

**GEOGRAPHY 640: Economies, Space and Society
Autumn'09**

Tuesdays and Thursdays, 10:30 - 12:18, Derby 1116

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office hrs.: by appointment

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Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.  
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COURSE DESCRIPTION

This course introduces students to several important topics in economic geography as well as to various theoretical perspectives and research approaches. The course is designed from the perspective that “economy” cannot be studied apart from other spheres of life (e.g. political, cultural, social...); accordingly the first topic to be discussed is how and why the economy is an important part of life and how and why allegedly non-economic matters are integrally related to the economy.

The course also is designed from the perspective that there are multiple expressions of capitalism – multiple *economies*; accordingly, the second major topic focuses on different types of production systems.

A third underlying thread of the course is the importance of *people* in the so-called economy – something that is often overlooked in economic-related matters. The third section includes selected topics on people, work, and society.

The fourth section connects the economy with government as well as governance more broadly (i.e. how the economy is governed via many organizations and institutions, including but also beyond the reach of formal government).

The final section focuses on two profoundly different topics in which economic geographers are currently engaged. One is the “new economic geography,” which is about how mainstream economists are now incorporating geographic issues in analysis, and why and how geographers have critiqued such analyses. The other entails participatory action research (making one’s research part of social change), examination of ‘benevolent’ dimensions of the capitalist system, and critical theory (how to make this world a better place, based on a critique of the existing system). These two topics reflect very different directions and, more generally, the internal diversity of the subdiscipline.

Throughout the course issues are examined through a geographic lens that includes different types of geographic questions (location, place, space, spatiality) that should be useful to students with a variety of interests, whether in Geography or in other disciplines.

READING

Students are required to read articles that have been assembled from journals and books; students are also responsible for any handouts distributed in class. The articles can be accessed electronically via e-reserves on CARMEN; to access go to the OSU library home page (<http://library.osu.edu/>), then go to the drop-down menu under 'Find' for e-reserves by course and FAQs). Technical questions are best directed to Linda Miller, the electronics librarian at OSU (tel.: 2-6672). *Please alert N. Ettliger as soon as possible (telephone, e-mail, stop by) if there is a problem with the electronic reserves in general and/or particular articles!*

COURSE PREPARATION

There are no prerequisites for this course. The course is taught with the understanding that most people have no or little background in economic geography. That said, based on past experience, many students feel apprehensive either because they lack an economic background, or if they have a background in economics they nonetheless lack a background in geography. So, if you find yourself feeling apprehensive and thinking that you are alone in a course where everyone knows either about the economy and/or geography except for you, rest assured that most others in the course feel similarly. This is not to say that you should sit back and relax! Be ready to learn new material, stick with it, and make sure you prepare adequately for each class (next topic, below).

CLASS PREPARATION

Students are required to read the assigned material **before**, not after, the class in which material is to be discussed; **note-taking** on the assigned reading is strongly recommended. Lectures are prepared based on the assumption that students are prepared for class. Based on past experience, students who prepare inadequately for class are unlikely to perform well or at the level of their ability, and they are likely to fall behind and find themselves unable to effectively catch up. **Regular and punctual attendance is required.** Students taking another class that overlaps with this course should drop either this course or the other. Students are responsible for any course material that is missed.

EVALUATION

All students are evaluated on the basis of 2 take-home essay exams. Graduate students have additional requirements, and undergraduate students *may* engage in additional writing if they choose.

General Writing*

All papers, exams as well as critical reviews or research papers should be double spaced, paginated, proofed, and they should be 'polished' -- i.e. proofed for spelling and clarity of expression. Avoid quotations -- use your own words! Quote an author only if you want to clarify that someone really said something; do *not* quote an author because s/he said something well -- you should develop expertise in writing well too!

*(Students with developed interests in forms of communication other than writing are welcome to make alternative proposals.)

Exams

Two take-home essay exams will be given. The second exam mostly focuses on the 2nd half of the course; however, note that the second part of the class builds upon the first, so that students must use knowledge gained from the first part to evaluate material in the second part. Thus, some questions on the 2nd exam may refer to material in the first part of the course. Students have considerable time for each take-home exam to permit time for organizing and juggling the exam with other responsibilities. The exams are due on days other than Tuesdays and Thursdays (instructor's office) — to permit adequate time for class preparation.

Papers

In addition to the exam, **graduate students** also are evaluated on the basis of a critical review of a book (see *Information for Writing Critical Reviews*) or a research paper (see *Information for Proposing Research Papers*). These options are meant to accommodate students at different stages of their program. Students who are in exploratory mode should pursue the book review option, which as explained below, entails library research and will position students to pursue research in the following quarter. The research paper option is intended for students who already have a well defined area of interest and have already developed a solid frame of reference regarding background literature.

Undergraduate students are *required only to complete the 2 take-home essay exams*. Students interested in pursuing particular topics or in dispersing the grade among more writing assignments are welcome to write critical reviews of 2 assigned articles of their choice (see *Information for Writing Critical Reviews*) or write a research paper (see *Information for Proposing Research Papers*). Research papers should be undertaken only if students have developed interests and have already established a background in pertinent literature.

Information for Writing Critical Reviews

Article reviews (undergraduates) or book reviews (graduate students) should be critical appraisals, and *should go beyond summarizing*. Specifically, students should write thoughtful papers that should **position** an article or book in the economic geography literature covered in class and discuss its contribution and point of view. “Critical” does not signify criticizing something. Rather, it refers to a thoughtful assessment of contribution and relative position in the literature; it may involve criticism, though not necessarily.

Undergraduate students may opt to write 2 critical reviews of articles in addition to the 2 take-home essay exams (each review should be approx. 5 pages in length, double spaced). Each of the papers will critically review an assigned article. Students choose which articles to review; select articles on topics that interest you! **The papers are due on the day on which they will be discussed in class (see syllabus)**. Article reviews should include a *brief* summary and indication of the main points and purpose(s), but it is the critical assessment, not the summary, that should dominate. Students may choose to *compare* two articles with reference to a particular problem or issue (for example, hand in one essay on 2 articles instead of 2 separate essays); in such a case, it is expected that papers will be longer than 5 pages (about 8-10). *Comparison reviews of 2 articles should cover articles due on the same day and should be handed in on that day* (consult with N. Ettlenger if you have a proposal for some alternative). Papers that compare 2 articles should

critically review each and also offer a critical comparison of the contributions and perspectives of the articles.

Graduate students opting to write a critical review of a book choose a book in consultation with N. Ettlinger. The book review is due on or before **Wednesday, Dec. 9** and should be approximately 8-10 pages, double spaced. The book should be up to date and related to the student's intended area of specialization. **Note that the selection of a book to review involves library research to identify the trends etc. in one's area, position the book in the literature, and make a judgement as to why the book you have chosen warrants close attention.** The frame of reference for positioning the book in the literature should go beyond the required reading for this course. *This review is an opportunity to think through important issues in your field of study and is an entrée to a possible research project in a subsequent quarter. In this sense the review is programmatically strategic and is a missed opportunity if viewed as a self-contained exercise.* The library research required for your book selection means that you should not delay in getting started on this project. Students should propose either in writing or verbally to N. Ettlinger the book they plan to review, giving a brief statement as to why this book is important in a particular field — no later than **Wednesday, 11/13**. Note the statement in the Course Description regarding the viability of seeing the economy as intersecting with other “realms”; topics are wide open. You are welcome to choose a book that is not written by a geographer (or a book written by a geographer that does not, however, engage with geographic issues) as long as you discuss the geographic implications. The summary should be brief and should not dominate the review.

Book reviews should include: a *brief* summary and indication of the main points and purpose(s), a positioning of the book in the literature (how does it compare with other studies on similar topics regarding methods, theory, contribution?), and an evaluation (does the book meet its goals? - if not, why not? is the logic always consistent? how significant is the contribution? are there problems with methods, empirical basis, theory, referencing?...).

Information for Proposing Research Papers

Students may opt to write a research paper, due on or before **Wednesday, 12/9**. This paper, approximately 20 double-spaced pages, should demonstrate originality and should have a substantial bibliography beyond the course syllabus. Graduate students are encouraged to use this paper as an opportunity to 1) develop or expand an interest they have established and intend to pursue in graduate school, and 2) think in terms of publishable issues. In regard to this latter point, graduate research papers should be near-publishable, which means that the paper should be written with the idea that, on revision, it can eventually be submitted for publication. Papers may involve a data analysis or they may be a critical review and/or reconceptualization of a body of literature or set of issues. Referencing and format should follow the style of a major journal.

Brief proposals for research papers (approx. 1-2pp. + a selected bibliography) must be handed in no later than **Friday, 10/30**. The proposals should include the following elements.

1. title
2. What is the problem that prompted the research and what is the research question?
3. What is the contribution? What is the status of knowledge on this subject to date, and how will your paper fit in the literature? How is your project similar to, and different

from, other research to date?

- 4a. In the case of an empirical analysis, how will you answer your research question? What research strategies/methods will you use? What data will you use? How will you collect these data? What is the context (time, area) of the study? All these considerations require justification. What are your expectations? What if your expectations are not met -- will your study still be valuable?
- 4b. In the case of a critical review/reconceptualization of a body of literature, provide an outline of your line of reasoning.
5. Bibliography to date.

Proposals are mandatory but they will not be graded; they are intended as an opportunity for you to receive feedback and get your research rolling. Following the due date for the proposals, students may turn in modified proposals, progress reports, and even preliminary drafts of the paper if they choose (i.e. *optional*).

NOTE: *if a proposal is not turned in on the due date and/or if the proposal is considered problematic, students may be advised to pursue the book review option.*

GRADING

Exams and papers are given letter grades. The final grade will be figured based on the values of the letter grades (on a 4.0 scale), as follows:

	<u>undergraduates</u>	<u>graduates</u> (assuming book review option)
exam I	50% (35% if paper(s) pursued)	35% (30% if research paper)
exam II	50% (35% if paper(s) pursued)	35% (30% if research paper)
undergrad.		
optional article reviews/paper (30%)		
grad. paper		30% (40% if research paper)

Borderline final grades can be affected positively (e.g. by half a grade, such as C+ to B-, B+ to A-) by active and *responsible* class participation *if* performance improves.

MISCELLANEOUS REGULATIONS

- 1) **Academic Misconduct:** It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).
- 2) No extra credit will be given in this course.
- 3) Policy on incompletes: It is understood that research papers sometimes take more time than originally planned because of unforeseen problems. A student writing a research paper may request and be granted an incomplete on the condition that s/he can hand in a substantial portion of the paper by the due date, and demonstrate a need for more time to achieve a better result. Also, a student requesting an incomplete should indicate in writing precisely

what needs to be done to complete the paper and how long each of the remaining tasks will take. A detailed outline of the remainder of the paper is required. Failure to hand in the paper on the due date and to meet the above-stated conditions will result in an E on the paper.

SYLLABUS

Date*	General Topic	Class Discussion	Required Reading
Th, 9/24		introduction	<i>(Ettlinger '06- optional)</i>
T, 9/29		the economy as part of life: intersections of the economic, social, political, cultural	Massey '97a; Christopherson; Thrift <i>(optional: Ettlinger '04; Lee; Hall & Appleyard)</i>
T, 10/6	capitalisms: some types of production systems	scientific management (Taylorism), its application in mass production (Fordism), & the evolution of spatial divisions of labor	Massey '79; Massey '97b
		restructuring and the evolution of agglomeration and transactions economies; implications for local development	Scott '04a; Storper '94; Scott & Storper <i>(optional: Scott '88)</i>
Th, 10/8		social capital and trust culture among networked firms: keiretsu, JIT, learning economies	Linge; Ettlinger & Patton; Storper '99; <i>(optional: Maskell & Malmberg)</i>
T, 10/13		cultural capital and the geographies of entrepreneurialism	Capecchi; Basu & Werbner; Grabher & Ibert <i>(optional: Ettlinger '03)</i>
Th, 10/15		innovation and the geographies of knowledge creation	Nonaka; Nonaka and Toyama; Amin & Cohendet <i>(optional: Grabher et. al).</i> exam I handed out-due 10/26
T, 10/20		'placing' geography in the 'new economy': agile production and the debate about time-space compression	Greis & Kasarda; Morgan; Faulconbridge <i>(optional: Gertler; Goldman et al., Aoyama et al; Ettlinger '08)</i>
Th, 10/22		countering capitalism? – the nature and organization of 'alternative' economies	Gibson-Graham '06; Smith; Fraser & Ettlinger <i>(optional: Pollard & Samers; Ettlinger '09a)</i>
M, 10/26	<i>exam I due, N. Ettlinger's office</i>		
T, 10/27	society, work, people: selected topics	people, place, and the space-economy	Massey '93; Zhou & Tseng; Saxenien
Th, 10/29		gender, place, and work	McDowell '00; McDowell '06; revisit Massey '97a <i>(optional: McDowell & Court; Pratt & Hanson)</i>
F, 10/30	<i>research proposals due (grads.), N. Ettlinger's office</i>		
T, 11/3		consumer culture and cultural capital	Goss; Zukin
Th, 11/5		geographies of worker activism and advocacy networks	Featherstone; Berman; Rothenberg-Aalami <i>(optional: Ettlinger '02)</i>

T, 11/10	state, economy, governance	<i>laissez-faire</i> & the decline of the US steel industry; comparative advantage & critique	D'Costa
Th, 11/12		regulation theory: regulating state-society relations & the change from welfare to workfare	Painter; Peck '99; (<i>optional: Peck '00; Boyer, Jessop</i>)
F, 11/13		<i>book selection due (grads.), N. Ettlenger's office</i>	
T, 11/17		governance of the neoliberal economy	Peck and Tickell
Th, 11/19		governmentality & neoliberalism	Larner; Barnett et al.; Lovell et al.
T, 11/24			Larner & LeHeron; Saegert et al.
W, 11/25	<i>exam II e-mailed to students**, due 12/7 (Mon.)</i>		
Th, 11/26	NO CLASS – THANKSGIVING DAY		
T, 12/1	diverse directions	a geographic appraisal of the “new economic geography”	Fagerberg; Scott '04b; revisit Scott & Storper (<i>optional: Brakman & Garretsen</i>)
Th, 12/3		participatory action research, ‘benevolent’ capitalism, and critical theory	Cameron & Gibson; Buttle; Ettlenger '09b (<i>optional: Gibson-Graham '97; Gibson; Ettlenger '07; Olson & Sayer</i>)
M, 12/7	<i>exam II due, N. Ettlenger's office</i>		
W, 12/9	<i>reviews, papers due (grads.), N. Ettlenger's office</i>		

* Dates indicated for discussion of specific topics are tentative. Depending on class needs, discussion of a particular topic may continue into the next class.

** Let N. Ettlenger know if you use an e-mail address other than OSU, or if you do not use e-mail!

Alphabetical List of Required Articles with Bibliographic Information – available on Carmen

Note that on electronic reserve (CARMEN), assigned reading is indicated by author and title in the order in which they are to be read (not alphabetically).

Amin, A. and Cohendet, P. 1999. Learning and adaptation in decentralized business networks. *Environment and Planning D: Society and Space* 17: 87-104.

Barnett, C., Cloke, P., Clarke, N., and Malpass, A. 2005. Consuming ethics: articulating the subjects and spaces of ethical consumption. *Antipode* 37: 23-45.

Basu, D. and Werbner, P. 2001. Bootstrap capitalism and the culture industries: a critique of invidious comparisons in the study of ethnic entrepreneurship. *Ethnic and Racial Studies* 24: 236-262.

Berman, L.L. 1998. In your face, in your space: spatial strategies in organizing clerical workers at Yale. In *Organizing the landscape: geographical perspectives on labor unionism*, ed. A. Herod, pp. 203-224. Minneapolis: University of Minnesota Press.

Buttle, M. 2007. ‘I’m not in it for the money’: constructing and mediating ethical reconnections in UK social banking. *Geoforum* 38: 1076-1088.

- Cameron, J. and Gibson, K. 2004. Participatory action research in a poststructuralist vein. *Geoforum* 36: 315-331.
- Capecchi, V. 1989. The informal economy and the development of flexible specialization in Emilia-Romagna. In *The informal economy: studies in advanced and less developed countries*, eds. A. Portes, M. Castells, L.A. Benton, pp. 189-215. Baltimore: The Johns Hopkins University Press.
- Christopherson, S. 2007. Barriers to 'US style' lean retailing: the case of Wal-Mart's failure in Germany. *Journal of Economic Geography* 7: 451-469.
- D'Costa, A.P. 1993. State-sponsored internationalization: restructuring and development of the steel industry. In *Trading industries, trading regions: international trade, American industry, and regional economic development*, eds. H. Noponen, J. Graham, and A.R. Markusen, pp. 92-139. New York: Guilford.
- Ettlinger, N. and Patton, W. 1996. Shared performance: the proactive diffusion of competitiveness and industrial and local development. *Annals of the Association of American Geographers* 86: 286-305.
- Ettlinger, N. 2009b. Surmounting city silences: knowledge creation and the design of urban democracy in the everyday economy. *International Journal of Urban and Regional Research* 33: 217-230.
- Fagerberg, J. 2000. Vision and fact: a critical essay on the growth literature. In *Unconventional wisdom: alternative perspectives on the new economy*, ed. J. Madrick, pp. 299-320. New York: The Century Foundation Press.
- Faulconbridge, J.R. 2006. Stretching tacit knowledge beyond a local fix? Global spaces of learning in advertising professional service firms. *Journal of Economic Geography* 6: 517-540.
- Featherstone, D. 2004. Spatial relations and the materialities of political conflict: the construction of entangled political identities in the London and Newcastle Port Strikes of 1768. *Geoforum* 35: 701-711.
- Fraser, A. and Ettlinger, N. 2008. Fragile empowerment: the dynamic cultural economy of British drum and bass music. *Geoforum* 39: 1647-1656.
- Gibson-Graham, J.K. 2006. Surplus possibilities: the intentional economy of Mondragón. In *A postcapitalist politics*, by J.K. Gibson-Graham, pp. 101-126 (chapt. 5). Minneapolis: University of Minnesota Press.
- Goss, J. 1999. The 'magic of the mall': an analysis of form, function, and meaning in the contemporary retail built environment. In *The Economic Geography Reader: Producing and Consuming Global Capitalism*, eds. J. Bryson, N. Henry, D. Keeble, and R. Martin, pp. 315-326. New York: John Wiley.
- Grabher, G. and Ibert, O. 2006. Bad company? The ambiguity of personal knowledge networks. *Journal of Economic Geography* 6: 251-271.
- Greis, N.P. and Kasarda, J.D. 1997. Enterprise logistics in the information era. *California Management Review* 39: 55-78.
- Larner, W. 2007. Expatriate experts and globalizing governmentalities: the New Zealand diaspora strategy. *Transactions of the Institute of British Geographers, NS* 32: 331-345.

- Larner, W. and Le Heron, R. 2004. Global benchmarking: participating 'at a distance' in the global economy. In *Global governmentality: governing international spaces*, eds. W. Larner and W. Walters, pp. 212-232. New York: Routledge.
- Linge, G.J.R. 1991. Just-in-time: more or less flexible? *Economic Geography* 67: 316-332.
- Lovell, H, Bulkeley, H., and Liverman, D. 2009. Carbon offsetting: sustaining consumption? *Environment and Planning A*, advance online publication.
- Massey, D. 1979. In what sense a regional problem? *Regional Studies* 13: 233-243.
- Massey, D. 1993. Power-geometry and a progressive sense of place. In *Mapping the futures: local cultures, global change*, eds. J. Bird et al., pp. 59-69. New York: Routledge.
- Massey, D. 1997_a. Economic/non-economic. In *Geographies of economies*, eds. R. Lee and J. Wills, pp. 27-36. New York: Wiley.
- Massey, D. 1997_b. Industrial restructuring as class restructuring: production decentralization and local uniqueness. In *Space, gender, knowledge: feminist readings*, eds. L. McDowell and J.P. Sharp, pp.353-368. London: Arnold.
- McDowell, L. 2000. Feminists rethink the economic: the economics of gender / the gender of economics. In *The Oxford handbook of economic geography*, eds. G.L. Clark, M.P. Feldman, and M.S. Gertler, pp. 497-517. New York: Oxford University Press.
- McDowell, L. 2006. Reconfigurations of gender and class relations: class differences, class condescension and the changing place of class relations. *Antipode* 38: 825-850.
- Morgan, K. 2004. The exaggerated death of geography: learning, proximity and territorial innovation systems. *Journal of Economic Geography* 4: 3-21.
- Nonaka, I. 2007. The knowledge-creating company. *Harvard Business Review* July-Aug.: 162-171. (Originally published in 1991; the July-Aug. 2007 issue of *HBR* is "Best of HBR".)
- Nonaka, I. and Toyama, R. 2005. The theory of the knowledge-creating firm: subjectivity, objectivity and synthesis. *Industrial and Corporate Change* 14: 419-436.
- Painter, J. 2000. State and governance. In *A companion to economic geography*, ed. E. Sheppard and T.J. Barnes, pp. 359-376. Malden, MA: Blackwell.
- Peck, J. 1999. Local discipline: Making space for the 'workfare state'. In *The global economy, national states and the regulation of labour*, eds. P. Edwards and T. Elgar, pp. 64-86. New York: Mansell.
- Peck, J. and Tickell, A. 2002. Neoliberalizing space. *Antipode* 34: 380-404.
- Rothenberg-Aalami, J. 2004. Coming full circle? forging missing links along Nike's integrated production networks. *Global Networks* 4: 335-354.
- Saegert, S., Fields, D., and Libman, K. 2009. Debating the dream: radical risk and the neoliberalization of home ownership. *Journal of Urban Affairs* 31: 297-317.
- Saxenien, A. 2002. Brain circulation: how high-skill immigration makes everyone better off. *The Brookings Review* 20: 28-31.
- Scott, A.J. 2004a. Flexible production systems and regional development: The rise of new industrial spaces in North America and Western Europe. In *Reading economic geography*, eds. T.J. Barnes, J. Peck, E. Sheppard, and A. Tickell, pp. 125-136. Malden, MA: Blackwell.

- Scott, A.J. 2004b. A perspective of economic geography. *Journal of Economic Geography* 4: 479-499.
- Scott, A.J. and Storper, M. 2003. Regions, globalization, development. *Regional Studies* 37: 579-593.
- Smith, S.J. 2005. States, markets and an ethic of care. *Political Geography* 24: 1-20.
- Storper, M. 1994. The transition to flexible specialization in the US film industry: External economies, the division of labour and the crossing of industrial divides. In *Post-Fordism: A reader*, ed. A. Amin, pp.195-226. Cambridge, MA: Blackwell.
- Storper, M. 1999. The resurgence of regional economies, ten years later: the region as a nexus of untraded interdependencies. In *The Economic Geography Reader: Producing and Consuming Global Capitalism*, eds. J. Bryson, N. Henry, D. Keeble, and R. Martin, pp. 209-215. New York: John Wiley.
- Thrift, N. 2000. Pandora's box? cultural geographies of economies. In *The Oxford handbook of economic geography*, eds. G.L. Clark, M.P. Feldman, and M.S. Gertler, pp. 599-704. New York: Oxford University Press.
- Zhou, Y. and Tseng, Y.-F. 2001. Regrounding the 'ungrounded empires': localization as the geographical catalyst for transnationalism. *Global Networks* 1: 131-154.
- Zukin, S. 1999. Real cultural capital. In *The Economic Geography Reader: Producing and Consuming Global Capitalism*, eds. J. Bryson, N. Henry, D. Keeble, and R. Martin, pp. 295-300. New York: John Wiley.

Recommended reading (not available on Carmen – can be accessed online)

special issues of journals

- Journal of Economic Geography* 2009, 9 (5) on **financial geographies**
- Journal of Economic Geography* 2008, 8(3) on **global production networks**
- Economy and Society* 2008, 37 (3) on the **governance of global value chains**
- Regional Studies* 2008, 42 (6) on **clusters in the global knowledge-based economy**
- Journal of Economic Geography* 2007, 7 (5) on **evolutionary economic geography**

Alphabetical List of Optional Articles with Bibliographic Information – available on Carmen

- Ayoama, Y., Ratick, S., and Schwartz, G. 2006. Organizational dynamics of the U.S. logistics industry: an economic geography. *Professional Geographer* 58: 327-340. ISSN: 0033-0124.
- Boyer, R. 1988. Technical change and the theory of 'regulation'. In *Technical change and economic theory*, eds. G. Dosi, C. Freeman, R. Nelson, G. Silverberg, and L. Soete, pp. 67-94. New York: Pinter.
- Brakman, S. and Garretsen, H. 2003. Rethinking the 'new' geographical economics. *Regional Studies* 37: 637-648.
- Ettlinger, N. 2002. The difference that difference makes in the mobilization of workers. *International Journal of Urban and Regional Research* 26: 834-843.

- Ettlinger, N. 2003. Cultural economic geography and a relational and microspace approach to trusts, rationalities, networks, and change in collaborative workplaces. *Journal of Economic Geography* 3: 145-171.
- Ettlinger, N. 2004. Towards a critical theory of untidy geographies: the spatiality of emotions in consumption and production. *Feminist Economics* 10: 21-54.
- Ettlinger, N. 2006. Priorities in teaching economic geography: placing the economy, sense of geography, topical diversity and complementarity. *Journal of Geography in Higher Education* 30: 411-417.
- Ettlinger, N. 2007. Bringing democracy home: post-Katrina New Orleans. *Antipode* 39: 8-16.
- Ettlinger, N. 2008. The predicament of firms in the new and old economies: a critical inquiry into traditional binaries in the study of the space-economy. *Progress in Human Geography* 32: 45-69.
- Ettlinger, N. 2009a. Emotional economic geographies. In *Handbook of social geography*, eds. S.J. Smith, R. Pain, S. Marston, and J.P. Jones III, pp. 237-252. London: Sage.
- Gertler, M. 2003. Tacit knowledge and the economic geography of context, or the undefinable tacitness of being (there). *Journal of Economic Geography* 3: 75-99.
- Gibson, K. 2001. Regional subjection and becoming. *Environment and Planning D: Society and Space* 19: 639-667.
- Gibson-Graham, J.K. 1997. Stuffed if I know: reflections on post-modern feminist social research. In *Space, gender, knowledge*, eds. L. McDowell and J.P. Sharp, pp. 124-146. London: Arnold.
- Goldman, S.L., Nagel, R. N., and Preiss, K. 1995. What is agility and why do we need it? (chapt. 1, pp. 3-43) and Virtual organizations (chapt. 6, pp. 201-234), in *Agile competitors and virtual organizations: strategies for enriching the customer* by S.L. Goldman, R.N. Nagel, and K. Preiss. New York: Van Nostrand Reinhold.
- Grabher, G., Ibert, O., and Flohr, S. 2008. The neglected king: the customer in the knowledge ecology of innovation. *Economic Geography* 84: 253-280.
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