

GEOG474 - Fall 2017

Entrepreneurialism and Startup Economies

Class time and location

Mondays, 2:30pm - 5:20pm, Modern Languages 349

Instructor

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Office hours: Tuesday and Thursday, 10:30am - 12:00pm

Course description

GEOG474 is an advanced undergraduate seminar that focusses on working norms and narratives - in particular entrepreneurship and entrepreneurial discourses - in contemporary society. As many commentators have noted, work in the late 20th and early 21st Century has been shifting to a focus on more entrepreneurial working styles, concomitant with higher degrees of flexibility, insecurity, and precarity both in entrepreneurial roles, and in other sectors of the economy. In this course we will focus on these labor-market shifts with a focus on entrepreneurship. Major themes will include entrepreneurship, the 'knowledge economy,' innovation, finance, startups, gender and work, flexibility, insecurity, work, neoliberalism, and precarity. This course will focus on the Global North, especially North America, though will also look at entrepreneurship in other geographical contexts, including the Caribbean. Emphasis is placed on developing academic reading, research, and writing skills. In terms of reading, students will critically engage with key readings in economic geography, in particular feminist and cultural economic geography, and other relevant disciplines in the social sciences. Students will write a series of responses to the readings, selecting which weeks to focus on depending on their individual preference. In terms of writing, the course will be focused around the student developing an argumentative essay on a topic of their choosing. Students will find their own resources, write an annotated bibliography, workshop one another's ideas, and write a draft essay as well as a final essay. Students will also be expected to lead a portion of the discussion in groups, and are expected to have read closely for the seminar each week.

Course objectives

- To develop a deep understanding of approaches in economic geography and related disciplines.
- To understand contemporary working modes, patterns, and norms, as well as the critical responses to them.
- To demonstrate a critical awareness of key issues and themes that pertain to entrepreneurial and other kinds of work in contemporary society.
- To examine how social difference - with a particular focus on gender - is imbricated in the development of these working norms and patterns in various ways.
- To develop academic and transferrable skills in particular around reading and writing.

Assessment

Participation (15% in total):

- Attendance and contribution to class discussion (5%)
- Student-led seminar (10%)

Critical reading responses (25% in total):

- Each response will be 5% in total, students **must** complete six responses to the week's readings, the best five will be included in the assessment. Students may complete more than six responses if they choose to.

Essay (60% in total):

- Topic description (5%)

- One-on-one meeting with the instructor to discuss and develop your essay topic (5%)
- Annotated bibliography (5%)
- Draft essay (10%)
- Peer-review of draft essay (5%)
- Final essay (30%)

Key dates and deadlines

Component	Deadline	Details
Participation and contribution to in-class discussion	n/a	This will be based partially on attendance, and partially to the extent of engagement during the seminar.
Topic description	September 29 th	Essay component.
One-on-one meeting with the instructor to discuss and develop your essay topic	Anytime between September 29 th and October 20 th .	Students may find it advantageous to meet with the instructor prior to the annotated bibliography deadline if they would like to speak about finding literature.
Annotated Bibliography	October 13 th	Essay component.
Student-led seminar	October 23 rd onwards	From week 7 until the end of class, groups of students will be in charge of leading a section of the seminar discussion.
Draft essay	October 27 th	Essay component.
Peer-review of draft essay	November 3 rd	Essay component.
Final essay	November 30 th	Essay component.
Reading responses	Anytime on the Sunday prior to each week's seminar.	Students must complete six in total. Three must be handed in before October 23 rd .

Seminar topics and required readings *(subject to change)*:

Week	Date	Topics and reading
1	September 11 th	<p>Introduction. What is work, what is an entrepreneur, what is innovation, what is a startup?</p> <p><i>Read:</i> Gregg, M. 2015. The doublespeak of the gig economy. <i>The Atlantic</i>. September 11. https://www.theatlantic.com/business/archive/2015/09/gig-economy-doublespeak-new-labor/404779/</p>

		<p>Morrison, T. 2017. The work you do, the person you are. <i>The New Yorker</i>. June 5 & 12. http://www.newyorker.com/magazine/2017/06/05/the-work-you-do-the-person-you-are.</p> <p>Weeks, K. 2015. Beyond the wage system. <i>Dissent</i>. November 9. https://www.dissentmagazine.org/online_articles/beyond-wage-system-kathi-weeks-universal-basic-income.</p>
2	September 18 th	<p>Frameworks and Orientations: Cultural and Feminist Economic Geography</p> <p><i>Read:</i> Ettlinger, N. 2003. Cultural economic geography and a relational microspace approach to trusts, rationalities, networks, and change in collaborative workspaces. <i>Journal of Economic Geography</i> 3 (2): 145-171. Massey, D. 1995. Masculinity, dualisms, and high technology. <i>Transactions of the Institute of British Geographers</i> 20 (4): 487-499.</p>
3	September 25 th	<p>Entrepreneurship and Startup Work I</p> <p><i>Read:</i> Saxenian, A. 1996. <i>Regional Advantage: Culture and Competition in Silicon Valley and Route 128</i>. Cambridge: Harvard University Press.</p>
4	October 2 nd	<p>Entrepreneurship and Startup Work II</p> <p><i>Read:</i> Marwick, A. 2013. <i>Status Update: Celebrity, Publicity, and Branding in the Social Media Age</i>. New Haven: Yale University Press.</p>
5	October 9 th	<p>Thanksgiving Day. No Class.</p>
6	October 16 th	<p>Entrepreneurship and Startup Work III</p> <p><i>Read:</i> Cockayne, D. 2016. Entrepreneurial affect: attachment to work practice in San Francisco's digital media sector. <i>Environment and Planning D: Society and Space</i> 34 (3): 456-473. Cockayne, D. 2016. Sharing and neoliberal discourse: the economic function of sharing in the on-demand economy. <i>Geoforum</i> 77: 73-82.</p>
7	October 23 rd	<p>Entrepreneurship and Startup Work IV</p> <p><i>Read:</i> Bathelt, H, Munro, AK and Spigel, B. 2013. Challenges of transformation: innovation, re-bundling and traditional manufacturing in Canada's technology triangle. <i>Regional Studies</i> 47 (7): 1111-1030. Bramwell, A, Nelles, J and Wolfe, DA. 2008. Knowledge, innovation, and institutions: global and local dimensions of the ICT cluster in Waterloo, Canada. <i>Regional Studies</i> 42 (1): 101-116.</p>

8	October 30 th	<p>Bramwell, A and Wolfe, DA. 2008. Universities and regional economic development: the entrepreneurial University of Waterloo. <i>Research Policy</i> 37: 1175-1187.</p> <p>Gender and Entrepreneurship I</p> <p><i>Read:</i> Blake, M and Hanson, S. 2005. Rethinking innovation: context and gender. <i>Environment and Planning A</i> 37 (4): 681-701. Hanson, S. 2009. Changing places through women's entrepreneurship. <i>Economic Geography</i> 85 (3): 245-267. Hanson, S and Blake M. 2009. Gendering entrepreneurial networks. <i>Regional Studies</i> 43 (1): 135-149.</p>
9	November 6 th	<p>Gender and Entrepreneurship II</p> <p><i>Read:</i> Ekinsmyth, C. 2011. Challenging the boundaries of entrepreneurship: the spatialities and practices of UK 'mumpreneurs.' <i>Geoforum</i> 42 (1): 104-114. Ekinsmyth, C. 2014. Mothers' business, work/life and the politics of 'mumpreneurship.' <i>Gender, Place & Culture</i> 21 (10): 1230-1248.</p>
10	November 13 th	<p>Anti-Work Interlude</p> <p><i>Read:</i> Melville, H. 1853. <i>Bartleby, The Scrivener: A Story of Wall Street</i>.</p>
11	November 20 th	<p>Neoliberalism, Entrepreneurial Subjectivity, and Precarity I</p> <p><i>Read:</i> Waite, L. 2009. A place and space for a critical geography of precarity? <i>Geography Compass</i> 3 (1): 412-433.</p>
12	November 27 th	<p>Neoliberalism, Entrepreneurial Subjectivity, and Precarity II</p> <p><i>Read:</i> Freeman, C. 2014. <i>Entrepreneurial Selves: Neoliberal Respectability and the Making of a Caribbean Middle Class</i>. Durham: Duke University Press.</p>
13	December 4 th	<p>Neoliberalism, Entrepreneurial Subjectivity, and Precarity III</p> <p><i>Read:</i> Foucault, M. 2008. <i>The Birth of Biopolitics</i>. New York: Picador.</p>

UNIVERSITY POLICIES

Unclaimed assignments

Unclaimed assignments will be retained until one month after term grades become official in quest. After that time, they will be destroyed in compliance with UW's confidential shredding procedures.

Academic integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. The University's guiding principles on academic integrity can be found here: www.uwaterloo.ca/academicintegrity.

ENV students are strongly encouraged to review the material provided by the university's Academic Integrity office specifically for students: <http://uwaterloo.ca/academicintegrity/Students/index.html>.

Students are also expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Student who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. Students may also visit this webpage: <https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academicintegrity-tutorial>.

When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline: <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71>.

Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70 - Student Grievance: <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>.

Research ethics

Please also note that the University of Waterloo requires all research conducted by its students, staff, and faculty which involves humans as participants to undergo prior ethics review and clearance through the Director, Office of Human Research and Animal Care (Office). The ethics review and clearance processes are intended to ensure that projects comply with the Office's Guidelines for Research with Human Participants (Guidelines) as well as those of provincial and federal agencies, and that the safety, rights and welfare of participants are adequately protected. The Guidelines inform researchers about ethical issues and procedures which are of concern when conducting research with humans (e.g. confidentiality, risks and benefits, informed consent process, etc.). If the development of your research proposal consists of research that involves humans as participants, the please contact the course instructor for guidance and see <https://uwaterloo.ca/research/office-research-ethics>.

Note for students with disabilities

The AccessAbility Office located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AccessAbility Office at the beginning of each academic term.

Mental health

The University of Waterloo, the Faculty of Environment, and our Department's consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and/or emotional. **Please note that help is available.** Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services (www.uwaterloo.ca/counselling-services) is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

Religion observances

Student needs to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please contact your Undergraduate Advisor for details.

Appeals

A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) www.adm.uwaterloo.ca/infosec/Policies/policy72.htm.

LEARN

Course information will be accessible on the LEARN platform. Users can login to LEARN via: <http://learn.uwaterloo.ca/>. Use your WatIAM/Quest username and password. Documentation for LEARN is available at: http://av.uwaterloo.ca/uwace/training_documentation/index.html.

LEARN is a web-based course management system that enables instructors to manage course materials (posting of lecture notes etc.), interact with their students (drop boxes for student submissions, on-line quizzes, discussion boards, course e-mail etc.), and provide feedback (grades, assignment comments etc.). The degree to which LEARN is utilized in a particular course is left to the discretion of the instructor and therefore, you may find a large variance in how LEARN is being used from course to another.