CRD 140 -- Dynamics of Regional Development
Course objectives

This course aims to increase your understanding of the political economy of regions in today's globalized economy. My goal is to encourage you to think about the operation of capitalist economies in a global perspective and to highlight some of the critical forces shaping our lives. Hopefully, after this you will have better insights into the business headlines that you read every day. This seems particularly important today as the U.S and, indeed, the global economy still suffers from a relative lack of high-quality jobs and severe inequality.

While we will begin with some macro-statistics, most of the course will study the role of industrial clusters in economic development, globalization, and value chain organization. The class draws upon contemporary and historical examples.

Capitalism is an interesting political economic system in that no single actor or small group of participants control the economy, but obviously some have far greater power than other participants. While we do not discuss the macro-forces affecting the development of capitalism and thereby the spatial configuration that we now experience, these forces will be a constant subtext to our discussions. Economists generally treat economic forces as natural, but we understand that politics and social relations are the basis upon which all economies rest. The corporate decisions affecting all of us are also social and political decisions, as we can see in the recent banking, mortgage, employment and student loan crises. Conversely, economic actors have enormous sway over politics and politicians. Our cities and rural regions have been shaped and structured through the interplay of economics and politics.

Capitalist history is one of a chaotic process in which social, political, and economic actors are constantly operating, dealing, finagling, building, destroying, winning, and losing. The groups involved in these struggles are not only the elites. Unions, environmental groups, anti-globalization groups, and many others affect outcomes, though they operate within the rules of a capitalist state. For example, the eclipse of the Occupy Wall Street movement was accomplished through a coalition of the national security state and Wall Street banks. Endless wars in the Middle East are related to control of the oil supply chain. Similarly, the battles over the use of alternative energy sources are struggles over power. The rise of China and its alliance with Russia are beginning to reorganize the existing world order with the U.S. as its center and Western Europe and Japan as subordinated regions. Within the U.S. and the western democracies, the question of whether democracies and capitalism are necessary twins or whether capitalism can operate without democracy is openly discussed. The giant digital platform firms are becoming ever more powerful in the US and around the world – how should we understand these firms and their impact on the economy? A similar question is whether the environment can survive given the current logic of capitalism, or, put differently, can the planet survive capitalism? Given the current environmental, political, social, and economic state of the world, it is now clear globalization is no longer an issue, it is a fact of life – the debate today is about how and who will shape our planet.

The topics of this course are wide-ranging and this is only an introduction, but hopefully by the end of the quarter you will have new insights into how the political economy shaped and being reshaped. This reshaping is important to all of us, as you will enter the work force, these forces will have an impact on your futures.

One fact I would like you to keep in mind the entire quarter is that persons with their own perspectives and agendas write all of the articles you read in this class. Question them! By the end of this course, it is my hope
that you will be able to think more critically and get better insight into why political and economic outcomes are the way they are.

Student Code of Conduct

All students should be familiar with the Student Code of Academic Conduct that is located here [http://sja.ucdavis.edu/cac.html](http://sja.ucdavis.edu/cac.html). Please review this carefully and ask your instructor, if you have any questions. Remember the instructor is obliged to refer you to Student Judicial Affairs in all cases of violation or suspected violation.

In addition to the well-known cases of plagiarism and cheating on examinations, it is also a violation of the Code of Conduct to use your own written materials from papers prepared for other classes, unless you take the following points into consideration.

It is permissible to use materials and texts from other class projects, within CRD or in other departments, under these conditions:

1. You inform the instructor beforehand.
2. You clearly identify the portions where you quote yourself (or collaborative work)
3. You provide a copy of the previous work you have submitted in the other class to the instructor.
4. To ensure that you receive a good grade make sure that it fits seamlessly into the assignment for THIS class.
5. If you have any doubts about the extent to which you can use already written materials, the talk to the instructor or the TA prior to making any submission.

Readings

Readings are an essential part of the course and will be discussed during class. They are the necessary background for discussion. Class participation is important and students are expected to be prepared to discuss readings in class. I will call on you by name.

The readings are all on the class UCD Canvas.

Course requirements

The course grade is based upon the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>30%</td>
</tr>
<tr>
<td>Term paper</td>
<td>60%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
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</tbody>
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**Quizzes**: There will be four quizzes; each is worth 10% of the class grade. I will drop the lowest score (so total is 30%). There will be no make-ups. The quizzes cover the last few days of readings including those for the day of the quiz and the last couple of lectures. They are short and are designed to encourage you to do the readings.

Quizzes missed cannot be made-up. However, the lowest one will be dropped. The quiz can be given at any time and any student more than 10 minutes late will not be allowed to take the quiz (no exceptions).

**Term paper**: The task is to take a corporation and trace its evolution. The goal of the paper is to deepen your understanding of how a single firm as changed its production, R&D, and headquarters’ location through time. In effect, you are doing an economic, social, and geographical history of the company. You should try to answer why it changed locations, did it globalize, is it located in a cluster, what happened due to its relocation to the communities that lost and those that gained the operations. Try to connect our readings to the changes in the corporation. Samples of excellent past papers are available at the class website.
The paper is meant to give you with a deeper understanding of how firms evolve and, if successful, spread their geographical scope. All students are required to submit the name of the company on **October 10, 2017**. I will then discuss the feasibility of your choices with you. If possible, choose a company with which you are familiar or in which you have some interest. The earlier you begin work on the paper, the more insightful and interesting the paper is. **REMEMBER IT IS VITAL FOR YOU TO USE THE READINGS WHEREVER POSSIBLE. NOT USING THE READINGS WILL MAKE IT IMPOSSIBLE TO GET ANYTHING MORE THAN A “C.”**

The term paper must be typewritten, double-spaced, and printed only on one side. I require a paper copy delivered to my office or box on the day of the final. I also require an electronic copy of the paper be uploaded onto Canvas. Please use Times or Arial 12 font. The paper should a Microsoft Word attachment (no other attachment will be accepted – NO PDFs). The attachment should be titled in the following way <Last name, name of firm>. There are no exceptions to the requirement that I receive a hard copy and Canvas copy (I will not print copies for you). If you do not have prior permission, late papers will automatically receive a one full grade deduction.

**Requirements for paper:**

1. All papers must use citations in the text (Kenney 1998) and then have the full citation at the end.
2. Every paper must have at least one map showing the firm’s location(s). More maps and figures usually improve a paper.

**Presentations:** During the last two days of class student will be given the option of doing a 5-minute presentation on their topic. These are useful for you in ensuring that you are on the right track and forcing you to complete your research prior to the final week of class.

**Participation:** Roll is not taken, however I note excessive absences. Ten percent for participation is a substantial portion of your grade; it can have an effect upon the final grade. One way I measure participation is through the questions I ask during class.

**Final Grade:** Incompletes will only be allowed with a written and signed reasons delivered to me prior to the final date and time to turn in papers. If the paper is not received at that appointed day and time, then an “F” will be awarded. All incompletes must be justified.

**Readings**

**Thursday, September 28 -- Orientation**

- Introduction, handout the syllabus, answer questions.

**Tuesday, October 3 – The Current Malaise, California, and You**

Please skim the material at the following URLs. For the Economic Policy Institute skim 2015 and compare to 2016. What is most remarkable is the lack of change. On the Bohn article, see how the Bay Area has done so much better than other parts of the state.

- Economic Policy Institute website check out the tables here to see what is happening in the U.S. economically [http://www.epi.org/resources/economic-indicators/](http://www.epi.org/resources/economic-indicators/). Check out the State of Working America charts, especially interesting are the inequality and international charts. [http://www.stateofworkingamerica.org/](http://www.stateofworkingamerica.org/)


Thursday, October 5 – Understanding the Current Criminogenic Political Economy  
(Martin in Chicago for Future of Work Conference) Guest lecturer

• Frank, T. 2004. What’s the Matter with Kansas. (New York: Metropolitan Books): 1-88, 237-264. This is a long reading so just skim it to get the gist. Remember this was written in 2004.

Read these articles to get a perspective on the current situation


Tuesday, October 10 – Introduction to Marx’s Economics

HAND IN PAPER TOPIC


Thursday, October 12 – Global Value Chains


Tuesday, October 17 – Transportation, and Communication

Thursday, October 19 – Globalization of Manufacturing


Tuesday, October 24 - Globalization and Work


Thursday, October 26 – Globalizing Service Provision


Tuesday, October 31 – Codes of Conduct and Sweatshops


Thursday, November 2 – The New Labor Market


Tuesday, November 7 -- The Role of Innovation and Creativity in the Future


Thursday, November 9 – Upwork, YouTube and Beyond


- Article to be determined.

Tuesday, November 14 -- Clusters and Geography


Thursday, November 16 – Industrial Clusters and Change


Tuesday, November 21 – How Do Cities Develop?


Thursday, November 23—HAPPY THANKSGIVING- NO CLASS

Tuesday, November 28 -- Real Estate Development Is Not Economic Development


- http://detroites.com/home.htm Please go to this site and take the tours. The city of Detroit is one of the most devastated of the Midwestern industrial cities, but there were many others including Youngstown, Ohio; Erie and Pittsburgh, Pennsylvania. If you have time take the Cave Paintings of Detroit Tour. This is pretty old now, but still quite sobering. Go to URL


Thursday, November 30 – New Jobs and the City
(Martin in Berkeley OECD-BRIE Future of Work Conference) Guest lecturer


Tuesday, December 5 – STUDENT PRESENTATIONS

Thursday, December 7-- STUDENT PRESENTATIONS