

New Economic Spaces

GGR221

Lecture: Wednesday 4 - 6pm

Room: Sidney Smith Hall SS2118 (100 St. George Street)

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Office hours: Thursdays: 1-3pm, Appointments available over Quercus

Teaching Assistants:

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Course Description

The geographies of economies have changed dramatically over the last 50 years. This course tracks economic changes and continuities from the 1970s to the present day, focusing on more recent changes. This course explores economic globalization, the rise of neoliberalism, deindustrialization, the expansion of the service sector, and more recently the turn to entrepreneurialism and mass consumerism.

Course Goals

1. To understand specific key concepts and theories in economic geography, how theories developed, and be able to apply theories and concepts to the present.
2. Develop a skill that will help students through university: critical thinking, discourse analysis, mapping, theories of citation, or writing and organizational skills.
3. Acquire the skills to use theory to analyze everyday observations
4. Develop a voice in communicating critical ideas

5. That students walk away with a critical geographic understanding of aspects of their daily life such that they see themselves as economic actors is not just as consumers.

Assignments and Examination

- Four Reading Responses (5% each, 20% total). Due Tuesday **before class** at 12pm (noon)*
- Annotated bibliography (15%). Due at 12pm (noon) on February 26
- Research paper (35%). Due at 12pm (noon) March 25
- Final Exam (30%). Date and time to be announced by the Faculty of Arts and Science

All assignments are to be submitted to Quercus before 12pm (noon) on the due date.

* Students may freely choose which weeks they submit a reading response. Students can balance these responses with their work load or choose which weeks and readings interest them most. However, reading response must be submitted on tuesday at 12pm noon BEFORE the class. **Late submissions will not be evaluated.**

Important Course Information

Course Website

The course website is available through Quercus (q.utoronto.ca). Login occurs with your utorid. All course material will be posted on the course website, including the syllabus, assignments, and readings. All communication will be facilitated through Quercus.

Schedule

Lectures are two hours long and occur weekly. Tutorials are listed in the tutorial schedule. There will be no lecture or tutorial over reading week.

Tutorials

Tutorials are held on the dates indicated in the schedule below. **Tutorials are not held every week.** Tutorial attendance is crucial to success in the course. Tutorials focus on skills development, completing the assignments and reviewing course material. You must attend the tutorial you are enrolled in.

Office Hours

The course instructor will hold weekly office hours. Appointments can be made using the calendar feature on Quercus. Appointments are for 15 minutes. There will be a limited amount of drop-in hours available throughout the semester. Appointments are preferred.

Teaching assistants will host office hours throughout the semester.

Email Policy

Please avoid disclosing personal information in the email. Please review the late policy before emailing about an extension. Extensions are only granted before an assignment is due.

Please take the time to write a professional email. This includes using a subject line that includes the course code, a body that is clearly and concisely written, which directly states either the question or purpose of the email.

If the question requires a longer answer, please make an appointment with the course instructor or a teaching assistant.

Readings

There is no textbook for this course. Readings are available through Quercus. The course schedule indicates required weekly readings. The readings are part of the course material and are necessary to understand the course content and meet the learning goals. Readings are part of the exam. Please read all required material **before** class. Supplementary or recommended readings are not required but will help support students if they have additional questions or interest in a particular topic.

Audio and Video recording

To ensure the free and open discussion of ideas, students are not permitted to record classroom lectures, discussions and/or activities. Unauthorized audio or video recordings of lectures and tutorials is strictly prohibited, and would constitute a form of academic misconduct. Exceptions can be made for students with accessibility needs that might require audio recording. These will be dealt with on a case by case basis.

Assignment and Grades

All assignments should be submitted in a double-spaced, 12 point serif font (Times New Roman, Garamond, or similar), with a title page, subheadings, headers and footers, page numbers and bibliography in APA format. **APA must be used for all citation and referencing.** Citation attributes authorship and communicates information about texts. APA provides immediate information about contemporaneity and authorship. Please visit the Online Writing Lab for additional support.

<https://owl.english.purdue.edu/owl/resource/560/01/>

Students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting

plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com website.

Grading

Assignments, reading responses and the final exam will be graded by teaching assistants.

Critical thinking, research and communication are important to being successful in this class. **Marks are not deducted, marks are earned.** Submissions will be evaluated in their entirety following the instructions given in the assignment description. Style, rhetoric and presentation are considered alongside the content of the paper.

Grade Appeals

To appeal a grade, write a 200-word paragraph outlining the mistakes made during grading. Send this to the course instructor at least 48 hours after the paper has been returned to you. The instructor or a different teaching assistant will regrade the paper. This will be the final grade. It is possible that the grade will go down. Papers submitted past the deadline may be deemed ineligible for a regrade.

Academic Integrity

Academic integrity is fundamental to learning and scholarship at the University of Toronto. It is your responsibility to know the university's policies regarding plagiarism and academic misconduct. Review the UofT Code of Behaviour on Academic Matters at:

<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>

Academic dishonesty is a serious matter and will not be tolerated in any form, especially plagiarism. According to University policy, for any assignment where plagiarism is suspected must be reported to senior university officials. "I didn't know" is NOT accepted as an excuse. Learn more here:

<http://advice.writing.utoronto.ca/using-sources/how-not-to-plagiarize/>

Pronouns and Oppressive Language

Please use an individual's preferred pronouns as a marker of basic respect. Please be cognizant of the language used when talking to and about people both in class discussions and assignments.

Gender neutral writing is required. **Misgendering an author or other use of oppressive language may result in a failing grade.** If you are unsure how to talk about a person or population, please take the time to research the preferred terminology, or seek guidance from the course instructor or a teaching assistant.

When citing scholars use their last name without a pronoun. It is acceptable to use they/them/their as a singular pronoun. For example: Zendel (2019) describes in their syllabus that students should use gender neutral writing.

The American Psychological Association (APA) has provided an excellent guide on how to write about people and populations:

<https://apastyle.apa.org/style-grammar-guidelines/bias-free-language/racial-ethnic-minorities>

Late Policy

Papers are considered on time if submitted before the posted deadline. If a paper is submitted before the due date it will be graded and returned within approximately two weeks of that date. Papers will be accepted over a one week grace period following the deadline.

Papers are not accepted after one week (7 days) of a deadline.

There are no late deductions. However, papers submitted after the deadline may not be returned within two weeks of the submission. Late papers will be graded at the convenience of the teaching assistants and returned according to their schedule and capacity. Late papers may be deemed ineligible for grade appeals.

Papers will not be accepted after one week of the initial deadline without prior arrangement. Students seeking an extension must negotiate a new deadline with the course instructor **before the assignment is due**. Students who do not secure an extension prior to the due date may not receive one.

Students in this class are not required to provide documentation of accessibility accommodations or medical notes in order to request accommodation. Additional accommodations can be made as needed on a case by case basis following the direction of a medical professional, accessibility councilor, or registrar.

Note that the deadline is the initial deadline on the syllabus not after the 7 day grace period. **No extensions will be given after the deadline.**

Classroom Accessibility

Classroom accessibility requires efforts from the course instructor, teaching assistants, the University, and students. However, it is ultimately the responsibility of the course instructor to make the content of the class as accessible as possible. Students are welcome to discuss with the instructor how the classroom can be made more accessible in both a general and specific way. Students with specific needs are invited to discuss their accommodation needs with the instructor and teaching assistants. In this class, students are not required to disclose a disability in order to seek accommodation. Further, the university can assist in requesting accommodation through Accessibility Services:

<https://www.studentlife.utoronto.ca/as/register-accommodation>

Other impediments to participation

Accessibility Services may not address all needs or impediments. Please contact the course instructor if your ability to perform in this course will be compromised. This could involve both a specific situation or continuing circumstances.

As childcare can be difficult to secure, young children are welcome in the classroom.

Course Schedule

	Date and Title	Descriptions and Readings
1	<p>January 8, 2020</p> <p>Introduction to New Economic Spaces</p>	<p>Please carefully read this syllabus</p> <p>Recommended reading:</p> <p>Barnes, T. J., & Christophers, B. (2018). Chapter 1: Why Economic Geography is Good For You. In Economic geography: A critical introduction. John Wiley & Sons.</p>
2	<p>January 15, 2020</p> <p>Approaches to Economic Geography</p>	<p>Required Readings:</p> <p>Barnes, T. J., & Christophers, B. (2018). Chapter 2: What is Economic Geography in Economic geography: A critical introduction.</p> <p>Supplementary:</p> <p>Barnes, T. J., & Christophers, B. (2018). Chapter 5: Theory and Theories in Economic Geography in Economic geography: A critical introduction.</p> <p>Kelley, R. D. G. (2017, January 12). What Did Cedric Robinson Mean by Racial Capitalism? [Text]. Retrieved December 30, 2019, from Boston Review website: http://bostonreview.net/race/robin-d-g-kelley-what-did-cedric-robinson-mean-racial-capitalism</p>

3	<p>January 22, 2020</p> <p>Resource Extraction, The Resource Curse, and The Limits of the Biosphere</p> <p>Tutorial Week</p>	<p>Guest Presentation by Matt Lie-Paelke</p> <p>Required Readings:</p> <p>McDonald, S. M. (2019). Oil Age. <i>Current Affairs</i>, 4(5), 32–40.</p> <p>Bridge, G. (2009). Material worlds: Natural resources, resource geography and the material economy. <i>Geography Compass</i>, 3(3), 1217–1244.</p> <p>Supplementary readings:</p> <p>Latouche, S. (2009). Farewell to growth. <i>Polity</i>. (Pages: 7-9, 13-22)</p> <p>Watts, M. J. (2004). Oil as money: the devil’s excrement and the spectacle of black gold. In Barnes, T. J., Peck, J., Sheppard, E., & Tickell, A. (2008) <i>Reading economic geography</i> (Vol. 2). John Wiley & Sons</p> <p>Tutorial #1:</p> <p>How to think geographically and approach assignments.</p>
4	<p>January 29, 2020</p> <p>Fordism, Union Power and Keynesianism</p>	<p>Required Reading:</p> <p>Dyer-Witheford, N. (2015). Chapter 3: Cybernetic. In <i>Cyber-proletariat: Global labour in the digital vortex</i>. Between the Lines.</p> <p>Supplementary Listening:</p> <p>Van Ness, J. (November 27, 2018) What Do Trade Unions Actually Do? with Rebecca Givan [Getting Curious Podcast] Retrieved from: https://www.earwolf.com/episode/what-do-trade-unions-actually-do-with-rebecca-givan/</p>

5	<p>February 5, 2020</p> <p>Post Fordism and Neoliberalism</p> <p>Tutorial Week</p>	<p>Required Reading:</p> <p>Dyer-Witheford, N. (2015). Chapter 4: Silicon. In <i>Cyber-proletariat: Global labour in the digital vortex. Between the Lines.</i></p> <p>Tutorial #2:</p> <p>How to find good scholarly research.</p>
6	<p>February 12, 2020</p> <p>Globalization and Uneven Development</p>	<p>Required Readings:</p> <p>Massey, D. (1994) “Uneven development: Social change and spatial divisions of labour.” In Barnes, T. J., Peck, J., Sheppard, E., & Tickell, A. (2008) <i>Reading economic geography (Vol. 2).</i> John Wiley & Sons.</p> <p>Wright, M. W. (1999). “The politics of relocation: Gender, nationality, and value in a Mexican maquiladora.” In Barnes, T. J., Peck, J., Sheppard, E., & Tickell, A. (2008) <i>Reading economic geography (Vol. 2).</i> John Wiley & Sons.</p> <p>Harvey, D. (2001). Globalization and the “spatial fix.” <i>Geographische Revue</i>, 2, 23–30.</p>
	<p>February 19, 2019</p> <p>Reading Week</p>	<p>No classes or tutorials</p>
7	<p>February 26, 2020</p> <p>The Service Sector, Work And Identity</p> <p>Annotated Bibliography Due</p>	<p>Annotated Bibliography Due</p> <p>Required Readings:</p> <p>McDowell, L. (2009). The Rise of the Service Economy. In <i>Working Bodies: Interactive Service Employment and Workplace Identities</i> (pp. 25-48). Wiley. https://doi.org/10.1002/9781444310214</p> <p>Leidner, R. (2016). Work Identity without Steady Work: Lessons from Stage Actors. In <i>Research in the Sociology of Work</i> (Vol. 29, pp. 1–3). Emerald Group Publishing Limited. https://doi.org/doi:10.1108/S0277-283320160000029008</p>

<p>9</p>	<p>March 11, 2020</p> <p>Platform Capitalism</p>	<p>Required Readings:</p> <p>Srnicek, N. (2017). Chapter 2 Platform Capitalism. In Platform Capitalism. John Wiley & Sons.</p> <p>Columbia, D. (2019). The Amazonization of Everything. Jacobin. Retrieved from https://jacobinmag.com/2015/08/amazon-google-facebook-privacy-bezos/</p> <p>Supplementary reading:</p> <p>Phillips, L., & Rozworksi, M. (2015). Yes, a Planned Economy Can Actually Work. Jacobin. Retrieved from https://jacobinmag.com/2019/03/economic-planning-walmart-democracy-socialism</p> <p>Supplementary Listening:</p> <p>UpVote 14: Platform capitalism and technology for Marxists. (2017, September 6). In Wired UK. Retrieved from https://www.wired.co.uk/article/nick-srnicek-platform-capitalism-marxism-technology</p>
<p>10</p>	<p>March 18, 2020</p> <p>New Urban Economies</p> <p>Tutorial Week</p>	<p>Guest Lecture: Robert Catherall</p> <p>Required Readings:</p> <p>Peck, J. (2005). Struggling with the Rise of the Creative Class. International Journal of Urban and Regional Research, 29(4), 740–770. https://doi.org/10.1111/j.1468-2427.2005.00620.x</p> <p>Hae, L. (2011). “Dilemmas of the Nightlife Fix: Post-industrialisation and the Gentrification of Nightlife in New York City”. Urban Studies, 48(16), 3449-3465. doi:10.1177/0042098011400772</p> <p>Tutorial #4:</p> <p>How to organize a paper and edit your own work.</p>

<p>11</p>	<p>March 25, 2020</p> <p>Surveillance Capitalism</p> <p>Military Keynesianism To The Start Up War</p> <p>Final Paper Due</p>	<p>Final Paper Due</p> <p>Guest Lecture: Andrew Merrill</p> <p>Required Reading:</p> <p>Howell, A. (2018). Forget “militarization”: race, disability and the “martial politics” of the police and of the university. <i>International Feminist Journal of Politics</i>, 20(2), 117–136.</p> <p>Walicek, T. (2019). Fuck the Poolice. <i>Current Affairs</i>, 4(5), 59–63.</p> <p>Recommended:</p> <p>Edney-Browne, A. 2017. “Australian Universities Becoming Militarised”.</p> <p>https://medium.com/@alexedneybrowne/australian-universities-becoming-militarised-9b65f7c64076</p>
<p>12</p>	<p>April 1, 2020</p> <p>Conclusion, Post-capitalism and The University</p> <p>Tutorial Week</p>	<p>Required Readings:</p> <p>Gibson-Graham, J.-K., Cameron, J., & Healy, S. (2013). Take Back the Economy Why Now? & Chapter 1 Reframing the Economy, reframing ourselves. In <i>Take back the economy: An ethical guide for transforming our communities</i>. University of Minnesota Press.</p> <p>Srigley, R. (2018). Whose University Is It Anyway? Retrieved December 4, 2018, from https://lareviewofbooks.org/article/whose-university-is-it-anyway/</p> <p>Tutorial #5:</p> <p>Exam Prep</p>