creative class

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outline

paper

creative class

how can creativity be fostered (p.743 Peck, 2005)

criticism (Peck, 2005)

Recasting the creative class(McGranahan and Wojan, 2007)

CHRISTENSEN, C. (1997): The innovator's dilemma: when new technologies cause great firms to fail, Harvard Business Press.

JACOBS, J. (1993): The death and life of great American cities, New York NY: Random House.

MCGRANAHAN, D. AND T. WOJAN (2007): "Recasting the creative class to examine growth processes in rural and urban counties," Regional studies, 41, 197–216.

NATEMEYER, W. AND J. MCMAHON (2001): Classics of organizational behavior, Waveland Pr Inc.

OKULICZ-KOZARYN, A. (2011): "City Life: Rankings (Livability) Versus Perceptions (Satisfaction)," Social Indicators Research, 1–19.

PECK, J. (2005): "Struggling with the creative class," International journal of urban and regional research, 29, 740–770.

necessary readings

◇ Peck (2005)

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presentations next week

◇ 10-20min, be brief and to the point

◇ expect questions and be prepared to defend your story

◇ see more comments below about the paper
   they apply to presentation as well

◇ again, i like reading early drafts...

let's discuss it...

$\diamond$ paper is due in about 2 weeks

$\diamond$ how's the progress?

$\diamond$ any questions?

$\diamond$ what are the biggest challenges?

$\cdot$ what doesn't go well?

$\diamond$ what goes well ?

$\diamond$ I guess I am a "quant", but open-minded: any approach is fine

clarity, simplicity, conciseness

⬦ I am a big fan of clarity and conciseness

⬦ I even wrote a paper about it

⬦ http:
   //papers.ssrn.com/sol3/papers.cfm?abstract_id=2157026

⬦ social science prose is most unclear and cluttered

⬦ why ? why can't we write with simplicity and clarity of
   natural science

⬦ why do we think that using fancy words makes us any more
   scientific?

⬦ most social science articles are dull, boring,
   headache-conducive

⬦ the only reason to write in such pompous style is that
   journals seem to like it...

be lively

◇your paper should read like an engaging story

· not like a phonebook or Stata manual

· it should be interesting, engaging, not only informative

· again be brief

  we have too much information these days

the "so what" question

◇ as your read your paper, ask yourself "so what?"

◇ if it is not not important for your argument drop it

· avoid padding

◇ be clear and to the point

◇ what is your contribution?

· there has to be some, otherwise what's the point?

· be clear about it

use concepts from class

⋄ to get an A you have to use some concepts from the class

· the more the better...

· any concepts, whether in slides or in the reading list...

make use of listserv

◇ post your ideas, tips, tricks, questions, concerns

◇ if you have some something to say, it is likely
  that others have similar questions
  and some may have answers...

◇ again, listserv is for us to communicate better

outline

Florida and criticism

◇ Florida's ideas have made lots of "noise"

◇ there is lots of talk about creative class

◇ yet much of the talk is negative–there's lots of criticism

· Florida may be actually better at "selling"
  than producing good ideas

· which does not contradict the fact that he has lots of good
  ideas

◇ we'll talk about that in next section

◇ let's start with description of creative class

innovation and creativity

◇ innovation and creativity and key for progress

◇ they are key for economic development as well

◇ and especially disruptive innovation is the key (Christensen, 1997)

◇ then of course a question is how you come up with
innovation and creativity

· Christensen (1997) lists many insights (e.g. walk around,
observe, make notes, connect ideas)

· but a more basic idea is that to have creativity, you need to
have creative people

◇ Richard Florida coined (I think ?) term "Creative Class"

innovation and creativity

◇ there's definitely some truth in Florida's creative class

◇ progress depends on creativity and innovation

◇ and, I think, it's true now more than ever, and it'll be more true

◇ technology is the reason, and it's not going away!

◇ as I was arguing tirelessly in this class

· whatever can be automated, will be automated

· get used to it (commercial flights, cars are now tested)

· the only thing we will have left is human creativity

· and the only jobs left will be creative ones

predicting the future

◇ we'll have creative types that do things that computers can't do

◇ we'll have more and more computers

◇ and we'll have, of course, some people who aren't creative

◇ and the wage/prestige gap will widen between creative and not creative people due to computers in the middle

predicting the future

$\diamond$ not creative people will have jobs that provide social capital:

· bartenders, nurses, professors at less fancy universities

· (highest growing job in the US recently was adjuncts)

· not because we cannot outsource these jobs to computers

· but because humans still we be willing to pay more for
  human company than computer company
  (like talking to a computer on the phone?)

· but wages won't be high because there will be fewer such
  jobs and more competition for them

what Florida got right

◇ the Creative Class is coming

◇ due to technology, the only way for humans to prosper is to get creative

· the cause is technology; not that it is cool to be creative

talent, mobility and place attraction

◇ another thing that florida got right is that creativity/talent is very mobile

◇ creativity/talent will go wherever it wants

◇ and so by making a place cool you can attract it

◇ but talent is not looking only for art galleries, restaurants and bike lanes

◇ talent looks for jobs

◇ I'd go to Houston, TX for 100k rather than Boston or Portland for 80k

◇ and the last two are pricy (arguably for being cool)

◇ I'd rather have money in boring place–how about you?

Paycheck (PPP) vs Cool Place

⋄ And this is in fact what is happening

· many cool people (uncool people don't move) move to uncool Sunbelt

⋄ (Sunbelt is arguably not cool)

· but it is cheap (good PPP), and new and nice

· instead 3T: Talent, Tolerance, Technology

⋄ 3S: Sun, Sprawl, Suburbs

Technology Class

◇ Inspired by Florida, I just coined "Technology Class"
  (I googled–there was no such a thing yet)

◇ why Technology and not Creative Class?

◇ because you can be quite successful by just using
  technology, not inventing it; e.g. per Hal Varian "The
  most sexy job in next 10 years will be statisticians"

◇ statisticians mostly just use software (technology), not
  create it and they use it to run same and same things over
  and over again: regressions etc

Technology Class

⋄ you can be creative writing poems or writing academic papers and fail in today's economy

⋄ you need to be creative with technology, I think, say writing software or designing things,

⋄ e.g.: computational finance "quants", in fact computational anything; anything that uses technology

· Apple, Google, Facebook, Twitter, Amazon, Oracle, etc

· these are the winners!

__outline__

paper

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Cultivate and reward creativity

◇ "Everyone is part of the value chain of creativity.

◇ Creativity can happen at anytime, anywhere, and it's happening in your community right now.

◇ Pay attention."

◇ I think that's correct

◇ I am trying to foster creativity by being flexible on reading list with wide coverage of topics

◇ In exams, I grade thinking, not remembering

◇ For repetitive tasks use computers–they are better at that than humans

Invest in the creative ecosystem

◇ "The creative ecosystem can include arts and culture, nightlife,

◇ the music scene, restaurants, artists and designers, innovators, entrepreneurs, affordable spaces,

◇ lively neighborhoods, spirituality, education, density, public spaces and third places."

◇ Yes, you can do that...

◇ but a part of criticism of Florida is that above things are spontaneous

◇ NOT engineered by policy makers

◇ It also echoes (Jacobs, 1993); but in a sense of rather preserving than engineering good communities

Embrace diversity

◇ "It gives birth to creativity, innovation and positive economic impact.

◇ People of different backgrounds and experiences contribute a diversity of ideas, expressions, talents and perspectives that enrich communities.

◇ This is how ideas flourish and build vital communities."

◇ Makes sense: diverse thinking should be good for creativity

◇ and so having diverse people should produce diverse ideas

◇ the opposite is "group think" (Natemeyer and McMahon, 2001)

◇ the more people around you are like you, the more it is like talking to yourself (only good if you have diverse ideas yourself!)

how can creativity be fostered (p.743 Peck, 2005)

Value risk-taking

◇ "Convert a "no" climate into a "yes" climate.

◇ Invest in opportunity-making, not just problem-solving.

◇ Tap into the creative talent, technology and energy for your community.

◇ Challenge conventional wisdom."

◇ I like challenging the conventional wisdom

◇ that's why we have science, and use data

◇ the counter-intuitive findings are often the most interesting

Be authentic

◇ "Identify the value you add and focus on those assets where you can be unique.

◇ Dare to be different, not simply the look-alike of another community.

◇ Resist monoculture and homogeneity.

◇ Every community can be the right community."

◇ yes, find your niche

◇ don't try to just imitate those on the top

◇ e.g. Cristensen argued that many universities problem is that they try to be Harvard

◇ they won't and they'll waste resources on trying

◇ they should find their niche and comparative advantage

how can creativity be fostered (p.743 Peck, 2005)

Invest in and build on quality of place

◇ " While inherited features such as climate, natural resources and population are important, other critical features such as arts and culture, open and green spaces, vibrant downtowns, and centers of learning can be built and strengthened.

◇ This will make communities more competitive than ever because it will create more opportunities than ever for ideas to have an impact."

◇ Again, subjective and objective quality of places may differ

(Okulicz-Kozaryn, 2011)

Remove barriers

◇ "Remove barriers to creativity, such as mediocrity, intolerance, disconnectedness, sprawl, poverty, bad schools, exclusivity, and social and environmental degradation."

outline

more criticism

◇ I cite some more criticism in _{Okulicz-Kozaryn (2011)}:

◇ the idea is that creative places are hippie, yuppie, green

◇ but by getting excited about creativity we forget the usuals that businesses like:

· transportation/infrastructure: highways, etc

· low taxes and regulation, low bureaucracy

· cheap energy, etc, etc

more criticism

◇ just catchy ideas that appeal to people

◇ one scholar remarked that
  people like Jacobs or Florida do lots of "handwaving"
  in a spirit of "we love cities"
  as opposed to a serious academic research

◇ I really like Jacobs and Florida, but there is some truth to
  the criticism

◇ Jacobs and Florida may seem more of observers/spiritual
  leaders than empiricists

handwaving

◇ Florida got three T's "Technology, Talent, Tolerance"

· San Fransisco, Boston, Austin

◇ Glaeser got three S's "Skills, Sun, Sprawl"

· space, safe, good schools

◇ I can have TFP "Technology, Frugal, Progress"

· hi-tech, programming, but also just the cheap goods that do the work: Corolla, Linux

◇ the point is that anyone can come up with three letters

· and if you do a good job at marketing them, you'll get the attention

◇ the point is: we need research to test it

causality?

◇ Florida implies that creative class creates growth

◇ but he never tests for it

◇ nor he really elaborates on causal mechanism: how it causes

◇ it may be a third variable that causes both growth and creativity

· it could be education, and immigration (e.g. about half of Silicon Valley is foreign-born)

◇ and he makes an impression as if it is only creative capital that causes growth

◇ what about other capitals?: human, social, political, and notably physical

causality?

⋄ one study tested what Florida is implying

⋄ i.e. that creative class causes development (by MSA)

⋄ they did not get significant relationship (but they did not test with a lag, and arguably there should be a lag)

one idea for a paper

◇ one problem with creative class may be that it is too
   occupied doing cool things that it does not have time to
   do the work

· e.g. going to hair stylists, tanning salons, arts, music

· it may be more of a creativity for the sake of creativity

how about inequality?

◇ the idea of creative class is libertarian

· a "hipster elitism"

◇ fiscally conservative and socially liberal

◇ there's no talk about social inclusion and redistribution

◇ the Tolerance from three T's

· is more about tolerance towards other creatives: creatives are heterogeneous

◇ and it is not towards non-creatives

◇ if anything creatives would be rather snobby, elitist:

· private schools, exclusive enclaves

role of government per Florida

◇ …is to foster creativity

◇ invest in arts and cool things

◇ not to help the poor

outline

redefining the concept

◇ the concept of creative class can be redefined...

◇ McGranahan and Wojan (2007) make a good case for redefinition

◇ and they post their data (at county level)

◇ again, a great thing these days is that you can measure everything!

◇ McGranahan and Wojan (2007) use ONET database of creativity by occupation

◇ http://www.onetonline.org/find/descriptor/result/4.A.2.b.2?s=1&a=1

papers…

◇ i am just working on some papers on creativity

◇ using these data

◇ so I can be helpful with comments if you use it as well

◇ and we can think of some collaboration…