

GEOGRAPHY OF THE GLOBAL ECONOMY SPRING 2023

GEOG 202

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CLASS SCHEDULE

Section	Location	Time	Instructor(s)
GEOG 202 001 [LEC]	RCH 103	Mondays & Wednesdays 4 p.m. - 5:20 p.m.	Daniel Cockayne daniel.cockayne@uwaterloo.ca
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INSTRUCTOR / TA INFORMATION

Instructor

Dr. Daniel Cockayne (he/him) - EV1-312

Email: daniel.cockayne@uwaterloo.ca

Office hours: Mondays 12:00pm - 2:00pm

Teaching Assistant

Muhammed Rahim

Email: marahim@uwaterloo.ca

COURSE DESCRIPTION

Calendar Description for GEOG 202

An introduction to globalization of the world economy through an examination of its causes, patterns, and consequences in a variety of geographic contexts.

Prereq: GEOG 101 or ENVS 195

GEOG202 is an introduction to the global economy and the discipline of economic geography. We begin by assessing the structure of the global economy and the approaches used by economic geographers to understand the global arrangement of economic activity. We then explore several contexts that have given rise to the global economic system and consider the evolving spatial distribution of its industrial sectors. We will then discuss the global economy in the context of changing regimes of work with particular attention paid to questions of difference in terms of race, sex, and

gender. We conclude with a discussion of the present and future implications of economic globalization for both developed and less developed nations.

LEARNING OUTCOMES

By the end of this course students should be able to:

Describe the current state of the global economy, including knowledge of key economic indicators and their strengths and limitations.

Define the central concepts necessary for understanding contemporary global economic issues.

These central concepts include, the economy, the state, globalization, capitalism, liberalism, democracy, neoliberalism.

Critically analyse economic issues from a geographic point of view, emphasizing spatial differences, and the importance of national, political, social, and cultural context.

Evaluate the importance of geography, space, and difference in the global economy.

TENTATIVE COURSE SCHEDULE

Lecture Topics and Required Readings: *(Subject to change)*

Week	Date	Topic and reading
1	Mon May 8	Lecture 1: An introduction to GEOG202 <i>Read:</i> <ul style="list-style-type: none"> Massey, D. 2013. We need to challenge the hegemonic ‘common sense’ of market relations, of competitive individualism, of private gain, the denigration of ‘the public,’ and much else besides. LSE: United States Politics and Policy Blog. http://bit.ly/IYc68N
	Weds May 10	Lecture 2: Globalization and the Global Economy <i>Read:</i> <ul style="list-style-type: none"> Dicken, Chapter 1, “What in the world is going on?”

2	Mon May 15	<p>Lecture 3: Producing ‘the economy’: what is the economy (for)?</p> <p>Read:</p> <ul style="list-style-type: none"> • Coe, N., Kelly, P. F., and Yeung H. W. C., (2013) Chapter 2: The economy: what does it mean? <i>Economic Geography: A Contemporary Introduction</i>.
	Weds May 17	<p>Lecture 4: Patterns of Global Economic Activity I - GDP & Production</p> <p>Read:</p> <ul style="list-style-type: none"> • Dicken, Chapter 2, “The Centre of Gravity Shifts”
3	Tues May 23	<p>This week Tuesday follows a Monday schedule to make-up for Victoria Day.</p> <p>Lecture 5: Patterns of Global Economic Activity II - Trade & FDI</p> <p><i>Introduction to draft and final report assignment</i></p> <p>Read:</p> <ul style="list-style-type: none"> • <i>Continue reading</i> Dicken, Chapter 2
	Weds May 24	<p>Lecture 6: Inequality and the Global Economy</p> <p>Read:</p> <ul style="list-style-type: none"> • Dicken, Chapter 10, “Winning and Losing: Where You Live Really Matters”

4	Mon May 29	<p>Lecture 7: Conceptualizing the Patterns</p> <p>Guest lecture: Tyler Blackman</p> <p>Read:</p> <ul style="list-style-type: none"> • Kazanjian, D. 2007. Colonial. In: B. Burgett and G. Hendler (eds) <i>Key Words for American Cultural Studies</i>. New York: New York University Press, pp. 52-56. • Lowe, L. 2007. Globalization. In: B. Burgett and G. Hendler (eds) <i>Key Words for American Cultural Studies</i>. New York: New York University Press, pp. 120-123.
	Weds May 31	<p>Lecture 8: The Economic Context - The Mode(s) of Production</p> <p>Read:</p> <ul style="list-style-type: none"> • Dicken, Chapter 3, "Tangled Webs: Unravelling Complexity in the Global Economy"
5	Mon June 5	<p>Lecture 9: The Political Context - Democracy, Liberalism, and the Nation-State</p> <p>Read:</p> <ul style="list-style-type: none"> • Dicken, Chapter 6 (pages 173-206), "The State <i>Really</i> Does Matter" • Dicken, Chapter 7, "The Uneasy Relationship Between Transnational Corporations and States"
	Weds June 7	<p>Lecture 10: The Organizational Context – TNCs & GPNs</p> <p>Read:</p> <ul style="list-style-type: none"> • Dicken, Chapter 5, "Transnational Corporations"

Friday June 9 **ASSIGNMENT: Submit draft final report Friday June 3rd on LEARN**
by 11:59pm.

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Mon June 12

Lecture 11: The Technological Context

Read:

- Dicken, Chapter 4, "Technological Changes"

Weds June 14

Exam 1

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Mon June 19

Lecture 12 (Part 1): The Supra-National Context and International Regulation

Read:

- Dicken, Chapter 6 (pages 207-225), "The State *Really* Does Matter"

Weds June 21

Lecture 12 (Part 2): The Supra-National Context and International Regulation

Read:

- Dicken, Chapter 11, "Making the World a Better Place"

8	Mon June 26	<p>Lecture 13: The (International) Division of Labor and the Workers' Context</p> <p>Read:</p> <ul style="list-style-type: none"> • Theodore N (2016) Worlds of work: changing landscapes of production and the new geographies of opportunity. <i>Geography Compass</i> 10 (4): 179-189.
	Weds June 28	<p>Lecture 14: Racial Capitalism</p> <p>Read:</p> <ul style="list-style-type: none"> • Melamed, J. 2015. Racial Capitalism. <i>Critical Ethnic Studies</i> 1 (1): 76-85. <p>Listen:</p> <ul style="list-style-type: none"> • The New York Times (2019) Episode 2: The Economy that Slavery Built. <i>The 1619 Project</i>. https://www.nytimes.com/2020/01/23/podcasts/1619-podcast.html

9	Mon July 3	No class due to Canada Day.
	Weds July 5	Field Trip to the Toyota Plant, Cambridge.

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Mon July 10

Lecture 15: Introduction to *The End of Certainties*

Read:

- Shrestha, N., et al (2020). The impact of COVID-19 on globalization. *One Health*, 11, 100180.
<https://doi.org/https://doi.org/10.1016/j.onehlt.2020.100180>
- Notes and interview with the director of *The End of Certainties* (2020)

Watch:

- *The End of Certainties* <https://www.youtube.com/watch?v=LroAcTfSLBE>

Weds July 12

Lecture 16: The Sexual Politics of Globalization

Read:

- Horowitz, S. (2017) "Capitalism and the Family: The Market Economy Is Responsible for Ever-Changing Family Structures" Foundation for Economic Education

Friday

ASSIGNMENT: Submit final report Friday July 14th on LEARN

July 14

by 11:59pm.

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Mon July 17

Lecture 17: Women and the Global Economy

Read:

- McDowell L (2015) The lives of others: body work, the production of difference, and labor geographies. *Economic Geography* 91 (1): 1-23.

	Weds July 19	Lecture 18: The Digital Economy Read: <ul style="list-style-type: none"> Anwar MA and Graham M (2019) Hidden transcripts of the gig economy: labor agency and the new art of resistance among African gig workers. <i>Environment and Planning A: Economy and Space</i>.
12	Mon July 24	Lecture 19: The 2007/2008 Subprime Mortgage Crisis Read: <ul style="list-style-type: none"> Wyly, E., Moos, M., Hammel, D. and Kabahizi, E. (2009). Cartographies of race and class: mapping the class-monopoly rents of American subprime mortgage capital. <i>International Journal of Urban and Regional Research</i> 33 (2): 332-354.
	Weds July 26	Lecture 20: Neoliberalism Read: <ul style="list-style-type: none"> Harvey (2005) <i>A Brief History of Neoliberalism</i>, Chapter 1
13	Mon July 31	Exam 2

TEXTS / MATERIALS

Title / Name	Notes / Comments	Required
Dicken, Global Shift	Available to students for free to students via the library - you do not need to purchase this text.	Yes

STUDENT ASSESSMENT

Component	Value
Draft Report	10%
Final Report	30%
Exam 1	30%
Exam 2	30%

Draft and Final Report

You will write a draft and a final argumentative report that critically evaluates the course text **and** proposes a new chapter for a future edition. You will receive detailed feedback on the draft from the instructor or TA, and then submit a final report based on additional research and writing, and on the feedback you received. The draft (800 - 1000 words) is due in the digital dropbox on LEARN by 11:59pm on, or before, **Friday June 9th**. The final report (2000 - 2500 words) is due in the digital dropbox on LEARN by 11:59pm on **Friday July 14th**. Additional details about this assignment are posted on the LEARN.

Exams

You will complete two short-answer exams during class time on LEARN at the end of week 6 and during week 13. These quizzes are non-cumulative, which means that Exam 1 in week 6 will be based only on content from weeks 1-6, and Exam 2 during week 13 will be based only on content from weeks 7-13. Exams are handwritten and will be delivered during class time and you'll have 80 minutes to complete exam. You can use class time to complete the quiz if you choose. Exams will cover lecture content and assigned readings or podcast material.

ASSIGNMENT SCREENING

Text matching software (Turnitin) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. In the first week of the term, details will be provided about the arrangements for the use of Turnitin and alternatives in this course. See Administrative Policy below for more information and links.

ADMINISTRATIVE POLICY

Territorial Acknowledgement: The University of Waterloo acknowledges that much of our work takes place on the traditional territory of the Neutral, Anishinaabeg and Haudenosaunee peoples. Our main campus is situated on the Haldimand Tract, the land granted to the Six Nations that includes six miles on each side of the Grand River. Our active work toward reconciliation takes place across our campuses through research, learning, teaching, and community building, and is centralized within the [Office of Indigenous Relations](https://uwaterloo.ca/indigenous) (<https://uwaterloo.ca/indigenous>)

Intellectual Property: For further information on IP related to teaching, please see https://uwaterloo.ca/legal-and-immigration-services/sites/ca.legal-and-immigration-services/files/uploads/files/volume_1_issue_3_winter_2018.pdf (https://uwaterloo.ca/legal-and-immigration-services/sites/ca.legal-and-immigration-services/files/uploads/files/volume_1_issue_3_winter_2018.pdf) and the

Guidelines for Faculty, Staff and Students Entering Relationships with External Organizations Offering Access to Course Materials, <https://uwaterloo.ca/secretariat/faculty-staff-and-students-entering-relationships-external> (<https://uwaterloo.ca/secretariat/faculty-staff-and-students-entering-relationships-external>) . The following text is recommended:

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

Anti-racism Statement: The University of Waterloo does not tolerate racism or any other form of discrimination and expects campus community members to contribute to a culture where all members feel safe and valued. Any member of the campus community who has experienced racism or discrimination at the University is encouraged to seek guidance from the Office of Equity, Diversity, Inclusion & Anti-racism (EDI-R) via email at equity@uwaterloo.ca (<mailto:equity@uwaterloo.ca>) or through their website: > uwaterloo.ca/human-rights-equity-inclusion/equity-office

Research Ethics: 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> (<https://uwaterloo.ca/research/office-research-ethics>)

Co-op interviews and class attendance: Co-op students are encouraged to try and choose interview time slots that result in the least amount of disruption to class schedules. When this is challenging, or not possible, a student may miss a portion of a class meeting for an interview. Instructors are asked for leniency in these situations; but, a co-op interview does not relieve the student of any requirements associated with that class meeting.

When a co-op interview conflicts with an in-class evaluation mechanism (e.g., test, quiz, presentation, critique), class attendance takes precedence and the onus is on the student to reschedule the interview. CEE provides an interview

conflict procedure to manage these situations.

Students will be required to provide copies of their interview schedules (they may be printed from WaterlooWorks) should there be a need to verify class absence due to co-op interviews.

Declaring an absence: Regardless of the process used to declare an absence, instructors maintain agency over decisions regarding course component accommodations.

Self-declared absences (for flu-like illness, short-term 48 hour self declared absences) must be submitted through Quest.

Absences requiring documentation (e.g. Verification of Illness Form, bereavement, etc.) - send your documentation to env-vif@uwaterloo. Do not send documentation to your advisor, course instructor, teaching assistant, or lab coordinator. Submission to env-vif@uwaterloo.ca () will notify all of your instructors of your absence.

Mental Health: The University of Waterloo, the Faculty of Environment and our Departments/Schools 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 <https://uwaterloo.ca/campus-wellness/> (<https://uwaterloo.ca/campus-wellness/>) 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.

All students are encouraged to download the WatSAFE app which is available free through the google and iOS app stores. The WatSAFE app provides on- and off-campus contacts for students in distress, including international students, and other information related to campus safety and security.

Religious Observances: Students need 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.

Communications with Instructor and Teaching Assistants: All communication with students must be through either the student's University of Waterloo email account or via LEARN. If a student emails the instructor or TA from a personal account they will be requested to resend the email using their personal University of Waterloo email account.

Recording lecture: Use of recording devices during lectures is only allowed with explicit permission of the instructor of the course. If allowed, video recordings may only include images of the instructor and not fellow classmates. Posting of videos or links to the video to any website, including but not limited to social media sites such as: facebook, twitter, etc., is strictly prohibited.

UNIVERSITY POLICY

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. [Check [the Office of Academic Integrity](https://uwaterloo.ca/academic-integrity/) (<https://uwaterloo.ca/academic-integrity/>) for more information.]

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>) . When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for their actions. [Check [the Office of Academic Integrity](https://uwaterloo.ca/academic-integrity/) (<https://uwaterloo.ca/academic-integrity/>) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to [Policy 71, Student Discipline](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>) . For typical penalties, check [Guidelines for the Assessment of Penalties](https://uwaterloo.ca/secretariat/guidelines/guidelines-assessment-penalties) (<https://uwaterloo.ca/secretariat/guidelines/guidelines-assessment-penalties>) .

Appeals: A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70>) (other than a petition) or [Policy 71, Student Discipline](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71>) may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to [Policy 72, Student Appeals](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72) (<https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72>) .

Note for students with disabilities: [AccessAbility Services](https://uwaterloo.ca/disability-services/) (<https://uwaterloo.ca/disability-services/>) , located in Needles Hall, Room 1401, 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 AccessAbility Services at the beginning of each academic term.

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.