

GGR221 New Economic Spaces Fall, 2015

Instructor: Deborah Leslie

Office: SS 5066

Office Hours: Monday 9-11am

Phone: 978-8467

Email: deborah.leslie@utoronto.ca

Class time and location: Mondays 2-4

Tutorials: There will only be a couple of tutorials this term. The dates for these tutorials will be announced in class and on Blackboard.

Course Website: (Blackboard)

Since the 1970s, economic geography has been less concerned with mathematical modelling and more grounded in the dynamics of economic change. This course provides an introduction to economic geography from the 1970s on, illustrating the different ways that geographers have conceptualized the restructuring of the three main sectors of the economy: resource industries, manufacturing and services/knowledge/creative industries. The crisis of Fordism and the rise of new production models will be given particular attention, along with the reorganization of finance, the rise of cultural/creative industries and the globalization of commodity chains. New regimes of governance of the economy will also be considered. The central preoccupation of the course is: how do space and place make a difference to the nature of economic activities? What role do institutions play in the economy? What are the impacts of economic processes on workers, communities, nations and environments?

Requirements and Grading:

Mid-term exam: 20%

Commodity chain paper: 40%

Final Exam: 40%

Tutorials will be held the week of November 16.

Assignment due dates:

Mid-term exam: October 19 in class

Commodity chain paper: due November 30 (in class). Length: 8 pages.

Final Exam: will consist of essay questions.

Note: Penalty for late assignments is 5% per day, including Saturday and Sunday.

You must inform your course instructor immediately when circumstances prevent you from submitting an assignment on time or writing a test. A petition due to illness must be accompanied by an original U of T Student Medical Certificate stating that you were examined and diagnosed at the time of illness and on the day of the due date or immediately after. A statement from a physician that merely confirms a report of illness and/or disability made by the student is not acceptable. Medical documentation must be provided within 5 days of assignment due dates/date of test.

Academic integrity

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement, and will continue to receive the respect and recognition it deserves. Familiarize yourself with the University of Toronto's *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Copying material word-for-word from a source (including lecture and study group notes) and not placing the words within quotation marks.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Including references to sources that you did not use.
- Obtaining or providing unauthorized assistance on any assignment, including working in groups on assignments that are supposed to be individual work, or having someone rewrite or add material to your work while "editing".
- Lending your work to a classmate who submits it as his/her own without your permission.

On tests and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Letting someone else look at your answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying or altering any documentation required by the University, including doctor's notes.
- Falsifying institutional documents or grades.

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the *Code*. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, seek out additional information from me, or from other available campus resources like the [U of T Writing Website](#). If you are experiencing personal challenges that are having an impact on your academic work, please speak to me or seek the advice of your college registrar.

Accessibility Needs:

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: disability.services@utoronto.ca or <http://studentlife.utoronto.ca/accessibility>

Reading materials:

A reader produced by Canadian Scholar's Press contains all additional readings. It is available for purchase at the University of Toronto Bookstore.

Course outline:

Week 1: (September 14) Introduction: Economic Geography

Coe, Neil Philip Kelly and Henry Yeung. 2013, *Economic Geography. A Contemporary Introduction*. Oxford: Blackwell. Chapter 1. Thinking Geographically.

Week 2: (September 21) Staples Theory, the Canadian Resource Economy and the Tar Sands

Barnes, Trevor, 2000, "Staples theory". In *The Dictionary of Human Geography*, eds., R. J. Johnston, D. Gregory, G. Pratt, and M. Watts, pp. 786-8. Oxford: Blackwell.

Bridge, Gavin, 2009, "Material worlds: material resources, resource geography and the material economy" *Geography Compass*. 3(3): 1217-1244

Pasqualetti, M, 2009, "The Alberta Tar Sands From Both Sides of the Border". *Geographical Review* 89(2): 248-267

Week 3: (September 28) The Industrial Economy: Spatial Divisions of Labour, Uneven Development, and Path Dependency

Mackinnon, D. and Cumbers, A, 2011, *Introduction to Economic Geography*. London: Pearson. Chapter 4. Spaces of production and consumption

Richard Walker, 2000, "The geography of production". *A Companion to Economic Geography*. Ed. Eric Sheppard and Trevor J Barnes. Chapter 8. pp 113-132

Week 4: (October 5). Fordism and The History of the North American Automobile Industry

Knox, Paul, Agnew, John and Linda McCarthy, 2008, *The Geography of the World Economy*. "Chapter 5: Evolution of the Industrial Core Regions" London: Hodder Education, pp 116-147

Week 5 (October 12): No class. Thanksgiving

Week 6: (October 19). Mid term exam

Week 7: (October 26) Industrial Restructuring and the Future Prospects for the Canadian Automobile Industry

Tickell, Adam and Peck, Jamie, 1992, Accumulation, regulation and the geographies of post-fordism: missing links in regulationist research. *Progress in Human Geography* 16, 190-218.

Sturgeon, Tim, van Biesbroeck, Johann, and Gereffi, G, 2009, "The North American Automotive Value Chain: Canada's Role and Prospects". *International Journal of Technological Learning, Innovation and Development*. 2(1-2): 25-52

Week 8 (November 2) Innovation, Clustering and Industrial Districts

Coe, Neil Philip Kelly and Henry Yeung. 2013, *Economic Geography. A Contemporary Introduction*. Oxford: Blackwell. Chapter 12: Clusters: why Do Proximity and Place Matter?

Annalee Saxenian, 1994, *Regional Advantage: Culture and Competition in Silicon Valley and Route 128*. Cambridge: Harvard University Press. Pages 1-10 and 29-57

(November 9) No class. Reading Break

Week 9. (November 16). Commodity Chains, Production Networks and Changing Geographies of Production and Consumption

Coe, Neil, Hess, Martin, Yeung, Henry Wai-Chung, Dicken, Peter and Henderson, Jeffrey. 2004, "Globalizing regional development: a global production networks perspective" *Transactions of the Institute of British Geographers*. 29: 468-484

Bair, J. 2005, "Global Capitalism and Commodity Chains: Looking Back, Going Forward". *Competition and Change* 9(2): 153-180

Cook, Ian, 2004, "Follow that thing: Papaya". *Antipode*. 36: 642-664

Week 10: (November 23) Service and Creative Economies

Mackinnon Danny and Andrew Cumbers, 2007, *An Introduction to Economic Geography. Globalization, Uneven Development and Place*. London: Pearson Education "Chapter 8. Geographies of the new service economy".

Martin, Ron, 2007, "Making sense of the new economy? Realities, myths and geographies" in *Geographies of the New Economy: Critical Reflections*. Ed. Daniels, P. Leyshon, A, Bradshaw, M and Beaverstock, J. London: Routledge. Pp 15-48

Leslie, D. and Rantisi, N. 2012. "Creative Classes, Workers and Elites". in *The New Companion in Economic Geography*. Ed. Barnes, T., Peck, J. and Sheppard, E. Oxford: Blackwell. pp. 458-471

Week 11: (November 30) New Modes of State Regulation: Neoliberalism,

Harvey, David, 2005, *A Brief History of Neoliberalism* Oxford: Blackwell. Chapter 3 "The Neoliberal State".

MacKinnon, D. 2012, "Reinventing the State: Neoliberalism, State Transformation and Economic Governance. In *The Wiley Blackwell Companion to Economic Geography* Ed. Trevor Barnes, Jamie Peck and Eric Sheppard. Pp. 344-357

Week 12: (December 7): The Financial Crisis and Geographies of Financial Exclusion

Aalbers, Manuel, 2009, "Geographies of the Financial Crisis". *Area*. 41(1): 34-42

Hall, Sarah, 2012, "Theory, Practice and Crisis: Changing Economic Geographies of Money and Finance". *Wiley Blackwell Companion to Economic Geography*. Ed. Barnes, TJ, Peck, J and Sheppard, E. Chichester: Wiley-Blackwell. Pages 91-103

Week 13: (December 9) Makeup Monday Class. Review.

Essay Assignment: Geographies of Commodities.
Due: November 30, 2015 in class

Objective: The objective of this assignment is to choose a manufactured consumer product in your household and write a commodity chain analysis of the product, paying particular attention to the production and consumption sites in its chain.

The aim of this assignment is not simply to describe the commodity chain. Rather, the goal is to trace the product and analyze the processes involved in the production and consumption of the good from the perspective of economic geography. Include a discussion of the relationship between sites, explain why the commodity chain is organized the way that it is. What are the implications of this organization for workers? Environments? Consumers? Why is it important to examine this commodity chain?

Suggested organization:

Introduction: begin your paper with a discussion of the importance of a commodity chain, circuit or network analysis and some of its key concepts

Analysis of your chosen product (see elaboration below):

- the design/engineering of the object
- the geography of the item's production
- the marketing/advertising of the product
- the retailing of the product
- your consumption of the product

Conclusion/future trends/further analysis

Format:

Your assignment should be eight pages double spaced (250 words per page). Include a bibliography including a list of articles and websites consulted (and the date accessed for websites). You can attach copies of advertisements, logos, photographs, or maps if you wish. These are not included in the eight page limit.

Questions to consider in your analysis:

1. **design/ engineering:** How design intensive is the product? Is it possible to determine where design took place? What demographic target market does the design appeal to? How much investment has there been in the technical features and engineering of the product?
2. **production:** What raw materials go into its manufacture? Where is the company that made the item headquartered? Where is this item produced? Has the geography of its production shifted in recent years? How? Why? What methods of production are used in the manufacture of this commodity? Is it characterized by labour-intensive sweatshop production? Does the company fit under "Fordist" or "Post-Fordist/flexible" models of production? Is it manufactured under a version of the Japanese production system? What model of innovation does the firm follow? Is it

hand-made or subject to craft-based artisanal production? What are the conditions of employment in this industry? What type of workforce does the company employ to make this product (gender, age, skill)? How much are they paid? Does the company that manufactured this good have a corporate code of conduct? How successful is this code of conduct in ensuring that the rights of workers are upheld? Have there been consumer boycotts in recent years? Union campaigns? Anti-sweatshop campaigns? Why or why not? How successful have these been? How do the conditions and geographies of production of this commodity contrast with those of its consumption? Why is this significant?

3. **marketing/advertising:** What images are associated with the brand as manifest in its marketing and promotion? What meanings are created? How do these images reflect or contrast with meanings of the product forged at the site of production?
4. **retailing:** Where did you purchase it? What types of stores or outlets sell the product? Why? What images or meanings are projected?
5. **consumption:** What brand is it? Where is the market for this product concentrated internationally? What are the demographics of the market? How much did this item cost when you purchased it? Why did you decide to buy it (cost, design, function, features etc)? What does this item signify to you? Did you consider the geography of its manufacture when you purchased it? Did ethical considerations play a role in your consumption of it?

You will not be able to answer all questions for the product you choose. In some cases the information may not be readily available or relevant, and in all cases you will need to focus your analysis on a few themes. This is a short essay and you will not have time to discuss all aspects of the product's production and consumption. Orient your discussion around a few of the most interesting questions.

References:

You must frame our analysis in a theoretical context. Cite academic articles that provide a general understanding of commodity chains, commodity circuits or commodity networks. You may also find academic articles on the particular commodity or industry you have chosen, or alternatively you may be able to draw parallels with articles discussing other commodity chains or related sectors. You may also be able to identify issue oriented academic papers that have some link to your commodity such as articles on stop sweatshop campaigns or fair trade and relate some of the key arguments to your case study.

To compile your portrait of the production and consumption of this commodity, you can consider the following sources: newspaper or magazine articles; corporate websites; corporate codes of conduct (usually found on a company's website); union and other labour-oriented websites (such as UNITE HERE, Ethical Trade Initiative, National Labor Committee); and product advertisements. **Remember: be conscientious and critical in amassing and presenting the sources that formulate your argument.**

Any style of referencing is fine, but consistency in style is essential.

