

Geography 22100: Economic Geography
Spring 2021
Tuesday/Friday 12:45– 2:00
Blackboard Collaborate

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Introduction

Instructor: Ekaterina Bezborodko

E-mail: eb926@hunter.cuny.edu

Office: Blackboard Collaborate portal

Office Hours: Tuesdays, 2:30-3:30 limited alternative hours might be available by appointment

Description: This course introduces economic geography, a way to examine economic processes as they occur at a variety of scales, from global, to national, to household. The unique contribution of economic geography is to consider economic, historical, cultural, and political developments occurring in distinct but connected places as they contribute to the formation of economic systems spanning the globe. The main topic of the course will be the development and current trends in global capitalism, with case studies from around the world. After introducing capitalism as a system, we will examine topics such as labor, natural environment, the financial system, and geopolitics, among others. We will conclude by considering what alternatives to the dominant economic system exist today.

Objectives

Upon completion of this course students will:

- have an understanding of the goals, subjects, principles and theories of economic geography and be better informed about the spatial characteristics of economic processes;
- have an understanding of the close links between local events and global phenomena;
- have an understanding of contemporary trends in the global economy and their impacts on individual livelihoods in diverse places; and
- be able to apply newly-acquired knowledge to think sensibly and critically about important real-world problems and be able to make better sense of academic, government and journalistic accounts of the global economy in relation to their own lives.

Learning Outcomes

- describe the main characteristics and geographic patterns of global capitalism
- recognize the role of space and place in the workings of economic systems
- use scalar reasoning to discuss economic activities
- consider the interdependence of political and social power, environment, and history in economic development
- write clearly and succinctly about economic geography concepts, using relevant examples, well-developed arguments, and correct citations

Textbook

Coe, Neil, Philip Kelly, and Henry W. C. Yeung. 2019. *Economic Geography: A Contemporary Introduction*. Third Edition. Wiley & Sons: Malden, MA. ISBN: 9781119389583

Other required readings will be posted on Blackboard, unless other online access is specified

Learning Activities

Evaluation Activities- Summary

- Class Participation: 35%
- Written Homework: 35%
- Mid-Term Essay: 10%
- Final Essay: 10%
- Reflection journal and presentation: 10%

Learning Activities - Details

Class Participation

Purpose

- Make sure you are following along and understanding the lecture.
- Discuss key texts in depth and apply course concepts to new examples.
- Learn from your classmates' perspectives.

Description

- During lectures, the instructor will ask questions and so can you.
- During text discussion days, we will work in (virtual) break-out groups and with the whole class to analyze the assigned text and apply its insights to your own experience or other examples.
 - Some questions will be provided ahead of time.
 - You can suggest discussion questions that interest you or ask for clarifications.

How to do it

- Make all efforts to attend each class.
- Read the assigned discussion texts *before the class we're discussing it in*.
- Speak up. Listen carefully to your classmates.
- Lectures are recorded and posted for the class.
- Small-group discussions are not recorded.
- *No one will be punished or put on the spot if they do not understand something the first time – we're here to help each other learn. Let's always keep that in mind during discussions.*

Evaluation

- This component is pass/fail (100 or 0).
 - Everyone who attends and contributes to discussions regularly will receive full credit.
 - Anyone who feels they're struggling can reach out for help. You will be notified by the instructors if you're not on track to get full credit. We can address anything that makes participation difficult.
 - If an emergency, unavoidable change in schedule, or other serious problem makes class participation difficult, reach out – we will work out an alternative participation format.
- The only way to fail (receive zero) is to hardly ever show up and/or hardly ever say anything and/or not respond to attempts to reach/help you.

Written Homework

Purpose

- Consolidate and check for understanding of what you've read and heard about in lectures.
- Allow the instructor to see what areas need clarification.
- Let students suggest discussion questions that are interesting to them.

Description & How to do it

- Questions will be located in an assignment portal in each week's topic folder.
 - Please upload Word or PDF. *Not Pages* or other formats. I can't download them.
- Due at 11 pm on the day before class for which text is assigned.
- Expect 4-5 questions.
- Good answers are a few sentences long but not more than a mid-sized paragraph. They show that you have read and tried to understand the text.
- *Read the texts to answer* – a term that you might hear in daily life could mean something different within the context of a reading.

Evaluation

- This is graded on a 2/1/0 point scale.
 - 2 – you answered all the questions and demonstrated that you've read the text; it's OK if you get some answers wrong as long as there is evidence you have tried reading everything, and as long as you try to implement suggestions for how to improve.
 - 1 – you tried to do the above *but* you left out a question and/or it is not clear if you've read the text(s) completely.
 - 0 – you do not submit anything (remember, you only need to submit 10!), or you show evidence of not reading the text at all, or you get most questions wrong on multiple assignments and do not work with the instructor to fix that.
- You will get feedback on the assignment so that you know how to meet the standard for a 2.
- Only the top eight scores will be used for the final grade.

Mid-Term and Final Essay

Purpose

- Show that you can apply the concept of space/place/spatial process to understand economic systems and activities (midterm essay).
- Show that you can analyze current or historical problems with our economic system and use historical and theoretical knowledge to suggest an improvement or alternative (final essay).
- Take time to think through and demonstrate your own original ideas and positions relative to the concepts, theories, and texts from our class.

Description

- 3-5 page essays
- Must refer to class texts, use citations, and include works cited list.
- You do not have to use sources from outside the class (talk to the instructor if you prefer to).

How to do it

- A prompt and rubric will be available *at least two weeks* before each essay is due.
- All prompts and portals for submitting work are located in a separate section of our course site (see Blackboard orientation for clarification).
- For your midterm essay, you will have a chance to revise based on feedback from the instructor on your first attempt.
- For your final essay, you can get feedback on drafts or outlines if you get in touch *three* or more days ahead of the due date, but you cannot revise after.

Evaluation

- A rubric will be given to you ahead of time along with the prompt.
- Standard 100-point grading structure (translatable to A/B/C etc.)
- In case of emergencies, we'll do our best to work out a schedule. I will not accept essays more than a week after the due date at all *unless it's a documented emergency.*

Reflection journal & presentation

Purpose

- Connect class topics to what is going on around you and to your own life.
- Apply economic geography concepts to analyze your own situation.
- Document and discuss how your thinking about economic issues evolves over the semester.

Description

- There are seven short prompts for your reflection journal. They will ask you to reflect on the way you have experienced certain economic concepts or events.
- Write as much or as little as you want – one paragraph/one idea is fine as a minimum.
- At the end of the semester, you will re-read your journal entries and identify the ways that your thinking has remained the same or changed, preparing a short document and presenting your thoughts to the class during the final exam period.
- It is up to you to make this as personal or impersonal as you wish. *You are never required to share personal information! You can present your opinion or a discussion of something in general if you do not want to discuss your own direct experience!*

How to do it

- This is meant to be a thought exercise, not an exam-style experience. Make it as meaningful and enjoyable as you can, and do not worry about right/wrong answers – there aren't any.
- The journal entry portals will be located in the same place as the homework assignment portals.
- Upload your work in Word or PDF.
- The final presentation/summary paper materials will be posted at the same time as the final essay prompt.
- *Remember – you never have to share personal details that you do not feel comfortable sharing!*
 - Example – you can answer any prompt with the level of personal detail comfortable for you. A) write about your own direct experience B) write about what you've heard about in your community/school/friends/city/in general C) write about your opinions (link them to something you know/observe, but choose how personal you want to make that).
 - If you feel that you cannot answer a prompt without discussing something you really don't want to share with the instructor, get in touch – we can reframe that question in a way that works for you.
 - Only the instructor will read your journal entries; the final document might be for your classmates (instructions pending), and the final presentation is for the class (it would be based on the final document/reflection paper, which is why both might be visible to the class).

Evaluation

- 50% is completion of the seven journal entries and 50% is the presentation at the end of the semester. The journal entries are graded for completion; the presentation/final reflection essay will have a very simple prompt and rubric.

Communication, Etiquette, and “Netiquette”

Communications

I love to hear from you! Ask for help, share ideas and resources, chat about geography and graduate school. Please get in touch!

- Please use your Hunter email address, if you have one, to communicate with me.
- Include “Economic Geography” in your subject line. & Sign with your first and last name.
 - Instructors often receive suspicious phishing, malware, and other harmful emails. We must be careful about the emails we open, so please *follow these guidelines*.
- I will make all efforts to answer emails within two business days. If you do not hear from me after three business days, please write again.

Netiquette

During live recorded lectures, small-group discussions, and while posting in discussion boards, let us observe good netiquette to create a smooth, welcoming and above all, a respectful experience.

During class time:

- Whole-class lectures are recorded and posted for people in the class to listen.
- Any break-out discussion groups are *not* recorded.
- Keep your microphone on mute when not speaking.
- Raise your hand virtually before speaking – click on the “raised hand” button at the bottom of your screen.
 - Don’t forget to lower your hand after being called on.
- If your microphone doesn’t work well, you can use the chat function in place of raising your hand.
 - The chat is *not* for long side conversations or sharing extraneous information. With twenty students, a stream of chat messages can become distracting. We can pause the class discussion and address questions etc. together instead.
- You are encouraged to turn your camera on when speaking; however, *this is never required*.

The “course room” is always open on Blackboard Collaborate (except during the final exam slot).

- It works just like the class time portal, or just like Zoom. A space set aside just for this class to gather, day or night. The instructor doesn’t have to be there to “unlock” it.
- You can log in together and talk to each other in real time using chat, microphones, and/or video.
- Use it for group study sessions or other online activities with your classmates.
- The course room is a whole-class resource; please do not set up meetings from which you exclude any members of the class.

- If you need total privacy for a conversation with your classmates, please exchange personal contact information, because the “course room” is a space that anyone can enter at any time, like a room with an open door.
- Treat it like an actual classroom – if you wouldn’t want to do something in an empty classroom at Hunter, don’t do it in the virtual course room.

Policies on grades, academic integrity, harassment

Policy on late work, Incomplete (IN), Unofficial Withdrawal (WU) and Credit/No Credit (CR/NC) grades:

- Extensions to due dates can be given, but I will not accept essays one week after the due date or accept multiple late homework assignments unless you have serious emergencies. It is your responsibility to get in touch as soon as you can or to respond to my emails. If I don’t hear from you, I can’t help you!
- Changes to due dates because of *foreseeable* events (something that is already scheduled ahead of time, such as a religious holiday) should be discussed *ahead of time*.
- A final grade of IN (incomplete) will only be given under extraordinary and/or documented circumstances.
- Only students who have regular attendance and have completed ALL course work (including the final essays) will be eligible for a final grade of CR/NC. It is not a substitute for a “zero.”
- Hunter’s/CUNY’s policy on CR/NC is subject to change semester-to-semester, as you saw in Fall 2020. Pay attention to CUNY and instructor announcements.
- A WU will be given to students who unofficially drop the class – that is, students who simply “disappear” from class, stop completing assignments, and do not get in touch with me before the end of the course. This can have serious consequences for financial aid. Please get in touch if you run into difficulties rather than abandon the course.

Hunter College Statement on Academic Integrity

Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College.

*****Please note, copying even a single sentence or phrase directly from another text without providing citations is considered a form of plagiarism. Ask citation questions/ask for help to avoid unintentional plagiarism.**

ADA Policy (from Office of AccessABILITY)

In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical, and/or Learning) consult the Office of AccessABILITY, located in Room E 1214B, to secure necessary academic accommodations. For further information and assistance, please call: (212) 772- 4857 or (212) 650-3230.

Hunter College Policy on Sexual Misconduct

In compliance with the CUNY Policy on Sexual Misconduct, Hunter College reaffirms the

prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationships. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College.

a. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, or contacting the College's Public Safety Office (212-772-4444).

b. All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose (jtrose@hunter.cuny.edu or 212-650-3262) or Colleen Barry (colleen.barry@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123. CUNY Policy on Sexual Misconduct Link: <http://www.cuny.edu/about/administration/offices/la/Policy-on-Sexual-Misconduct-12-1-14-with-links.pdf>

Topics, Schedules and Reading Lists

Mini-Schedule of Topics

Tuesday	Subject	Friday	Subject
		Jan 29	Introductions
Feb 2	What is “the economy?” (Lecture)	Feb 5	What is economic <i>geography</i> ? (Lecture)
Feb 9	What is capitalism? (Lecture)	Feb 12	NO CLASS – COLLEGE CLOSED Happy Lunar New Year!
Feb 16	What is capitalism? (Discussion)	Feb 19	What do we mean by “spatial process” when talking about capitalism? (Discussion)
Feb 23	Historical foundations of capitalism: Nature into Property, People, Profit (Lecture)	Feb 26	Nature/Property (Discussion)
Mar 2	The State (Lecture)	Mar 5	The State (Discussion)
Mar 9	Labor (Lecture)	Mar 12	Labor (Discussion)
Mar 16	Labor (Discussion)	Mar 19	Infrastructure (Short Lecture & Discussion)
Mar 23	Finance (Lecture)	Mar 26	Finance (Discussion)
Mar 30	NO CLASS – SPRING BREAK	Apr 2	NO CLASS – SPRING BREAK
Apr 6	Permanent War Economy – Economic Warfare (Mini Lecture & Discussion)	Apr 9	Permanent War Economy – the Military Industrial Complex around the world (Mini Lecture & Discussion)
Apr 13	Introduction to Communism as Economic Thought and Theory (Lecture, with extensive discussion)	Apr 16	Communist Legacies: USSR and China (Discussion)
Apr 20	Communist Legacies: 3 rd World/Non- Aligned Communism (Discussion)	Apr 23	Communist Legacies: Communism in the 20 th -Century USA (yes, in the USA) (Discussion)
Apr 27	Alternative Economies (beyond communism): Introduction (Lecture)	Apr 30	Alternative Economies: Alternative property/profit/labor. (Discussion)
May 4	Alternative Economies: Solidarity economies and other systemic practices (Discussion)	May 7	Climate Change: Does it change everything? (Discussion)

May 11	Your choice! – Student-selected topic	May 14	Your choice! – Student-selected topic
Final Exam: Friday, 5/21, 11:30 – 1:30 pm (note the different TIME) Attendance required – we will have final presentations and discussion			

Mini Schedule of Assignments

Monday (11 pm)	Subject/Assignment	Thursday (11pm)	Subject/Assignment
Feb 1	<i>Nothing – get ahead on readings</i>	Feb 4	<i>Nothing – get ahead on readings</i>
Feb 8	REQ Journal Entry #1: Capitalism & You	Feb 11	HW #1 Economy/Geography Ch 1 & 2
Feb 15	REQ HW #2: What is capitalism	Feb 18	REQ HW #3 Spatial process
Feb 22	<i>Nothing Due – get ahead on reading</i>	Feb 25	HW #4: Nature/Property
Mar 1	REQ Journal Entry #2: The State & You	Mar 4	REQ HW #5 The State
Mar 8	REQ Journal Entry #3: Work	Mar 11	HW #6 Labor <i>Mid-Term Essay Prompt is Posted</i>
Mar 15	HW #7: Labor	Mar 18	HW #8: Infrastructure
Mar 22	REQ: Journal Entry #4 – Debt <i>Last day to send suggestions for student choice topics!</i>	Mar 25	REQ HW #9: Finance Mid-Term Essay Due! In-class poll on student choice topics
Mar 29	<i>Enjoy spring break! (Catch up on sleep & reading!)</i>	Apr 1	<i>Enjoy spring break! (Catch up on sleep & reading)</i>
Apr 5	REQ: Journal Entry #5: War HW # 10 Economic Warfare	Apr 8	HW #11: Economic Warfare
Apr 12	REQ Journal Entry #6: Communism & You REQ HW #12: Intro to Communism	Apr 15	HW #13: USSR and China
Apr 19	HW #14: 3 rd World & Non-Aligned	Apr 22	HW #15: Communism in USA
Apr 26	None- catch up on readings	Apr 29	HW 16: Alternative Economies
May 3	REQ Journal Entry #7: Alternatives HW 17: Alternatives	May 6	REQ HW #18: Climate Change <i>Final Essay Prompt Available Today</i>
May 10	Student topic 1, reading questions REQ HW #19 Special Topic #2	May 13	Student topic 2, reading questions HW #20: Special topic 2
Final Exam: Friday 5/21 11:30 – 1:30 pm (note the different TIME) - Final Essay Due: Thursday, 5/20, midnight			

- **Final Exam Attendance is REQUIRED** Present your reflections on this semester, based on your reflection journal and essay

Topic Schedule with Reading List

Most weeks will contain one or two case study readings in addition to the textbook chapters. All readings will be available at least one week ahead. All readings apart from the textbook are posted on Blackboard unless otherwise noted.

Jan 29 – First class: introductions

Week 1 – February 2 and February 5

Introduction: The Economy, economics and economic geography

Coe, Kelly, Yeung (2019) Chapters 1 and 2

Week 2 – February 9 (NO CLASS FEBRUARY 12!)

What is capitalism?

Coe, Kelly, Yeung (2019) Chapter 3

Week 3 – February 16 and February 9

What is capitalism? And what is “spatial process” within it?

Discussion on Tuesday:

Katz, Cindi (2004) *Growing Up Global: Economic Restructuring and Children’s Everyday Lives*. Minnesota University Press. Excerpts: p. 23-28, 32-42, [**skip this section for now 67-95**], 136-151. (full-page photographs are uploaded into a separate document due to size constraints)

Discussion on Friday:

Solnit, Rebecca (2007) Detroit Arcadia: Exploring the Post-American Landscape. *Harpers* July 2007 p.64-73

Porter, Eduardo (2016) NAFTA May Have Saved Many Autoworkers’ Jobs. *New York Times* March 29, 2016 [Link Here](#)

Week 4 – February 23 and February 26

Historical Foundations of Capitalism: Nature into property, people, profit

Coe, Kelly, Yeung (2013) Chapter 5 excerpts (p.128-141)

*Please note that this is an excerpt from an **earlier** edition – a PDF will be available on Blackboard.*

Federici, S. (2014) *Caliban and the Witch* Brooklyn, NY: Autonomedia. Excerpts: p. 68-75, 85-95

Week 5 – March 2 and March 5

Who runs the economy? The State: A look at state functions

Coe, Kelly, Yeung (2019) Chapter 9 (some sections might be skipped for now -stay tuned)

Gilmore, R. (1998). Globalisation and US Prison Growth: From Military Keynesianism to Post-Keynesian Militarism. *Race and Class*, 40(2-3), 171-188.

Week 6 – March 9 and March 12

Labor: What power does labor hold?

TBD

Week 7 – March 16 and March 19

Labor (cont.) and Infrastructure

TBD

Week 8 – March 23 and March 26

Finance: Does Wall Street run everything?

[Week 9 – March 30 and April 2 NO CLASS – SPRING BREAK!]

Week 10 – April 6 and April 9

Permanent War Economy

Week 11 – April 13 and April 16

Communism in Theory and Practice

Week 12 – April 20 and April 23

Communism in Theory and Practice

Week 13 – April 27 and April 30

Economic Alternatives

Week 14 – May 4 and May 7

Economic Alternatives (cont) and Climate Change – Does it change everything?

Week 15 – May 11 and May 14

Student Choice Topics

Final Exam Date – Friday, May 21 11:30 – 1:30 pm (note the *different time*)