GY247 – London Alternative Field Work

https://www.lse.ac.uk/geography-and-environment/news/gy247-london-alternative-field-work

Introduction

The regeneration of urban space is a valuable tool for city managers and policy makers to help overcome declining local economic development. Following external shocks, such as shifts in technologies (like containerisation, ICT innovations and fintech) or major conflicts (like World War II), city managers must assess what elements of a place can be restored, what must be replaced, and what can be renewed, in order to find a viable and, hopefully, sustainable way forward. One way to do this is for the city to assess the strengths and weaknesses of its material and social context, as well as the opportunities and threats they face. London's South Bank (from Waterloo up through Butler's Wharf), and part of its North bank (from St Paul's to the LSE) presents an extraordinary case of culture-led regeneration through which to examine these vital local economic processes. Similarly, East London's so called 'Silicon Roundabout' and Tech City provide a prime case of urban regeneration through ICT, innovation and R&D. On the other hand, London has a famous stock of some incredible green spaces, many of which may contribute to an eco-tourism strategy that might help spur a more sustainable local economic regeneration. Whichever case you decide to follow, you will examine in what ways certain strategies have been implemented, and to what extent they have, and are, working (perceived or proven).

Your London Themes

Cultural industries as an engine for economic Regeneration

The deployment of culture as an engine for economic development has become a valuable tool for city managers the world over. From Barcelona to Bangkok, museums, theatres, street-food, café-cultures, cultural heritage sites, landmark features, TV, film and music industries – *to name but a few* – have all become powerful drivers for regeneration and growth. London is a city steeped in culture. In particular, around the South Bank area one is surrounded by a deep-rooted history that is brought to life through the culture of the place. It is inescapable. As you undertake these two self-guided walks, ask yourselves, in what ways have cultural heritage and practices been utilised to help stimulate economic regeneration? What evidence of this do we see in the landscape?

Regeneration through IT, R&D and innovation

Innovation can be a driver of long-term economic development because it is a primary channel through which improved knowledge is applied to economic processes, thereby spurring growth. Research and development (R&D) provides an essential foundation for innovation, especially in today's economy, where information and communication technology (ICT) is a primary industry with huge potential for economic stimulation. As a result, city managers around the world seek to understand what potential their local areas have for prompting regeneration and development through ICT, R&D

and innovation. As part of it's local economic development strategy, London has sought to spur sustainable economic growth and regeneration through the integration of advanced technologies, looking for complementarities and synergies between existing strengths (e.g. its local industrial clusters, smart specialisation, digital skills, 'local creative scenes' etc.) and new opportunities (e.g. fintech and 5G). As you undertake your self-guided walk around the Silicon Roundabout and Tech City area of East London, you will explore in what ways the area has encouraged the growth of a vibrant ITC sector, and what more can be done.

Regeneration through sustainable eco-tourism

The [United Nations Environment Program](#) and [UN World Tourism Organization](#) define sustainable tourism as "tourism that takes full account of its current and future economic, social and environmental impacts, addressing the needs of visitors, the industry, the environment and host communities." In recent years, London has tried to boost its valuable tourism industry on a sustainable basis, aiming to minimize the negative impacts of tourism on its natural environment, while maximizing the positive effects that tourism can have for the city. Sustainable eco-tourism takes this commitment further, asking the tourist industry to place the preservation and enhancement of the natural environment at the heart of any strategy, as well as bringing education to the fore. As you undertake your self-guided walk around Richmond Park and perhaps visit the London Wetlands Centre in Barnes, you will explore in what ways such areas are able to contribute to a sustainable and eco-tourism model of regeneration, or maybe they need to evolve toward regenerative strategies?

Your Walks

Option One: Cultural industries as an engine for economic Regeneration

There are two self-guided walks for you to undertake: One around Butlers Wharf and the northern end of the South Bank; the other from Somerset House, along the Southbank and over the Millennium Bridge to St Pauls and along Fleet Street to Temple Bar.

Option Two: Regeneration through ICT, R&D and innovation

There is one self guided walk for you to undertake, starting at Old Street Station, along to Shoreditch High Street, deep into Tech City where the Microsoft Reactor is located, and then along the A501 back to Silicon Roundabout.

Option Three: Regeneration through sustainable eco-tourism

There is one self-guided walk for you to undertake, which takes you to the glories of Richmond Park, Richmond. In addition, you can take an optional visit to the London Wetlands Centre, Barnes.

 You will find all of the relevant information for the walks here:

https://www.lse.ac.uk/geography-and-environment/news/gy247-london-alternative-field-work

Background Reading and Online Resources

Each walk has its own set of readings and links, which you will find at the end of the detailed route-way. However, below are some additional resources to help things along. Please also find other resources to build upon the samples.

Walks One and Two:

Baeten, G. (2012) Chapter 13 - Regenerating the South Bank: reworking community and the emergence of postpolitical regeneration, Routledge Online Studies on the Olympic and Paralympic Games, 1:40, 237 253, DOI: 10.4324/9780203886717_chapter_13

Bailey, C. Miles, S. & Stark, P. (2004) CULTURE-LED URBAN REGENERATION AND THE REVITALISATION OF IDENTITIES IN NEWCASTLE, GATESHEAD AND THE NORTH EAST OF ENGLAND, International Journal of Cultural Policy, 10(1): 47-65.

Brindley, T (2000) 'Community roles in urban regeneration: New partnerships on London's South Bank', City, 4(3): 363-377

Campkin, B. (2013) Remaking London: Decline and Regeneration in Urban Culture – Great book available from LSE Library.

Finkel, R. And Platt L., (2020) 'Cultural festivals and the city', Geography Compass, 14(9): on-line

Hyslop, D. (2012) Culture, Regeneration and Community Reinventing the City Gateways, International Journal of Community Research and Engagement, 5: 152–65

Miles, S. and Paddison, R. (2005) Introduction: The Rise and Rise of Culture-led Urban Regeneration, Urban Studies, 42(5-6): 833-839.

Serota, N. and Hyslop, D. (2011) Art & culture in regeneration: Tate Modern, Bankside and London, Journal of Urban Renewal, 4(4): 328-336

Smith, N. (1986) 'Gentrification, the frontier, and the restructuring of urban space', in N. Smith and P. Williams (eds.) *Gentrification and the City*, Boston: Allen and Unwin.

Smith, N. (2002) 'New globalism, new urbanism: gentrification as a global urban strategy', *Antipode*, 34(3): 328-50.

Vicario, L. and Martinez Monje, P.M. (2003) 'Another "Guggenheim effect?" The regeneration of a potentially gentrifiable neighbourhood in Bilbao', *Urban Studies*, 40(12): 2383-400.

Vickery, J. (2007) The Emergence of Culture-led Regeneration: A policy concept and its discontents:
http://wrap.warwick.ac.uk/36991/1/WRAP_Vickery_ccps.paper9.pdf

Other links

London Docklands Development Corporation (n.d.) Online. Available: http://www.lddc-history.org.uk (accessed September 2006).

Smith, M. (2005) 'Exploring social action: a walk in Bermondsey and Rotherhithe'. Online. Available:
http://www.infed.org/socialaction/bermondsey_print_version.htm
http://www.lddc-history.org.uk/other/lddcpresentshort.pdf
https://en.wikipedia.org/wiki/London_Docklands_Development_Corporation
https://www.youtube.com/watch?v=_-62ElSd8FI
https://archivesoftheartistled.org/projects/butlers-wharf

Walk Three:

Benner, C. (2003) 'Learning communities in a learning region: the soft infrastructure of cross-firm learning networks in Silicon Valley', *Environment and Planning A*, 35: 1809-1830.

Bontje, M. and Musterd, S. (2009) Creative industries, creative class and competitiveness: Expert opinions critically appraised, Geoforum, 40(5): 843-852.

Calcagnini, G., Favaretto, I., Giombini, G. et al (2016), The role of universities in the location of innovative start-ups, Journal of Technology Transfer, **41**: 670–693. https://doi.org/10.1007/s10961-015-9396-9

Capone, F., Lazzeretti, L. & Innocenti, N. Innovation and diversity: the role of knowledge networks in the inventive capacity of cities. *Small Bus Econ* **56**, 773–788 (2021). https://doi.org/10.1007/s11187-019-00268-0

Corradini, C. and De Propris, L. (2015) Technological diversification and new innovators in European regions: evidence from patent data, Environment and Planning A, 47(10): https://doi.org/10.1177/0308518X155992

Cecere, G. & Ozman, M. (2014) Technological diversity and inventor networks, Economics of Innovation and New Technology, 23(2): 161-178, DOI: 10.1080/10438599.2013.815473

Corfield, G. (2022) Silicon Roundabout loses its lustre amid rise of home working, The Telegraph, December 27th.

Gertler, M. (2003) 'Tacit knowledge and the economic geography of context, or the indefinable tacitness of being (there)', *Journal of Economic Geography*, 3: 75-99.

Kim, H., Hwang, S-J. and Yoon, W. (2023) Industry cluster, organizational diversity, and innovation, International Journal of Innovation Studies, 7(3):187-195.

Lindholm-Dahlstrand, Å., Andersson, M. & Carlsson, B. (2019) Entrepreneurial experimentation: a key function in systems of innovation. *Small Bussiness Economics,* **53**: 591–610.

Natahn, M., Vandore, E. and Voss, G. (2016) Terraforming Tech City: Place branding and spatial imaginaries in inner East London, Birmingham Business School Discussion Paper, University of Birmingham.

Rubin, T.H., Helge Aas,T. and Stead, A. (2015) Knowledge flow in Technological Business Incubators: Evidence from Australia and Israel, *Technovation*, 41–42: 11-24.

Other links

- https://sphereit.uk/what-is-the-east-london-tech-city/
- https://hubblehq.com/blog/list-of-startups-in-shoreditch
- https://www.newstatesman.com/science-tech/2021/09/the-last-days-of-silicon-roundabout
- https://en.wikipedia.org/wiki/East_London_Tech_City

Walk Four:

City of London. 2012. "Protected Views: Supplementary Planning Document". Adopted in 2012. Available online: [https://www.cityoflondon.gov.uk/assets/Services-Environment/planning-spd-protected-views-spd-2012.pdf].

City of London. 2015. "City of London: Local Plan". Adopted in 2015. Available online: [https://www.cityoflondon.gov.uk/assets/Services-Environment/planning-local-plan-adopted-2015.pdf]. Accessed the 29 November 2024.

Friends of Richmond Park. 2024. "Timeline". Available online: [https://www.frp.org.uk/wp-content/uploads/2019/01/RPTimeline.pdf]. Accessed: 28 November 2024.

Pembroke Lodge. 2024a. Homepage. Available online [https://www.pembroke-lodge.co.uk/]. Accessed 28 November 2024.

Pembroke Lodge. 2024b. History. Available online: [https://www.pembroke-lodge.co.uk/history/]. Accessed: 28 November 2024.

The Guardian. 2016. "London Mayor Urged to Act over Tower that Compromises St Paul's View". [https://www.theguardian.com/uk-news/2016/nov/23/london-mayor-urged-to-act-over-tower-that-compromises-st-pauls-view]. Accessed: 28 November.

UK Parliment, 1999. Question raised to the UK Parliment regarding Pembroke Lodge, with response from the Royal Parks Agency. Available online: [https://hansard.parliament.uk/Lords/1999-07-08/debates/80875142-9b8b-427e-80c7-ba0ee1c0ea66/PembrokeLodgeRichmondPark]. Accessed: 28 November 2024.

The Holly Lodge Centre. 2024a. "About". Available online: [https://www.thehollylodgecentre.org.uk/about/]. Accessed: 1 December 2024.

The Holly Lodge Centre. 2024b. "Home". Available online: [https://www.thehollylodgecentre.org.uk/]. Accessed: 1 December 2024.

The Holly Lodge Centre. 2024c. "Visit". Avaialble online: [https://www.thehollylodgecentre.org.uk/visit/]. Accessed: 1 December 2024.

The Royal Parks Agency. 2024a. "Isabella Plantation". Available: [https://www.royalparks.org.uk/visit/parks/richmond-park/isabella-plantation]. Accessed: 1st of December 2024.

The Royal Parks Agency. 2024b. "Deer in Richmond Park". Available: [https://www.royalparks.org.uk/visit/parks/richmond-park/deer-richmond-park]. Accessed: 1 December 2024.

The Royal Parks Agency. 2024c. "Deer safety advice". Available: [https://www.royalparks.org.uk/deer-safety-advice]. Accessed: 1 December 2024.

The Royal Parks Agency, 2024d. "Sport and leisure in Richmond Park". Available online: [https://www.royalparks.org.uk/visit/parks/richmond-park/sport-leisure]. Accessed: 1 December 2024.

Your Poster

The requirements for your poster are generally the same as for the rest of the class. However, your poster should discuss plans for research (a proposal) to address a question of your choice, related to one of the London Themes detailed above and the observations you make during your walks. You can draw on the walk materials and sample resources provided, as well as your own observations, to support the rationale of your research question, which should also be based on your reading of existing literature, secondary data and other sources (such as media). Just remember that the poster should set out a plan for proposed research, rather than completed research, given your limited time in the field.

In setting out your proposed research plan, your poster should: introduce your topic, discuss the context (or your chosen area from along the walk(s) of your choice) and literature related to your topic, detail your specific research question, set out your proposed methodology (including limitations), detail any initial findings from the field, and set out a brief conclusion – underscoring why your proposed research is important. Please remember that GY247 is designed for you to explore the use of qualitative methods involving fieldwork. So, please imagine that you will conduct field research in the future.

The Poster: Practical Details

The poster should be a document formatted as an A0-sized sheet (submitted electronically) and is worth 80% of the mark for this course.

A poster is a large format display, designed for printing on A0 or larger single sheet of paper, and used to communicate ideas. It will consist of figures, tables, text, all on one page. You should submit this electronically as a PDF or PPT/PPTX document, designed using PowerPoint (or other suitable software). A number of templates are provided on the GY247 Moodle page and marking criteria specifically written for this piece of work.

Posters must be completed individually, drawing on the work you did during your walk(s).

The poster should cover the following:

- Introduction to your topic.
- A discussion of the context and background to your chosen topic, including a review and evaluation of existing evidence and literature. You can use figures and/or tables to help convey the important information. You can also explain how the interaction with participants during the field trip informed your choice of topic, and discuss any preliminary findings and impressions from these meetings.
- The specific research question and objectives for your field study.
- The methods you propose to deploy to address your research question (e.g. participant observation, interviews, focus groups, photography etc.) and the sources you propose to engage/use (e.g. types of interviewees (individuals and organisations), number of interviewees,

and any other sources of data you may want/need to use to support your analysis – including quantitative and statistical)
- The limitations/uncertainties of your proposed methods
- Any initial findings and relevant observations from the field.
- A brief conclusion, including why your proposed research is important.

When you prepare your poster, keep the following in mind:
- A0 corresponds to 1189 × 841 mm. Some templates will be slightly larger than this, and we will accept documents up to 1222 × 915 mm.
- Refer to figures, tables, and references as you would in an essay (see the **Extra Information** document for more details). All sources must be appropriately cited.
- **There are a lot of drawing tools in PPT** useful for working with objects (images, graphs, etc.), including cropping using the picture tool, putting borders around objects, making images lighter/darker/contrast, moving objects around with an arrow key, 'ordering' objects (put behind/in front of another object), grouping with like items, etc. Get to know these tools, and play!
- **Keep the text succinct.** A common error is to put in too much information. This is a poster, not an essay, and so people should be able to quickly read through much of the material. We advise there to be no more than 1,000 words on an A0 poster (excluding references).
- References may be included in a smaller font size in a box, or along one side of the poster. See some example posters included on Moodle.
- Do not use too many different kinds of fonts and font styles. Make the text LARGE. People need to read this from a distance! As a general guide, we recommend the following font sizes: Title (90–110 pt); Section titles (30–40 pt); main text (~22–25 pt). These are guidelines only, and you may need to enlarge or reduce the size to fit.
- Use boxes, colours (not too many!), section headers, etc..
- **Text mechanics** (Are there problems in grammar, misspellings or references?)
- **Poster mechanics** (How is the poster in terms of legibility of text, size and kinds of fonts used, labelling of figures and incorporating the figures into the poster in a neat and orderly fashion?)
- **Structure and organization of poster** (Is it clear to the reader where ideas are going and how points relate to each other?). Keep it professional and effective.
- **Understanding and comprehension** (Is there evidence of understanding, comprehension, and originality in presentation of the natural disaster chosen?)
- **Overall argument presented in poster** (Is the overall argument and presentation one that is clear, logical, and succinct, without being cluttered by lots of extraneous material? Is the overall poster self-explanatory?)
- **Some excellent further tips can be found here: https://colinpurrington.com/tips/poster-design**
- **Some further templates can be found here: https://www.posterpresentations.com/free-poster-templates.html**

Assessment Criteria: What are we looking for in your poster?

** See also the detailed marking criteria on Moodle.

Research Topic

- The topic offers good scope for engagement with the GY247 syllabus and Cagliari fieldtrip, as well as the London Alternative (i.e. it is relevant)
- The topic is clearly presented in the poster

Research Question:

- The main research question(s) are clearly communicated in the poster

Research Design and Presentation of Results:

- The research design is clearly identified and communicated in the poster
- Methodology is well explained and is a good fit with the research question
- The basic premise / argument / hypothesis is plausible
- The author demonstrates a degree of originality
- Findings are communicated clearly using quotes and/or photographs/diagrams where necessary

Findings from the field trip encounters

- The poster content should illustrate how the field trip meetings informed the research question, research design and any preliminary findings.

Poster Communication:

- The content of the poster is suitable for experts and non-experts
- There is a memorable "take-home" message from the poster

Poster Layout:

- There is a clear layout of information
- It is easy to follow the sequence in the poster
- The poster contains a suitable amount of text (neither too much nor too little)
- There is a good balance between text and figures/tables
- Font is easily readable
- There are no grammar or spelling mistakes
- Colour schemes are used effectively

Poster Images:

- Pictures, graphs and figures are clearly presented
- The images are a good fit with the research design
- The images contribute effectively to the overall message of the poster