



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

SYLLABUS: GEOG 2400 (ONLINE) ECONOMIC AND SOCIAL GEOGRAPHY AUTUMN 2021

COURSE OVERVIEW

Instructor

Instructors: Ariel Rawson (rawson.29)

Teaching assistant: Caroline Atwood (atwood.96)

Office hours over Zoom: Friday during scheduled class time (12:40-1:35) and by appointment (see details in [“Faculty feedback and response time”](#) and for more on Zoom see [“Necessary software”](#))

Course description

How is prosperity in one place related to decline elsewhere? As the world has become more globally interconnected, it has also become more divided, with more inequality in wealth than ever before. This class will emphasize the significance of inequality in how we as social actors both shape and are shaped by economic activity. Popular ideas about “the Economy” suggest there is an “invisible hand of the market” that creates equal exchange and fair competition. Instead, this course emphasizes that economic relationships are fundamentally social relationships rather than something outside us and separate from social life. Providing a geographic perspective highlights how social inequality, or uneven power between people, makes economic relations and how economic relations remake inequality. Put differently, this course examines economies as *people doing things* through *uneven relations* that shape what, how, and why people do the things they do. A geographic understanding of today’s distinct pattern of social and economic relations is one that illuminates the role of space and place, not as a background for activity, but as a formative in how the relations that both connect and divide peoples, places, and things are *produced*. Since who we are as economic actors is made through the places where we work and live, we also examine spaces such as the household, the factory, the city, the nation, and the globe.

The first three weeks of the course will introduce key concepts and theories for understanding unequal social and economic relations from a geographic perspective. The rest of

the course uses these concepts to examine the distinct pattern of social and economic relations that characterize today's world. We focus on various economic sectors including extraction, agriculture, manufacturing, and services (technology, finance, retail, and care work). Rather than just focusing on "where" the economy happens, we show how commodities connect and divide people and places, addressing both "spaces of production" and "spaces of social reproduction." We examine how value is created and captured amongst a breadth of actors: financial institutions, the state (government), corporations, consumers, and paid and unpaid workers. As we examine today's social and economic landscape we will also attend to some key historical shifts, including the shift from Fordist to Post-Fordist modes of production. Here, we will particularly attend to the geography of this historical trend and what is at stake for labor conditions, including how these are affected by gender, race, nationality, and class. Throughout this course we will examine how the social role of consumer, laborer, and entrepreneur shape our identities. In so doing, we ask how our situated embeddedness in global economies poses both challenges and opportunities for becoming global citizens.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Compare how different concepts of space (location, territory, place, scale) inform a geographic perspective
- Apply space as a tool to analyze inequality and analyze how space produces inequality
- Describe uneven patterns of social and economic relations today
- Analyze how patterns of social and economic unevenness have changed over time and space
- Explain how various sites and spaces of economic activities are interconnected
- Recognize and attribute the social actors involved in economic processes
- Analyze the uneven power relations amongst social actors

GE Course Information

Social Science Goals: Human, Natural, and Economic Resources

- 1. Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.
 - Rationale: This course will satisfy this objective through examining all the resources required for producing the commodities we use every day as well as comparing economic and geographic theories on the unequal distribution of resources.
- 2. Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts.

- Rationale: This course will satisfy this objective by addressing the winners and losers of globalization and neoliberal policy and the authority of state, corporate, and international institutions to shape the decision-making possibilities for individuals, especially laborers. We also address the specifically spatial dimensions of political, economic, and social trade-offs.
- 3. Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.
 - Rationale: This course will satisfy this objective by addressing how labor and environmental conditions in capitalist production are unsustainable for the health of both people and the planet. We also cover this by showing how contradictions in capitalism create crisis and how crisis creates opportunities for capitalism.

Diversity Goals: Global Studies

- 1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
 - Rationale: This course will satisfy this objective by looking at how globalization shapes the specific economic and social conditions of Mexico, Jamaica, Ethiopia, and the Philippines.
- 2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.
 - Rationale: This course will satisfy this objective by looking at the significance of immigration to the global economy. We also foster global citizenship through an analysis of commodity chains, which provides an opportunity to re-connect distant producers and their social conditions with everyday acts of consumption.

How this course works

This course is **100% online**. There are no required sessions when you must be logged in to Carmen at a scheduled time. Lectures will be given live during scheduled class time on Mondays and Wednesday and then a recorded version will be posted after the class session to Carmen.

This course is divided into **modules** lasting 1-2 weeks each. Each module will be posted by 8:00 am Monday morning. Students complete the activities for each module by Sunday at 11:59 pm. Students are expected to keep pace with module deadlines but may schedule their efforts freely within that time frame.

All students are assigned to a **discussion group** of about 10 individuals. Students will see Carmen discussion posts of others in their group, and throughout the semester will be asked to provide peer comment on each other's work.

Credit hours and work expectations:

This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of direct instruction (online instructor content and Carmen activities, for example) and 6 hours of independent work (reading and assignment preparation, for example).

Course materials (no purchases required!)

Required – selected sections will be available electronically through Carmen

Gregory D, Johnston R, Pratt G, et al. (eds) (2009) The Dictionary of Human Geography. 5th ed. UK: Blackwell Publishing.

All other required articles, book sections, or podcasts are directly embedded in Carmen (see course schedule)

Films - All Films are available through either DocuSeek, Secured Media Library, or Kanopy (all streaming platforms are OSU supported and have been vetted for accessibility standards, including adequate captioning, please contact the instructor if you need alternative assignments)

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- Recording a slide presentation with audio narration
- Recording and uploading video

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft’s Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
 - Students can access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
 - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.
- [Zoom](#) is the academic audio web conferencing solution for Ohio State
 - [Getting started with CarmenZoom](#)

Carmen Access

You will need to use [BuckeyePass](#) multi-factor authentication to access your course in Carmen. To ensure that you can connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass-Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click “Enter a Password” and then click the “Text me new codes” button that appears. This will text you ten passcodes good for 365 days that can be each used once.
- [Download the Duo Mobile application](#) to all your registered devices for the ability to generate one-time codes if you lose cell, data, or wi-fi service.

If none of these options will meet your needs, contact the IT Service Desk at 614-688-4537 (HELP) and the IT support staff will work out a solution with you.

Grading and faculty response

Grades

Assignment or category	Percent
Introduction video (icebreaker)	2
Short quizzes = 3 pts x 10	30
Discussion posts and peer responses = 2 pts x 10, 1pt x 10	30
Reflections (mid-term and end-term) = 2 pts x 2	4
Commodity chain final (including 8 scaffold assignments) = see rubric	34
Total	100

See [course schedule](#) for due dates

Assignment information

There are no high-stake exams in this class. The assignments are organized to provide multiple lower stakes opportunities. There is one group research project due at the end of the course, with incremental smaller assignments due individually throughout the semester.

This course is organized in modules. Each module is 1 week long and the format for each module will be similar. Each module will include a short introduction video, a set of lectures (slides with narration), required readings, a film or two (most modules), and assignments. Most weeks include *a short quiz, a discussion post and peer response, and a scaffolding assignment for the final project.*

Introduction video (icebreaker): The first week students will make and upload a video of themselves, introducing themselves to both the instructors and their peers. Students will post this video in their group discussion thread. Since activities throughout the course are aimed to build peer community establishing a rapport within your small group is a crucial first step! This assignment is also intended to test out technology that will be used again later in the course.

Lectures, readings, podcasts and films: Unless explicitly noted, all lectures, readings, podcasts and films are required. These materials cover key concepts, provide background information, and explore each module's concepts through examples. You will need to view this material in order to complete the graded assignments.

Discussion posts and peer responses: Each module has a written assignment that requires completing some form of engagement with and analysis of the week's course material. Prompts may also ask student's to draw on their own personal experiences and expertise. Specific instructions will be posted each week. Prompts also include directions for *a peer response post due the following week*. Students will draw on course content and their own experience of completing the assignment to provide a substantive reaction to a peer's post. Excellent work will respond to all aspects of the assignment by demonstrating understanding, critical engagement, and application of material. Unless specified otherwise, the expected response length for online activities is 350-500 words and length of peer response posts is 150-300 words.

Short quizzes: At the end of each week students will complete a short quiz (3-5 questions) based the course content from the week's module (i.e. lectures, readings, and films). The specific questions will vary by week and questions will be randomized. Everyone will *not* receive the same questions. *You can use your notes* to complete these assessments. However, your submission *will be timed* (15 minutes).

Reflections: There are two reflection assignments. One mid-way through the semester (the week of fall break) and one at the very end of the semester (finals week). These reflections are low stakes (2 points) but are extremely useful for the instructor in assessing course design and

material. These are short answer questions that ask you to reflect on both the strengths and weaknesses of this course.

Group Commodity Chain Analysis: The final for this class is a commodity chain analysis assignment. A detailed instructions and rubric for this project will be posted the second week of class. As a group students will analyze the geographical structures involved in the transformation of a commodity from its origins to the ‘end’ of its life. Your group will be assigned a commodity. There are three key questions: *What are the linkages between people, places, and processes? Why those linkages and not others? What are the stakes or implications of such linkages (who are the winners and losers)?* Your grade has multiple components. 1) Throughout the semester you will *individually* complete multiple “scaffolding” assignments that contribute to the final project (approximately one per module). 2) At the end of the semester you will upload your group research project in the form of a) a written submission (essay format) and b) slides with voice over narration (visual and audio component). This will require you to also meet regularly as a group throughout the semester in order to coordinate your individual contributions. 3) You will view, evaluate, and comment on the submission of two of your peers. Excellent work effectively organizes and clearly communicates ideas, provides well-researched evidence and documentation of various sources, and demonstrates potential to apply methods for commodity chain analysis beyond the current project.

Late assignments

Late submissions will be accepted up to a week past the due date, with penalties. One day late will incur a 10% penalty. Two days late will incur 20% penalty. Three days will incur a 30% penalty. Four days late will incur a 40% penalty. Five to seven days late will only receive 50% credit of the grade you would have received if it was submitted on time. **There are no penalties if you contact an instructor ahead of time for deadline adjustments.** Please refer to Carmen for due dates.

Standard OSU grading scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-
 77–79.9: C+
 73–76.9: C
 70–72.9: C-
 67–69.9: D+
 60–66.9: D
 Below 60: E

Faculty feedback and response time

The information here gives you an idea of our intended availability throughout the course. Remember that you can call **614-688-HELP** at any time if you have a technical problem.

Grading and feedback

Assignments will generally be graded within **7 days**. For additional feedback please reach out individually.

Discussion board

Consult the **DISCUSSION: Course Q&A** in Carmen and use the search function. I check and respond to these messages regularly and you may find that I've already addressed your question. If you don't find an answer, post your question to the discussion board. Your classmates may provide an answer before me. The open discussion is not appropriate for questions about your grade, illness, etc. In those situations, an e-mail is the best way to contact me.

Email

We will reply to messages within **48 hours, we will aim for 24 hours during school days**. Feel free to address me by my first name in email communications (i.e. Dear Ariel), but **please do address me by name**. When emailing me, **please include "GEOG 2400"** in the subject line so that I know it is regarding this class. The exception is if you are messaging me on Carmen, in that case it will automatically let me know

Office Hours

Every Friday students are invited to **optional weekly** Zoom discussions. Additional office hours are by appointment only. Office hours will be held on Zoom and require at least **24 hours notification**. Scheduling will be limited to **school days**. To schedule office hours, please contact me through carmen messaging or direct email.

Attendance, participation, and discussions

Attendance and participation requirements

Your attendance is based mainly on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST TWICE PER WEEK**
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with an instructor *as soon as possible*.
- **Participating in asynchronous, online discussions: 2 TIMES PER WEEK**
As participation, each week you can expect to post two times as part of our substantive

class discussion on the week's topics. You will also be expected to meet with your group for weekly check-ins on your commodity chain research project. See “[Assignment information](#)” for details on online activities and peer responses and commodity chain project.

- **Office hours: OPTIONAL**

There are optional office hours. If you are interested in discussing class material or an assignment, please contact an instructor to schedule office hours by appointment. See details under “[Discussion board](#)”

Consult the **DISCUSSION: Course Q&A** in Carmen and use the search function. I check and respond to these messages regularly and you may find that I’ve already addressed your question. If you don’t find an answer, post your question to the discussion board. Your classmates may provide an answer before me. The open discussion is not appropriate for questions about your grade, illness, etc. In those situations, an e-mail is the best way to contact me.

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Discussion and communication guidelines

The following are our expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to support your argument. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.) See below for more on citation styles.

- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, then copy into the Carmen discussion.

Other course policies

Academic integrity policy

Policies for this online course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow The Chicago Manual of Style 17th edition ([click here for online version](#)) to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with an instructor.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was. Falsifying could lead to penalties.
- **Collaboration and informal peer-review:** The course includes opportunities for peer engagement but remember that comparing answers on an assignment is not permitted. If you're unsure about a particular situation, please feel free to ask ahead of time.

Ohio State's academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Diversity statement

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

- <https://odi.osu.edu/>
- <https://odi.osu.edu/racial-justice-resources>
- <https://odi.osu.edu/focus-on-racial-justice>
- <http://mcc.osu.edu/>

Your mental health!

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org

Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let us know immediately so that we can privately discuss options. To establish reasonable accommodations, we may request that you register with Student Life Disability Services. After registration, make arrangements with us as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video (Kanopy, DocuSeek, Secured Media Library, Zoom)

Additional Student Support Services

Student Advocacy Center: Answer students' questions, direct students to appropriate resources and departments, provides general university guidance

- 614-292-1111 <http://advocacy.osu.edu/>

Student Wellness Center: Promoting student wellness through nine dimensions of wellness

- 614-292-4527 <http://swc.osu.edu/>

Multicultural Center: Offering programs, services and outreach for all OSU students; supporting and celebrating all students through an intercultural model

- 614-688-8449 <http://www.mcc.osu.edu/>

Academic Advising: Advising for undergraduate students on the Columbus campus is provided by the individual college or department that offers the program of study you are pursuing. This allows you to get advice from someone who knows the specifics of your curriculum

- <https://advising.osu.edu/>

Student Academic Services: Find information by topic and take care of your personal Buckeye business (i.e. Financial Aid and other services) online at buckeyelink.osu.edu. Or speak with someone in person.

- Student Academic Services Bldg., Lobby
281 W. Lane Ave. [[map](#)]

Monday–Thursday: 9 a.m. to 5 p.m.

Friday: 9 a.m. to 4 p.m.

Academic Support Services: This includes various resources for learning support from tutoring and study strategies to stress management and confidence building.

- <http://younkinsuccess.osu.edu/academic-services/>

Course schedule

Schedule in brief (subject to change)

See below for detailed schedule, with activities

WEEK	Dates	Topics
1	8/24-8/29	Introductions: Getting Started
2	8/30-9/5	What is Economic and Social Geography?
3	9/7-9/12	Theories of Inequality in a Transnational World
4	9/13-9/19	Extractive Geographies
5	9/20-9/26	Agricultural Geographies
6	9/27-10/3	Manufacturing Geographies I: Global North
7	10/4-10/10	Manufacturing Geographies II: Global South
8	10/11-10/17	Mid-term reflection – <i>Fall break</i>
9	10/18-10/24	From Manufacturing to Service Geographies: Digital Geographies
10	10/25-10/31	Service Geographies I: Finance
11	11/1-11/7	Service Geographies II: Retail & Marketing
12	11/8-11/14	Service Geographies III: Healthcare & Domestic Work
13	11/15-11/21	Work on final project (compile essay and create audio visual)
14	11/22-11/28	<i>Thanksgiving break</i>
15	11/29-12/5	Project Presentation
16	12/6-12/9 (part week)	Project Presentation (Peer review)
17	12/10-12/16	Finals Week (final reflection and course assessment)

Detailed schedule (subject to change)

Module	Topic	Content (view, read, or listen): All links in Carmen	Assignments: View and submit via Carmen
0	Getting started, Meet your instructors and peers	Video introducing instructors and the course Syllabus	Icebreaker
1	Economic and social geography	Lectures <i>Dictionary of Human Geography</i> : space, scale, place, territory Coe et al (2020) The Economy: What Does it Mean? NYT 1619 project: The sugar that saturates the American diet has a barbaric history... Aeon – Why the original laissez faire economists loved slavery	Discussion post 1 Short quiz 1
2	Theories of inequality in an interconnected world	Lectures <i>Dictionary of Human Geography</i> : stages of growth, environmental determinism, core-periphery, uneven development, globalization, commodity, commodity chain NYT 1619 project (2 articles): American capitalism is brutal; How America's vast racial wealth gap grew	Peer response 1 Discussion post 2 Short quiz 2 Scaffold assignment 1
3	Extractive geographies	Lectures Podcast – Potosi: The Silver Mine That Changed the World (14 min) Film – Gasland Kelly (2019) As Petrochemical Industry Extends Along Ohio River, Pollution Follows Close Behind Bruggers (2020) For the Ohio River Valley, an Ethane Storage Facility in Texas Is Either a Model or a Cautionary Tale Film – Saving Juliette (YouTube)	Peer response 2 Discussion post 3 Short quiz 3 Scaffold assignment 2

Module	Topic	Content (view, read, or listen): All links in Carmen	Assignments: View and submit via Carmen
4	Agricultural geographies	Lectures <i>Dictionary of Human Geography</i> : agricultural geography, intensive agriculture, green revolution, Malthusian model Film - Black Gold: A Look at Coffee Production Around the World Seeds of Justice: In the Hands of Farmers (36 min) Win (2020) In the U.S., Black-run urban farms fight food inequality	Peer response 3 Discussion post 4 Short quiz 4 Scaffold assignment 3
5	Manufacturing I: Industrialization and deindustrialization in the Global North	Lectures <i>Dictionary of Human Geography</i> : industrialization, Fordism, post-fordism Film - Left Behind America: Ohio Citizens Fight for Economic Revitalization TED talk – LaToya Ruby Frazier, A Visual History of Inequality (5 min) Carten (2016) How racism has shaped welfare policy in America since 1935)	Peer response 4 Discussion post 5 Short quiz 5 Scaffold assignment 4
6	Manufacturing II: Globalization, commodity chains, and labor in the Global South	Lectures Film – Maquilapolis: A City of Factories Film clip – Manufactured Landscapes (15 min) [Reading on maritime labor TBD]	Peer response 5 Discussion post 6 Short quiz 6 Scaffold assignment 5 Mid-term reflection
7	Manufacturing to service: Communication technologies, digital platforms, and gig labor	Lectures Richardson (2018) Sharing economy Williams (2019) I Don't Love Columbus Because I Can't Participate in It Film – Uberland	Peer response 6 Discussion post 7 Short quiz 7 Scaffold assignment 6

Module	Topic	Content (view, read, or listen): All links in Carmen	Assignments: View and submit via Carmen
8	Service I: Finance	Lectures Film - The Flaw Film - Life and Debt [Reading on Redlining TBD] [Reading on Global South debt TBD]	Peer response 7 Discussion post 8 Short quiz 8 Scaffold assignment 7
9	Service II: Retail and marketing	Lectures Podcast - Taste of the Past episode 348: Golden Arches in Black America (35 min) Film - Consuming Kids: The Commercialization of Childhood NYT The Future of Work: Amazon's Great Labor Awakening Podcast – Gastropod: Hot Tips (50 min)	Peer response 8 Discussion post 9 Short quiz 9 Scaffold assignment 8
10	Service III: Healthcare and domestic work	Lectures <i>Dictionary of Human Geography:</i> social reproduction Film - Chain of Love Del Rio Drake and Popovich (The Hill 2020) The peril of America's domestic workers	Peer response 9 Discussion post 10 Short quiz 10
Final project	Commodity chain analysis	None	Peer response 10 Commodity chain project due (written essay and audio visual) Commodity chain peer review Final reflection