

**Geography 643: *Governance, Society, and Development in the Global Economy*
Winter '06**

Tuesdays and Thursdays, 1:00-2:48, Derby 1116

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STUDENTS WITH DISABILITIES OR OTHER SPECIAL NEEDS:

Please consult with N. Ettliger as soon as possible to discuss your needs

Course Description and Objectives

This course focuses on the relation between systems/discourses of governance and society, particularly regarding development-related issues. "Governance" is broadly construed to include the formal "state", as well as variety of institutions, practices and behaviors outside as well as inside the official "state" that are oriented toward regulating and rendering predictable people's and organizations' behaviors and practices. "Development" also is broadly considered; that is, the issues go far beyond conventional or mainstream economic indicators to include social, cultural, and political issues. The course includes 3 parts.

Part I, *the politics and culture of governance* introduces a variety of definitions and thinking behind terms such as "the state", "government", "governance". Issues to be discussed include the contrast between the conventional views of the state as a unilateral, unidimensional source of power and the state as internally conflicted and constructed. Part I concludes with the concept "governmentality" (a mentality constituted by institutions, procedures, analyses, strategies through which governance occurs) and related case studies. Part I ends with a workshop: drawing from ideas in the reading in this section, students will work in groups to develop ideas about governance and development and apply these ideas to the local environment (e.g. Columbus, OSU, a residential community...); groups will then present their projects to the class, exchange thoughts, and discuss. The workshop and presentation sessions are not formally evaluated; they are intended to help students early in the course to connect abstract ideas about governance and development to concrete realities of everyday life. The exercise positions students to then develop ideas for an individual research project that will be due at the end of the quarter in poster and paper forms; as indicated and elaborated below in Course Requirements, students will develop a research project that pertains generally to issues covered in Part I, although students choose their own specific topics relative to their personal and professional interests. As with the workshop at the end of Part I, but in a more formal way, the poster session permits students the opportunity to share and exchange ideas; collectively, the variety of presentations relative to different students' interests provides students with a wide frame of reference for how to critically apply and empirically ground issues of governance. The research project overall offers an opportunity to take interests developed in the course material to an

active research program.

Part II, *competing perspectives on state-society relations pertaining to development*, offers students a critical overview of a wide range of theories on governance (especially but not limited to state-society relations) as related to development. Perspectives that are critically reviewed include: neoliberalism; statism; revised statism/institutionalism; regulation theory; post-colonial and post-development theory; and finally, issues of governance as seen through collective resistance. All the perspectives will be discussed against the backdrop of issues of governance and governmentality as discussed in Part I. Significantly, the different views of governance and state-society relations critically reviewed in class emanate from a variety of empirical contexts (i.e. they are not all embedded in Anglo/European circumstances); accordingly, one dimension of the comparative discussion will pertain to *context*. Is it significant that particular perspectives emanate from specific places in the global economy? How can our critical overview of different perspectives help us understand and fruitfully deal with the relation between theory and context?

The course concludes with critical discussion of *new perspectives on citizenship and democracy*. Following Parts I and II, students will be in an informed position to engage the provocative literature covered in Part III, and as indicated and elaborated below, will incorporate these general issues in the paper and poster.

All topics throughout the course are discussed from a geographic perspective. Geographic inquiry entails a variety of types of questions, which are addressed in different readings. Geographic questions include: what are material and discursive spatial practices entailed in governance and what are the implications for “development”? how do state-society relations vary across space, from one place to another? how do dynamics among people and organizations/institutions in different places affect local dynamics? how do flows of knowledge, information, capital, regulation and so forth across space in the global economy differentially affect people, groups, places? how does thinking about scales of analysis (e.g. household, local, regional, national, global) and the interaction of dynamics at these different scales affect conclusions about the state-society relation?

Required Reading

Articles: 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 are on electronic reserve; these can be accessed via the OSU library homepage. *Please alert N. Ettliger if there is a problem with the electronic reserves!*

Book: 1 book is required - available at the University bookstores
 > *Inclusion and Democracy* by Iris Marion Young (Oxford University Press, 2000)

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 do not prepare adequately 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.

Class Attendance

Regular and punctual attendance is required. Students should drop this course if they have commitments that overlap with the class period. Students should indicate *in advance* if they cannot be at a particular class on time or have to leave in the middle due to uncontrolled circumstances that can be documented (e.g. a medical appointment). Students are responsible for any course material and announcements that are missed.

Evaluation

Exam

This course includes one take-home essay exam that covers mostly Part II of the course, and some reference to Part I. (The group workshop and presentations at the end of Part I are intended to help students grasp and apply concepts from this section and use this understanding towards developing a research project; accordingly, evaluation in the format of an exam does not emphasize this section, although as indicated, there will be some reference to this material.)

The exam should be proofed, paginated, and double spaced. Students have 12 days for the exam to permit time for organizing (that is, it is not expected that students will spend 12 days on the exams; the time frame is given in light of students' multiple responsibilities among courses, jobs, family responsibilities and so forth). The exam is due on a Monday (N. Ettlenger's office, Derby 1144) — to avoid giving students a reason not to prepare for class!

Relation Between Part III of the Course & Research Project

There is no exam on Part III to provide sufficient time for preparation of the paper and poster that are due at the end of the quarter. *Students are required to incorporate issues of citizenship and democracy discussed in Part III in their papers and posters.* The evaluation of students' knowledge of Part III, then, is based on discussion of this material as it relates to the research project in the paper and poster. Students must have a thorough understanding of the material in Part III of the course and be able to apply this understanding to their own research.

Research Project: Poster and Paper

As indicated in the Course Description and Objectives, students will pursue a research project in this course, resulting in a poster and paper. The general topic pertains to Part I of the course, *The Politics and Culture of Governance*, though the specific problem of the project is to be chosen by the student. The main requirement is incorporation of issues of citizenship and democracy (Part III) of the course into the paper and presentation (i.e. how do the issues of citizenship and democracy in Part III relate to project?).

Many students may want to elaborate and further pursue ideas developed in the workshop at the end of Part I of the course. This is fine; a local fieldwork component that includes primary data collection (e.g. interviews, surveys...) is encouraged, though not required.

Students may pursue their projects individually, or, if they choose, they may form a group of two or more. Collaboration is often fun and fruitful! If a student is part of a group, each individual should take responsibility for a particular dimension of the research, though all students within a group must be thoroughly conversant with general issues such as purpose, methods, conclusions, and significance of the overall project. *Although the poster is presented*

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by the group, each student must write a paper with all the required elements (see below).

One class during the quarter will be devoted to discussion of progress on the field projects (see syllabus). In this class students briefly present their topic, progress, problems, and so forth. Students are expected to discuss and constructively comment on each others' projects. Students are welcome to discuss their projects with N. Ettliger before as well as after this class.

At the end of the quarter we will have 2 days of poster sessions so that all students can learn about everyone else's project and talk with them about it. Poster styles can vary but should include in some abbreviated way all the required elements for the paper except the bibliography.

On the **Friday (3/10)** after the last day of class all students will hand in a written paper on the project. All papers should include:

- 1) title
- 2) an introduction that explains the problem and research question
- 3) a discussion about how the project is positioned in material covered in the course (i.e. a problem-oriented literature review – see specific requirements for undergraduates and graduates below)
- 4) a discussion of source(s) of data, methods and approach
- 5) a discussion and examination of findings and their significance
- 6) a discussion of how issues of citizenship and democracy (Part III) relate to the project
- 7) a discussion of overall significance of the project; conclusion
- 8) bibliography

All papers should be "polished" -- i.e. proofed for spelling, clarity of expression, and organization. Avoid quotations -- use your own words! (except when you want to emphasize that someone really did say something; i.e. do not use someone else's words because s/he may have said something well, succinctly...).

Undergraduate papers should be 7-10 pages, double spaced. References need not extend beyond the course material. *At least 3 references from course material should be used.*

Graduate papers should be 15-25 pages, double spaced. References should extend well beyond the course material to academic material (journals, books) outside the required reading for the course. Newspaper and other popular media sources are welcome, though these sources should be *in addition to* academic material outside the required reading.

All papers and exams will be given letter grades. The final grade will be figured as follows:

exam 45%

poster	10%
paper	45%

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; responsible participation entails discussion informed by adequate class preparation.

Miscellaneous Regulations

- 1) Academic misconduct, including plagiarism, will not be tolerated. See the Code of Student Conduct at OSU at http://studentaffairs.osu.edu/resource_csc.asp
- 2) No extra credit will be given in this course.
- 3) **Policy on incompletes:** A student writing a paper may request and be granted an incomplete under 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 in order 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.

Geography 643 fulfills 2 GEC requirements:

4B: Social science: organizations and politics

goals/rationale: Social Science courses help students understand human behavior and cognition, and the structures of human societies, cultures and institutions.

learning objectives:

1. Students understand the theories and methods of scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies.
2. Students comprehend human differences and similarities in various psychological, social, cultural, economic, geographic, and political contexts.
3. Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.

6B: Diversity experiences: international issues

goals/rationale: International Issues courses help students become educated, productive, and principled citizens of their nation and the world.

learning objectives: Students exhibit an understanding of political, economic, cultural, physical, and social differences among the nations of the world, including a specific examination of non-Western culture.

SYLLABUS

date	general topic	class discussion	required reading
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T, Jan 3	introduction		
Th 5	I. the politics and culture of governance	defining the state and governance	Painter '00; Sidaway & Pryke
T, 10		constructing governance	Stiglitz; (<i>optional: Wade '96, '02</i>)
Th 12		conflicted, entangled governance	Alvarez '98, '97; (<i>optional: Fraser</i>)
T 17		case studies of "governmentality"	Gibson; (<i>optional: Milchman & Rosenberg</i>)
Th 19			Voyce; Mountz et al; (<i>optional: Ettliger & Bosco</i>)
T 24		group workshop	
Th 26		group presentations	
T 31		II. competing perspectives on state-society relations pertaining to development	development as market led: neoliberalism
Th, Feb 2	development as state led: statism and the East Asian "miracles"		Wade '90; Jenkins
T 7	sympathetic critiques of statism; the networked state: case studies		Bosco '98; *Park; *Kleniewski
Th 9	development as underdevelopment: Marxist theories of dependency and new dependency		Castells and Laserna; Carillo
T 14	development as regulated to accommodate capital accumulation: Marxist theory of regulation		Painter '95; Peck; (<i>optional: Boyer, Jessop</i>)
Th 16	discussion of progress on research projects; <i>exam handed out - due 2/27</i>		
T 21	development as discourse: post-colonialism, post-development		Blunt & Wills; Escobar; Mitchell
Th 23	development as collective resistance: the spatialities of subaltern movements		Bosco '01; Parham; *Basu & Werbner
T 28	III. feminist, post-development views of citizenship & democracy	citizenship	Dagnino; Hörschelmann & van Hoven
Th Mar 2		democracy	Young
T 7	research projects: poster session I		
Th 9	research projects: poster session II		<i>papers due</i>
Friday 10	<i>research papers due - Derby 1144</i>		

* find articles by Park, Kleniewski, and Basu and Werbner on electronic reserve for Geography 650

Alphabetical List of Required Reading with Bibliographic Information

All required articles, below, are on electronic reserve. The book by Young is available in the university bookstores; refer to electronic reserves for Geography 650 for articles by Basu & Werbner, Kleneiwski, and Park.

Alvarez, S.E. 1997. Reweaving the fabric of collective action: social movements and challenges to “actually existing democracy” in Brazil. In *Between resistance and revolution: cultural politics and social protest*, eds. R.G. Fox and O. Starn, pp. 83-117. New Brunswick, NJ: Rutgers University Press.

Alvarez, S.E. 1998. Latin American feminisms “go global”: trends of the 1990s and challenges of the new millennium, pp. 293-324. In *Cultures of politics: politics of cultures: re-visioning Latin American social movements*, eds. S.E. Alvarez, E. Dagnino, and A. Escobar. Boulder: Westview.

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: 236-232. (on electronic reserve for Geography 650)

Blunt, A. and Wills, J. 2000. Decolonizing geography: postcolonial perspectives. In *Dissident geographies: an introduction to radical ideas and practice*, by A. Blunt and J. Wills, pp. 167-207. New York: Prentice Hall.

Bosco, F.J. 1998. State-society relations and national development: a comparison of Argentina and Taiwan in the 1990s. *International Journal of Urban and Regional Research* 22: 623-652.

Bosco, 2001. Place, space, networks, and the sustainability of collective action: the *Madres de Plaza de Mayo*. *Global Networks* 1: 307-329.

Boyer, R. 1988. *Technical change and the theory of 'régulation'*. In *Technical change and economic theory*, eds. G. Dosi, C. Freeman, R. Nelson, G. Silverberg, and L. Soete, pp. 67-94. New York: Pinter. (optional)

Carillo, J.V. 1995. Flexible production in the auto sector: industrial reorganization at Ford-Mexico. *World Development* 23: 87-101.

Castells, M. and Laserna, R. 1994. The new dependency: technological change and socioeconomic restructuring in Latin America. In *Comparative national development: society and economy in the new global order*, eds. A.D. Kincaid and A. Portes, pp. 57-83. Chapel Hill: The University of North Carolina Press.

Dagnino, E. 1998. The cultural politics of citizenship, democracy, and the state. In *Cultures of politics: politics of cultures: re-visioning Latin American social movements*, eds. S.E. Alvarez, E. Dagnino, and A. Escobar, pp. 33-63. Boulder: Westview.

Escobar, A. 1995. The problematization of poverty: the tale of three worlds and development. In

Encountering development: the making and unmaking of the third world, by A. Escobar, pp. 21-54 (chapt. 2). Princeton: Princeton University Press.

Ettlinger, N. and Bosco, F. 2004. Thinking through networks and their spatiality: a critique of the US (public) war on terrorism and its geographic discourse. *Antipode* 36: 249-271. (optional)

Fraser, N. 1997. Rethinking the public sphere: a contribution to the critique of actually existing democracy. In *Justice interruptus: critical reflections on the "postsocialist" condition* by N. Fraser, pp. 69-98. New York: Routledge. (optional)

Friedman, T.L. 1999. Part I (chapters 1-6): Seeing the system. In *The lexus and the olive tree*, by T.L. Friedman, pp. 3-119. New York: Farrar, Straus, Giroux.

Gibson, K. 2001. Regional subjection and becoming. *Environment and Planning D: Society and Space* 19: 639-667.

Hörschelmann, K. and van Hoven, B. 2003. Experiencing displacement: the transformation of women's spaces in (Former) East Germany. *Antipode* 35: 742-760.

Jenkins, R. 1991. The political economy of industrialization: a comparison of Latin American and East Asian newly industrializing countries. *Development and Change* 22: 197-231.

Jessop, B. 1994. Post-Fordism and the state. In *Post-Fordism: a reader*, ed. A. Amin, pp. 251-279. Cambridge, MA: Blackwell. (optional)

Kleniewski, N. 1984. From industrial to corporate city: the role of urban renewal. In *Marxism and the metropolis*, pp. 205-222. New York: Oxford University Press. (on electronic reserve for Geography 650)

Milchman, A. and Rosenberg, A. 2005. Michel Foucault: Crises and problemizations. *Review of Politics* 67: 335-351. (optional)

Mitchell, T. 2002. The object of development. In *Rule of experts: Egypt, techno-politics, modernity*, by T. Mitchell, pp. 209-243. Berkeley: University of California Press.

Mountz, A., Wright, R., Miyares, I., and Bailey, A.J. 2002. Lives in limbo: temporary protected status and immigrant identities. *Global Networks* 2: 335-356.

Painter, J. 1995. The regulatory state: the corporate welfare state and beyond. In *Geographies of global change: remapping the world in the late 20th century*, eds. R.J. Johnston, P.J. Taylor, and M.J. Watts, pp. 127-143. Cambridge, MA: Blackwell.

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.

Parham, A.A. 2004. Diaspora, community and communication: internet use in transnational

Haiti. *Global Networks* 4: 199-217.

- Park, B.-G. 1998. Where do tigers sleep at night? the state's role in housing policy in South Korea and Singapore. *Economic Geography* 74: 272-288. (on electronic reserve for Geography 650)
- 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.
- Sidaway, J. and Pryke, M. 2000. The free and the unfree. In *Knowledge, Space, Economy*, eds. J. R. Bryson, P.W. Daniels, N. Henry, and J. Pollard, pp. 176-190. New York: Routledge.
- Stiglitz, J. E. 2002. *Globalization and its discontents*. New York: W.W. Norton and Comapay [assigned reading: Preface (ix-xvi); chapters 1-3(3-88).]
- Voyce, M. 2003. The privatisation of public property: the development of a shopping mall in Sydney and its implications for governance through spatial practices. *Urban Policy and Research* 21: 249-262.
- Wade, R. 1990. Industrial policy in east Asia: Does it lead or follow the market? In *Manufacturing miracles: paths of industrialization in Latin America and East Asia*, eds. G. Gereffi and D.L. Wyman, pp. 231-266 . Princeton: Princeton University Press.
- Wade, R. 1996. Japan, the World Bank, and the art of paradigm maintenance: *the East Asian Miracle* in political perspective. *New Left Review* 217: 3-36. (optional)
- Wade, R. 2002. US hegemony and the World Bank: the fight over people and ideas. *Review of International Political Economy* 9: 215-243. (optional)
- Young, I.M. 2000. *Inclusion and democracy*. New York: Oxford University Press. [available in university bookstores]