



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

SYLLABUS: GEOG 2400.02 ECONOMIC AND SOCIAL GEOGRAPHY

Course Overview

Class day and time: MWF 12:40 – 1:35 PM; **Location:** Knowlton Hall 250

Research workshop day and time: Th 9:10 – 10:05 AM; **Location:** Fontana Lab 2020

Instructor: Ariel Rawson (rawson.29@osu.edu)

Office hours: Mondays 1:45–3:00 PM, Thursdays 10:15 AM – 11:45 AM, Derby Hall 1061

Teaching Assistant: Jublee Handique (handique.2@buckeyemail.osu.edu)

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Office hours: Thursdays 2:30 – 4:30 PM, Derby Hall 1145

Teaching Assistant: Jon Anderegg (anderegg.2@buckeyemail.osu.edu)

Office hours: Tuesdays 9:00 – 11:00 AM, online only ([Zoom link](#))

Course description

Diverse Economies Iceberg by [Community Economies Collective](#) is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](#).



The purpose of this course is to equip students with the critical, conceptual, and practical skills necessary for a spatial understanding of the economy and society, including how to position oneself. The course is structured around weekly modules and assignments, to teach students human geography approaches to global citizenship.

We are often taught to think of “The Economy” as a noun that operates by universal laws. From this perspective, the economic dimensions of our lives are treated as external to social dimensions and uniform across space and time. From the perspective of human geography,

economic relationships are a form of social relationships in which we all play a vital role in re/producing or transforming the relationships that shape our lives. Accordingly, geographic perspectives also emphasize how economic activities not only vary across spaces but are also fundamental to the re/making of place.

The course will provide key concepts from human geography used to study society and the economy as well as summarize major economic processes and key economic trends (e.g., globalization and de/industrialization). We will use familiar places (e.g., workplaces, our neighborhoods and cities) to look at how spatial processes, consumptions and social relations shape our everyday lives, identity and economy. Through the extensive inquiry and creative research project on **global commodity chain**, students will tie together these geographic perspectives on economy and society, including how their own situatedness (social locations) in global economies poses both challenges and opportunities for becoming global citizens. **This is an extensive, group-based project that builds student research throughout the semester and culminates in a public research forum.**

Goals and Expected learning outcomes

This course is part of the *Citizenship for a Just and Diverse World* theme in the University's General Education program. In addition, this is a Research & Creative Inquiry course, means that students can take this course to fulfill the entire Citizenship theme requirement.

Course-based Goals and ELOs:

Goal 1: Students can use spatial concepts to compare and contrast classical economics and human geography perspectives.

Goal 2: Students can explain how the exclusion of certain people and places are linked to the inclusion of other people and places (i.e., uneven development)

Goal 3: Students can apply human geography research methods in global citizenship to make real-life connections between how we work and how we buy, including how one's own socioeconomic positioning within uneven development shapes future challenges and opportunities.

GE Goals and ELOs for ALL themes:

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

Citizenship Goals and ELOs:

Goal 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

Goal 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

Research-based objectives and expectations:

1. Performance expectations set at appropriately high levels (e.g. students investigate their own questions or develop their own creative projects).

The goal of this research-intensive project is to learn and practice methods in human geography for global citizenship by unpacking our connections to the world through mundane commodities.

2. Significant investment of time and effort by students over an extended period of time (e.g., scaffolded scientific or creative processes building across the term, including, e.g., reviewing literature, developing methods, collecting data, interpreting or developing a concept or idea into a full-fledged production or artistic work)

The course requires an additional 45 hours of research-oriented work from students over the semester. This includes one hour per week of instructional in-class workshops and two hours per week of out-of-class assignments and activities. This work will provide the scaffolding for the final group research project on commodities and global citizenship.

3. Interactions with faculty and peers about substantive matters including regular, meaningful faculty mentoring and peer support.
4. Students will get frequent, timely, and constructive feedback on their work, iteratively scaffolding research or creative skills in curriculum to build over time.
5. Periodic, structured opportunities to reflect and integrate learning in which students interpret findings or reflect on creative work.
6. Opportunities to discover relevance of learning through real-world applications (e.g., mechanism for allowing students to see their focused research question or creative project as part of a larger conceptual framework).
7. Public demonstration of competence, such as a significant public communication of research or display of creative work, or a community scholarship celebration.
8. Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own.
9. Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, (e.g. universal design principles, culturally responsible pedagogy).

Course Policy: How this course works

Our primary joint responsibility in this class is to create a productive learning community. Good humor and support of one another are welcomed and encouraged. You should respect my right to teach and the right of your fellow students to learn. You are expected to conduct yourself with courtesy at all times and to treat everyone with respect. **Threatening or intimidating speech in**

any form/medium will not be tolerated. Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably.

Overview of the structure:

- This course is divided into **modules** lasting 1 week each. Each module will consist of lectures, readings, films and other material. Each module will include a set of lectures, required readings, a film or two, sometimes a podcast, and in-class assignments. This course is organized in four parts. This first part, *Our Global Economy*, contains seven modules, which emphasize how global processes structure our local lives. The second part, *How We Work*, contains two modules, the third part, *How We Consume*, contains two modules, and the fourth part, *How We Live*, contains two modules. Across all parts of the course, we examine how the 'local' and the 'global' are inseparable.
- This course also provides instruction in research and creative inquiry through a semester long collaborative project on commodity chains. Instruction, reading, and assignments will be scaffolded throughout the semester with **regular weekly workshops**.
- **For the research project, students** will be assigned to a **group** of about 8-10 individuals and will work together in their groups both during weekly workshops and outside of scheduled class time.

Credit hours and work expectations:

- This is a **4-credit-hour course**. According to [Ohio State policy](#), students should expect around 4 hours per week of direct instruction and 8 hours of independent work and/or out-of-class group work.

Communication:

- **Email:** We will reply to messages within **48 hours, we will aim for 24 hours during school days**.
- Students are expected to take a proactive role by seeking assistance from the TA or the instructor when problems arise.
- Instructors are available to assist you. For issues of clarification or greater explanation, the TA should be your first point of contact. *Whenever possible, meeting us during our office hours is preferred.*
- Use of the *Carmen discussion board is also encouraged*. Peers have the opportunity to respond to questions if they know the answer and see responses to questions that they might have as well.
- Students who are unable to complete the assigned work due to serious illness or other extreme circumstances must submit documentation to instructor within one week of the absence to turn in any work missed.

Grading and Feedback:

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

Attendance:

- All students are expected to come to class as per schedule having done the day's reading, ready to participate in discussions and related activities. You must be *present, awake, and not texting or surfing the internet*.

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.

Course materials

NO PURCHASES REQUIRED!

All required material is available through Carmen. This includes textbook resources (listed below), academic articles, new articles, book sections, films, podcasts. See [Course Schedule in detail](#) for more information.

Gregory, Derek, Ron Johnston, Geraldine Pratt, Michael Watts, and Sarah Whatmore, eds. 2009. *The Dictionary of Human Geography*. 5th ed. UK: Blackwell Publishing.

Kitchin, Rob, and Nigel Thrift, eds. 2009. *International Encyclopedia of Human Geography*. 1st edition. Amsterdam: Elsevier Science.

The Antipode Editorial Collective, ed. 2019. *Keywords in Radical Geography: Antipode at 50*. 1st edition. Chichester, West Sussex, United Kingdom; Hoboken, NJ: Wiley.

Coe, Neil M., Philip F. Kelly, and Henry W. C. Yeung. 2020. *Economic Geography: A Contemporary Introduction*. 3rd edition. Hoboken, NJ: Wiley-Blackwell.

Note: 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)

Assignment and Grading structure

Course Evaluation

| | |
|--|-------------|
| Midterm 1 | 15% |
| Midterm 2 | 15% |
| “Pop” in-class activities (5x 2pts each) | 10% |
| Quizzes (5x 3 pts each) | 15% |
| Research activities | 40% |
| Final course assessment | 5% |
| Total | 100% |

See [course schedule](#) for due dates.

Assignment information

Quizzes:

Every two weeks there will be a quiz based on the prior two weeks of both in-class and out-of-class material, except for the midterm weeks. This will result in 5 quizzes total. The quizzes will be 4-6 questions. All of the questions will be multiple choice, fill in the blank, or true/false. Quizzes will be held on Fridays during class with a lockdown browser. No phones are allowed. You will have 25 minutes to complete the quiz. The first 30-minutes of class will be a review, including answering any student questions. See course schedule for specific dates.

“Pop” in-class activities:

There will be 5 “pop” in-class activities, which will occur randomly across the semester. The goal of these activities is to assess attendance and participation. They will be graded as complete/incomplete and based on your effort. Instructions will be shared during class for each of these activities and will not be posted on Carmen. This means you will need to be in-class to complete these assignments.

Midterms:

There will be two midterms. Both exams will be essay based. Midterms will be held during class and you will have the full 55-minute period to complete the exams. You will need to draw on specific examples from in-class and out-of-class material. If you need additional time you can schedule a time to take your exam with the testing center or during office hours. To prevent the use of AI you will need to be in a lock down browser for these exams. No phones are allowed. The exam questions will be shown in class only and will not be posted on Carmen. We will have a full day of review before the exam days. See course schedule for dates. If you cannot make class during the scheduled exam time, contact the instructor at least ONE WEEK in advance to reschedule a time for the exam. If you miss an exam and did not contact the instructor ahead of time, you need to provide documentation to reschedule with the instructor. You cannot reschedule after exams have been graded and returned to the class. All rescheduled midterms will be held during office hours or at the testing center.

Research methods for global citizenship: Group commodity chain project:

Students will work in assigned groups to geographically analyze the social and economic processes that transform raw materials from places near and far into the commodities that saturate our lives. From the start of the semester there will be regular workshops and assignments that will require active-student learning work, both individually and within your group. For details see course schedule and refer to Commodity Chain Research Document on carmen.

Final course assessment:

The final course assessment is a Likert survey on all of the material covered this semester. For full credit you need to provide comments on at least five items. The comment length only needs to be 50 to 150 words, but they must be constructive. The course assessment will be posted on the last day of classes and you will have 4 days to complete this assignment. I will provide detailed instructions and a rubric when I post the assignment. The goal of this assignment is to provide feedback on the course, which will inform revisions to the course for future semesters.

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

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.

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

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)

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/>

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

Academic integrity policy

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/>.

Use of AI

OSU Committee on Academic Misconduct has provided the following **policy on the use of AI by students in academic courses**:

"All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use “unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment” unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing” of writing, ideas or other work that is not your own. These requirements apply to all students — undergraduate, graduate, and professional.

"To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments."

In accordance with this policy, in our course we will NOT use AI. Because you will best accomplish the goals of this course by undertaking all activities, assignments and assessments without AI assistance, you are not permitted to use any AI tools in this course. If you are uncertain about any part of this policy or its application to any assignment or activity in the course, consult with me before proceeding.

Standard OSU grading scale

| Percentage | Letter Grade | Qualitative Description |
|------------|--------------|---|
| 93-100 | A | Achievement that is <u>outstanding</u> relative to the level necessary to meet course requirements. |
| 90-92.9 | A- | |
| 87-89.9 | B+ | Achievement that is <u>significantly above</u> the level necessary to meet course requirements. |
| 83-86.9 | B | |
| 80-82.9 | B- | |
| 77-79.9 | C+ | Achievement that is <u>in keeping</u> with the course requirements in every respect. |
| 73-76.9 | C | |
| 70-72.9 | C- | |
| 67-69.9 | D+ | Achievement that is worthy of credit even though it fails to meet fully the course requirements. |
| 60-66.9 | D | |
| 0-59.9 | E | Work that was either completed but not worthy of credit, or incomplete. |

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.

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://youkinsuccess.osu.edu/academic-services/>

Course schedule in brief

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|-----------------|--|
| PART I | OUR GLOBAL ECONOMY |
| MODULE 1 | What is Economic and Social Geography? |
| MODULE 2 | The Economic Iceberg |
| MODULE 3 | Capitalism and Neoliberalism |
| MODULE 4 | Global Production Cycles |
| MODULE 5 | Raw Materials |
| MODULE 6 | Global Labor and Identity |
| MODULE 7 | Distancing Production and Consumption/ MIDTERM 1 |
| PART II | HOW WE WORK |
| MODULE 8 | Conditions of work |
| MODULE 9 | Gig Economy |
| PART III | HOW WE CONSUME |
| MODULE 10 | Consumption as a Social Act |
| MODULE 11 | Consuming Places |
| PART IV | WHERE WE LIVE |
| MODULE 12 | Urban spaces |
| MODULE 13 | Housing & Race |
| END OF SEMESTER | MIDTERM 2, FINAL PROJECT, COURSE ASSESSMENT |

Course schedule in detail

Schedule with topics, readings and assignments

All the readings, lectures, videos, and podcasts are available on Carmen. Out of class material will be posted one week before the module begins.

In-class materials will be posted the day before we cover them in class.

Note that the 5 in-class pop activities for attendance and participation are not listed in the schedule.

This schedule is subject to change, changes will be posted on Carmen.

| Modules & Topics | Dates | In-class | Out-of-class M, W, and F symbols are deadlines |
|--|------------|--|--|
| Part 1: Our Global Economy | | | |
| MOD 1: What is Economic and Social Geography? | 1/6- 1/10 | Lectures: Syllabus Review (M) Geographic concepts (W) Commodity chains (F) | Required: Review syllabus (W) Dictionary of Human Geography: space, scale, place, territory (F) |
| Workshop 1: Introduction to commodity research project | 1/9 | In-class activity: Introduction to the research project and get to know you group. | Out-of-class activity: Identify 10 items in your household. Submit to Carmen by 1/15 at midnight. |
| MOD 2: The Economic Iceberg | 1/13- 1/17 | Lectures The Economic Iceberg (M) Inequality and Bad Explanations (W) <i>Quiz 1</i> (F) | Required: The Economy: What Does it Mean? (Coe et al 2020) (M) “Economics is too important to leave it to the experts” in The Guardian (Ha-Joon Chang 2014) (W) Community Economy A@50 (W) |
| Workshop 2: Researching like a geographer | 1/16 | In-class activity: Guest speaker: Prof. Kendra McSweeney, Dept. of geography group discussion | Out-of-class activity: Read “Global commodity chains and the new imperialism” Narrow commodity choices to 3 items |
| MOD 3: Capitalism and Neoliberalism | 1/20- 1/24 | Lectures: Capitalism (W) Neoliberalism (F) NO CLASS MON (1/20) MLK DAY | Required Watch Talk by Prof Ha-Joon Chang: 23 Things They Don't Tell You About Capitalism (W) “What Exactly is neoliberalism?” (Schenk 2015) (F) What America's student loan debacle |

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| | | | can teach us about Neoliberalism (El-Sayed 2022) (F) |
| Workshop 3: Planning and communicating research | 1/23 | In-class activity: Presentation on ArcGIS: Michelle Hooper, GIS administrator, Dept. of Geography Each group finalize one commodity to research collectively. | Out-of-class activity: Create ArcGIS account (OSU) Read “Archives” (IEG) Read “Triangulation” (IEG) |
| MOD 4: Global Production Cycles | 1/27 - 1/31 | Lectures: De/Industrialization and Globalization (M) Manufacturing in the Global South (W) <i>Quiz 2</i> (F) | Required: Watch Left Behind America (PBS Frontline, 54 min, 2018)(M) “China is turning Ethiopia into a giant fashion factory” in Bloomberg (Donahue 2018) (W) Santa’s real workshop (F) Maquilapolis: A City of Factories- Activism for Low-Wage Workers in Mexico (Kanopy, 69 min, 2006) (F) |
| Workshop 4: Annotated bibliography and research planning | 1/30 | In-class activity: Lecture + group work | Out-of-class activity: Submit group contract by 1/30 at midnight Start gathering resources and annotated bibliography |
| MOD 5: Raw Materials | 2/3 - 2/7 | Lectures: Agricultural Geographies (M) Extractive Geographies (W) SE Ohio as an extractive periphery (F) | Required: “The sugar that saturates the American diet has a barbaric history as the ‘white gold’ that fueled slavery” NYT (Muhammad, 2019) (M) “Plantation Legacies” Edge Effects (Moore et al, 2021) (M) GasLand (first 71 min only) (W) Fracking (A@50) (W) “A Petrochemical Industry Extends Along Ohio River, Pollution Follows Close Behind” (Kelly, 2019) (F) |
| Workshop 5: Gathering and sharing data | 2/6 | In-class activity: Group discussion | Out-of-class activity: Submit annotated bibliography by 2/12 at midnight |

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|---|-------------|---|---|
| MOD 6: Global Labor and Identity | 2/10 - 2/14 | Lectures: Global migration and Labor (M) Labor, Social Reproduction, and Identity (W) <i>Quiz 3 (F)</i> | Required: “Sri Lankan Migration to the Gulf: Female Breadwinners, Domestic Workers” in MEI (Gamburd 2010) (M) “95% of Domestic Workers Are Women. In California, They’re Demanding Better Pay” in HuffPost (Ruiz- Grossman 2016) (W) Chain of Love (2001, Docuseek, 50 min) (F) |
| Workshop 6: Interpreting research | 2/13 | In-class activity: Lecture on different research paradigms Group discussion | Out-of-class activity: Read “Text, Textual Analysis” (IEG) Read “Ethical issues in research” (IEG) Continue researching/ information gathering on chosen commodity |
| MOD 7: Distancing Production and Consumption | 2/17- 2/21 | Lectures: Transportation (M) Review (W) <i>Midterm 1 (F)</i> | Required: Manufactured Landscapes (12- min clip on ship-building and ship-destruction) (M) Workers begin to strike at UK’s largest shipping container port (2022) (W) |
| Workshop 7: Challenges in research | 2/20 | In-class activity: Lecture and group discussion on ethical issues in doing research. | Out-of-class activity: Complete CITI training . Upload certificate to Carmen by 2/26 at midnight |
| Part II: How We Work | | | |
| MOD 8: Conditions of Work | 2/24- 2/28 | Lectures: Nature of work under contemporary capitalism (M) Case Study: Walmart (W) TBD (F) | Required: “Fashion Novas’ Secret” NYT (Kitroeff 2019) (M) OpenAI used Kenyan Workers on less than \$2per hour to make ChatGPT less toxic (M) Listen to ‘Hot-Tips’ (W) What Happened When Walmart Left (F) Walmart Workers Cost Taxpayers \$6.2 Billion In Public Assistance (F) |
| Workshop 8: Connecting commodities with everyday places | 2/27 | In-class activity: Lecture on Landscape analysis Group reading activity on | Out-of-class activity: Walk around your neighborhood and take notes on reading the landscape. Submit 1-page reflection on Carmen |

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| | | “Seeing” (Keywords), “Photographs” (IEG) and “Landscape Iconography” (IEG) | by 3/5 at midnight |
| MOD 9: Gig Economy | 3/3 - 3/7 | Lectures: Digital Platforms and Work (M) Gig Economy (W) <i>Quiz 4 (F)</i> | Required: Digital labour platforms subject global South workers to ‘algorithmic insecurity’ (Dawson and Castel-Branco 2022) (M) Uber broke laws, duped police and secretly lobbied governments, leak reveals (Davies et al., 2022) (F) The rise of gig workers is changing the face of the US economy (Delouya, 2023) (W) Gig Workers of the World Are Uniting (Chan, 2021) (F) |
| Workshop 9: Ethnography | 3/6 | In-class activity: Lecture on Ethnography Group discussion based on your experience/observations of walking your neighborhood Group reading activity on ethnography on “Interviews” (IEG), “Autobiography” (IEG) and “Participant observation” (IEG) | Out-of-class activity: Participant observation of a grocery store Interview 1-2 fellow students Autobiography |
| <i>Spring Break</i> | 3/10-3/14 | <i>NO CLASSES</i> | <i>NO ASSIGNMENTS</i> |
| Part III: How We Consume | | | |
| MOD 10: Consumption as a Social Act | 3/17 – 3/21 | Lectures: Consumerism and Identity(M) Branding and Retail (W) Shop till you drop (Kanopy, 52 min, 2010) (F) | Required: “Luxury on the Installment Plan” in The Baffler (Del Valle 2019)(M) Watch Consumption and the Limits of the Imagination (Kanopy, 42 min, 2014) (W) The New Politics of Consumption (Schor, 1999) (F) |
| Workshop 10: Work on final project | 3/20 | In-class activity: Report back on interviews, participant observation, and autobiography Group work time with Michelle Hooper | Out-of-class activity: Submit 2-page reflection on the process of doing the interviews, participant observation, and autobiography to Carmen by 4/2 at midnight |

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| | | | Work on group projects |
| <i>Instructor away at conference (AAG)</i> | 3/24 - 3/28 | <i>NO CLASSES</i> | <i>NO ASSIGNMENTS</i> |
| MOD 11: Consuming Places | 3/31 - 4/4 | Lectures: Urban spaces (M) Tourism (W) <i>Quiz 5 (F)</i> | Required: Big cities are the future of global consumption (M) Consuming Places: Travel and Tourism (Coe et al 2020) (W) Airbnb and the so-called sharing economy is hollowing out our cities (W) Bye Bye Barcelona (YouTube, 54 min, 2014) (F) |
| Workshop 11: Work on final project | 4/3 | In-class activity: Work on final project and trouble-shooting GIS story mapping with Michelle Hooper | Out-of-class activity: Work on group projects |
| Part IV: Where We Live | | | |
| MOD 12: Urban Spaces | 4/7 - 4/11 | Lectures: Smart Cities (M) Coded Bias (Films on Demand, 85 min, 2020)(W) TBD (F) | Required: Uncovering the early history of 'big data' and the 'smart city' in Los Angeles (Vallianatos, 2015)(M) I'm an Engineer, and I'm Not Buying Into 'Smart' Cities (Saxe, 2019) (W) America's 'Smart City' Didn't Get Much Smarter (Marshall, 2021) (F) |
| Workshop 12: Group presentations | 4/10 | In-class activity: <i>Group presentations 1-5</i> | Out-of-class activity: Start final reflections and peer feedback |
| MOD 13: Housing and Race | 4/14- 4/18 | Lectures: Race and the City I (M) Race and the City II (W) Review for exam (F) | Required: Against Black Homeownership (M) Listen to The Dig conversation with Keeanga Yamahtta Taylor 'Race for Profit' (W) Redlining, race covenants: The roots of Columbus' ongoing color divide (Oliphint, 2018) (W) The Roots of Structural Racism Project (Menendian et al 2021) |
| Workshop 13: Group presentations | 4/17 | In-class activity: <i>Group presentations 6-10</i> | Out-of-class activity: Work on final reflections; Submit peer feedback to Carmen by 4/17 at midnight |

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| Last day of classes | 4/21 | <i>Midterm 2 (M)</i> | Review for exam (M) |
| Finals week | 4/23 – 4/29 | NO CLASSES | <i>Course assessment due 4/25 (F) at midnight</i> |
| | | | <i>Final Group Project (ArcGIS Story map) and reflection due 4/26 at midnight</i> |