

GEOGRAPHY 2400.01: ECONOMIC AND SOCIAL GEOGRAPHY

Spring 2025

Call number 30620; 3 credit hours

Instructor: Elizabeth Mazzocco

Office Hours:

- By appointment. All Zoom appointments will be attended at the following link. Log in using your OSU credentials.
 - <https://osu.zoom.us/j/4791631129?pwd=dWNQQlBLakxWZUU1Y1FBRmllZlNoUT09>
 - Password: 129920

E-Mail: mazzocco.7@osu.edu

Course technology:

- **Carmen:** All course materials, including the syllabus and course calendar, lecture materials, assignments, grades, etc. are available on Carmen (<https://carmen.osu.edu/>). Download the app. Set up notifications. Course information/messages are sent regularly via Carmen and OSU email. (Download Outlook too.)
- **Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found at go.osu.edu/office365help.
- **CarmenZoom and Mediasite:** Virtual office hours will take place via [CarmenZoom](#), and voice-over lectures will be posted to [Mediasite](#).
- **General technology help:** For help with your University password or email, Carmen, or other technology questions or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7. Self-Service and Chat support: ocio.osu.edu/help; Phone: 614-688-4357(HELP); Email: servicedesk@osu.edu; TDD: 614-688-8743

Instructional approach: This is a fully online course composed of weekly modules. Modules are released weekly on Thursday and are due the following Wednesday. Students may work at their own pace throughout the week as there are no required scheduled class meetings. **Be aware that discussion forums may have midmodule due dates.** Material for this course will be shared via voice-over lectures on [Mediasite](#), PowerPoint slides, reading assignments, interactive activities & quizzes on Carmen, and discussion forums. Additionally, videos may be assigned from sites like YouTube or Kanopy.

Course Description: 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 four 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, care work, education). 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

Goals and Expected Learning Outcomes for a Social Science GE Course:

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.
 - a. 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.
 - a. 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.
 - a. 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.
 - a. 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.
 - a. 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.

Course Calendar:

Module	Dates	Topic
1	Monday, January 6 to Wednesday, January 8	Get to know your peers
2	Thursday, January 9 to Wednesday, January 15	Geography & the economy
3	Thursday, January 16 to Wednesday, January 22	Capitalism & the world economy
4	Thursday, January 23 to Wednesday, January 29	Trans-national corporations
5	Thursday, January 30 to Wednesday, February 5	Labor
6	Thursday, February 6 to Wednesday, February 12	Consumers
7	Thursday, February 13 to Wednesday, February 19	Agricultural geographies
8	Thursday, February 20 to Wednesday, February 26	Extractive geographies

9	Thursday, February 27 to Wednesday, March 5	Manufacturing geographies
10	Thursday, March 6 to Wednesday, March 19	Service geographies (with Spring Break March 10-14)
11	Thursday, March 20 to Wednesday, March 26	Economic development
12	Thursday, March 27 to Wednesday, April 2	Economic mobility
13	Thursday, April 3 to Wednesday, April 9	Climate change
14	Thursday, April 10 to Wednesday, April 16	Health care
15	Thursday, April 17 to Wednesday, April 23	Conclusion

Student Evaluation:

Homework exercises, discussions, activities, and quizzes 100%

Course assessments are a mix of multiple-choice and short & long-answer essay questions and are based on assigned course materials. Assessments may be assigned to be completed at a time of your choosing over the course of two to three days. As such, any make-up assessments will be granted at the instructor's discretion, may require **supporting documentation**, and may differ from the original version.

Late assignments and quizzes will be penalized 2% per day (Carmen will assign this penalty automatically). No assignments will be accepted after 11:59 p.m., Friday, April 25.

Grading scale: A: 93% or more; A-: 90-92%; B+: 87-89%; B: 83-86%; B-: 80-82%; C+: 77-79%; C: 73-76%; C-: 70-72%; D+: 67-69%; D: 60-66%; E 0-59%

Academic Misconduct: Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](#), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the

educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university’s *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct. Additional details:

- **Quizzes and exams:** You must complete the quizzes, and exams yourself, without any external help or communication.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. Beware of information found on the internet; it’s not always reliable.
- **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. This includes both your past work as well as other students’.
- **Collaboration and informal peer-review:** The course includes many opportunities for informal collaboration with your classmates. While study groups are encouraged, remember that using someone else’s answers on any graded quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Disability Statement: Any student who needs accommodations due to any type of disability must first register with Student Life Disability Services (SL-DS). Please call Student Life at 740-364-9578 or stop by Warner Center 226 to discuss procedures for getting accommodations. After accommodations are authorized, you will receive an Access Letter to share with your professors to help with the conversation about your needs. You do not need to disclose your disability to faculty. Although accommodations may be authorized any time in a term, it is to your best interest to disclose your needs during the first week of class.

COVID accommodations: The university strives to make all learning experiences as accessible as possible. Students seeking to request COVID-related accommodations may do so through the university’s request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

Contact Shannon Donley: Donley.82@osu.edu; 740-366-9385, Warner Center, Suite 226
<https://slids.osu.edu/covid-19-info/covid-related-accommodation-requests/>

Keys to Success:

- Take notes. Even though you have easy access to all course materials, organizing the material yourself in your own words helps you to process the information.
- Seek help as soon as you have any questions or concerns. I am available via email, text, phone, video chat, or even potentially in person. Take advantage of this.
- Keep up with the reading and assignments.
- Take every chance you have to earn all of the credit you can. Participate fully on discussion forums and take advantage of multiple attempts that some assignments may allow.

This course format consistently meets the same quality, assessment, learning outcomes and requirements of the traditional semester classroom offering of this course.

The fine print:

I reserve the right to correct any erroneous information on the syllabus and supporting documents (e.g. the course calendar) as well as change the dates of topics & assessments as needed. This is especially important this is just the second time I have taught this course!