facilitate academic discussion						✓	Weekly discussion questions

***Geography Major Programme Learning Outcomes (PLOs)**

In order to meet the demands and challenges in this dynamic and ever-changing world, the Department has designed a series of well-structured and contemporary courses to cater to the different interests of students. Its courses are designed to align with the University's educational aims which hope to nurture future generations not only with a critical and intellectual mindset, but also with a passion to contribute to society in general.

After completing the programme, Geography Major students should be able to:

PLO1 critically analyse the geographical aspects of the relationship between people and the natural environment;

PLO2 demonstrate and develop an understanding of how these relationships have changed with space and over time;

PLO3 identify, collect and utilize primary and secondary data to investigate and analyse the issues and problems facing people, places and society;

PLO4 integrate, evaluate and communicate information from a variety of geographical and other sources;

PLO5 participate in promoting social, economic and environmental sustainability at the local, regional and global scales; and

PLO6 effectively apply a range of transferable skills in academic, professional and social settings.