

**The Ohio State University**  
**Colleges of the Arts and Sciences Course Change Request**

GEOGRAPHY

Academic Unit

GEOGRAPHY

640

Book 3 Listing (e.g., Portuguese)

Course Number

Summer      Autumn x      Winter      Spring      Year

**Proposed effective date:** choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

**A. Course Offerings Bulletin Information.** Follow instructions in the OAA curriculum manual. Before you fill out the "Present Course" information, be sure to check the latest edition of the *Course Offerings Bulletin* and subsequent Circulating Forms. You may find that the changes you need have already been made or that additional changes are needed. If the course offered is less than quarter or term, please also complete the Flexibly Scheduled/OffCampus/Workshop Request form.

**COMPLETE ALL ITEMS THIS COLUMN**

**Present Course**

1. Book 3 Listing: Geography
2. Number: 640
3. Full Title: Economic Geography
4. 18-Char. Transcript Title: econgeogintro
5. Level and Credit Hours: UG5
6. Description: A substantive and theoretical introduction to topics in economic geography
7. Qtrs. Offered: Au
8. Distribution of Contact Time: 2 2h-cl (e.g., 3 cl, 1 3-hr lab)
9. Prerequisite(s): None
10. Exclusion: None (Not open to...)
11. Repeatable to a maximum of 0 credits.
12. Off-Campus Field Experience: NA
13. Cross-listed with: NA
14. Is this a GEC course?
15. Grade option (circle): Ltr X S/U P  
If P graded, what is the last course in the series?
16. Is an honors version of this course available? No  
Is an Embedded Honors version of this course available? No
17. Other general course information:

**COMPLETE ONLY THOSE ITEMS THAT CHANGE**

**Changes Requested**

- 1.
- 2.
3. Economies, Space and Society
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.

**B. General Information**

1. Do you want the prerequisites enforced electronically (see the OAA manual for what can be enforced)? **NA**

---

2. Does this course currently satisfy any GEC requirement, if so indicate which category? **NA**

---

3. What other units require this course? Have these changes been discussed with those units? **None**

---

4. Have these changes been discussed with academic units that might have a jurisdictional interest in the subject matter? Attach relevant letters. **No**

---

5. Is the request contingent upon other requests, if so, list the requests? **No**

---

6. **Purpose of the proposed change. (If the proposed change affects the content of the course, attach a revised syllabus and course objectives and e-mail to [asccurrofc@osu.edu](mailto:asccurrofc@osu.edu).)** The new title more accurately reflects the way economic geography is understood today.

---

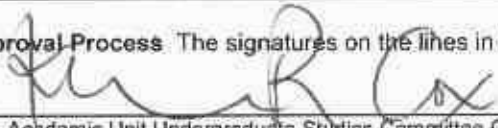


7. Please list Majors/Minors affected by the proposed change. Attach revisions of all affected programs. This course is (check one):
 

<input type="checkbox"/> Required on major(s)/minor(s)	<input type="checkbox"/> A choice on major(s)/minors(s)
<input type="checkbox"/> An elective within major(s)/minor(s)	<input type="checkbox"/> A general elective:

---

8. Describe any changes in library, equipment or other teaching aids needed as a result of the proposed change or if the proposed change involves budgetary adjustments, describe the method of funding:  
**None**

**Approval Process** The signatures on the lines in ALL CAPS ( e.g. ACADEMIC UNIT) are required.

 1. Academic Unit Undergraduate Studies Committee Chair	KEVIN R. COX Printed Name	4/8/07 Date
 2. Academic Unit Graduate Studies Committee Chair	MEI-PO KWAN Printed Name	4/9/07 Date
 3. ACADEMIC UNIT CHAIR/DIRECTOR	MORTON O'KELLY Printed Name	4/9/07 Date
4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17 <sup>th</sup> Ave, or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to <a href="mailto:asccurrofc@osu.edu">asccurrofc@osu.edu</a> . The ASC Curriculum Office will forward the request to the appropriate committee.		
5. COLLEGE CURRICULUM COMMITTEE	Printed Name	Date
6. ARTS AND SCIENCES EXECUTIVE DEAN	Printed Name	Date
7. Graduate School (if appropriate)	Printed Name	Date
8. University Honors Center (if appropriate)	Printed Name	Date
9. Office of International Affairs (study tours only)	Printed Name	Date
10. ACADEMIC AFFAIRS	Printed Name	Date

**GEOGRAPHY 640: ECONOMIC GEOGRAPHY (Economies, Space and Society)**  
**Fall '06**

Tuesdays and Thursdays, 12:30-2:18, Derby 1116

instructor: Dr. Nancy Ettlenger

office: 1144 Derby Hall

office tel: 292-2573

e-mail: [ettlinger.1@osu.edu](mailto:ettlinger.1@osu.edu) (I do not normally check e-mail evenings and weekends)

office hrs.: by appointment

---

**STUDENTS WITH DISABILITIES, FULL-TIME JOBS, OR OTHER SPECIAL NEEDS:**  
*Please consult with instructor as soon as possible to discuss your needs*

---

**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 is also 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 concerns the *governance* of the economy – how economic-related practices are regulated by the state, as well as issues of "governmentality", which refers to the institutions, practices, and thinking through which governance occurs in everyday life.

The final section focuses on two profoundly different topics in which economic geographers are currently engaged – reflexive thinking on the one hand, and on the other, the "new economic geography", which is about how mainstream economists are now incorporating geographic issues in analysis. These two topics reflect different directions and, more generally, the internal diversity of the subdiscipline – itself a topic of discussion: is this diversity healthy or unhealthy? Should a field of study be defined relative to prescribed bodies of knowledge and goals, or relative to changing practices of study?

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 are on the OSU Libraries electronic reserve. For information on how to access the electronic reserve see directions on the OSU Libraries web page (go to the library home page - <http://www.lib.ohio-state.edu/> - click on FIND, then click on E-RESERVES (FAQ), then scroll down to #3 on the left, STUDENT INFORMATION) or see hard copy distributed in class (yellow handout). *Please alert N. Ettlenger if there is a problem with the electronic reserves, 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-related matters. That said, based on past experience, many

students feel apprehensive because they lack an economic background. This is largely because a lot of people don't normally think about economic-related dynamics, especially if they have little work experience and/or just haven't gotten around to thinking about this type of subject. This is in contrast to, for example, a sub-discipline such as urban geography: even if someone comes from a rural area, there is so much information readily available about urban life through TV, movies, music, and so on that people have an *a priori* sense of urban issues. So, if you find yourself feeling apprehensive and thinking that you are alone in a course where everyone knows about the "economy" 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! Rather, stick with it, and make sure you prepare adequately for each class (next topic, below).

Past experience has also shown that students who have taken courses in economics also have the feeling that they are facing material that is quite new. This is because economics and economic geography differ in a number of important ways. One class in particular (on the "new economic geography") will be devoted explaining and elaborating these differences.

### **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. Regular and punctual attendance is required. Students are responsible for any course material that is missed.

### **EVALUATION**

All students are evaluated on the basis of 2 take-home essay exams (see below).

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*).

Undergraduate students are *required only to complete the 2 take-home essay exams*. If you are interested in pursuing particular topics or in dispersing your grade among more writing assignments, you 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.

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

### ***Exams***

Two take-home essay exams will be given; they should be double spaced and paginated. 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 2<sup>nd</sup> exam may refer to material in the first part of the course. Students have 9 days (incl. the days the exam is handed out and is due) for each take-home exam to permit time for organizing and juggling with other responsibilities. The exams are due on days other than Tuesdays and Thursdays (instructor's office) — to avoid giving students a reason not to prepare for class!

### ***Papers***

All papers 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!

### ***Information for Writing Critical Reviews***

Article or book reviews should be critical appraisals of the articles, 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* mean that one necessarily criticizes 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. Ettlinger 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 **Monday, Dec. 4** 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 in writing the book they plan to review, giving a brief statement as to why this book is important in a particular field — no later than **Friday, 11/10**. Note the statement in 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 **Monday, 12/5**. This paper, approximately 20-25 printed (*not* hand written) pages, should demonstrate originality and should have a substantial bibliography. Undergraduate students are encouraged to write a research paper if they have developed specialized interests and have already acquired some background in scholarly literature pertaining to the topic. 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, 10/27**. The proposals should include the following elements.

1. What is the *purpose*? What is the *research question*? What is the *contribution*?
2. What, briefly, is the status of knowledge on this subject to date, and how will your paper fit in the literature?
- 3a. In the case of an empirical analysis, how will you answer your research question? What method(s) will you use? What data will you use? How will you collect these data? What variables will you employ in your analysis? 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?
- 3b. In the case of a critical review/reconceptualization of a body of literature, provide an outline of your line of reasoning.
4. Bibliography to date.

Proposals 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.

**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 follow option A.*

### **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>
exam I	50% (35% if paper(s) pursued)	35% (30% if research paper pursued)
exam II	50% (35% if paper(s) pursued)	35% (30% if research paper pursued)
undergrad.		
2 article reviews	(30%)	
or paper		
grad. paper		30% (40% if research paper pursued)

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) Plagiarism will not be tolerated. Item #4 under "Academic Misconduct" in the Code of Student Conduct at OSU (see [http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)) indicates the following:

"Plagiarism is the representation of another's work or ideas as one's own; it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas."

2) No extra credit will be given in this course.

3) Policy on incompletes: All students are encouraged to complete the course work within the Fall quarter. 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 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.

## SYLLABUS

Date*	General Topic	Class Discussion	Required Reading
Th, 9/21		introduction	(Ettlinger '06, optional)
T, 9/26		the economy as part of life	Massey '97a
Th, 9/28	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
T, 10/3		restructuring as downsizing: transaction economics and local development	Scott '88; Storper '94; Scott & Storper
Th, 10/5		social and informal networks of economic activity: examples from the "third Italy", hip-hop networks, "project ecologies"	Capecchi; Basu & Werbner; Grabher & Ibert
T, 10/10		trust culture among networked firms: keiretsu, JIT, learning economies	Linge; Ettlinger & Patton; Storper '99; (Maskell and Malmberg, optional)
Th, 10/12		after the keiretsu: Six Sigma and implications for firms, workers, consumers, networks	Wiklund & Wiklund <b>exam I handed out - due 10/20</b>
T, 10/17		'placing' geography in the 'new economy': agile production and the debate about time-space compression	Greis & Kasarda; Morgan; Faulconbrid; (Goldman et al., Aoyama et al, optional)
Th, 10/19		open**	
T, 10/24	society, work, people: selected topics	people, place, and the space-economy	Massey '93; Zhou & Tseng
Th, 10/26		people and human relations in (electronic) high tech workplaces	Gold; Symons; Hughes et al.; revisit Massey '97a; (Crossman & Lee-Kelley, optional)
T, 10/31		the spatiality of gender in workplaces and labor markets	Pratt & Hanson; McDowell & Court; revisit Massey '97a
Th, 11/2		production strategy, labor markets and the nature of labor-management relations and tensions	Cowie; Peck '92
T, 11/7		geographies of worker activism and advocacy networks	Herod; Berman; Rothenberg-Aulami (Ettlinger '02, optional)
Th, 11/9		consumer culture and cultural capital	Goss; Zukin; revisit Basu & Werbner
T, 11/14		state and economy	<i>laissez-faire</i> & the decline of the US steel industry; comparative and competitive advantage
Th, 11/16	regulating state-society relations: from welfare to workfare		Painter; Peck '99; (Boyer, Jessop optional)
T, 11/21	governmentalities		Gibson; Cameron & Gibson
Th, 11/23	no class - Thanksgiving Day		
M, 11/27	<b>exam II e-mailed to students***, due 12/5</b>		
T, 11/28	New directions	a geographic appraisal of the "new economic geography"	Fagerberg; Scott '04; revisit Scott & Storper (Brakman & Garretsen, optional)
Th, 11/30		Reflexivity	Gibson-Graham

research proposals due on or before Friday, 10/27

graduate students pursuing critical book review: indication of book review due on or before Friday, 11/10

reviews/papers due on or before Monday, December 4

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

continue into the next class.

\*\* Attendance is required for all "open" classes. Some topics may require more time than one class period; classes designated "open" permit extended class time, as needed, on particular topics.

\*\*\* Let N. Ettlinger 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**

Bibliographic information is given below for all required and optional articles, listed alphabetically by author. Note that on electronic reserve, assigned reading is indicated by author and title in the order in which they are to be read (see syllabus).

- 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. *(optional)*
- 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.
- 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. *(optional)*
- Brakman, S. and Garretsen, H. 2003. Rethinking the 'new' geographical economics. *Regional Studies* 37: 637-648. *(optional)*
- 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.
- Cowie, J. 1999. "Anything but an industrial town": Bloomington, 1940-1950. In *Capital moves: RCA's seventy-year quest for cheap labor*, by J. Cowie, pp. 12-40 (chapt. 2). Ithaca: Cornell University Press.
- Crossman, A. and Lee-Kelley, L. 2004. Trust, commitment and team working: the paradox of virtual organizations. *Global Networks* 4: 1470-2266.
- 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. Nojonen, J. Graham, and A.R. Markusen, pp. 92-139. New York: Guilford.
- Ettlinger, N. 2002. The difference that difference makes in the mobilization of workers. *International Journal of Urban and Regional Research* 26: 834-843. *(optional)*
- Ettlinger, N. 2006. Priorities in teaching economic geography: placing the economy, sense of geography, topical diversity and complementarity. Forthcoming in *Journal of Geography in Higher Education* 30. *(optional)*
- 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.
- 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.
- 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.
- Gold, B. 1989. Computerization in domestic and international manufacturing. *California Management Review* 31: 129-43.
- 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. (optional)
- 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.
- Herod, A. 2001. Labor internationalism and the contradictions of globalization: Or, why the local is sometimes still important in a global economy. *Antipode* 33: 407-426.
- Hughes, J.A., O'Brien, J., Randall, D., Rouncefield, M., and Tolmie, P. 2001. Some 'real' problems with 'virtual' organization. *New Technology, Work and Employment* 16: 49-64.
- Jessop, B. 1994. Post-Fordism and the state. In *Post-Fordism: a reader*, ed. A. Amin, pp. 251-279. Cambridge, MA: Blackwell. (optional)
- Linge, G.J.R. 1991. Just-in-time: more or less flexible? *Economic Geography* 67: 316-332.
- Maskell, P. and Malmberg, A. 1999. The competitiveness of firms and regions: 'ubiquitification' and the importance of localized learning. *European Urban and Regional Studies* 6: 9-25.
- 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. Economic/non-economic. In *Geographies of economies*, eds. R. Lee and J. Wills, pp. 27-36. New York: Wiley.
- Massey, D. 1997. 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. and Court, G. 1997. Missing subjects: gender, power, and sexuality in merchant banking. In *Space, gender, knowledge: feminist readings*, eds. L. McDowell and J.P. Sharp, pp. 368-383. London: Arnold.
- Morgan, K. 2004. The exaggerated death of geography: learning, proximity and territorial innovation systems. *Journal of Economic Geography* 4: 3-21.
- 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. 1992. Labor and agglomeration: control and flexibility in local labor markets. *Economic Geography* 68: 325-347.

- 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.
- Pratt, G. and Hanson, S. 1994. Geography and the construction of difference. *Gender, Place, and Culture* 1: 5-29.
- Rothenberg-Aalami, J. 2004. Coming full circle? forging missing links along Nike's integrated production networks. *Global Networks* 4: 335-354.
- Scott, A.J. 1988. The Organization of industrial production (chapt. 3 pp. 3-30) and Industrial localities (chapt. 4, pp. 31-42). In *New industrial spaces: flexible production organization and regional development in North America and Western Europe* by A.J. Scott. London: Pion.
- Scott, A.J. 2004. 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.
- 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.
- Symons, F. 1997. Virtual departments, power, and location in different organizational settings. *Economic Geography* 73: 427-444.
- Wiklund, H. and Wiklund, P. S. 2002. Widening the six sigma concept: an approach to improve organizational learning. *Total Quality Management* 13: 233-239.
- 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.