

DRAFT SYLLABUS SUBJECT TO CHANGE

GEOG474 - Spring 2019 Entrepreneurship and Startup Economies

Class time and location

Mondays, 2:30pm - 5:20pm, JR Coumts Engineering Lecture Hall (RCA) 205

Instructor

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Office hours: Tuesdays 2pm – 3:30pm

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 by looking at entrepreneurship in a number of different settings. 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. Students will critically engage with key readings in economic geography, in particular feminist and cultural economic geography, and other relevant disciplines in the humanities and social sciences. Students will write a series of responses to the readings, selecting which weeks to focus on depending on their individual preference. 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 weekly 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.

Required books

All literature is available online and/or through the UW library except for the Alice Marwick's 2013 book *Status Update: Celebrity, Publicity, and Branding in the Social Media Age* and Rebecca Solnit's 2000 book *Hollow City: The Siege of San Francisco and the Crisis of American Urbanism*. Students are required to purchase these texts. They have not been made available via the bookstore; you can purchase Marwick's book for around \$14 and Solnit's for around \$12 via Amazon.ca. Please purchase these texts sooner rather than later! If you are someone who prefers to own their texts rather than to view them online, you can also purchase Annalee Saxenian's 1994 *Regional Advantage* from which we will read several chapters from. You may also wish to

procure a copy of the Herman Melville short story (which is available online and out of copyright) *Bartleby the Scrivener: A Story of Wall Street*.

Assessment

Participation (15% in total):

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

Critical reading responses (20% in total):

- Each response will be 5% in total, students **must** complete four responses to the week’s readings. Students may complete more than four responses if they choose to, and the best four will be selected for the purposes of the final grade.

Essay (65% in total):

- Topic description (5%)
- One-on-one meeting with the instructor to discuss and develop essay topic (5%)
- Annotated bibliography (10%)
- Final essay (draft) (10%)
- Peer-review of essay (5%)
- Revised 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.
Reading responses	Anytime on the Friday prior to each week’s seminar.	Students must hand in four responses in total, two based on readings from weeks 1-6, two based on readings from weeks 8-12.
Topic description	May 31 st	Essay component.
One-on-one meeting with the instructor to discuss and develop essay topic	June 3 rd -June 7 th (week 5), by appointment	Essay component. Students should meet with the instructor to discuss their proposed essay topic.
Annotated bibliography	June 15 th	Essay component.
Student-led seminar	Students should select a session in which to lead a seminar.	Groups of students will be in charge of leading a section of the seminar discussion.
Final essay (draft)	June 28 th	Essay component.
Peer-review of essay	July 12 th	Essay component.
Revised final essay	July 26 th	Essay component.

Assessment detail

The course is organized primarily around writing and reading. Close attention will be paid to the students' self-selected essay topics, the development of a sophisticated thesis, as well as the process of re-writing and editing.

Participation (15%):

- Attendance and contribution to class discussion (5%): Given that this course is based heavily on reading, critical engagement with the material in seminar, and engaging with one another, attendance and contribution during class is mandatory. The instructor appreciates that some students may feel more or less comfortable contributing to discussion during class, but encourages all students to participate to the degree that they feel comfortable with in class discussion.
- Student-led seminar (10%): Students in groups of two or three should select a seminar in which to lead a discussion based on the weekly readings. Students should plan to lead the seminar for around 50 minutes or more in whichever way they choose. They could design a presentation based on the reading material, encourage discussion through setting questions based on the readings, design a workshop or interactive exercise, or some combination thereof. Students are welcome to discuss their ideas for leading a section of the seminar with the instructor.

Reading responses (20%):

- Students should submit four short responses to the weekly readings. The response will be **no longer than** 500 words, excluding references. Two responses should be based on readings from the first six sessions (weeks 1-7), and a further two should be based on readings from the second six sessions (weeks 8-13). Students may complete more responses if they choose to. If students respond to more than four readings, their four highest grades will count toward this portion of the assessment. Students should engage critically with the texts rather than simply reiterate what the reading was about. Assessment will be based on depth of critique and analysis, **not** on description and comprehension. Students are reminded to write in an academic capacity - this is not an opportunity to relate the reading to one's personal experience or to anecdotes. Students should decide which aspects of the weekly readings to focus on - they could engage very deeply with only one aspect of one of the readings, or examine all set readings while drawing from other material if they choose.

Essay (60% in total):

- Topic description (5%): students should submit a brief description of their chosen topic that they will then workshop with the instructor. The description can be relatively brief (half a page or so), though the more developed the description the more advice and feedback the instructor will be able to give on the direction of the paper. Students should stipulate **at least** (1) a broad topic, (2) a justification for the topic (i.e., why is it interesting or important - what problem/observation/phenomenon are you responding to?), and (3) a possible argument/thesis statement. These elements can be revised later in the course. Students **may also wish to** (4) suggest some possible academic sources through which to develop these ideas, (5) outline some descriptive statistics through which to back up their topic, and (6) indicate a direction/structure of the essay.
- One-on-one meeting with the instructor to discuss and develop essay topic (5%): students should make an appointment with the instructor to discuss their essay topic, argument, and direction. The instructor will spend time with the student to suggest possible direction, areas for refinement, literature to draw upon, and so on. Students are of course welcome to speak with the instructor about their topic at other times beyond this scheduled meeting.
- Annotated bibliography (10%): students should submit an annotated bibliography based on four selected academic readings that they will draw on for their essay.

- Final essay (draft) (10%): building on previous components, students should submit a draft of 2,000 words **excluding references**. Note that this draft will be critically evaluated by other students as well as by the instructor. It should be written in prose form and should **not** just be a plan.
- Peer-review of draft essay (5%): students will read and give feedback on another student's draft essay. Students may select a partner within class if they are already working on and workshopping their essay with others, or if they are working alone will be assigned an essay to review.
- Revised final essay (30%): the final essay will be a culmination of the writing, reading, reviewing, and editing, process thus far. It will be 2,500-3,000 words **excluding references**.

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

Week	Date	Topics and reading
1	May 6 th	<p>Introduction. What is work, what is an entrepreneur, what is innovation, what is a startup?</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> • 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/. • Morrison, T. 2017. The work you do, the person you are. <i>The New Yorker</i>. June 5 & 12. https://www.newyorker.com/magazine/2017/06/05/the-work-you-do-the-person-you-are. • 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.
2	May 13 th	<p>Frameworks and Orientations: Cultural and Feminist Economic Geography</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> • Ettliger, N. 2003. Toward a critical theory of untidy geographies: the spatiality of emotions in production and consumption. <i>Feminist Economics</i> 10 (3): 21-54. • Pickles, J. 2012. The cultural turn and conjunctural economy: economic geography, anthropology, and cultural studies. In: Sheppard, E., Barnes, T., and Peck, J. (eds) <i>The Wiley-Blackwell Companion to Economic Geography</i> Wiley: London, pages 537-551. • Massey, D. 1995. Masculinity, dualisms, and high technology. <i>Transactions of the Institute of British Geographers</i> 20 (4): 487-499.
	May 20 th	No Class, Victoria Day
3	May 27 th	<p>Entrepreneurship and Startup Work</p> <p><i>Read:</i></p> <ul style="list-style-type: none"> • Saxenian, A. 1994. <i>Regional Advantage: Culture and Competition in Silicon Valley and Route 128</i>. Cambridge: Harvard University Press. Introduction, Chapters 1-3, Conclusion. (Pages 1-83, 161-168). [Available online.]
4	June 3 rd	Entrepreneurship and the City

Read:

- Solnit, R. 2000. *Hollow City: The Siege of San Francisco and the Crisis of American Urbanism*. London: Verso. (Pages 1-109.)

5 June 10th

Entrepreneurship and Startup Work II

Read:

- Marwick, A. 2013. *Status Update: Celebrity, Publicity, and Branding in the Social Media Age*. New Haven: Yale University Press. Introduction and Chapter 2. (Pages 1-19, 73-111.)
- Cockayne, D. 2016. Sharing and neoliberal discourse: the economic function of sharing in the on-demand economy. *Geoforum* 77: 73-82.
- McRobbie, A. 2002. Clubs to companies: notes on the decline of political culture in speeded up creative worlds. *Cultural Studies* 16 (2): 516-531.

6 June 17th

Entrepreneurship and Startup Work III

Read:

- Bramwell, A and Wolfe, DA. 2008. Universities and regional economic development: the entrepreneurial University of Waterloo. *Research Policy* 37: 1175-1187.
- Vinodrai, Tara. 2016. A city of two tales: Innovation, talent attraction and governance in Canada's Technology Triangle. In *Growing Urban Economies: Innovation, Creativity, and Governance in 21st Century Canadian City-Regions*, ed. David A. Wolfe and Meric S. Gertler. Toronto: University of Toronto Press, page 211-238

7 June 24th

Anti-Work Politics

Read:

- Greenberg, J. 2012. Occupy Wall Street's debt to Melville. *The Atlantic*. April 30.
<https://www.theatlantic.com/politics/archive/2012/04/occupy-wall-streets-debt-to-melville/256482/>.
- Melville, H. 1853. *Bartleby, The Scrivener: A Story of Wall Street*.
- Weeks, K. 2011. The problem with work. In: *The Problem With Work: Feminism, Marxism, Antwork Politics, and Postwork Imaginaries*. Durham: Duke University Press. Introduction. (Pages 1-37.)

8 TUESDAY
July 2nd

Note that Tuesday follows a Monday schedule this week to make up for Victoria Day.

Smart Cities and Big Data Startups

Read:

- Kitchin, R. 2014. The real-time city? Big data and smart urbanism. *GeoJournal* 79 (1): 1-14.
- Shelton, T., Zook, M. and Wiig, A. 2015. The 'actually existing smart city' *Cambridge Journal of Regions, Economy and Society* 8: 13-25.

- Söderström, O., Paasche, T. and Klauser, F. 2014. Smart cities as corporate storytelling. *City* 18 (3): 307-320.

9	July 8 th	Gender and Entrepreneurship (Abneet and Jackie)
<i>Read:</i>		
<ul style="list-style-type: none"> • Hanson, S. 2009. Changing places through women's entrepreneurship. <i>Economic Geography</i> 85 (3): 245-267. • Losse, K. 2014. Sex and the startup: men, women, and work. <i>Model View Culture</i>. https://modelviewculture.com/pieces/sex-and-the-startup-men-women-and-work • Oberhauser, A. 2000. Feminism and economic geography: gendering work and working gender. In: Sheppard, E. and Barnes, T. (eds) <i>A Companion to Economic Geography</i>. Blackwell: London, pages 60-76. • Zawinski, J. (1996) [scroll down once you click on this link] https://www.jwz.org/gruntle/nscpdorm.html 		
10	July 15 th	Neoliberalism, Entrepreneurial Subjectivity, and Precarity I <i>Read:</i>
<ul style="list-style-type: none"> • [Before class] Berlant, L. 2011. Nearly utopian, nearly normal: post-Fordist affect in <i>La Promesse</i> and <i>Rosetta</i>. In: <i>Cruel Optimism</i>. Durham: Duke University Press. (Pages 161-190.) 		
<i>Watch:</i>		
<ul style="list-style-type: none"> • [In class] Dardenne, JP and Dardenne, L. 1999. <i>Rosetta</i>. ARP Selection. 		
11	July 22 nd	Neoliberalism, Entrepreneurial Subjectivity, and Precarity II
<i>Read:</i>		
<ul style="list-style-type: none"> • Butler, J. 2011. For and against precarity. <i>Tidal: Occupy Theory, Occupy Strategy</i> 1: 12-13. • Ross, A. 2007. The new geography of work. Power to the precarious? <i>Theory, Culture & Society</i> 25 (7-8): 31-49. • Waite, L. 2009. A place and space for a critical geography of precarity? <i>Geography Compass</i> 3 (1): 412-433. 		
12	July 29 th	Neoliberalism, Entrepreneurial Subjectivity, and Precarity III
<i>Read (in order of appearance):</i>		
<ul style="list-style-type: none"> • Hickel, J. 2007. The microfinance delusion. Who really wins? https://www.theguardian.com/global-development-professionals-network/2015/jun/10/the-microfinance-delusion-who-really-wins • Chandrasekara, I. 2009. <i>Ethnofinance: A Study of Daily Accounting and Finance Practices of a Sinhalese Women's Community</i>. Pages 61-65, 259-264, 266-267. • Freeman, C. 2011. Embodying and affecting neoliberalism. In: Macia-Lees, F. (ed.) <i>A Companion to the Anthropology of the Body and Embodiment</i>. Wiley: London, pages 353-369. 		

Territorial Acknowledgement

I would like to acknowledge here that we live and work on the traditional territory of the Attawandaron (Neutral), Anishinaabeg and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes ten kilometers on each side of the Grand River.

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.

Late assignments

Late assignments will receive a 10% deduction for each day after the deadline they are turned in.

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.