The University of Wisconsin-Milwaukee
Department of Geography

Geography 540
Globalization and the City
BOL B60 (basement)

Fall 2015: 5:30-8:10 p.m., Mondays (3 credits)

Instructor: Dr. Linda McCarthy
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Mailbox: Bolton Hall 410 (Department of Geography)
Office hours: Mon. & Wed. 3:00-3:30 p.m., and by appointment

Course Topic

“During the Apollo space flights, it was reported that one of the astronauts, looking back to Earth, expressed amazement that he could see no boundaries. This new view of our world as the “blue planet” contradicted the taken-for-granted, state-centric Ptolemaic model or image of world-space that most modern people carry around in their heads. As a further jolt to the arrogance of modernity, it was soon accepted as a truism that the only “man-made” artifact visible from space was the ancient Great Wall of China. Interestingly, however, the Great Wall is not the only visible feature: at night, modern settlements are clearly visible as pin-pricks of electric light on a black canvas. The globality of modern society is clear for all to see in the photo prints, communicated back to Earth, of lights delimiting a global pattern of cities, consisting of a broad swath girdling the mid-latitudes of the northern hemisphere plus many oases of light elsewhere.” Beaverstock et al. (2006) *The Global Cities Reader*, p. 97

This course focuses on these pin-pricks of electric light within the context of globalization. During this semester, we will attempt to understand the many issues, processes, and outcomes at the intersection of globalization and cities. Topics covered include globalization processes and their implications for cities involving social and cultural concerns, economic and technological factors, and political and governance issues, as well as world/global cities, global city regions, and globalizing cities. Although London, New York, and Tokyo may immediately come to mind when we think of a topic like globalization and the city, globalization has implications for all cities and so this course incorporates cities from around the world, not just the biggest or most well known!
Topics and Readings

Mon. Sep 14  Introduction to globalization and the city.
Required Readings: Brenner & Keil (eds.):
   Editors Introduction: Global city theory in retrospect and prospect, 1-16.

Mon. Sep 21  Context and processes of globalization.
   *** Entry slip 1 due by beginning of class ***
Required Readings: Brenner & Keil (eds.): Introduction to Part One, 19-22;
   Ch. 1, Peter Hall, Prologue: The metropolitan explosion, 23-24;
   Ch. 2, Fernand Braudel, Divisions of space and time in Europe, 25-31;
   Ch. 3, Nestor Rodriguez & Joe R. Feagin, Urban specialization in the world system:
      An investigation of historical cases, 32-41;
   Ch. 4, Janet Abu-Lughod, Global city formation in New York, Chicago and Los Angeles:
      An historical perspective, 42-48;
   Ch. 5, Robert B. Cohen, The new international division of labor, multinational
      corporations and urban hierarchy, 49-56;
   Ch. 8, Deyan Sudjic, Prologue: 100-mile cities, 80-81.

Mon. Sep 28  Urban societies and cultures amid globalization.
   *** Entry slip 2 due by beginning of class ***
Required Readings: Brenner & Keil (eds.): Introduction to Part Two, 75-79;
   Introduction to Part Six, 307-10;
   Ch. 12, Robert Ross & Kent Trachte, Global cities and global classes:
      The peripheralization of labor in New York City, 104-10;
   Ch. 13, Susan S. Fainstein, Inequality in global city-regions, 111-17;
   Ch. 35, Margit Mayer, Urban social movements in an era of globalization, p. 296-303;
   Ch. 41, Nihal Perera, Exploring Colombo, 339-45;
   Ch. 42, Steven Flusty, Culturing the world city, 346-52;
   Ch. 43, Saskia Sassen, Prologue: Whose city is it? 360.

Mon. Oct 5  Urban economies and technology amid globalization.
   *** Entry slip 3 due by beginning of class ***
Required Readings: Brenner & Keil (eds.):
   Ch. 9, Saskia Sassen, Cities and communities in the global economy, 82-88;
   Ch. 10, Saskia Sassen, Locating cities on global circuits, 89-95;
   Ch. 15, Manuel Castells, Prologue: Cities, the informational society and the global
      economy, 135-36;
   Ch. 18, Richard Child Hill & Joe R. Feagin, Detroit and Houston: Two cities in global
      perspective, 154-60;
   Ch. 37, Ulf Hannerz, The cultural role of world cities, 313-18;
   Ch. 39, Stefan Krätke, ‘Global media cities:’ Major nodes of globalizing culture and
      media industries, 325-31;
   Ch. 47, Michael Samers, Immigration and the global city hypothesis: Towards an
      alternative research agenda, 384-91.

*** Entry slip 4 due by beginning of class ***

*** GRADUATE AND UNDERGRADUATE INDIVIDUAL PROJECT PROPOSALS
WITH 1 PAGE BIBLIOGRAPHIES DUE BY BEGINNING OF CLASS ***

Required Readings:  Brenner & Keil (eds.): Introduction to Part Five, 249-55;
Ch. 19, Christian Schmid, Global city Zurich: Paradigms of urban development, 161-69;
Ch. 29, Warren Magnusson, Prologue: The global city as world order, 256-58;
Ch. 30, Neil Brenner, Global cities, ‘glocal’ states: Global city formation and state
territorial restructuring in contemporary Europe, 259-66;
Ch. 31, Mike Douglass, World city formation on the Asia-Pacific Rim: Poverty, ‘Everyday’
forms of civil society and environmental management, 267-74;
Ch. 32, Timothy Luke, ‘Global Cities’ vs. ‘global cities’: Rethinking contemporary
urbanism as political ecology, 275-281;
Ch. 33, Anne Haila, The neglected builder of global cities, 282-287;
Ch. 34, Roger Keil & Klaus Ronneberger, The globalization of Frankfurt am Main: Core,
periphery and social conflict, 288-295;
Ch. 36, Leonie Sandercock, Towards cosmopolis: A postmodern agenda, 311-12;
Ch. 40, Ute Lehrer, Wiling the global city: Berlin’s cultural strategies of inter-urban

Required Readings:  Student proposals.

in Britain navigating work, class and the law. “Transactions of the Institute of British
Geographers,” NS 33, 466-82 (available electronically via library website).

Mon. Nov 2  World cities and global cities.

*** Entry slip 5 due by beginning of class ***

Required Readings:  Brenner & Keil (eds.): Introduction to Part Three, 129-34;
Ch. 6, John Friedmann & Goetz Wolff, World city formation: An agenda for research
and action, 57-66;
Ch. 7, John Friedmann, The world city hypothesis, 67-71;
Ch. 11, Jonathan V. Beaverstock, Richard G. Smith & Peter J. Taylor, World-city
network: A new metageography? 96-103;
Ch. 24, David Simon, The world city hypothesis: Reflections from the periphery, 203-09;
Ch. 38, Anthony D. King, World cities: Global? Postcolonial? Postimperial? Or just the
result of happenstance? Some cultural comments, 319-24;
Ch. 46, Michael Peter Smith, The global cities discourse: A return to the master
narrative? 377-83;
Ch. 49, Richard G. Smith, World city typologies, 400-06.
Mon. Nov 9  Movie 2.
Required Reading: J. R. Short & Y-H. Kim, 1999, Cultural globalization (Chapter 5), in “Globalization and the City” Longman, New York, 75-79 (D2L course website electronic reserve readings);
Ch. 17, Takashi Machimura, The urban restructuring process in Tokyo in the 1980s: Transforming Tokyo into a world city, 145-53;
Ch. 20, Richard Child Hill & June Woo Kim, Global cities and developmental states: New York, Tokyo and Seoul, 170-78.

Mon. Nov 16 Grad Milwaukee PowerPoint presentations.
*** GRADUATE MILWAUKEE PROJECTS DUE BY NOON ON DAY OF CLASS ***

Mon. Nov 23 Global city regions.
*** Entry slip 6 due by beginning of class ***
*** GRADUATE AND UNDERGRADUATE MOVIE WRITTEN ASSIGNMENT DUE BY BEGINNING OF CLASS ***
Required Readings: Brenner & Keil (eds.): Introduction to Part Seven, 355-59;
Ch. 14, Stephen Graham, Global grids of glass: On global cities, telecommunications and planetary urban networks, 118-25;
Ch. 21, Edward W. Soja, The stimulus of a little confusion: A contemporary comparison of Amsterdam and Los Angeles, 179-86;
Ch. 22, Riccardo Petrella, Prologue: A global agora vs. gated city-regions, 194-95;
Ch. 45, Allen J. Scott, Globalization and the rise of city-regions, 370-76;
Ch. 50, Henri Lefebvre, The urban revolution, 407-13.

Mon. Nov 30 Globalizing cities and less developed countries.
*** Entry slip 7 due by beginning of class ***
*** INDIVIDUAL POWERPOINT PROJECTS DUE BY BEGINNING OF CLASS ***
*** GRADUATE PAPER TO ACCOMPANY INDIVIDUAL POWERPOINT PROJECT DUE BY BEGINNING OF CLASS ***
Required Readings: Brenner & Keil (eds.): Introduction to Part Four, 189-93;
Ch. 23, Anthony D. King, Building, architecture, and the new international division of labor, 196-202;
Ch. 25, Gavin Shatkin, ‘Fourth world’ cities in the global economy, 210-16;
Ch. 26, Jennifer Robinson, Global and world cities: A view from off the map, 217-23;
Ch. 27, Richard Grant & Jan Nijman, Globalization and the corporate geography of cities in the less-developed world, 224-37;
Ch. 28, Simone Buechler, São Paulo: Outsourcing and Downgrading of labor in a globalizing city, 238-45;
Ch. 44, Peter Marcuse, Space in the globalizing city, 361-69;
Ch. 48, Kris Olds & Henry Wai-Chung Yeung, Pathways to global city formation, 392-99.

Mon. Dec 7  Student Individual PowerPoint project presentations I.
*** CRITICAL BIBLIOGRAPHY DUE BY BEGINNING OF CLASS ***

Mon. Dec 14  Student Individual PowerPoint project presentations II.
Required Readings


2. All other required readings, as indicated, are on the D2L course website or in electronic journal format via UW-M library website.

Course Requirements, and University and Departmental Policy

The format of this course includes lectures and in class discussion. This course meets only once each week and is designed to involve active student involvement – attendance and participation are required. Students are expected to attend all lectures, to fully participate in all class discussions, read the required materials, and complete all assignments on time.

There are multiple submissions due throughout the semester. Computer problems are not an acceptable excuse for late submissions to avoid the late submission penalty. It is your responsibility to back up your work on a file on a flash or other storage source. If you have a backup copy of your work, then if your computer crashes or your laptop is stolen or some other computer problem occurs, you will have the bulk of your work intact.

In some cases, a late submission may be legitimate (e.g., due to documented illness, fender bender on the way to class with police report, etc.). In order to avoid the late penalty, however, you need to (a) contact the instructor BEFORE the submission deadline and (b) provide written documentation of the legitimate reason for late submission.

Grades in this course will be assigned based on your performance as follows:

**UNDERGRADUATES AND GRADUATES:**

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<tr>
<th>Points</th>
<th>Description</th>
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<tr>
<td>28</td>
<td>In class participation (entry slip &amp; participation)</td>
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<td>12</td>
<td>Movie written assignment</td>
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<td>25</td>
<td>Individual proposal, PPT project, &amp; presentation</td>
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<td>Attendance for other PPT presentation day</td>
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<td>6</td>
<td>Proposal workshop</td>
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<td>Critical bibliography based on required readings</td>
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**GRADUATES ADDITIONALLY:**

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<th>Points</th>
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<tr>
<td>25</td>
<td>Milwaukee PPT project &amp; presentation</td>
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<tr>
<td>25</td>
<td>Individual paper to accompany individual project</td>
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UNDERGRADUATES AND GRADUATES:

(1) Class participation – 28 points (7 class meetings x 4 points (2 points for participation + 2 points for “entry slip”—a full page (NO MORE, NO LESS (grade will be deducted if too short or too long)) of single-spaced typed answers using half the page for Question 1 and half the page for Question 2 (do NOT waste space by including the questions OR long quotations (grade will be deducted because your answers too short as a result)) due in person and in paper format at or before the beginning of class).

Please bring 2 copies: one for the instructor and one for yourself for use in class.

Please reread your entry slip for typos and run a spell/grammar check before submitting (grade will be deducted for typos and spelling/grammatical errors). See warnings below under “Academic Misconduct” to avoid intentional and unintentional plagiarism that comes with academic misconduct proceedings and an “F” for the semester.

During each class meeting, student participation will be judged based on quality and quantity on a 1 - 3 scale: excellent (A); adequate (B); poor (C). For example, to receive an A for a particular class meeting, a student should join in regularly in the class discussion and make some good contributions—insightful comments based on a critical and thoughtful reading of the required texts. A grade of “B” for a class meeting might be given for a student who did not participate a great deal in the discussion but who made a limited number of extremely good comments nonetheless. A grade of “C” for a particular class meeting would be given to a student who hardly participated at all in the discussion or who participated a great deal but whose comments were extremely poor and not based on a careful reading of the material. The grade is for participation not attendance, so students who attend but do not participate will get zero. Please note that students who do not submit a full page of typed answers are likely to get a poor grade because they did not come to class prepared to participate fully. Students who do not submit an entry slip will get zero because they have not come prepared to answer the questions based on their required entry slip.

Ideally, students should not only show a basic understanding of the content of the reading, but also actively critique the content, recognize inconsistencies, identify bias, argue succinctly, etc.

Signs of improvement in a student’s participation throughout the semester will also be taken into account in assigning grades.

In class participation: 2 points per class

Student “entry slip”—1 full page handwritten or typed answers to each week’s discussion questions: 2 points per class

The “entry slips” comprising 1 full page of single-spaced typed answers are due at or before the beginning of each class; any submitted after 5:40 p.m. of the day of class will NOT be accepted. A student cannot e-mail an entry slip on time but arrive late in person; entry slips and students should be in class by the beginning of class. Please submit one copy to the instructor and bring another copy for yourself for use in class.

See the end of this syllabus for further helpful advice on “Critical Reading” that has been excerpted from Reading Economic Geography (2004) by T. J. Barnes, J. Peck, E. Sheppard, & Tickell (eds.), Malden, MA: Blackwell, 7-9.
(2) Movie written assignment based on both movies shown in class—12 points
Due: by beginning of class, Monday, November 23 (12 points). See warnings below under “Academic Misconduct” to avoid intentional and unintentional plagiarism that comes with academic misconduct proceedings and an “F” for the semester.

(3) Individual student PowerPoint “conference-style” presentations in class: December 7 or 14 (5 points for Proposal and Bibliography due October 12 at or before the beginning of class; 15 points for PowerPoint due November 30 at or before the beginning of class, and Presentation in class (5 points) on December 7 or 14).
Students should individually select a topic related to a particular aspect at the intersection of globalization and the city that particularly interests them:
(a) One-page proposal plus one-page bibliography due: Monday, October 12.
(b) PowerPoint project due: Monday, November 30.
(c) PowerPoint presentation on: Monday, December 7 and 14.
See warnings below under “Academic Misconduct” to avoid intentional and unintentional plagiarism that comes with academic misconduct proceedings and an “F” for the semester.

(4) Proposal Review Workshop on Monday, October 19 – 5 points
During the week following the October 12 submission of the individual student PowerPoint presentation proposals with bibliographies, each student will be required to review a selected number of other students’ proposals in preparation for a proposal review workshop during the entire class on October 19. If you miss class on October 12, it is your responsibility to contact the instructor as soon as possible after that missed class to obtain copies of student proposals to review for the following week’s class.

(5) Critical annotated bibliography based on assigned required readings – 25 points
Students should produce a critical annotated bibliography based on 25 assigned required readings that were not the subject of weekly discussion questions during the semester. Students should produce a 7-10 page 12-point typed double-spaced critical bibliography. Students should allocate one paragraph to each of the 25 chapters in which they identify for each chapter a problematical aspect. For example, you can identify a flaw in an argument in a chapter, a weakness in an underlying assumption, a problem with the appropriateness of the methodology, if the author(s) did not adequately address the research questions/agenda they set out to achieve, an issue with the validity of the conclusions, whether the chapter does not stand up well in comparison to the other chapters in the book in terms of the questions asked and the quality of the research, etc. In order to be fair to these authors, you should not identify issues or questions that you think that the author(s) neglected to address—it is too easy to come up with things off the top of your head that you think the author could/should have addressed; so instead of identifying what the author did not include, you should address what they did include. By the end of the semester’s readings, you should be able to use the information and arguments from all the chapters you have read
plus your class lecture notes as “ammunition” to support your own assessments of the
quality of the arguments in these 25 readings.

See the end of this syllabus for further helpful advice on “Critical Reading” that has been
excerpted from Reading Economic Geography (2004) by T. J. Barnes, J. Peck, E. Sheppard,

See warnings below under “Academic Misconduct” to avoid intentional and unintentional
plagiarism that comes with academic misconduct proceedings and an “F” for the semester.

Due: beginning of class, Monday, December 7.

GRADUATES ADDITIONALLY:

(6) PowerPoint presentation on Milwaukee – 25 points (20 points for project and 5
points for in class presentation on November 16)
Each grad students will be individually assigned a topic for Milwaukee at the intersection of
globalization and the city. The goal of the project is to make and give a PowerPoint
presentation that provides your classmates with an introduction to and the most
relevant information about your topic for Milwaukee.

See warnings below under “Academic Misconduct” to avoid intentional and unintentional
plagiarism that comes with academic misconduct proceedings and an “F” for the semester.

PowerPoint Project due: noon, November 11 (20 points)
Presentation in class: November 11 (5 points)

(7) Academic paper containing critical literature review to accompany individual project
– 25 points
In addition to the individual PowerPoint Project on a topic of your choice at the intersection
of globalization and the city, each graduate student should prepare and submit an
accompanying “traditional” academic paper which fleshes out the PowerPoint presentation
particularly in terms of a critical literature review and in depth discussion/conclusions based
on the literature.

See warnings below under “Academic Misconduct” to avoid intentional and unintentional
plagiarism that comes with academic misconduct proceedings and an “F” for the semester.

Due: at the beginning of class, Monday, November 30 (25 points).
Investment of time (hours) by the average student necessary to achieve the learning goals of the course:

| Time in the classroom (face to face instruction): | 29.3 |
| Time for class presentations:                  | 8.0  |
| Time completing assignments:                   | 106.7|

Grades are assigned using the following scale:

- **A** 93-100%  Achievement of outstanding quality.
- **A-** 90-92  Achievement of slightly less than outstanding quality.
- **B+** 87-89  Achievement of slightly more than high quality.
- **B** 83-86  Achievement of high quality.
- **B-** 80-82  Achievement of slightly less than high quality.
- **C+** 77-79  Work of slightly more than acceptable quality.
- **C** 73-76  Work of acceptable quality.
- **C-** 70-72  Work of slightly less than acceptable quality.
- **D+** 67-69  Work slightly below the quality expected.
- **D** 63-66  Below the quality expected.
- **D-** 60-62  Barely above failing.
- **F** 59  Failure.

Students in L&S can register credit/no credit for 1 course per semester (with a maximum of eight courses) for courses, other than Honors courses, that are not in the student’s major. Students who register credit/no credit for this course must earn a grade of “C-” or better to receive credit.

There will be no extra credit offered in this course.

Registration Policies for late registration, change, add/drop and withdraw

The deadlines for making changes to your schedule for grading and records purposes are:

- Deadline for adding: September 16.
- Deadline for dropping full-term classes without “W:” September 29.
- Deadline to drop or withdraw from full-term classes (“W” on transcript): October 23.

Departments have the right to enforce class attendance policies, and may administratively drop students who do not meet these requirements. Students who fail to attend a class during the first week of the semester may be dropped so that another student may be accommodated.

Students must obtain, in advance, instructor approval to enroll in courses that have any time conflict/overlap. Failure to do so may result in you being administratively dropped from this course.

**Participation by Students with Disabilities:** If you need special accommodations in order to meet any of the requirements of this course, please contact me as soon as possible.

**Accommodations for Religious Observances:** Students will be allowed to complete examinations or other requirements that are missed because of a religious observance.

**Academic Misconduct:** The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the
appropriate citation of sources, and for respect of others’ academic endeavors.

Academic dishonesty is any act by a student that misrepresents the student's own academic work or that comprises the academic work of another. Examples include cheating on examinations, plagiarizing (misrepresenting as one's own any work done by another), depriving another student of necessary course materials, or sabotaging another student's work.

To avoid charges of **PLAGIARISM** and academic misconduct proceedings, you must accurately and fully cite any sources you use in your written work and PowerPoint presentations. It is perfectly acceptable to quote or paraphrase another’s work if you appropriately credit the source. If you **quote** from another author, you **must** place the quotation in quotation marks, and with the quotation provide the author’s name and date of publication in parenthesis with the page number(s) **as well as** the full citation in your bibliography (Last name, first name, date of publication, title of publication (if book; if an article or book chapter, then provide the title of the article or book chapter and the name of the book (with authors/editors) or journal), publisher, place of publication, page numbers (for articles and book chapters)). If you **paraphrase** another author’s words, then you do not need to use quotation marks, but you **must** still provide the author name and date of publication in parenthesis **as well as** the full citation in your bibliography. Please note that the entry slips and papers in this seminar are intended to be your own critique of the readings rather than a descriptive paraphrasing of or long quotes from the contents of the readings.

Examples of plagiarism involving not crediting a source correctly that will be penalized whether intentional or unintentional (from Colin Purrington, http://colinpurrington.com/tips/academic/preventing-plagiarism):

1. **NOT PLAGIARIZED**
   
   “... inaction in the face of cheating leads to even higher levels of cheating ...”
   

2. **PLAGIARIZED** (no quotation marks)
   
   Inaction in the face of cheating leads to even higher levels of cheating.
   

3. **PLAGIARIZED** (no quotation marks, no source)
   
   Inaction in the face of cheating leads to even higher levels of cheating.

4. **PLAGIARIZED** (rephrased but no source)
   
   Students tend to plagiarize more when they realize professors are willfully blinding themselves to issue.

http://colinpurrington.com/tips/academic/preventing-plagiarism
Plagiarism in this class is taken very very seriously and is *always* penalized—it is the responsibility of the student NOT to plagiarize either intentionally or unintentionally. The following is a rewording of UWM’s academic misconduct policy sanctions at: http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm:

Group A sanctions are imposed by the instructor and include the following: an oral reprimand, a written reprimand to the student, a requirement to repeat the work, or the work being graded on its merits (for example, receiving a very low grade for mindlessly cutting and pasting).

Group B Sanctions include the following: an F for the course, immediate removal of the student from the course, personal probation, and/or a written reprimand to be included in the disciplinary file of the student.

Group C Sanctions include the following: disciplinary probation, suspension, or even expulsion.

**Classroom courtesy:** Being courteous in the classing includes not talking in class with fellow class members or in any way disturbing class lectures; this includes sleeping, reading newspapers or other material not directly related to the class, texting, or using your laptop for other than class related activity. If the class is interrupted to address an individual behavior problem, the first time is a warning, the second time is dismissal from the class.

**Complaint Procedures:** Students may direct complaints to the head of the department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.

**Sexual Harassment:** Sexual harassment is reprehensible and will not be tolerated by the University. It subverts the University’s mission and threatens the careers, educational experience, and well-being of students, faculty, and staff. The University will not tolerate behavior between or among members of the University community that creates an unacceptable working environment.

**Incompletes:** An “incomplete” grade will be assigned only in extraordinary cases when unexpected conditions prevent a student from completing the requirements of the course within the term of enrollment. A notation of “incomplete” may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantial cause beyond the student’s control, has been unable to take or complete the final examination or to complete some limited amount of term work. An incomplete is not given unless students prove to the instructor that he/she is prevented from completing course requirements for just cause as indicated above.

**Financial obligation:** The submission of your registration form and your subsequent assignment to classes obligates you to pay the fee-tuition for those classes or withdraw your registration in writing no later than the deadline listed in the Schedule of Classes.

You should also be aware of services that are available to you at UW-M that help protect students and keep UW-M a safer place, such as the BOSS (Be On the Safe Side) shuttle and the free escort service by the campus police at night.
Critical Reading


Here are some tips about reading in a constructively critical manner. This may sound time consuming, but think for a minute about how much effort it took to write the a book chapter or article!

- **Gain an overall sense of the argument.** Before reading an article [or book chapter] in detail, peruse the introduction and conclusion to get a sense of the research questions driving the scholarship, and the overall argument. A detailed reading will be more meaningful if you can situate it within this overall understanding.

- **Engage in a detailed initial reading.** Take detailed notes, jotting down major arguments advanced, and figuring out how the various parts of the article contribute to constructing the overall argument.

- **Learn the terminology.** Terms mean different things in different contexts, so it is important to know how they are used within economic geography. Make notes of terms you do not understand, and look them up on the Internet or in an encyclopedia or dictionary of human geography (e.g., the current edition of The Dictionary of Human Geography by R. Johnston, et al. (eds.), Oxford: Blackwell).

- **Pay attention to writing.** Think about the writing style of the author. What makes it effective, or ineffective? Is the style appropriate for the task at hand? Is the author trying to overwhelm you with fancy words, jargon, and obscure references, thereby undermining your ability to criticize the article, or is he or she adept at making complex ideas accessible and highlighting the most important points?

- **Contextualize the essay.** Determine how authors situate themselves. Which theoretical or philosophical perspective is being adopted? What kinds of research do the authors engage with, or ignore? How does the article fit within their trajectory of work (visiting authors’ web sites often helps)?

- **Take little on faith.** Do not be satisfied with authors’ renditions of others’ arguments, or their interpretations of empirical material. Wherever possible, go back to the sources, and read critically the various inscriptions that the authors mobilize in support of their argument.

- **Engage in an internalist critique.** An internalist critique pays attention to how well authors achieve the goals they set for themselves. This is essential to any constructive critical reading. Since economic geography is such a diverse field, it is too easy to dismiss an article [or book chapter] for taking what you believe to be the wrong general approach, or for asking questions in which you are not interested. This kind of externalist critique (below) is important, but is insufficient. An internalist critique gives due respect to the author and the effort he or she invested. Based on your understanding of the article, how convincing is the overall argument? Is the theoretical argument rigorous, and the use of empirical evidence appropriate and convincing, with respect to the norms of the scholarship within which the article or book chapter is situated? If not, how could it be improved?

- **Engage in an externalist critique.** What important questions/issues regarding the topic have been omitted in the article? What other approaches to the topic could the author have taken? How would choosing a different approach affect the overall research questions and
methodologies? What might be the relative value, in your view, of a different approach?

- **Be reflexive.** Reflect on the critiques you have developed, and how they are shaped by your own personal and intellectual biography (What has interested you? What have you been taught to value? What constitutes your identity and interests?). Use this as an opportunity to reflect on the context from which your critique stems, and to challenge your own preconceptions. To learn from others’ scholarship you have to engage with the research and even change your mind. Finally, ask the ethical question of whether your critical assessment is the kind that you would like to receive from someone reading your essays.