

GEOGRAPHY OF ECONOMIC GLOBALIZATION

SUMMER SEMESTER 2019

Tuesday: 16:30 – 18:00 in Věž

Wednesday: 16:30 – 18:00 in LR (the Levá rýsozna classroom)

Instructor: Prof. RNDr. Petr Pavlínek, Ph.D.

<http://www.natur.cuni.cz/geografie/socialni-geografie-a-regionalni-rozvoj/pavlinek>

Petr Pavlínek's publications can be viewed and downloaded here:

https://www.researchgate.net/profile/Petr_Pavlinek2

Office: Albertov 6, 303A (through 303)

Office Hours: Tuesday 14:50- 16:20, Wednesday 14:50- 16:20 or by appointment.

E-mail: pavlinek@natur.cuni.cz

Phone: 221951394

REQUIRED MATERIALS:

All required readings will be available on Moodle (<https://dl2.cuni.cz/course/view.php?id=716>).

Power point lecture slides will be available on Moodle. **Password: globalization**

CATALOGUE DESCRIPTION:

A study of the geography of economic globalization and the geography of the world economy. The major topics include the historical development of the world economy and globalization from the geographical perspective, trends in geography of global production, trade and investment, the most important factors and actors in the globalization processes and its geographic effects, geography of transnational corporations, case studies of economic geography of selected industries and service activities, effects of globalization on the developed and developing countries.

COURSE DESCRIPTION

Global economy has been undergoing very profound changes since the late 1960s but the greatest changes have taken place since 1990. These changes have been some of the fastest and most ferocious we have seen in modern times. This course examines some of the key themes of these changes commonly described as 'economic globalization' from the perspective of Economic Geography. It will focus on causes and consequences of 'economic globalization' as well as on its different manifestations in different parts of the world. The overarching aim of this course is to provide students with an understanding of contemporary changes, trends and processes affecting the global economy, countries, regions and industries. One of the most important goals is to develop a critical understanding of the 'global economy' from the interdisciplinary perspective – its origins and operation and the reasons for widespread economic inequalities between more and less developed countries.

COURSE OBJECTIVES

Upon completion of this course, students should be able to:

1. Define "economic globalization" from the perspective of different groups involved in debates about globalization.
2. Describe the historical development of the global economy using various theoretical perspectives from different disciplines.
3. Identify the most important trends in the contemporary global economy.
4. Identify and analyze the most important forces driving globalization (technological change, transnational corporations, and states).

5. Describe uneven effects of globalization in different parts of the world.
6. Understand the differences in international operations of different industries and economic sectors.

REQUIREMENTS AND GRADING

Your final grade for this course will be based on your performance in final exam, reading summaries, and your class attendance and participation in class discussions.

READING SUMMARIES

- ***You will be required to submit a short (half-page single spaced) summary of the required readings in English once a week according to the schedule of readings below. The reading summary is due every Monday by 11:55 pm on Moodle (<https://dl2.cuni.cz/course/view.php?id=716>) starting on Monday, February 25.***

- Format: Word (docx, doc) or PDF

The goal of your summaries is to:

1. Convince me that you have read the **whole** assigned reading.
 2. Demonstrate that you understand the content of the assigned reading.
 3. Show that you are able to summarize the basic argument of the assigned reading.
- Each assigned reading must be summarized. Please make sure you clearly separate summaries of different readings in the case of multiple assigned readings. This is only the case of the reading summary for March 4.
 - Summaries that cover only part of the readings will receive a proportional grade
 - Reading summaries must be written in **your own words**. Copy-paste of the original text from the book is not acceptable. If you feel that you have to use the original wording, it must be put in quotation marks and properly referenced, including the page number. You should limit such direct quotes to maximum of two sentences per reading summary.
 - Each article summary **has to be followed by a question** based on your reading of the article for the rest of the class. This question must be clearly stated at the end of each summary. Your grade would be lowered if you do not include the question (see below).
 - **You are responsible for bringing your reading question to class.** Your score for a particular reading summary will be lowered if you are unable or unwilling to ask the question in class upon my request. The goal of these questions is to start the class discussion about the reading(s). At the end of each class or topic at least one or more students will be asked to read her/his question to be discussed/answered by the rest of the class.
 - The schedule of reading summaries does not change even in cases when the lectures do not follow exactly the schedule below.
 - The reading summaries will be graded and account for 18% of your final grade. Reading summaries will be graded as follows:
 1. Summaries that are turned in on time and are satisfactory will receive 2 points.
 2. Well-written and thoughtful summaries that stand out will receive 2.5 points.
 3. Poorly written and questionable summaries that do not convince me 100% that you read all the assigned readings will receive 1 point.
 4. The summaries that do not contain the question for the class will receive 1.5 points although they are otherwise satisfactory.
 5. The summaries that cover only part of the readings will receive a proportional grade.
 6. You will not receive any points if you turn in a summary from which it is obvious that you did not read the readings (usually too short, vague and poorly written summaries in the last minute before the deadline).
 7. I will accept late summaries for **up to two weeks** after the due date but these **will receive only 50% credit - 1 point** if they are acceptable (including the question for the class).

8. Any points you receive beyond the maximum of 24 points for 12 summaries will count towards your final grade as extra credit.

CREDIT (zápočet)

The summer semester has 13 weeks. There are 12 reading summaries assigned. In order to pass the credit (*zápočet*) and be allowed to take the final exam, a student has to turn in at least 9 reading summaries and receive a minimum of 18 points for them. These points will be added to your final score, which will determine your final grade.

ATTENDANCE AND PARTICIPATION

In order to encourage your class attendance, students will receive one bonus point for each attended class. You can collect 13 points for class attendance. These points are very important and will be added to your final score.

FINAL EXAM

Students will be allowed to take the final exam only after collecting a minimum of 18 points for reading summaries.

The final exam will comprise of 100 multiple-choice questions. The exam will cover lecture material and text readings, so BOTH your attendance and outside preparation are necessary to do well. Each question will carry one point. There will be only one correct answer for each question.

FINAL GRADE

You can collect up to 124 points plus the bonus (100 for the final exam, 24 for reading summaries plus the bonus points for class attendance and excellent reading summaries)

Final grade scale:

Excellent	111 and more points (more than 90%)
Very good	99-110 points (80-89%)
Good	88-98 points (70-79%)
Failed	Less than 88 points

SCHEDULE OF FINAL EXAMS

May 20

May 24

June 6

June 18

June 24

All exams are scheduled for 10:00 am in the classroom VG (*Velká geologická*).

SCHEDULE OF READINGS

25/2

Knox, P., Agnew, J. and McCarthy, L. (2014) Geographical dynamics of the world economy. In: Knox, P., Agnew, J. and McCarthy, L.: *The Geography of the World Economy*, 6th Edition, pp. 61-92.

4/3

Dicken, P. (2015): *Global Shift: Chapter 1 What in the world is going on?* pp. 28-38.

Finbarr Livesey (2018) Unpacking the possibilities of deglobalisation. *Cambridge Journal of Regions, Economy and Society*, 11, 177–187.

11/3

Dicken, P. (2015): *Global Shift: Tangled webs: unravelling complexity in the global economy*, pp. 49-73.

18/3

Dicken, P. (2015): Global Shift: Technological change: 'gales of creative destruction', pp. 74-113.

25/3

Knox, P., Agnew, J. and McCarthy, L. (2014) Globalization of economic activities. In: Knox, P., Agnew, J. and McCarthy, L.: The Geography of the World Economy, 6th Edition, pp. 145-175.

1/4

Sunley, P. (2011): The Consequences of Economic Globalization, In: The Sage Handbook of Economic Geography, pp. 102-118.

8/4

Dicken, P. (2015): Global Shift: 'Capturing value' within global production networks, pp. 251-278.

15/4

Ritzer, G. and Dean, P. (2015) Neo-liberalism: Roots, Principles, Criticisms and Neo-Marxian Alternatives. In: G. Ritzer: Globalization: A Basic Text, 2nd Ed., Chichester: Wiley-Blackwell, pp. 83-110.

22/4

Smith, A., Pickles, J, Buček, M., Pástor, R., Begg, B. (2014) The political economy of global production networks: regional industrial change and differential upgrading in the East European clothing industry. Journal of Economic Geography 14 (6), pp. 1023–1051

29/4

Sturgeon, T. J., Van Biesebeek, J., Gereffi, G. (2008) Value chains, networks and clusters: reframing the global automotive industry, Journal of Economic Geography 8, pp. 297–321.

6/5

Pavlínek, P. (2019) Restructuring and internationalization of the European automotive industry. Journal of Economic Geography. DOI: 10.1093/jeg/lby070, pp. 1-33. (Advance access)

13/5

Dicken, P. (2015): Global Shift: Winning and losing: where you live really matters, 304-353.

PRELIMINARY SCHEDULE OF LECTURES

The schedule of lectures/topics is tentative, expect adjustments.

1. **Introduction:** What is globalization? Historical perspective on the development of the global economy. Theoretical explanations of the global economy; global division of labor; globalization after WWII; globalization debate; globalization and internationalization.
2. **Network approach to the world economy:** Basic concepts: production chains and production networks.
3. **Global economy:** Trends in production, trade and investment: aggregate trends in global economic activity.
4. **Technological change and globalization**
5. **Transnational corporations:** theoretical interpretations, how transnational corporations operate
6. **Transnational Production Networks**
7. **State economic policies and globalization**
8. **Relationships between transnational corporations and states**

9. **The clothing industry**

10. **The automotive industry**

11. **Advance business services including finance**

12. **Winning and losing in the global economy**

CLASS POLICIES

- **PLEASE, TURN OFF YOUR CELL PHONE (including text messaging).** Phones are strictly prohibited in the classroom.
- **NO LAPTOP COMPUTERS or any other electronic devices are allowed in this class.** If you feel that you have to use a laptop computer or tablet, you must sit in the last row so you do not distract other students.
- Coffee, pop, and quiet food is okay in class.
- Do not read newspapers and/or any reading not related to our class during the class.
- Any activity which distracts other students or the instructor is unacceptable. I might ask you to leave the classroom if you do not stop talking.
- I will not reply to unsigned e-mail messages. It is a basic courtesy to sign your e-mails.
- No form of **CHEATING AND PLAGIARISM** will be tolerated. **Any student caught cheating and/or plagiarizing will automatically receive a failing grade of "F" in the course.**

WHY ARE WE GOING TO USE THE NAME CZECHIA AND NOT THE CZECH REPUBLIC IN THIS CLASS?

I am sure that many of you are used to hearing and reading about the Czech Republic and not Czechia. So why are we going to use *exclusively* Czechia and not the Czech Republic in this class? Because Czechia is the official internationally recognized short geographic name of the Czech Republic since 2016. If geographers do not get country names right, who will?

- Countries have usually two official names: a political name and geographic name. However, some countries have only one name, which is typically their geographic name: e.g. Canada, New Zealand, Hungary or Romania. Only two countries in the entire world do not have geographic names and use only their political names: the Central African Republic and the Dominican Republic.
- **Political names** include the contemporary political system or state form in the name of a particular country, i.e. whether that country is a republic, kingdom, federation, confederation or sultanate: for example, the French Republic, the Kingdom of Spain, the Swiss Confederation, the Russian Federation, the Sultanate of Oman. The Czech Republic falls into this category. Political names of countries are used in international treaties or diplomatic protocol and may change over time as the political regime or state form changes. For example, former Czechoslovakia had eight different official political names during its existence between 1918 and 1992.
- **Geographic names** refer to a particular territory irrespective of its current political regime or state form. Examples include France, Spain, Switzerland, Russia, Oman and Czechia. France used to be a kingdom in the past, now it is a republic but its (changing) territory has been called France for over one thousand years. Geographic names of countries are usually used in everyday speech, newspapers, TV, sports, international conferences etc.
- **Czechia** as a short geographic name was standardized in 1993 after the former Czechoslovakia split into Czechia and Slovakia. However, as opposed to all newly created countries in Eastern Europe that started to use their short geographic names in the early 1990s (e.g. Croatia, Estonia), the Czech political leaders preferred to use the Czech Republic rather than Czechia for various reasons. It was not until May 2016 when the Czech government officially approved Czechia as the short geographic name of the Czech Republic and the name Czechia was subsequently internationally recognized by the United Nations.
- Since 2016 Czechia has steadily been making its way into maps, atlases, textbooks, international events and the internet (see Google Maps or Google Earth, for example). But as you all know old habits die hard so older books will tend to use the Czech Republic and many people, including many

Czechs will use the Czech Republic because they are used to it. Czechs will also often abbreviate the Czech Republic incorrectly such as “I am going to Czech” rather than using the correct name Czechia.

- You can learn more about the name Czechia at: www.go-czechia.com and about its correct usage at: https://www.mzv.cz/jnp/en/foreign_relations/public_diplomacy/digital_diplomacy/how_to_use_the_short_country_name.html
- Please do not confuse not being used to Czechia with arguing that you do not like it. Start using it and you will get used to it quickly.
- I expect you not only to use Czechia in this class but also inform other students, your family members, friends, teachers and even the Czechs you will meet in Czechia why they should use Czechia in English as well.

A FINAL NOTE:

I am interested in the success of each student in this course. If you begin to have difficulty or if you have questions, please talk to me ***as soon as possible, and as often as necessary***. Do not wait until things get out of hand. If you have a disability or learning difference, which may affect your experience in this class, please meet with me so that accommodations can be arranged.