

**GOVT 362**  
**Territorial Politics:**  
**Territory, Politics, and Economy**  
**MWF 9:30-10:50**

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with

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### **Introduction**

This course is designed to broaden your conception of the political and to deepen your understanding of political economy. Its central intellectual goals are to introduce you to the dramatic transformations the global economy has recently experienced, and encourage you to consider the large- and small-scale political consequences of those economic changes. As per those goals, we will shift between the global to the local levels throughout the semester, relating globalizing reforms to their on-the-ground effects in particular communities. To assist in that effort, this course has a third central goal: to further development your capacity to build, manipulate and critically assess a variety of data sources (and in particular, geographic data).

### **Expectations**

This course will challenge you both in its subject matter (political economy) and the practical skills it asks you to develop. My first and foremost expectation of you as a student is that you will join enthusiastically in this class's intellectual exploration. That means completing the assigned readings, raising questions about it and the course material in class or over email, and participating as your fully-engaged self in classroom debates, exercises, and labs. Should you struggle in the course, I also expect you to communicate openly and constructively with me/us so that your concerns can be addressed.

### **Readings**

Two texts are assigned for this course, both available at the campus bookstore. A number of other readings will be available through the library's reserves or on Blackboard.

Dicken, P. *Global Shift: Mapping the Changing Contours of the World Economy* (Guilford, 5<sup>th</sup> ed.).

Rivoli, P. *The Travels of a T-Shirt in the Global Economy* (Wiley, 1<sup>st</sup> ed.).

### **Assignments**

*Response papers.* The Dicken reading is a challenge. In order to assist your comprehension of the material, you will write two response papers on the text, in which you will engage with the author's argument, reflect upon and question it, and relate it to

other chapters in the volume or other texts/films that we examine in class. You have some liberty to select the particular chapters you respond to. For your first paper, you may choose among Chapters 2, 7, and 8, and for the second paper you may select the chapters on any of the sectors we examine as a class (Chapters 9, 10, and 12). Papers are due the Monday of the week for which your chapter is assigned. (30% total)

*Participation and Attendance.* As noted above, I expect you to develop into an avid participant in the intellectual life of this class. To help nudge you in that direction, I assign a certain portion of your grade to your daily participation and presence in the class. Please be aware: attendance is not a sufficient condition to earn a strong grade for participation. I urge you to be active in large- and small-group activities, to ask questions, and to generally engage your brain while in class. (10%)

*Traveling T-Shirt paper.* The Rivoli text traces the process through which a contemporary t-shirt is manufactured. Your assignment for this paper is to integrate her discussion of changes in textile production with Dicken’s overall analysis of the global economy. As the due date for this assignment approaches (noted on the schedule below), we will discuss it in greater depth in class. (20%)

*Lab Sessions.* As you know, each Friday we’ll meet in Jones Computing Center to work with primary data, watch films, or do other activities. A significant portion of your grade will be accounted for by your effort during these sessions. (10%)

*Final project and presentation.* The last two weeks of the course are devoted to the presentation of collaborative research you will perform with one or two of your classmates. Your task both during your presentation and for the paper is to educate your instructors and your classmates about the local consequences of global economic transformation. For this project, you will situate yourself in a particular community affected by globalization and, drawing on a plurality of data sources, analyze how political life has changed in that community. We will begin work on these projects during week 5 of the course, and devote consider in-class time to the development of these projects. (30%)

## Course Outline

WEEK	READINGS/ACTIVITIES
1 – Jan 7	<p><b>Course Introduction</b>  <b>Defining Globalization and Understanding Global-Local Connections</b></p> <p>Reading: Dicken, Chapter 1</p> <p>Lab: <i>Understanding Place</i></p>
2 – Jan 14	<p><b>The Development of the Global Economy</b></p> <p>Reading: Dicken, Chapter 2  Video: Commanding Heights</p> <p>Lab: <i>All About Data</i></p>

3 - Jan 21	<p><b>The Contemporary Global Economy</b></p> <p>Reading: Dicken, Chapters 4-6 (skim)</p> <p>Lab: Guest lecture, Jeff Fear, Department of Business <i>(Sinton and Wuhs away)</i></p>
4 – Jan 28	<p><b>Comparative Political Economy</b></p> <p>Video: <i>This is what democracy looks like</i></p> <p>Reading: Dicken, Chapter 7-8 (<i>Wuhs away MW</i>)</p> <p>Lab: <i>Mapping the global economy variables using GeoDa; Give Mapping Closet Assignment</i></p>
5 – Feb 4	<p><b>The Apparel Industry</b></p> <p>Reading: Dicken, Chapter 9</p> <p>Lab: <i>Intro to ArcMap with Mapping Your Closet</i></p> <p><i>** Eric Schlosser Campus Presentation, Feb. 7</i> <i>** Final projects introduced</i></p>
6 – Feb 11	<p><b>The Apparel Industry</b></p> <p>Reading: Bair, J. and G. Gereffi. “Local Clusters in Global Chains.” <i>World Development</i></p> <p>Video: <i>Something to Hide</i></p> <p>Lab: <i>More advanced exercises with ArcMap</i></p> <p>Due: <i>T-Shirt papers</i></p>
7 – Feb 18	<p><b>The Automobile Industry</b></p> <p>Reading: Dicken, Chapter 10</p> <p>Reading: Lewis, P. “Impact of Negro Migration on the Electoral Geography of Flint, Michigan.” <i>Annals of the Association of American Geographers</i></p> <p>Lab: <i>Mapping Automobile Plant Facilities</i></p>

8 – March 3	<p><b>The Automobile Industry</b></p> <p>Reading: Rothstein, J. “Economic Development Policymaking Down the Global Commodity Chain.” <i>Social Forces</i>  Video: <i>Roger &amp; Me</i>  Audio: NPR Report on Flint, 10/30/07</p> <p>Lab: <i>Mapping Distributed Auto Parts</i></p>
9 – March 10	<p><b>The Food and Meatpacking Industries</b></p> <p>Reading: Dicken, Chapter 12  Reading: Walsh, M. “The spatial evolution of the Mid-western pork industry, 1835-75.” <i>Journal of History Geography</i>  Reading: Broadway, “From City to Countryside.” In Stull, et al., <i>Any Way You Cut It</i></p> <p>Lab: <i>Mapping NASS data</i></p>
10 – March 17	<p><b>The Food and Meatpacking Industries</b></p> <p>Reading: Artz, et al. “Measuring the Impact of Meat Packing and Processing Facilities in Nonmetropolitan Counties.” <i>American Journal of Agricultural Economics</i>  Reading: Gouveia and Stull, “Dances with Cows.” In Stull, et al., <i>Any Way You Cut It</i>  Video: <i>Little Salsa on the Prairie</i></p> <p>Lab: <i>Mapping NASS data</i></p>
11 – March 24	<p><b>Migration, Mexico, and the United States</b></p> <p>Reading: Durand, et al. “Mexican Immigration to the United States”  Reading: Andreas, “Politics on Edge” (BB)  Reading: Fisher, J. “Mexico, Meth, and Muscatine” (R)</p> <p>Lab: <i>Mapping Immigration Flows</i></p>
12 – March 31	<p><b>Remittances from the United States to Mexico</b></p> <p>Reading: Burgess, “Collective Remittances and Migrant Transnationalism: Comparing Mexico and El Salvador” (BB)  Reading: ESRI Remittances article (BB)</p> <p>Lab: <i>Mapping Remittance Flows</i></p>
13 – April 7	Student Research
14 – April 14	Student Research