General Course Description

Our contemporary economic life is increasingly constituted at a global scale—from uneven development, space-shrinking technologies, and environmental degradation to powerful global corporations, organized labor, and ethnic economies. It is misleading to argue that place is not important because capital has become 'hyper-mobile'. Instead, geography becomes much more important than before. Economic geography is the study of the location, distribution and spatial organization of economic activities across the globe; specifically how the economic realm is intertwined with other spheres of international social life. This class introduces new economic geographies about everyday economic life. It will use the political economy perspectives to explore the inherent logics and mechanisms of the capitalist system, and the social and spatial inequalities that it actively (re)produces.

Course Objectives

• To study the key concepts of economic geography and the key actors of the global economy
• To understand the causes of uneven geographical development and the global phenomena of increasing inequality.
• To explore the applications of economic geography, such as the localization of multinational corporations, how do the global firms operate in the global scale, the economic crises, and the causes of poverty, etc.

Course Expectations

Professional Skills: No matter what your future profession is, four skills are essential. These are:

1) Reading Comprehension – the ability to understand and remember what you have read and to evaluate conflicting arguments.
2) Written and Oral Communication – the ability to assemble and present empirical evidence to make reasoned arguments in writing and with spoken words;
3) Interpersonal Communication – the ability to work effectively with different people as a member of a team.
4) Information literacy -- the gathering, evaluation and assessment of research sources.

Each of these skills is used in this course.
**Economic Geography**

**Instructor Duties:** The instructor is responsible for determining the topics examined during the semester, leading the discussion of the assigned material, providing an environment encouraging of learning, and assessing the student’s mastery of the course materials. The instructor will be on time, prepared, enthusiastic, and ready to answer questions.

**Student Duties:** The student is responsible for studying the assigned material and participating in the class discussion. The student is responsible for utilizing the opportunities provided to learn. The student should be on time, prepared, enthusiastic, and ready to ask questions.

**Course Requirements**

Much of the material for this course is provided on WyoCourses. Included on the WyoCourses site is information on how assignments are graded as well as study-aids and materials.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Component</th>
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<tbody>
<tr>
<td>Map quiz</td>
<td>5%</td>
<td>Reading papers</td>
</tr>
<tr>
<td>Case study paper</td>
<td>10%</td>
<td>Classroom discussions</td>
</tr>
<tr>
<td>Mid-term test</td>
<td>20%</td>
<td>Final exam</td>
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</tbody>
</table>

1) Attendance and participation: students are required to attend class and to participate.

   a. **One Question:** Questions for discussions after watching a documentary before the next class. You need to provide one question to the TA before class. Morgan will compile the questions for the class discussion. This one question is due by noon the day before the class.

   b. **Discussion questions:** Most classes have the small group discussions after the lectures. Each group will work on the questions together and return the answers to the teacher each time. Each one will be graded as either 100 (presence) or 0 (not presence).

2) Map quiz (5 percent of final grade).

3) One mid-term examination worth 20 percent of the final grade.

4) Twenty (20) one-page reading papers. Each article requires a hard-copy of a one-page reading paper to be handed in on the day assigned in class. This paper summarizes the significance of the reading. Instructions on how to do one can be found on WyoCourses. Each one is worth one (1) percent for a total of 20 percent of the final grade. Each one will be graded as either 100 (outstanding), 75 (credit) or 0 (no credit). (20 percent of final grade).

5) Final examination (30 percent of final grade).

6) A 4-5 page (1,000-1,250 word) case study paper plus a 7-10-minute presentation (10 percent). While the presentation will not be graded, I will deduct 50% off the paper grade if not done. The presentation will be a group effort. Two students present one paper together. The presentation is the content of the assigned paper and your further research, but each student will write their own individual paper. The case study is based on the topic of the assigned paper and develops a further analysis. Please note that...
the written paper is not the summary of the assigned paper. It is a further research based upon the assigned paper. Therefore, please do not quote too much from the assigned paper. The paper must include end/footnotes (Turabian, APA or Chicago Manual of Style) and a bibliography of at least ten sources including at least two academic journal articles (not included in the word count). The paper is due on the same date as the presentation. The paper must address the following questions:

a. What is the current condition of the company, industry, or countries?

b. What are the major problems facing this company, industry, or countries?

c. What are some strategies to overcome the problems?

Grading and Attendance Policies

1. There is NO extra credit work offered. For more details on grading, please see the information sheet on WyoCourses.
2. No late assignments will be accepted without a valid excuse. They are due on the date listed on the syllabus.
3. Attending courses is required. If you cannot make it for any reason, please let the professor know beforehand or as soon as possible. In accordance with UW Regulations 6-713, University sponsored absences are cleared through the Office of Student Life (OSL). Students with official authorized absences shall be permitted to make up work without penalty in classes missed.
4. Please be sure to turn off cell phones and all electronic devices during class.
5. Please check email on daily base. Many important messages will be sent by email.

Required Readings


The assigned readings are posted on WyoCourses. Students are also encouraged to sign up for the course Facebook page: Economic Geography 3050, https://www.facebook.com/groups/467307180040770/ Please feel free to use it to ask questions, post interesting articles or videos, or to organize study-groups.

The readings and the lectures complement each other. You are responsible for both.

Grading Scale

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<tr>
<th>Grade</th>
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<td>Grade</td>
<td>Quantitative Scale</td>
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</tr>
<tr>
<td>A</td>
<td>90.0% - 100.0%</td>
<td>The student has performed exceptionally at all tasks of the course. The student has mastered all (or nearly all) of the concepts presented.</td>
</tr>
<tr>
<td>B</td>
<td>80.0% - 89.5%</td>
<td>The student has performed admirably in the tasks of the course. The student has mastered most of the concepts presented.</td>
</tr>
<tr>
<td>C</td>
<td>70.0% - 79.5%</td>
<td>The student has completed the tasks of the course. The student has mastered some of the concepts presented.</td>
</tr>
<tr>
<td>D</td>
<td>60.0% - 69.5%</td>
<td>The student has performed inadequately at the tasks of the course. The student has mastered few of the concepts presented despite persistent effort.</td>
</tr>
<tr>
<td>F</td>
<td>&lt;= 59.5%</td>
<td>The student has performed inadequately at the tasks of the course and has not participated sufficiently to merit any other grade.</td>
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**Lecture Schedule**

The course and syllabus are subject to change, including the calendar, in order to meet the needs of students in the course.

<table>
<thead>
<tr>
<th>Week</th>
<th>Jan/Feb</th>
<th>Topic</th>
<th>Reading/Video</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Jan 27</td>
<td>Introduction: The global economy</td>
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</tbody>
</table>
|       | 29      | Global poverty and social inequality | Reading paper 1
| Week 2 | Feb 3   | PART ONE: CONCEPTUAL FOUNDATIONS | Reading paper 2
|       |         | Chapter 1 Thinking geographically |
|       | 5       | Chapter 2 The economy: what does it mean? | Reading paper 3 |
| Week 3 | Feb 10  | Map Quiz | Map Quiz Reading paper 4
|       |         | [http://www.communityeconomies.org/Home](http://www.communityeconomies.org/Home) |
|       |         | Take back the economy. xiii-48 |
|       | 12      | Chapter 3: Capitalism In Motion: Why is economic growth so uneven? | Reading paper 5 |
| Week 4 | Feb 17  | Take back the economy. Chapter 3 | Reading paper 6 |
|       | 19      | Documentary: Inside Job | Provide one question to Wyocourses by Feb 18.
|       |         | [http://www.youtube.com/watch?v=5nCvO6qEbJw](http://www.youtube.com/watch?v=5nCvO6qEbJw) |
|       |         | Please watch before the class and we will discuss this film in the class. |
| Week 5  | 24 | **PART TWO: MAKING THE (SPATIAL) ECONOMY**  
Chapter 4: The state: Who runs the economy? | Reading paper 7 |
|--------|----|------------------------------------------|----------------|
| 26     | **Case Study Presentations: The transformation of global firms**  
(1) Doing a Gucci: the transformation of an Italian fashion firm into a global powerhouse in a ‘Los Angeles-izing’ world  
(2) ‘We’ve learnt how to be local’: the deepening territorial embeddedness of Samsung–Tesco in South Korea  
(3) Global sourcing: insights from the global clothing industry—the case of Zara, a fast fashion retailer  
(4) Old firms, new tricks and the quest for profits: Burberry’s journey from success to failure and back to success again  
(5) The point is to keep going: the global sub-prime mortgage crisis, local labor market repositioning, and the capital accumulation dynamic in Singapore  
(6) Coping with the changing rules of the game in the global textiles and apparel industries: evidence from Turkey and Morocco | Group 1 case study paper due |
| Week 6  | 3  | Chapter 5 Environment/economy: Can nature be a commodity? | Reading paper 8 |
| March   | 5  | Take back the economy. Chapter 5 | Reading paper 9 |
| Week 7  | 10 | Chapter 6: Labor power: Can workers shape economic geographies? | Reading paper 10 |
| March   | 12 | **Case Study Presentations: Labor, environment, and financialization**  
Journal of Economic Geography. pp. 1–22  
(2) Financialization takes off at Boeing  
(3) The politics of global production: Apple, Foxconn and China's new working class  
(4) Globalizing development in Bolivia? Alternative networks and value-capture challenges in the wood products industry  
(5) Pearce (2012), The Land Grabbers: The New Fight over Who Owns the Earth. Introduction, 1, 2  
(6) Places, Spaces and the Dynamics of Creativity: The Video Game Industry in Montreal  
(7) Revisiting the US food retail consolidation wave: regulation, market power and spatial outcomes | Group 2 case study paper due |
| Week 8  | **Spring Break** | | |

**Economic Geography -- Spring 2015**
<table>
<thead>
<tr>
<th>Week 9 Mar 26</th>
<th>24</th>
<th>Review</th>
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</thead>
<tbody>
<tr>
<td>Week 10 Mar April 31</td>
<td>31</td>
<td>Chapter 7: Making money: Why has finance become so powerful? Reading paper 11</td>
</tr>
<tr>
<td>Week 11 April 2</td>
<td>2</td>
<td>PART THREE: ORGANIZING ECONOMIC SPACE Chapter 8: Commodity chains: Where does your breakfast come from? Reading paper 12</td>
</tr>
</tbody>
</table>
| Week 11 April 7 | 7 | **Case Study Presentations: Commodity chain and value-chains**  
1) Upgrading in global value-chains: a case study of technology-learning among IKEA-suppliers in China and Southeast Asia  
2) Local industrial structures and female entrepreneurship in India  
3) Value Creation in Scene-based Music Production: The Case of Electronic Club Music in Germany  
4) Networks of learning within the English wine industry  
5) The evolution of global value chains: displacement of captive upstream investment in the Australia–Japan beef trade  
6) Self-organizing innovation networks, mobile knowledge carriers and diasporas: insights from a pioneering boutique hotel chain  
7) The geography of equity listing and financial centre competition in mainland China and Hong Kong  
Group 3 case study paper due |
| Wall 12 Apr 14 | 9 | Chapter 9: Technological change: Is the world getting smaller? Reading paper 13 |
| Week 12 Apr 16 | 14 | Chapter 10: The transnational corporation: How does the global firm keep it all together? Reading paper 14 |
| Week 13 Apr AAG 21 | 16 | Chapter 11: Spaces of Sale: How and Where do we shop? Reading paper 15 |
| Week 13 Apr AAG 23 | Documentary: *Park Avenue*  
http://www.youtube.com/watch?v=6niWzomA_So  
Take back the economy. Chapter 4 Reading paper 16 |
| Week 14 28 | 23 | GA’s time  
Take back the economy. Chapter 6 Reading paper 17 |
| Week 14 28 | PART FOUR: PEOPLE, IDENTITIES, AND ECONOMIC LIFE Chapter 12: Clusters: Why do proximity and place matter? Reading paper 18 |
Communication

I will only communicate with you via the official UW e-mail address.

Disability

It is University of Wyoming policy to accommodate students, faculty, staff, and visitors with disabilities. If you have a physical, learning, or psychological disability and require accommodations, please let the instructor know as soon as possible. You must register with, and provide documentation of your disability to University Disability Support Services (UDSS) in SEO, room 330 Knight Hall. 766-6189, TTY: 766-3073)

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“Students and Teachers Working Together”

At a good university, good student/teacher relationships come from mutual respect, trust, and honesty. Learning takes place when teachers and students treat each other with politeness and civility, rather than with anger, ridicule, or confrontation. Indeed, a classroom conducive to teaching and learning is the right of all University of Wyoming students and faculty, and it is the responsibility of both parties to achieve and maintain it even though specifics will vary from course to course. A document that outlines and provides support for this intellectual environment is called “Students and Teachers Working Together.” To access the document:

“Students and Teachers Working Together”

Academic Dishonesty

The University of Wyoming is built upon a strong foundation of integrity, respect and trust. All members of the university community have a responsibility to be honest and the right to expect honesty from others. Any form of academic dishonesty is unacceptable to our community and will not be tolerated. Teachers and students should report suspected violations of standards of academic honesty to the instructor, department head, or dean. Other University regulations can be found at: http://www.uwyo.edu/generalcounsel/.
"Academic dishonesty" involves cheating on an examination, a paper, or any other class assignments. The penalties can be severe. Each student is expected to be aware of and abide by the academic dishonesty policy, as specified in UNIREG 802, Revision 2.

UNIREG 802, Revision 2, section 3 defines academic dishonesty as "an act attempted or performed which misrepresents one's involvement in an academic task in any way, or permits another student to misrepresent the latter's involvement in an academic task by assisting in the misrepresentation." Among the misdeeds by students that the University of Wyoming considers acts of academic dishonesty are:

a. Representing as one's own work material copied or borrowed from any source, written or otherwise, public or private, without proper citation of the source.
b. Using a ghost writer, commercial or otherwise, for any type of assignment.
c. Doing a class assignment for someone else or allowing someone to copy one's assignment.
d. Submitting substantially the same work as someone else unless authorized by the instructor.
e. Using notes or prepared information in an examination unless authorized by the instructor.
f. Taking an examination for someone else or allowing someone to take an examination for oneself.
g. Copying from, or assisting, another student during an examination.
h. Stealing, or otherwise improperly obtaining, copies of an examination before or after its administration.
i. Submitting substantially the same work for more than one class without the explicit permission of all concerned instructors.

Regulations concerning plagiarism cover books, magazines, newspapers, movies, Internet sources, and any other sources of information. Proper citation of sources means identifying in the text of the paper the source of the information. Simply listing sources on a "bibliography" page at the end of the paper is not adequate for citing sources. A student with any doubts regarding proper citation of sources should consult his or her instructor.

It is important to remember that you can be charged with academic dishonesty if you assist another student in cheating. For example, if you permit a classmate to copy from your exam, both you and the student who copied are guilty of academic dishonesty. Both the ghost writer and the person who submits a paper prepared by a ghost writer have violated University policy and can be penalized.

Penalties, in this class, for academic dishonesty may range from an F on the particular assignment to an F for the course. The University's academic dishonesty policy (UNIREG 802, Revision 4, section 4) authorizes several actions against a student found to violate the policy:

a. A grade of "F" is assigned for the course in which the act of academic dishonesty was committed.
b. The student is suspended from the University for one year if he or she commits two acts of academic dishonesty at different times or for different courses.
c. Further sanctions, including loss of scholarships, may also be imposed.

Ignorance of what constitutes plagiarism, how to properly cite sources, or what is appropriate behavior on an examination is not an acceptable defense against a charge of academic dishonesty. Students who are uncertain as to whether a particular act violates the University's academic dishonesty policy should consult their instructor, the head of the department, their academic advisor, the Office of Student Life, or another appropriate University official.
HOW TO DO A READING PAPER

Reading papers should be approximately one page long (single-spaced) and should help you understand the significance and difference of the articles. Think of it as a road map to help you see the significant forest for the insignificant trees. There is no need for this to be in essay form. These reading papers will aid class discussion. Please try to keep them to one-typed, single-spaced page.

Reading paper #

Who is the Author: Check the website of the author and summarize their works and past experiences. (If it is the chapter of book, omit this part)

Thesis: There should be just one or two sentences for each article/reading.

Gist: What is the gist of the reading? Summarize its main points.

Telling Examples: (You can choose one of the questions)

  What are some telling examples of the argument?
  What are the data or evidences the article uses to support its argument?

Critiques: Are you convinced? Why or why not? What is your reaction to the piece?

One Question: Please provide one question for the class discussion.

Please note that the example of the reading paper does not have the one question. But please remember to add this question for the class discussion.