

Syllabus: JPG 1616 – The Cultural Economy

University of Toronto

Department of Geography

Class Day/Time: Monday 11-1 pm

Location: SS 5017A

(first two weeks will be online)

Instructor: Deborah Leslie

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Office Hours: Monday 11-1 pm

Course Description

This course examines the so-called “cultural turn” in economic geography and planning, often referred to as “the new economic geography” or “cultural planning”. We will begin by considering various ways of theorizing the relationship between culture and economy, and will go on to explore selected themes in the cultural economy literature, such as cultural industries, creative cities, commodity chains and networks, craft work, and platform capitalism.

Learning Outcomes

By the end of this course, students will gain a background knowledge on a variety of theories and issues related to the cultural economy, including an understanding of the nature of contemporary cultural industries and their importance to urban economic development, as well as the changing nature of work today. Students will gain experience summarizing and critiquing the articles they read, and on giving short presentations in class. Students are expected to do the required readings each week and come to class prepared to talk about them. They will also hone their essay-writing skills.

Course Organization

All course readings will be on reserve in the library and accessible online through Quercus.

Assignments and Evaluation

Assignment 1 – Essay Proposal

Due date October 8 by 11:59pm on Quercus - 15 percent

Before beginning work on the major term paper, students are to prepare a two-page outline with a statement of questions, a preliminary list of sources, and a tentative outline for the paper.

Assignment 2 – Class Participation

Ongoing throughout the term – 15 percent Students are expected to do the required readings each week and come to class prepared to talk about them.

Assignment 3 – Presentations

Periodically throughout the term -20 percent

Each student will lead the discussion on a number of articles throughout the term. This will involve a short presentation identifying the key arguments in the weekly readings and preparing a set of questions to guide the discussion.

Assignment 4 – Major Essay

Due December 14 by 11:59 pm on Quercus -50 percent

Students must complete a final term paper on a theoretical or empirical topic of their own choosing. This paper will be compiled with secondary sources and does not require any empirical research. The paper should be 15 pages in length (double spaced).

Weekly Schedule

Week 1 (September 13): Introduction: Culture and Economy

This week will consider different theories of how culture and economy are related and introduce the course.

Week 2 (September 20): The Field of Cultural Production

This week will provide an introduction of Pierre Bourdieu's notion of the cultural field and its application to an understanding of cultural industries. The readings consider the relationship between geography and the field.

Bourdieu, P, 1993. *The Field of Cultural Production: Essays on Art and Literature*. New York: Columbia University Press. Chapter 1

Scott, A. J, 1999, "The cultural economy: geography and the creative field". *Media, Culture and Society*. 21: 807-817.

Entwistle, J. and Rocamora, A, 2006, "The Field of Fashion Materialized: A Study of London Fashion Week". *Sociology*. 40(4): 735-751

Week 3 (September 27) Cultural Networks and Materiality

Another metaphor for understanding cultural industries is the network. We will consider how this differs from the notion of the field and the geography of networks. The importance of materiality will also be highlighted.

Latour, B. 1987. *Science in Action*. Cambridge, MA: Harvard University Press. Chapter 3

Rantisi, N. and Leslie, D, 2015, "Circus in Action: Exploring the Role of a Translation Zone in the Cirque du Soleil's Creative Practices". *Economic Geography*. 91(2): 147-164.

Gibson, C, 2016, Material inheritances: how place, material and labour process path dependent evolution of cultural craft production *Economic Geography* 92(1): 61-86.

Week 4 (October 4) Qualifying aesthetic goods

This week considers the actors that qualify aesthetic goods, and the role they play in establishing the value of these goods.

Callon, M, Meadel, C. and Rabeharison, V., 2002, "The economy of qualities". *Economy and Society*. 31(2): 194-217.

Berndt, C. and Boeckler, M. 2020. "Geographies of Marketization: Performance struggles, incomplete commodification and the 'problem of labour'". *Market/Place: Exploring Spaces of Exchange*. Ed. Berndt, C., Peck, J. and Rantisi, N. Agenda Publishing

Ibert, Oliver et.al., 2019 "Geographies of dissociation: Value creation, 'dark' places and missing links. *Dialogues in Human Geography* 9(1): 43-63.

October 11: No Class- Thanksgiving

Week 5 (October 18) Commodity / Supply Chains/ Networks

This week provides an introduce to the notion of commodity chains, circuits and networks, or what is also referred to in different literatures as supply chains or global production networks. The readings explore what is distinct about a vertical approach to consumption.

Bair, Jennifer., 2009, *Frontiers of Commodity Chain Research*. Chapter 1. Global commodity chains: Genealogy and Review. Stanford: Stanford University Press.

Tsing, A, 2009, "Supply chains and the human condition". *Rethinking Marxism* 21(2): 148-176

Crang, M. et.al 2013, "Rethinking governance and value in commodity chains through global recycling networks". *Transactions of the Institute of British Geographers*. 38: 12-24.

Week 6 (October 25) Creativity and urban economic development discourse

This week considers the growing importance of creative industries in prominent discourses of urban economic development, and different approaches to attracting and retaining creative talent.

Florida, R. 2002, *The Rise of the Creative Class*. New York: Basic Books. Chapters 12, 13, and 14

Grodach, Carl, 2013, "Cultural Economy Planning in Creative Cities: Discourse and Practice". *International Journal of Urban and Regional Research*. 37(5): 1747-65.

McLean, Heather, 2017, "Hos in the garden: Staging and resisting neoliberal creativity" *Environment and Planning D: Society and Space*. 35(1): 38-56.

Week 7 (November 1) Immaterial Labour, Precarity and Inequality

The readings this week explore how the growth of creative industries and immaterial labour is associated with the rise of precarious labour. We will also explore inequalities based on gender and race in creative industries.

Lazzarato, M. 1996, "Immaterial Labour" in M. Hardt and P Virno (eds), *Radical Thought in Italy*. Minneapolis: University of Minnesota Press, pp. 132-146.

Gill, R. and Pratt, A., 2008, "Precarity and Cultural Work. In the Social Factory? Immaterial Labour, Precariousness and Cultural Work". *Theory, Culture and Society*. 25(7-8): 1-30

McRobbie, A., 2010, "Reflections on Feminism and Immaterial Labour" *New Formations*, 70, pp. 60-76.

Week 8 (November 8) Aesthetic / Affective Labour

This week asks what is aesthetic or affective labour, and how it is growing in recent years, especially in creative industries.

Entwistle, J. and Wissinger, E., 2006, "Keeping up appearances: Aesthetic labour in the fashion modelling industries of London and New York". *The Sociological Review*. 54(4): 774-794

Brydges, T and Sjöholm, J. 2019. "Becoming a personal style blogger: changing configurations and spatialities of aesthetic labour in the fashion industry". *International Journal of Cultural Studies*. 22(1): 119-139

Veldstra, C. 2018, "Bad feeling at work: emotional labour, precarity and the affective economy" *Cultural Studies* 34(1): 1-24.

Week 9 (November 15) Social Reproduction, Care Work and Crisis

This week considers the nature of care work, who performs it (in terms of race, class and gender) and how the current period is associated with a crisis in social reproduction, made more apparent during the pandemic.

Fraser, Nancy, 2016, "Capitalism's Crisis of Care". *Dissent*. 63(4): 30-37.

Federici, Silvia, 2019, *Re-Enchanting the World. Feminism and the Politics of the Commons*. "Marxism, Feminism and the Commons" (pages 151-174) and "From Crisis to Commons: Reproductive Work, Affective Labour and Technology" (pages 175-187). Oakland: PM Press.

Weeks, Kathi, 2011, *The Problem with Work. Feminism, Marxism, Antiwork Politics and Postwork Imaginaries*. Chapter 3 "Working Demands: From Wages for Housework to Basic Income". Pages 113-150. Durham: Duke University Press.

Stevano, S., Mezzadri, A., Lombardozzi, L. and Bargawi, H. 2021, "Hidden Abodes in Plain Sight: the Social Reproduction of Households and Labor in the COVID-19 Pandemic". *Feminist Economics*. 27(1-2): 271-287.

Week 10 (November 22) Platform capitalism and the digital networked body

This week explores the growth of the platform economy and how it is linked to new temporalities and spatialities of work.

Moore, Phoebe. 2018. "Tracking Affective Labour for Agility in the Quantified Workplace". *Body and Society*. 24(3): 39-67

van Doorn, Niels, 2017, "Platform labour: on the gender and racialized exploitation of low-income service work in the 'on-demand' economy". *Information, Communication and Society*. 20(6): 898-914

Delfanti, Alessandro, 2019, "Machinic dispossession and augmented despotism: Digital work in an Amazon warehouse". *New Media and Society*. 1-17

Week 11 (November 29) Geographies of Craft and the Maker Movement

One reaction against the crisis of Fordism is the rise in craft work. We will examine how a resurgence in craft labour is related to the rise of anti-globalization struggles, as well as climate change and post-feminist politics. We will explore the links between race and gender and the craft economy and how craft economies are linked to new forms of exclusion.

Luckman, Susan, 2018, "Craft entrepreneurialism and sustainable scale: resistance to and disavowal of the creative industries as champions of capitalist growth". *Cultural Trends*. 27(5): 313-326

Dawkins, N. 2011, "Do-It-Yourself: The Precarious Work and Postfeminist Politics of Handmaking Detroit". *Utopian Studies*. 22(2): 261-284

Marotta, S. 2021. Making sense of 'maker': Work, identity, and affect in the maker movement. *Environment and Planning A*, 53(4): 638-654.

Week 12 (December 6): Crisis, Mutual Aid and Post-Capitalist Politics

Smith, T. 2020." 'Stand back and watch us': Post-capitalist practices in the maker movement". *Environment and Planning A: Economy and Space*. 52(3): 593-610.

Foster, N. 2020. Rethinking the Right to the City: DIY Urbanism and Postcapitalist Possibilities, *Rethinking Marxism*, 32:3, 310-329

Chev  e, A. 2021. Mutual Aid in north London during the Covid-19 pandemic. *Social Movement Studies, March*, 1-7.

Springer, S. 2020. Caring geographies: The Covid-19 interregnum and a return to mutual aid. *Dialogues in Human Geography*, 10(2), 112–115.

Policies

The department's full [Graduate Course Policies](#) apply to all courses offered.

Accessibility Services

The University of Toronto is committed to accessibility. If you require accommodations because you are disabled, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible.

Where there is an accommodation recommended by [Accessibility Services](#), the department and/or instructors will be provided with an accommodation letter.

Academic Integrity

Academic misconduct by graduate students is taken very seriously. The University's policy on academic misconduct is found in the [Code of Behaviour on Academic Matters](#) (the Code). Students in graduate studies are expected to commit to the highest standards of integrity and to understand the importance of protecting and acknowledging intellectual property. For example, it is assumed that they bring to their graduate studies a clear understanding of how to cite references appropriately, thereby avoiding plagiarism.

Regarding plagiarism, the Code includes the following statements:

B.i.1. It shall be an offence for a student knowingly:

(d) to represent as one's own idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e., to commit plagiarism.

Wherever in the Code an offence is described as depending on "knowing," the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.

Other academic offences include the possession and/or use of unauthorized aids in examinations, submitting the same paper for different courses without the knowledge of the instructors, forgery (whether of academic records or other documents), concocting facts or references to sources, personating someone, and other forms of cheating and academic dishonesty. Please refer to sections B.i.1. and B.i.3. in the Code for detailed descriptions of offences applicable to students.

The [SGS Academic Integrity Resources webpage](#) outlines the policy on academic misconduct and the process for handling an allegation of academic misconduct.

Religious Accommodations

Students must alert instructors in a timely fashion to any upcoming religious observances and anticipated absences. Instructors will make every reasonable effort to avoid scheduling tests, exams or other compulsory activities at these times. In the case of an unavoidable conflict with a compulsory activity, every reasonable effort is made to give students the opportunity to make up missed work.

Copyright in Instructional Settings

If a student wishes to record (tape, video, photograph, etc.) any lecture presentations or other similar materials provided by the instructor; the instructor's written consent must be obtained beforehand. Otherwise, all such reproduction is infringement of copyright and prohibited. In the case of private use by students with disabilities, the instructor's consent shall not be unreasonably withheld.

Extension Requests

The authority to grant an extension to submit coursework beyond the sessional grade deadline is with the department and not the instructor of the course. To request a formal extension beyond a grade deadline, students must submit a Coursework Extension Form, completed by both the student and course instructor, to the relevant graduate department prior to the final grade deadline.

In order to ensure fairness in granting extensions, the department must be reasonably certain that:

- The reasons for delay are serious and substantiated.
- The student is not granted unfair advantage over other students in the course.
- The student has a reasonable chance of completing the outstanding work within the time allotted.
- The normal and satisfactory completion of any new coursework is not in jeopardy.

Extension requests for medical reasons (e.g. short-term illness) must be accompanied by a medical note. Extension requests for students with accommodations due to disability must be supported by documentation from Accessibility Services. Extension requests for other reasons must be detailed in the form or a note to the department.

Mental Health Statement

As a student at U of T, you may experience circumstances and challenges that can affect your academic performance and/or reduce your ability to participate fully in daily activities. An important part of the

University experience is learning how and when to ask for help. There is no wrong time to reach out, which is why there are resources available for every situation and every level of stress.

Please take the time to inform yourself of available resources, including:

- [Geography & Planning Mental Health Support Website](#)
- [Graduate Wellness Services](#)
- [Student Mental Health Resources](#)
- [Emergency support if you're feeling distressed](#)

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Other Student Services and Support Resources

- [Links to Additional Student Services and Support Resources](#) (general services and support for students, international student support, Health & Wellness, financial aid and professional development)