

***Geography 302***  
***Global Economic Geographies***  
***Spring 2009***

15 January 2009

**(1) Key Information**

Instructor: Kris Olds  
Professor  
Department of Geography  
Office: Room 346, Science Hall  
Class: T 6:00 - 8:00 pm, Rm 350 Science Hall  
Office Hours: W 12:00 - 2:00 pm; or by appointment  
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**(2) Introduction**

The forces of globalization and regionalisation/regionalism play a fundamental role in the reworking of the global space economy. This course will examine perspectives on the complex reconfiguration of global economic geographies. We will pay particular attention to the evolving debate about the nature and significance of 'globalization', and the role of economic, political and technological processes in shaping geographically specific development processes.

In terms of broad structure, we initiate the course with a focus on different ways of understanding the concept of globalization, and the spatial outcomes of what the economic geographer Peter Dicken calls 'global shift'. We then run through two broad foci in the remaining parts of the course: the role of the state in creating and shaping the forces of globalization, and the role of the firm (especially transnational corporations), and TNC-driven global production networks (GPNs), in creating and shaping the forces of globalization. In addition, workshop time is allocated to thematic issues. This year's major projects for 302 will focus on:

- The relationship between higher education and regional development in a globalizing era. This will be done for the Paris-based OECD.
- The extent to which philanthropy for higher education and research is becoming more, or less, related to geography/territory in a globalizing era. This will be done for the Wisconsin Alumni Research Foundation (WARF), and more particularly the Wisconsin Institutes for Discovery.

As this is a 300 level course I will expect you to have taken some courses on related issues. It would also be helpful to be interested in contemporary development issues at the global and/or regional scales.

**(3) Readings:**

There is one required text for this course:

Dicken, Peter (2007) *Global Shift: Mapping the Changing Contours of the World Economy*, 5<sup>th</sup> edition, New York: Guilford Press.

The Dicken book is our course text. *Global Shift* can be bought at *Rainbow Bookstore Cooperative*, 426 W. Gillman (just off of State Street). Please note that Rainbow will also attempt to offer you discounts off of the publisher-listed price if at all possible. The text has been placed in the Geography library (2<sup>nd</sup> floor, Science Hall) under short-term (two hour) loan.

All other 'required readings' noted below in the week-by-week schedule are available either on the internet or else via *MyUW*: <http://my.wisc.edu/portal/index.jsp>

In addition you are required to subscribe to the *Financial Times* newspaper for the term. The FT Electronic Edition costs \$21.95 for 15 weeks. Subscribe here [https://www.ftnewspaper.com/cgi-bin/ftusa.cgi/fess/vanity\\_us\\_student\\_digital](https://www.ftnewspaper.com/cgi-bin/ftusa.cgi/fess/vanity_us_student_digital)

The *Financial Times* should be read on a daily basis. Content from the newspaper will be used for the poster-boards you will be developing (see below), the workshops, and it will also be incorporated into the lectures and discussions.

#### **(4) Course Structure, Requirements and Evaluation**

I started working at UW-Madison in 2001 (after having worked in England, Canada and Singapore). Given the nature of students here, I have decided to make Geography 302 a 'learning by doing' style of class. What this means is we are going to engage with relevant issues via a relatively diverse range of activities. The objective is to engage with the topic of global economic geographies via a range of activities, and also facilitate the acquisition of important research and communications skills.

The mark breakdown is as follows:

<b>Responsibilities</b>	<b>Percentage of Grade</b>	<b>Key Date(s)</b>
Discussion group activities	15%	all
Project report	30%	Draft (Week 10); Final (14 May)
Poster-boards	40%	Week 12
Project workshops	15%	Weeks 14 & 15

#### ***Discussion Group Activity and General Participation (15% of grade)***

Small group discussions, workshops, and other activities are spaced throughout the term. I have included this activity to:

- Ensure that you have an opportunity to engage with the required readings in a more intensive fashion. In many societies learning takes place via informal coffee- or tea-house style interaction; a practice that is ideal for mutual engagement with complex ideas, versus the one way dynamic that dominates larger scale venues.
- Facilitate the building of social relationships in the class
- Enable me to better understand how well you are engaging with course materials

During discussion sessions, students will be required to facilitate, and each student will get at least one chance to become a facilitator during the term. The role of the facilitator is to take the list of discussion questions I hand you, and facilitate a deep and interesting

discussion session for the entire class. I am expecting you to all take this responsibility seriously!

Needless to say, it is critically important for everyone to read the *required* course materials ahead of time – please do *not* register for this class if you intend on showing up for discussion sessions in an unprepared state of mind. There is a chance I will bring in periodic ‘spot quizzes’ if it looks like the class is not keeping up with the course readings. These spot quizzes will count towards this portion of your grade.

***Project and Workshops (30% + 15% = 45% of your grade)***

As noted above, you will be engaged in one of two group research projects this term. Each group (which should be 5-6 people in size) will examine one of the following options:

- The relationship between higher education and regional development in a globalizing era. This will be done for the Paris-based OECD. Please see the attached guidance note from the OECD for further information. Contacts for this project are Jaana Puukka (OECD Programme on Institutional Management in Higher Education) and Kris Olds. Key links: <http://www.oecd.org/> and [http://www.oecd.org/document/16/0,3343,en\\_2649\\_35961291\\_34406608\\_1\\_1\\_1\\_1,0.html](http://www.oecd.org/document/16/0,3343,en_2649_35961291_34406608_1_1_1_1,0.html)
- The extent to which philanthropy for higher education and research is becoming more, or less, related to geography/territory in a globalizing era. For example, what factors are important in determining where philanthropic centers are located: proximity to and involvement with major industries, major educational institutions, overall population demographics, etc.? Which of these factors do large donors appear to cite in making gifts? This will be done for the Wisconsin Alumni Research Foundation (WARF), and more particularly the Wisconsin Institutes for Discovery. Contacts for this project are Laura Heisler (Wisconsin Alumni Research Foundation) and Kris Olds. Key links: <http://www.warf.org/> and <http://www.warf.org/news/index.jsp?cid=37>

You should treat this research activity as an important and integral part of the course. Please note that I will generate some class activities to facilitate interaction so you can learn what your colleagues are interested in. In addition, please note that the draft report is due Week 10 (on Friday 3 April) and the final report is due on the specific date of the 302 exam (Thursday 14 May). It is therefore critically important that you get moving on the project immediately. The actual length of the reports will depend on the size of each group – I will inform you about this once projects have been adopted by all of you. A 20% per day mark reduction will be applied to all late submissions – you have been warned!

***Poster-board Sessions (40% of your grade)***

Each of you will need to develop a professional looking full size (i.e., wall size) poster that conveys information on the current (i.e., up-to-date) ‘global economic geographies’ of *either* one TNC, or else the global production networks associated with a particular sector (industry). The main focus should be on the *geography of the networks of relationships* that exist in relationship to the firm (e.g., Samsung) or sector (e.g., electronics, textiles, advertising) that you have selected. How are these geographical networks structured? Is there a hierarchy to these networks? Are there any important

changes to these networks over time? It is these sorts of issues you need to understand, and convey on the poster.

As noted in the syllabus, the poster should be based upon your daily reading of the *Financial Times*, and original research in the UW-Madison Library (including the Business School's library). This exercise relates most closely to Part IV of the course -- the section of the course that deals with firms (especially TNCs), and global production networks. I strongly encourage you to read the assigned readings for Part IV of the course (as they provide some important information about global firms and global production networks).

The posters will be displayed and discussed in class during Week 12.

### Format Matters

- Do not prepare a poster as if it were a manuscript. Primarily use tables and figures and limit verbiage. Details of the work can be provided in discussions when we walk around and review your poster during Week 12 in class.
- There is a variety of software (including Powerpoint) available these days to enable you to develop professionally looking posters. Unless you are a graphic artist I encourage you to consider these programs.
- You should keep in mind expense (\$\$) levels – printing out one large color poster at FedExKinko's is not cheap. You can certainly develop graphic components, print these out, and then paste them to a poster if you wish. In other words, the poster has to look good, but do not go into debt producing it!
- The poster is expected to follow the International Standards Organization (ISO) poster size format (A0) in portrait or landscape orientation. The dimensions for A0 format are 84cm x 119cm, or approximately 33" x 47".
- Lettering for text and illustrations should range in size between 6 mm and 12 mm.
- Make sure your name is on the poster.

### Marking Matters

The poster-board exercise is worth 40% of your mark so make sure that you take it seriously. The mark breakdown is as follows:

- Appearance of the Poster (10%). The poster should be attractively displayed. Try to select complimentary colors or shades. Leave enough space between items in the poster so it does not become "cluttered". Make the text, figures and tables large enough to be easily read from a suitable viewing distance. Try to avoid excessive text. This is a poster, not a paper. Check your spelling. Although appearance is only a small part of the overall evaluation of the poster, it is used to separate posters of equal substantive merit.
- Poster Organization and Content (25%). The poster should be organized into a logical presentation. Do not make the reader "hunt" for information. Posters should include a title, abstract, some incisive analytical text, a suitable number of relevant graphics, and literature cited. Purely "informational" posters will not be judged as highly as those that use and convey an analytical (social scientific) method.
- The Student (5%). A poster should stand on its own merit, but each student's enthusiasm for their study and their competence in the subject area also counts. This will be assessed during class time in Week 12.



*My overall course policy is to be relaxed and open to discussion, queries, feedback and calls for assistance or advice – do not be shy if you want to speak in class, see me at just before the start or at the end of class, or arrange to meet in my office!*

## Weekly Schedule and Required Readings

### Part I – Globalization: The Concept, Patterns and Trends

#### WEEK 1: INTRODUCTION TO COURSE

Tuesday 20 January: introductions + course outline + group project discussions

##### *Required readings:*

Scott, A.J. (2000) 'Economic geography: the great last half century', *Cambridge Journal of Economics*, 24(4): 483-504.

#### WEEK 2: GLOBALIZATIONS AND THE REGION

Tuesday 27 January: lecture + discussions of readings

##### *Required readings:*

Dicken, P. (2007) Chapters 1-2.

Gibson-Graham, J.K. (1996) *The End of Capitalism (as we knew it): A Feminist Critique of Political Economy*, Oxford: Blackwell, pp. 120-147.

Kelly, P.F. (2001) Metaphors of meltdown: political representations of economic space in the Asian financial crisis, *Environment and Planning D: Society and Space*, 19(6): 719-742.

Scott, A., and Storper, M. (2003) 'Regions, globalization, development,' *Regional Studies*, 37(6&7): 579-593.

##### *Required activity:*

*Group project:* Come to class with clear knowledge about the nature of the OECD, WARF, and the Wisconsin Institutes for Discovery.

*Group project:* agree on composition of research teams and begin thinking about distribution of duties

*Poster:* be prepared to discuss what your options are for a TNC or a sector

### **WEEK 3: PROJECT-RELATED DISCUSSIONS + ROUNDTABLE**

Tuesday 3 February: further background, group project meetings + roundtable with guests (tba)

#### ***Required reading:***

OECD (2007) *Higher Education and Regions: Globally Competitive, Locally Engaged*, Paris: OECD.

#### ***Required activity:***

*Group project:* 1-2 page statement confirming research and writing plans for each group. Note that it can and will be revised over time.

*Poster:* half page statement informing me what TNC or a sector you have selected, and the state of your progress to-date.

### **WEEK 4: PATTERNS OF GLOBAL ECONOMIC SHIFT**

Tuesday 10 February: lecture + discussion + projects

#### ***Required readings:***

Dicken, P. (2007) Chapter 3.

Scott, A., and Storper, M. (2003) 'Regions, globalization, development,' *Regional Studies*, 37(6&7): 579-593.

#### ***Select websites that should be scanned:***

<http://www.bis.org/publ/arpdf/ar2008e.htm>

<http://www.unctad.org/Templates/Page.asp?intItemID=1485&lang=1>

<http://www.worldbank.org/data/>

#### ***Required activity:***

*Group project:* hand in progress report re. research and writing plans for each group

*Poster:* inform me of the best three sources of information on your TNC or sector.

## **Part II – Scripting Globalization: The State**

### **WEEK 5: THE STATE**

Tuesday 17 February: lecture + discussions + projects

#### ***Required readings:***

Dicken, Chapters 6-8

#### ***Recommended listening & viewing:***

Harvey, D. (2007) KPFA radio interview with geographer David Harvey about the origins, trajectory, and significance of free market fundamentalism. Link here:

<http://kpfa.org/archive/id/4832>

PBS (2002) *Commanding Heights: The Battle for the World Economy*, available in a variety of streaming video formats at:

<http://www.pbs.org/wgbh/commandingheights/lo/index.html>

Note: the PBS website for this program contains a variety of complementary resources including data sets, interviews, and so on. The formal documentary is six hours long.

### **WEEK 6 –PROJECT WORK TIME**

Tuesday 24 February

### **WEEK 7: REGIONALIZATION/REGIONALISM & GLOBALIZATION**

Tuesday 3 March: lecture + discussion

#### ***Required readings:***

Coe, N., Hess, M., Yeung, H., Dicken, P., and Henderson, J. (2004) "'Globalizing" regional development: a global production networks perspective', *Transactions, Institute of British Geographers*, 29: 468-484.

Mittelman, J. (2000) *The Globalization Syndrome: Transformation and Resistance*, Princeton: Princeton University Press, pp. 111-130.

Wyatt-Walter, A. (1995) 'Regionalism, globalization and world economic order,' in L. Fawcett and A. Hurrell (eds) *Regionalism in World Politics: Regional Organization and International Order*, Oxford: Oxford University Press, pp. 74-121.

#### ***Recommended reading:***

Scott, A., and Storper, M. (2003) 'Regions, globalization, development,' *Regional Studies*, 37(6&7): 579-593.

Katzenstein, P. (2005) *A World of Regions: Asia and Europe in the American Imperium*, Ithaca: Cornell University Press.

#### ***Scan these web sites:***

<http://www2.warwick.ac.uk/fac/soc/csgr/>

<http://www.cris.unu.edu/>

<http://www.cid.harvard.edu/cidtrade/issues/regionalism.html>

[http://www.wto.org/english/tratop\\_e/region\\_e/region\\_e.htm](http://www.wto.org/english/tratop_e/region_e/region_e.htm)

<http://www.ond.vlaanderen.be/hogeronderwijs/bologna/>

### **WEEK 8: CASE STUDY - REGIONALISMS IN THE ASIA-PACIFIC**

Tuesday 10 March – lecture + discussion

#### ***Required Readings:***

Dirlik, A. (1992) "The Asia Pacific idea: reality and representation in the invention of a regional structure," *Journal of World History*, 3(1): 55-79.

Higgott, R. (2006) 'Economic regionalism in East Asia: Consolidation with centrifugal tendencies', in Richard Stubbs and Geoffrey Underhill (eds.) *Political Economy and the Changing Global Order*, Toronto: Oxford University Press, 3rd Edition, pp. 344-355.

Higgott, R., and Stubbs, R. (1995) "Competing conceptions of economic regionalism: APEC versus EAEC in the Asia Pacific," *Review of International Political Economy*, 2(3):

516-535.

Olds, K. (2007) 'Global assemblage: Singapore, Western universities, and the construction of a global education hub', *World Development*, 35(6): 959-975.

*Scan these sites:*

<http://www.apecsec.org.sg>

<http://www.aseansec.org/>

<http://www.aseanregionalforum.org/>

<b>SPRING BREAK: 14-22 March</b>
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<b>Part III – Scripting Globalization: The Firm</b>
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**WEEK 9: TRANSNATIONAL CORPORATIONS: THE PRIMARY MOVERS AND SHAKERS OF THE GLOBAL ECONOMY**

Tuesday 24 March: video ("The Corporation") + discussion

*Required readings:*

Dicken, Chapters 4 & 8

Scan: <http://www.thecorporation.com/>

**WEEK 10: TRANSNATIONAL CORPORATIONS: THE PRIMARY MOVERS AND SHAKERS OF THE GLOBAL ECONOMY**

Tuesday 31 March: lecture + discussion + project time

*Required readings:*

Dicken, Chapters 4 & 8

*Note:* draft project report is due on Friday 3 April

**WEEK 11: THE GEOGRAPHY OF GLOBAL PRODUCTION NETWORKS (GPNs)**

Tuesday 7 April: lecture + discussion

*Required readings:*

Dicken, P. (2007) Chapter 5

Coe, N.M., Dicken, P., and Hess, M. (2008) 'Global production networks: realizing the potential', *Journal of Economic Geography*, 8: 271-295.

Dicken, P., Kelly, P., Olds, K., Yeung, H. (2001) 'Chains and networks, territories and scales: towards an analytical framework for the global economy', *Global Networks*, 1(2): 89-112.

Skim these research project sites:

<http://www.sed.manchester.ac.uk/geography/research/gpn/gpnwp.htm>

<http://www.globalvaluechains.org/index.html>



<b>Part IV – Workshops and Posterboard Sessions</b>
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**WEEK 12: POSTERBOARD SESSION**

Tuesday 14 April

***Required readings:***

Scan Dicken, P. (2007) Chapters 9-14, 16.

**WEEK 13: PROJECT Worktime**

Tuesday 21 April

**WEEK 14: WARF/WID/MIR Workshops**

Tuesday 28 April

***Required readings:***

Scan Dicken, P. (2007) Chapters 17, 19

**WEEK 15: OECD Workshops**

Tuesday 5 May

***Required readings:***

Scan Dicken, P. (2007) Chapters 17, 19

***Note:*** final project report is due on Thursday 14 May.

## **Proposal for a student project for OECD work on Higher Education and Regional Development**

### **Background**

Higher Education Institutions (HEIs) can contribute significantly to the development of the cities and regions in which they are located. Regional engagement of higher education and HEIs refers to a number of dimensions, including

- Knowledge creation in the region through research and its exploitation via technology transfer (spin out companies, intellectual property rights and consultancy);
- Human capital formation, skills development and knowledge transfer (localisation of learning process by students' work-based learning activities, graduate employment in the region, up-skilling and continuing education, professional development and lifelong learning activities)
- Cultural and community development contributing to the milieu, social cohesion and sustainable development on which innovation in the region depends

HEIs educate and supply the regional workforce, their research can target regional needs, spin-outs from projects or patents from the HEIs can stimulate the regional economy and support the development of new sectors. Outreach projects help to tackle social issues and strengthen the links between the HEIs and the local community. Broad educational projects can increase the population's awareness of for example environmental protection or health care.

The OECD work on Higher Education in Regional Development. The review's purpose is to provide HEIs, regional and national authorities, and policy makers with information and analysis to assist them in formulating and implementing policies, strategies and practices to mobilise higher education for social, economic and cultural development in their cities and regions. Between 2004 and 2007, OECD conducted reviews of the regional engagement of HE systems in 14 regions across 12 countries. In 2009-2010 the engagement of HE in up to fifteen regions will be reviewed.

### **1) Literature review of measurement of and indicators for the regional engagement of HEIs**

OECD wants to strengthen the analytical base of its work on HE and regions and is interested in the existing indicators for the measurement of the regional engagement of HEIs as well as their strength and limitations.

The task would involve a literature survey of the **measurement of and indicators for the regional engagement of HEIs**. The topic can be refined to a country-specific literature review of one or two OECD countries (including the United States where the National Center for Higher Education Management Systems NCHEMS can give initial help in identifying the literature) or rapidly developing countries, which are not members of OECD (e.g. Brazil, Chile, Israel, Malaysia). The survey should also include indicators drawn from the national level (addressing technology transfer, human capital development, social, cultural and environmental contribution) as HEIs' engagement is not limited to a city or a region.

- Differentiate where possible between
  - measures for activities (e.g. the existence of a region-specific programme)
  - outputs (e.g. the number of graduates from a region-specific programme)
  - outcomes (e.g. graduates employed in the region)
  - impacts (e.g. increased competitiveness)
- Consider measures of effectiveness (e.g. how well the graduates are educated for the regional needs)
- Identify indicators for economic, social, cultural as well as environmental engagement; they can be quantitative as well as qualitative measures.

### **Steps (subject to negotiation)**

Phase 1. Defining the country/countries under review – for immediate action

Phase 2. Providing interim report including bibliography, report outline and first “dirty draft” -- after spring break 2009

Phase 3. Final paper – May 2009

The following report “Assessment of Learning Outcomes in Higher Education” may help to define the style of the final report.

<http://www.oecd.org/dataoecd/13/25/40256023.pdf>