

# Syllabus: JPG 1616 – The Cultural Economy

University of Toronto  
Department of Geography

Class Day/Time: Monday 2-4pm  
Online Delivery

## Instructor: Deborah Leslie

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Office Hours: Tuesday 12-2pm

## 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 9 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 Course Schedule

### Week 1 (September 14): Introduction: Culture and Economy

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

### Week 2 (September 21): 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 28): 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, the geography of networks and how networks draw attention to the importance of materiality for cultural industries.

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 5): 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.

Entwistle, J, 2006, "The Cultural Economy of Fashion Buying". *Current Sociology* 54(5): 704-724

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

#### Week 5 (October 19): 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 26): 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

Storper M and Scott A.J, 2009, "Rethinking human capital, creativity and urban growth" *Journal of Economic Geography* 9 147-167

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

#### Week 7 (November 2): Culture, Immaterial Labour and Precarity

The readings this week explore how the growth of creative industries and immaterial labour is associated with the rise of precarious labour.

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

Turrini, Mauro and Chicci, Federico, 2013, "Precarious Subjectivities are not for sale: the loss of the measurability of labour for performing arts workers". *Global Discourse*. 3(3-4): 507-521.

#### Week 8 (November 9): Gender, Race and Creative Work

This week considers inequalities in creative work related to race and gender.

Larner, W. and Molloy, M., 2009, "Globalization, the 'New Economy' and Working Women: Theorizing from the New Zealand Designer Fashion Industry" *Feminist Theory*, 10: 35-59.

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

Federici, S, 2008, "[Precarious Labor: A Feminist Viewpoint](#)". *Journal of Aesthetics and Protest*.

#### Week 9 (November 16): Aesthetic / Affective Labour

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

Dean, D, 2005, "Recruiting a self: women performers and aesthetic labour". *Work, Employment and Society* 19(4): 761-774

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

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

#### Week 10 (November 23): 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.

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.

Mateescu, A. (2020, April 15). [Carework Under Crisis: COVID-19 is exacerbating the 'care crisis' in society](#). *Medium: Data & Society*.

### Week 11 (November 30): Platform capitalism and the networked, digital body

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

Webster, Juliet, 2016, "Microworkers of the Gig Economy: Separate and Precarious". *New Labor Forum*. 25(3): 56-64

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 12 (December 7): Geographies of Craft

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

Jakob, Doreen, 2013, "Crafting your way out of a recession: New craft entrepreneurs and the global economic downturn". *Cambridge Journal of Regions, Economy and Society*. 6: 127-140

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

# Graduate Course Policies

## Important Dates

Graduate courses are normally a minimum of 2-3 hours/week for 12 weeks. Reading week is optional for graduate courses. If observed, the instructor will inform the class and provide a make-up date for the missed class.

### Fall 2020

July 30, 2020	Course enrolment opens
September 8, 2020	F (fall) and Y (fall-winter) session graduate courses and seminars begin
September 11, 2020	Final registration deadline
September 21, 2020	Deadline to add F (fall) and Y (fall-winter) session courses
October 26, 2020	Deadline to drop Fall courses
October-November 2020	Undergraduate reading week*

### Winter 2020

January 4, 2021	S (winter) session graduate courses and seminars begin
January 13, 2021	Grades for F (fall) courses available for viewing on ACORN
January 18, 2021	Deadline to add S (winter) session courses
February 22, 2021	Deadline to drop S (winter) and Y (fall-winter) session courses
April 16, 2021	Grade deadline for students graduating in June 2021

### Summer 2021

May 3, 2021	Summer F (May-June) and Y (May-August) session graduate courses and seminars begin
May 19, 2021	Grades for S (winter) and Y (fall-winter) courses available for viewing on ACORN
May 28, 2021	Final date to drop F (May-June) session courses without academic penalty
June 7, 2021	Summer S (July-August) session graduate courses and seminars begin
July 14, 2021	Grades for F (May-June) courses available for viewing on ACORN

\* Reading week applies to undergraduate programs, and is optional for graduate courses, at the discretion of the instructor. If observed, the instructor will inform the class and provide a make-up date for the missed class. This may include an extra class at the end of term. Fall reading week dates: UTSC – October 10-16; UTM – October 13-16; UTSG – November 9-13. Winter reading week dates: UTSC – February 13-19; UTM – February 16-19; UTSG – February 16-19.

## Course Syllabi

A final course syllabus, which includes all assignments, deadlines and weighting of methods of evaluation, must be made available to all students enrolled in the course as early as possible, no later than the deadline for enrolling in classes. Changes to the methods of evaluation or their relative weights cannot be made after this date without the consent of a simple majority of students in the class, provided a vote is announced at the previous class meeting.

## Late Assignments

Instructors are not obligated to accept late work, except where there are legitimate, documented reasons beyond a student's control. In such cases a late penalty is not normally applied. In all other circumstances, if an instructor intends to accept and apply penalties to late assignments this will be clearly set out in the syllabus.

## Attendance and Participation

Although attendance makes up no more than 20% of the final course grade, regular and consistent attendance in graduate courses is expected. Most graduate courses are seminar style classes, which involve collaborative work and in-class discussions with other students and instructors. Students who are unable to attend class each week must inform the instructor as early as possible.

## Accessibility and Accommodations

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, 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.

## Coursework Extensions

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, 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.

## 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.

## Course Enrolment and Quercus

Acorn is the only indicator of official course enrolment; Quercus is not. Students enrolled in Acorn will be automatically populated to a course's Quercus site within 24 hours of enrolling. In some cases, if a student is on a course wait list or there is another delay in processing registration an instructor may give a student access to Quercus as a guest. This will not constitute official enrolment and students are responsible for making sure the course is added correctly using Acorn.

## Auditing

Students who wish to audit a course must obtain permission directly from the course instructor within the first week of class. Permission is subject to available space and can only be granted by the course instructor.

Only registered students at the University of Toronto may audit courses. Auditing entitles a student to attend lectures only. Students may not submit any written work, attend labs/tutorials or write tests/exams. The student will not be enrolled in the course and the course will not appear on their transcript. The department does not provide certificates of attendance.

## Reading Courses

Reading courses allow students to complete coursework in topics not covered by current course offerings in Geography or Planning. The [Reading Course Form](#) must be accompanied by a brief course outline.

## 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.