

**The University of Wisconsin-Milwaukee
Department of Geography**

Geography 742

Urban and Regional Dimensions of Global Economic Change

Spring 2009: 5:30-8:10 p.m., Mondays (3 credits)

Bolton Hall 487

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Course Outline

We are experiencing the emergence of a global economy in which urban areas and regions around the world are becoming more interdependent—individual places are being tied increasingly into wider processes and patterns of international change. These processes and patterns of internationalization, however, are uneven across space, time, and economic sector, with important implications for the economic fortunes of different urban areas and regions around the world. Specifically, these global changes create both opportunities and challenges for individuals, businesses, and government units.

This course examines the dynamic complexity of this emerging global economy. It offers an in-depth analysis of the ‘globalization’ of the world economy. It considers urban and regional as well as national and global economic development over the long historical term. The theory and practice of economic and political geography provide the basis for understanding the interactions within and among the ‘developed’ and ‘less developed’ cities and regions of the world.

Some topics examined during the semester that provide insights into the urban and regional dimensions of this global economic change include the activities of transnational corporations, major technological changes, government responses to internationalization, environmentally and economically sustainable development, and equity, employment, and standard of living issues.

Topics and Readings

INTRODUCTION

Jan 26 Introduction: A new geo-economy.

ECONOMIC PATTERNS AND THE SEARCH FOR EXPLANATION

Feb 2 The Changing World Economy

REQUIRED READINGS: Knox, Agnew & McCarthy, Chapter 1.

Friedman, T. L. 2000. The Lexus and the Olive Tree, Opening Scene: The World is Ten Years Old, xi-xxii + Chapter 1, 3-16 (electronic reserve);

Hirst, P. and Thompson, G. 2000. Globalization – A Necessary Myth? In D. Held and A. McGrew (eds) The Global Transformations Reader: An Introduction to the Globalization Debate, Ch. 4, 68-75 (electronic reserve).

Feb 9 Global Patterns and Trends.

REQUIRED READINGS: Knox, Agnew & McCarthy, Chapter 2;

World Commission on Environment and Development. 1987. Our Common Future (the Brundtland Report), From One Earth to One World: An Overview by the World Commission on Environment and Development, 1-23 (electronic reserve);

Wilbanks, T. J. 1994. "Sustainable Development in Geographic Perspective, Presidential Address in Annals of the Association of American Geographers, 84:4, 541-556 (journal available electronically via library website).

Purvis, M. 2004. Chapter 2: "Geography and Sustainable Development" in M. Purvis and A. Granger (eds.) Exploring Sustainable Development, Sterling, VA: Earthscan Publications (book including Chapter 2 available electronically via library website).

Feb 16 The Geographical Dynamics of the World Economy.

REQUIRED READINGS: Knox, Agnew & McCarthy, Chapter 3;

Reich, R. 1990. 'Who is us?' Harvard Business Review, Jan-Feb, 53-64 (journal available electronically via library website);

Reich, R. 1991. 'Who is them?' Harvard Business Review, Mar-Apr, 77-88 (journal available electronically via library website).

THE RISE OF THE CORE REGION ECONOMIES

Feb 23 Pre-Industrial Foundations

REQUIRED READINGS: Knox, Agnew & McCarthy, Chapter 4;

Kapstein, E. B. 1999. *Sharing the Wealth: Workers and the World Economy*, Chapter 1 and notes, 15-32 + 185-86 (electronic reserve);

Micklethwait, J. and Wooldridge, A. 2000. *A Future Perfect: The Essentials of Globalization*, Authors' Note, vii-x + Introduction, xiii-xxix, + notes 347 (electronic reserve).

Mar 2 Evolution of the Industrial Core Regions

***** Presentation PROPOSAL due at the beginning of class at the latest *****

REQUIRED READINGS: Knox, Agnew & McCarthy, Chapter 5;

Harvey, D. 1989. *From Managerialism to Entrepreneurialism: the transformation in urban governance in late capitalism*, *Geografiska Annaler, Series B*, 71, No. 1, 3-17 (journal available electronically via library website);

Krugman, P. 1994. *Competitiveness: A Dangerous Obsession*, in *Foreign Affairs*, March-April, 28-44 (journal available electronically via library website).

Mar 9 The Globalization of Production Systems.

REQUIRED READINGS: Knox, Agnew & McCarthy, Chapter 6;

Gertler, M. 1988. *The limits to flexibility: comments on the Post-Fordist vision of production and its geography*, in *Trans. Inst. Br. Geogr.*, Vol. 13 No. 4, 419-432 (journal available electronically via library website);

Schoenberger, E. 1989. *Thinking about flexibility: a response to Gertler*, in *Trans. Inst. Br. Geogr.*, Vol. 14, no. 1, 98-108 (journal available electronically via library website);

Gertler, M. 1989. *Resurrecting flexibility? A reply to Schoenberger*, in *Transactions of the Institute of British Geographers*, Vol. 14, no. 1, 109-112 (journal available electronically via library website).

Mar 16 **SPRING BREAK**

Mar 23 The Spatial Reorganization of the Core Economies
*** ONLINE DISCUSSION – Association of American Geographers
Conference week ***

REQUIRED READINGS: Knox, Agnew & McCarthy, Chapter 7;
Sassen, S. 1991. The Global City: New York, London, Tokyo Ch. 1 + 9 (+Ch. 8 FYI), 3-16, 245-320 (electronic reserve).
Hamnett, C. 1994. Social Polarisation in Global Cities: Theory and Evidence, Urban Studies, Vol. 31, No. 3, 401-24 (journal available electronically via library website)
Burgers, J. 1996. No Polarisation in Dutch Cities? Inequality in a Corporatist Country, Urban Studies, Vol. 33, No. 1, 99-105 (journal available electronically via library website)
Hamnett, C. 1996. Why Sassen is Wrong: A Response to Burgers, Urban Studies, Vol. 33, No. 1, 107-110 (journal available electronically via library website)

SPATIAL TRANSFORMATION OF THE PERIPHERAL REGIONS

Mar 30 The Dynamics of Interdependence: Transformation of the Peripheral Regions.

REQUIRED READINGS: Knox, Agnew & McCarthy, Chapter 8;
Green, C. A. 2007. Between the devil and the deep blue sea: Mercantilism and free trade, Race & Class, Vol. 49, No. 2, 41-56 (journal available electronically via library website).
Taylor, I. 2004. Blind spots in analyzing Africa's place in world politics, Global Governance, Vol. 10, 411-417 (journal available electronically via library website);

Apr 6 Agriculture: The Primary Concern?

REQUIRED READINGS: Knox, Agnew & McCarthy, Chapter 9;
McGowan, K. 2001. Lessons from around the World, American Demographics, September, 50-53 (journal available electronically via library website);
United Nations Development Programme (UNDP). 2001. Human Development Report New York: Oxford University Press, Overview, 1-8 (available electronically at: <http://hdr.undp.org/reports/global/2001/en/pdf/front.pdf>).

Apr 13 Industrialization: The Path to Progress?
*** PowerPoint “conference-style” PRESENTATION in digital form due at the beginning of class at the latest ***

REQUIRED READINGS: Knox, Agnew & McCarthy, Chapter 10;
Carmody, P. 1997. Neoclassical practice and the collapse of industry in Zimbabwe: The case of textiles, clothing, and footwear, Economic Geography, Vol. 74, No. 4, 319-343 (electronic reserve).
Hudson, R. 1995. Institutional Change, Cultural Transformation, and Economic Regeneration: Myths and Realities from Europe's Old Industrial Areas, in A. Amin & N. Thrift (eds.) Globalization, Institutions, and Regional Development in Europe, 196-216 (electronic reserve).

Apr 20 Services: Going Global?
PowerPoint “conference-style” presentations in class.

REQUIRED READINGS: Knox, Agnew & McCarthy, Chapter 11;

Amiti, M. and Wei, S-J. 2005. Fear of Service Outsourcing: Is it Justified? Economic Policy, Vol. 42, 307-47. (available electronically at: <http://www.oecd.org/dataoecd/44/24/35333668.pdf>).

Karmarkar, U. 2004. Will you survive the services revolution? in Harvard Business Review, June, Vol. 82, No. 6, 101-107 (journal available electronically via library website);

ADJUSTING TO A NEW GLOBAL ECONOMY

Apr 27 Transnational Integration
PowerPoint “conference-style” presentations in class.

REQUIRED READINGS: Knox, Agnew & McCarthy, Chapter 12;

Jessop, B. 2004. Hollowing out the ‘nation-state’ and multi-level governance. In P. Kennett (ed.) A Handbook of Comparative Social Policy, Ch. 1, 11-25 (electronic reserve).

Ohmae, K. 1995. “Putting Global Logic First,” in Harvard Business Review, Vol. 73, No. 1, 119-25 (journal available electronically via library website).

May 4 The Reassertion of the Local and Regional in the Age of the Global: Localities and Regions Within the World Economy.

PowerPoint “conference-style” presentations in class.

REQUIRED READINGS: Knox, Agnew & McCarthy, Chapter 13;

Cox, A. and Mair, A. 1988. Locality and Community in the Politics of Local Economic Development, in Annals of the Association of American Geographers, 78:2, 307-325 (journal available electronically via library website);

Hudson, R. and Sadler, D. 1986. Ch. 9, Contesting works closures in Western Europe’s old industrial regions: defending place or betraying class? in A. Scott and M. Storper (eds.) Production, Work, Territory, 172-193 (electronic reserve).

Required Readings

1. Knox, Paul, John Agnew, and Linda McCarthy (2008) *The Geography of the World Economy*, 5th edition, London: Hodder.
2. All additional required readings, as indicated, are on UW-M's library's electronic reserve website or are available to students in electronic journal format via UW-M library website or other website(s).

Course Requirements, and University and Departmental Policy

The format of this seminar is in class discussion. Students are expected to attend all seminar meetings, to formulate questions and issues for discussion during selected class meetings which individual students will lead, to participate fully in all class discussions, to submit the four written papers on time, and to prepare and present a "conference-style" PowerPoint Presentation.

Grades in this course will be assigned based on your performance as follows:

(1) Class participation - 52% of grade (13 class meetings x 4% (3% for participation + 1% for handwritten/typed answers (including 4% for online participation during AAG conference week)); no discussion Week 1).

During each class meeting, student participation will be judged based on quality and quantity on a 1 - 3 scale: excellent (A); adequate (B); poor (C). For example, to receive an A for a particular class meeting, a student should join in regularly in the class discussion and make some good contributions—insightful comments based on a critical and thoughtful reading of the required texts. A grade of "B" for a class meeting might be given for a student who did not participate a great deal in the discussion but who made a limited number of extremely good comments nonetheless. A grade of "C" for a particular class meeting would be given to a student who hardly participated at all in the discussion or who participated a great deal but whose comments were extremely poor and not based on a careful reading of the material.

Ideally, students should not only show a basic understanding of the content of the reading, but also actively critique the content, recognize inconsistencies, identify bias, argue succinctly, etc.

Signs of improvement in a student's participation throughout the semester will also be taken into account in assigning grades.

In class participation: 3%

Student handwritten or typed answers to each week's discussion questions (including your own): 1%

If illness prevents a student from coming to class, and a doctor's note is not provided, for the first absence please submit handwritten or typed answers to that week's discussion questions toward a makeup grade as soon as possible, and no later than one week, after class that was missed. A doctor's note is required for the second and subsequent absences.

(2) Question/issue preparation and leading discussion – 8% of grade (c. 2 times).

Question/issue preparation and leading discussion: c. 2 different weeks during the semester—selected from two to three of the four different parts of the Knox *et al.* text.

Each week, individual students will be responsible for leading the seminar discussion. This involves providing all students and the instructor with 4-5 important questions or issues raised by the readings that provide fruitful material for the seminar discussion on the following Monday. These questions/issues must be distributed by e-mail **by noon on Friday** prior to the Monday class meeting in order to give the other class participants time to consider them and come prepared to discuss them on Monday (the penalty for missing this deadline is –1% for 1-3 hours late, –2% for 3-6 hours late, and –3% for 6+ hours late). Please also include the questions in the body of the e-mail message if you prefer to e-mail the questions as an e-mail attachment in MS Word.

*** The questions you come up with should be ones that the students in the class can answer based primarily on the ideas/arguments/assumptions in the reading for that week's (and as the semester progresses, previous weeks') readings. Try *not* to raise the kind of speculative questions that require information or knowledge about trends or policies that are not covered in enough detail in the readings to be able to be discussed by all students. That is, do not assume that students will have knowledge about trends or policies not covered in the readings or that their knowledge of material outside the readings will be comprehensive enough to form the basis of a discussion by all.

Also, try to raise questions that are clear; the questions should be understandable to all students so that everyone can come to class prepared to answer the questions (rather than coming to class needing clarification about what a question was actually asking). The questions should also be focused i.e. not so unwieldy that there are multiple questions within each question.

Similarly, do not ask questions that are so general/generic that it is difficult for students to “sink their teeth” into the question. Avoid questions that merely ask students to describe the contents of a reading or readings—these kinds of questions can lead to a boring discussion with students merely reciting what they read. Assume at the graduate level that students can understand what the author is saying and that they are ready to more actively engage and interrogate the readings.

Basically, ask questions that involve actively critiquing the content, recognizing inconsistencies, identifying bias, etc. These kinds of questions are also not likely to get exactly the same answer from every student (in contrast to a question about describing the content).

A good test for whether your questions will form the basis for a lively discussion by all of the students in the class is to ask: “can the questions that I am raising be answered by everyone who did the readings for that week and form the basis of a lively discussion and debate about the authors’ ideas, arguments, assumptions, methodologies, etc.?”

(3) Reaction papers – 28% of grade (P1=4%; P2=6%; P3=8%; P4=10%).

Four reaction papers (4 - 5 pages, 12 point font, typed, double-spaced) PLUS bibliography – with each of the four papers selected from each of the four different parts of the Knox *et al.* text - due at the **beginning** of class on the day of that discussion.

*** The reaction papers should contain your own critical reaction to all of the readings for that week. The bulk of the 4 - 5 pages of your paper should be your critique of the papers, with only a minimum amount of space given to describing the contents of the papers. Consequently, most of your paper will comprise your critical analysis of each paper—that is, your “interrogation” of the paper and the author’s arguments (rather than a descriptive synopsis of the paper and author’s arguments).

For example, you can critique particular individual arguments in each of the readings, or focus on the underlying assumption of the readings and critique these if appropriate, etc. An “internal” critique of the paper provides your argued opinion on how you think the author(s) in each case adequately addressed the research questions/agenda they set out to achieve, (the appropriateness of the methodology used, if relevant), and in particular, the weaknesses of some of their argument(s), with a brief mention of some of the strengths of the paper and the validity of the conclusions [Clearly, because of the limitation of a 4-5 page paper, you are not expected to address every single thing that the authors mention].

In addition to critiquing the arguments made by the authors in the paper, if possible, you should also attempt to do an “external” critique of the paper by, for example, (a) mentioning how you see the paper fitting into the broader literature in terms of the questions asked and the quality of the research and (b) identifying vital issues or questions that you think that the author(s) *neglected* to address. At the same time, make sure that you do not neglect to focus attention to what the authors *did* address and argue when you write your “internal” critique of each of the readings. As the semester progresses, you will be able to use the information and arguments from other papers you have read as “ammunition” to support your own assessments of the quality of the arguments in each week’s readings.

See the end of this syllabus for further helpful advice on “Critical Reading” that has been excerpted from *Reading Economic Geography* (2004) by T. J. Barnes, J. Peck, E. Sheppard, and A. Tickell (eds.), Malden, MA: Blackwell, pp. 7-9.

Please note that any of the four papers that are handed in after the deadline will **not** be accepted.

(4) Student PowerPoint “conference-style” presentations in class: April 20 – May 4 – 12% of grade (2% for Proposal and Bibliography due March 2; 10% for PowerPoint (8%) due April 13 and Presentation in class (2%) April 20-May 4).

Students should individually select a topic related to a particular aspect of the urban and regional dimensions of global economic change that particularly interests them, and prepare and submit a one-page proposal plus one-page bibliography, and then, following feedback, prepare a 15-minute “conference-style” PowerPoint presentation to be presented in class during the period April 20 – May 4.

Late penalty: minus 10% for each day of lateness for the proposal and bibliography or the PowerPoint presentation.

Grades are assigned using the following scale:

A	93-100%	Achievement of outstanding quality.
A-	90-92	Achievement of slightly less than outstanding quality.
B+	87-89	Achievement of slightly more than high quality.
B	83-86	Achievement of high quality.
B-	80-82	Achievement of slightly less than high quality.
C+	77-79	Work of slightly more than acceptable quality.
C	73-76	Work of acceptable quality.
C-	70-72	Work of slightly less than acceptable quality.
D+	67-69	Work slightly below the quality expected.
D	63-66	Below the quality expected.
D-	60-62	Barely above failing.
F	≤ 59	Failure.

There will be no extra credit offered in this course.

Registration Policies for late registration, change, add/drop and withdraw

FEB. 6: LAST DAY to register late, add full-term classes, change sections, change to audit without fee penalty, change from a graded basis to audit or credit/no credit status (or vice versa) and drop full-term classes for full refund.

FEB. 20: LAST DAY to drop full-term classes with partial refund or withdraw without notation of "W" on academic record (withdrawal fee assessed).

MARCH 27: LAST DAY to drop or withdraw from full-term classes. A notation of "W" will appear on your academic record for all classes.

Participation by Students with Disabilities: If you need special accommodations in order to meet any of the requirements of this course, please contact me as soon as possible.

Accommodations for Religious Observances: Students will be allowed to complete examinations or other requirements that are missed because of a religious observance.

Academic Misconduct: The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.

Academic dishonesty is any act by a student that misrepresents the student's own academic work or that comprises the academic work of another. Examples include cheating on examinations, plagiarizing (misrepresenting as one's own any work done by another), depriving another student of necessary course materials, or sabotaging another student's work.

To avoid charges of **PLAGIARISM** and academic misconduct proceedings, you must accurately and fully cite any sources you use in your papers. It is perfectly acceptable to quote or paraphrase another's work if you appropriately credit the source. If you quote from another author, you must place the quotation in quotation marks and provide the author's name and date of publication in parenthesis with the page number(s) as well as the full citation in your bibliography (Last name, first name, date of publication, title of publication (if book; if an article or book chapter, then provide the title of the article or book chapter and the name of the book (with authors/editors) or journal), publisher, place of publication, page numbers (for articles and book chapters)). If you paraphrase another author's words, then you do not need to use quotation

marks, but you must still provide the author name and date of publication in parenthesis as well as the full citation in your bibliography. Please note that the papers in this seminar are intended to be your own critique of the readings rather than a descriptive paraphrasing of or long quotes from the contents of the readings.

Complaint Procedures: Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.

Sexual Harassment: Sexual harassment is reprehensible and will not be tolerated by the University. It subverts the mission of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. The University will not tolerate behavior between or among members of the University community that creates an unacceptable working environment.

Incompletes: An “incomplete” grade will be assigned only in extraordinary cases when unexpected conditions prevent a student from completing the requirements of the course within the term of enrollment. A notation of “incomplete” may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantial cause beyond the student’s control, has been unable to take or complete the final examination or to complete some limited amount of term work. An incomplete is not given unless the student proves to the instructor that he/she were prevented from completing course requirements for just cause as indicated above.

Financial obligation: The submission of your registration form and your subsequent assignment to classes obligates you to pay the fee-tuition for those classes or withdraw your registration in writing no later than posted deadline (see Course Timetable).

You should also be aware of services that are available to you at UW-M that help protect students and keep UW-M a safe place, such as the free escort service by the campus police at night.

Critical Reading

Excerpted from *Reading Economic Geography* (2004) by T. J. Barnes, J. Peck, E. Sheppard, and A. Tickell (eds.), Malden, MA: Blackwell, pp. 7-9.

Here, we offer some tips about reading in a constructively critical manner. This may sound time consuming, but think for a minute about how much effort it took to *write* the article [or book chapter]!

- **Gain an overall sense of the argument.** Before reading an article [or book chapter] in detail, peruse the introduction and conclusion to get a sense of the research questions driving the scholarship, and the overall argument. A detailed reading will be more meaningful if you can situate it within this overall understanding.
- **Engage in a detailed initial reading.** Take detailed notes, jotting down major arguments advanced, and figuring out how the various parts of the article contribute to constructing the overall argument.
- **Learn the terminology.** Terms mean different things in different contexts, so it is important to know how they are used within economic geography. Make notes of terms you do not understand, and look them up on the Internet or in an encyclopedia or dictionary of human geography (such as the current edition of *The Dictionary of Human Geography* by R. Johnston, D. Gregory, and D. M. Smith (eds.), Oxford: Blackwell).
- **Pay attention to writing.** Think about the writing style of the author. What makes it effective, or ineffective? Is the style appropriate for the task at hand? Is the author trying to overwhelm you with fancy words, jargon, and obscure references, thereby undermining your ability to criticize the article, or is he or she adept at making complex ideas accessible and highlighting the most important points?
- **Contextualize the essay.** Determine how authors situate themselves. Which theoretical or philosophical perspective is being adopted? What kinds of research do the authors engage with, or ignore? How does the article fit within their trajectory of work (visiting authors' web sites often helps)?
- **Take little on faith.** Do not be satisfied with authors' renditions of others' arguments, or their interpretations of empirical material. Wherever possible, go back to the sources, and read critically the various inscriptions that the authors mobilize in support of their argument.
- **Engage in an internalist critique.** An internalist critique pays attention to how well authors achieve the goals they set for themselves. This is essential to any constructive critical reading. Since economic geography is such a diverse field, it is too easy to dismiss an article [or book chapter] for taking what you believe to be the wrong general approach, or for asking questions in which you are not interested. This kind of externalist critique (below) is important, but is insufficient. An internalist critique gives due respect to the author and the effort he or she invested. Based on your understanding of the article, how convincing is the overall argument? Is the theoretical argument rigorous, and the use of empirical evidence appropriate and convincing, with respect to the norms of the scholarship within which the article [or book chapter] is situated? If not, how could it be improved?

- **Engage in an externalist critique.** What important questions/issues regarding the topic have been omitted in the article? What other approaches to the topic could the author have taken? How would choosing a different approach affect the overall research questions and methodologies? What might be the relative value, in your view, of a different approach?
- **Be reflexive.** Reflect on the critiques you have developed, and how they are shaped by your own personal and intellectual biography (What has interested you? What have you been taught to value? What constitutes your identity and interests?). Use this as an opportunity to reflect on the context from which your critique stems, and to challenge your own preconceptions. To learn from others' scholarship you have to engage with the research and even change your mind. Finally, ask the ethical question of whether your critical assessment is the kind that you would like to receive from someone reading your essays.