



THE OHIO STATE UNIVERSITY
COLLEGE OF ARTS AND SCIENCES

SYLLABUS: GEOG 2400.02 ECONOMIC AND SOCIAL GEOGRAPHY

Class (Lecture): MWF 12:40-1:35PM
Evans Lab 1008

Research Workshop: Thursdays, 9:10-
10:05AM Fontana Lab 2040

Instructor: Madhumita Dutta
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Office hours: Fridays, 2:30 - 4PM, Derby Hall
1178

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Office hours: Thursdays, 10:30AM-12:00 PM
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Course Description

The purpose of this course is to teach students human geography approaches to global citizenship through equipping 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.

We are often taught to think of “The Economy” as a noun that operates by universal laws across space and time. From this perspective, economic dimensions of our lives are treated as external to social dimensions and independent from the actual activities of people. **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 economic 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., cities, neighborhoods, workplaces, and households) to look at how the spatial and social processes of production, exchange, and consumption shape where and how we live and work, which impacts both of our identity—or our sense of self—and our connections to other people.

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, which 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 GE 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:

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.

1. Performance expectations set at appropriately high levels (e.g. students investigate their own questions or develop their own creative projects).
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 the instructor's right to teach and the right of your fellow students to learn. You are expected to conduct yourself with courtesy at all times and 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.

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis

of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at <http://civilrights.osu.edu/>,

Call 614-247-5838 or TTY 614-688-8605, or Email civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Review more information about OSU's updated standard syllabus policies, available at <https://ugeducation.osu.edu/academics/syllabus-policies-statements/standard-syllabus-statements>.

Academic Misconduct

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 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

Religious Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#). (Policy: [Religious Holidays, Holy Days and Observances](#)).

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, sometimes a podcast, and in-class assignments. This course is organized in four parts. Across all parts of the course, we examine how the 'local' and the 'global' are inseparable.
- 2400.02 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:

- 2400.02 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:

- We will reply to emails within **48 hours**, aiming 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.**
- 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.

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

Midterm 1	15%
Midterm 2	15%
Pop In-class Activities (5 graded out of 7 x 2 pts each)	10%
Quizzes (5 x 3 pts each)	15%
Research Workshop 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 include a targeted review of relevant materials, including answering any student questions. See course schedule for specific dates.

If you know you will miss a quiz **ahead of time**, please contact the instructor/TA to reschedule a time for your quiz. This will be held during office hours. If you miss a quiz without notifying us ahead of time, you have one week to provide documentation for your absence. If it is an excused absence, you can reschedule a time to take the quiz during office hours. You will be provided with an alternative written assignment instead of multiple-choice questions. If you attended an in-class quiz but answered a question incorrectly, you have one week to write a written correction for partial credit. Written corrections require you to provide a short answer response (250-300 words) explaining **why** you answered the question/s incorrectly (i.e., what was your thought process for selecting the answer you did, why is it incorrect). This also needs to be done during office hours. You will know the correct answer at this point as the correct answers will be posted after class. This means we do not want you to just tell us 'what' the correct answer is but explain 'why' it is correct."

Pop In-class Activities:

There will be 7 “pop” in-class activities, which will occur randomly across the semester. You will have **5-10 minutes** during class to complete these activities. The goal of these activities is to assess attendance and participation. They will be graded on a complete/incomplete basis. The 2 ‘lowest’ scores you receive – that is, incomplete scores – will be dropped and only your top 5 pop activity responses will count towards your grade. Instructions/questions 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. 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. If your device is not enabled for lock down browser mode, your exam will be **handwritten**. We will have a full day of review of relevant materials in-class before each exam. See course schedule for dates. If you cannot make it to 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.

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 the course schedule below as well as the following separate documents posted on Carmen: Detailed workshop schedule and instructions for commodity chain group research project.

Final Course Assessment:

The final course assessment is a survey on all of the material covered this semester, and your experience of this course. There are no right or wrong answers for this assignment. As long as you follow the directions, provide thoughtful and constructive responses, and meet the word count you will receive full credit (500 words).

The goal of this assignment is to provide feedback on the course, which will inform revisions to the course for future semesters.

Extra Credit:

If you want to work towards extra credit in this course, contact the instructor or the TAs. Extra credit assignments must be completed by the end of the semester, due on the same day as Midterm 2. They can be completed through the following assignment:

Option: Hometown research assignment—use 5 concepts you have learned over the course of the semester to analyze how your hometown has changed in the last 100 years, as well as how it is projected to change in the near future (i.e., next 20-50 years). This is a mini-research project that requires you to cite at least 8 credible sources. One of these sources should be anecdotal (i.e., personal or family/friend observations, experiences, memories, and/or speculations). One of these sources should be from a government database or agency (e.g., local, state, or federal). One of these sources should be from a reputable local newspaper, museum, or community organization). One of these sources should be academic (i.e., peer-reviewed journal). One of these sources should be a map or photo—either historical or contemporary. You can also draw on sources that are fictional or literary (e.g., novel, poem, film etc.). Write a 800-word paper based on this research. On average, you can expect to spend around 3 hours total conducting research and around 3 hours total writing and editing the paper.

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 maintain a healthy and accessible environment to support student learning in and out of the classroom. 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 me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let us know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

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)

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

OSU'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 the instructor or TAs before proceeding.

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.

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.

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 in Brief

PART I	WHAT IS ECONOMIC AND SOCIAL GEOGRAPHY?
MODULE 1	What is Economic and Social Geography?
MODULE 2	The Economic Iceberg
PART II	OUR GLOBAL ECONOMY
MODULE 3	Colonial Roots of our Global Economy
MODULE 4	Capitalism and Neoliberalism
MODULE 5	Globalization and Deindustrialization
MODULE 6	Raw Materials
MODULE 7	Commodity and Labor Flows
Midterm	Course Review, MIDTERM 1
PART III	HOW WE WORK
MODULE 8	Conditions of work
MODULE 9	Space, Place, and Work
PART IV	HOW WE CONSUME
MODULE 10	Consumption as a Social Act
MODULE 11	Space, Place, and Consumption
MODULE 12	Consuming Places
MODULE 13	Community Economies
Midterm	Course Review, MIDTERM 2
END OF SEMESTER	FINAL PROJECT, COURSE ASSESSMENT

Course Schedule (Lectures)

Modules	Dates	Lecture Topics (In-class)	Readings and Videos (Complete before class)
<i>Part I: What is Economic and Social Geography?</i>			
Module 1: What is Economic and Social Geography?	12 Jan (M)	Introduction	Read: Syllabus
	14 Jan (W)	Geography and the Economy <i>Geography uses spatial concepts (e.g., place, scale, distance, location, territory) to provide a unique perspective on the uneven dynamics of economic processes and relationships.</i>	Read: Global Sense of Place (Massey 1994)
	16 Jan (F)	Geography and the Economy contd.	
Module 2: The Economic Iceberg	19 Jan (M)	<i>Martin Luther King Jr. Day - No class</i>	
	21 Jan (W)	Beyond Classical Economics: The Economic Iceberg <i>Classical Economics emerges from a specific place and time—it is not a universal truth. Many economic activities and ways of thinking are excluded in classical economics. This course examines the global economy through a spatial and labor-centric</i>	Read: Economics is too important to leave it to the experts (Ha-Joon Chang 2014)

		<i>lens, with specific attention to commodity chains.</i>	
	23 Jan (F)	<p>Inequality and Bad Explanations</p> <p><i>Inequality between people and places occurs at various scales (global, regional, national, local, individual). Here we expose the limitations of some of the most common explanations of inequality.</i></p>	<p>Watch: Why are some countries rich and others poor? (Ha-Joon Chang, YouTube 2019, 45 min)</p>

Part II: Our Global Economy

Module 3: Colonial Roots of our Global Economy	26 Jan (M)	<p>Colonial Roots of our Global Economy</p> <p><i>Colonialism involved the systematic exploitation of resources and labor from the colonies. The global connections and social relations of production established under colonialism helped set the stage for modern-day capitalism.</i></p>	<p>Listen: Potosi – The Silver Mine that Changed the World (Footnoting History Podcast, 2018, 13 min)</p>
	28 Jan (W)	<p>Uneven Development</p> <p><i>Colonial historical processes such as slavery and resource extraction produced hierarchical spatial relations (core-periphery) between the Global North and the Global South. This continues to shape an uneven flow of wealth</i></p>	<p>Read: How Europe Underdeveloped Africa (Rodney, 2018) – Pg. 43-50 ('What is underdevelopment') and Pg. 103-106 ('How Europe became a dominant section of a world-wide trade system')</p>

		<i>and labor between these regions today.</i>	
	30 Jan* (F)	Review concepts learned so far. (30 mins) *Quiz 1 (25 mins in-class)	
Module 4: Capitalism and Neoliberalism	2 Feb (M)	Capitalism <i>Capitalism is an expansionary and dynamic (see-sawing) socio-spatial process of commodity production for the purpose of generating profit. Its growth and shifts (cycles of investment and disinvestment) are both an outcome and driver of uneven development (core-periphery relations) at various scales.</i> <i>The geographic see-sawing (i.e., cycles of investment and disinvestment) of capital is both an outcome and driver of spatial differences.</i>	TBD
	4 Feb (W)	Neoliberalism <i>Neoliberalism is a restructuring of the relationship between the market and the nation-state that began in the late 20th century. This historical process has increased inequality both locally and globally. We examine the origins of</i>	Read: Millions Owe Trillions (Harris, 2023) – Introduction, and Pg. 1402-1407

		<i>neoliberalism and its implications on the economy, with attention to the student debt crisis in the United States.</i>	
	6 Feb (F)	<p>Spatial Unevenness</p> <p><i>The Jamaican economy provides a case study to examine how the uneven interconnections between the global South and global North were established during colonialism and sustained through late-stage capitalism. This helps us understand the globalised effects of neoliberalism.</i></p>	Watch: Life and Debt (86 minutes)
Module 5: Globalization and Deindustrialization	9 Feb (M)	<p>Deindustrialization in the Global North</p> <p><i>As the Global North shifted from an industrial to a post-industrial oriented economy in the second half of the 20th century because of the rising costs of production, these geographies of disinvestment created places of despair and generated resentment.</i></p>	Watch: Left Behind America (PBS Frontline, 54 min, 2018)
	11 Feb (W)	<p>Industrialization in the Global South and New Spatial Divisions of Labor</p> <p><i>As industrial capital seeks cheaper pools of labor, it continues to relocate. Since the second</i></p>	Watch: Maquilapolis - A City of Factories (Kanopy, 69 min, 2006)

		<i>half of the 20th century, the manufacturing stages of commodity production relocated from the global North to various locations in the global South (i.e., race to the bottom).</i>	
	13 Feb* (F)	Review concepts learned so far. (30 mins) *Quiz 1 (25 mins in-class)	
Module 6: Raw Materials	16 Feb (M)	Agricultural Geographies <i>The industrialization of agriculture increases the distance between places of production and places of consumption. Additionally, this industrialization of agricultural goods means that food is produced for sale in global markets (exchange value) rather than to meet immediate, local needs (use-value). Agriculture is dependent on migrant labor in many parts of the world.</i>	Watch: Black Gold: A Look at Coffee Production Around the World (Kanopy, 2006, 1 hr 17 min)
	18 Feb (W)	Extractive Geographies <i>Resource extraction is examined as a fundamentally unequal process central to the global economy—where almost all commodities today are dependent on non-renewable environmental resources. We focus on both fossil fuels and minerals to show how some places</i>	Watch: GasLand (first 71 min only, SML, 2010)

		<i>are transformed negatively through extractive activities – where value is extracted from both labor and the natural world – while bringing disproportionate benefits to places and people elsewhere.</i>	
	20 Feb (F)	Southeast Ohio as an Extractive Periphery (Guest Speaker)	Read: A Petrochemical Industry Extends Along Ohio River, Pollution Follows Close Behind (Kelly, 2019)
Module 7: Commodity and Labor Flows	23 Feb (M)	Commodity and Labor Flows 1 <i>Disaggregating the stages of production as well as distancing the production and consumption of commodities not only depends on cheap labor but also on decreasing the cost of transportation. While transportation innovations are space-shrinking technologies for some (i.e., creating space-time compression), they create time-space expansion for many workers.</i>	Read: The Lonely and Dangerous Life of the Filipino Seafarer (Almendral, 2019)
	25 Feb (W)	Commodity and Labor Flows 2 Case Study- India’s Garment Export Sector	
	27 Feb (F)*	Review concepts learned so far. (30 mins)	

		*Quiz 1 (25 mins in-class)	
MIDTERM 1	2 March (M)	<p>Social Reproduction</p> <p><i>Social reproduction concerns the underpaid/unpaid and devalued role of gendered work in sustaining paid and valued economic activities under capitalism and the global economy. As a gendered process, social reproduction relies disproportionately on women's labor. Janitorial, domestic, and care work rely largely on migrant and women workers – pointing to the commodification of care and feminization of migration.</i></p>	<p>Read:</p> <p>95% of Domestic Workers Are Women. In California, They're Demanding Better Pay (Ruiz-Grossman 2016)</p>
	4 March (W)	Review of Materials for Midterm 1	
	6 March* (F)	*MIDTERM 1	

Part III: How we Work

Module 8: Conditions of Work	9 March (M)	<p>Nature of Work under Contemporary Capitalism</p> <p><i>The kinds of work that are growing in the Global North (post-industrial societies) are predominantly in the service sector (knowledge economy and retail). Although some service sector work is well paid, most of the service sector depends on the use of precarious (i.e., poorly paid and unstable) labor.</i></p>	<p>Listen: Hot Tips (Gastropod, 2021, 52 minutes)</p> <p>Read: OpenAI used Kenyan Workers on less than \$2per hour to make ChatGPT less toxic</p>
	11 March (W)	<p>Gig Economy and Digital Platforms</p> <p><i>Digital platforms have changed the nature of work, producing a ‘gig economy’ of income-earning activities outside of traditional, long-term employer-employee relationships. The gig economy offers advantages as well as raises new kinds of labor issues – producing a new class of precarious workers dependent on invisible bosses and algorithms.</i></p>	<p>Read: Digital labour platforms subject Global South workers to ‘algorithmic insecurity’ (Dawson and Castel-Branco 2022)</p>
	13 March (F)	<p>NO CLASS (Instructor at a workshop)</p>	<p>Read: The rise of gig workers is changing the face of the US economy (Delouya, 2023)</p>

SPRING BREAK	16-20 March	NO CLASSES	
Module 9: Space, Place, and Work	23 March (M)	<p>Workplaces: Migrant Care Workers Case Study</p> <p><i>Domestic spaces are workplaces. We examine the commodification of care. There is a growing demand in wealthier countries for cheap labor in jobs that have been historically considered "women's work", raising issues of labor protections. We examine the experiences of migrant women workers – emotions, stereotypes, working conditions, and how national/economic belonging plays out across scales.</i></p>	Watch: Chain of Love (2001, Docuseek, 50 min)
	25 March (W)	<p>Workplaces: 'What Happened When Walmart Left'</p> <p><i>Case study of Walmart as an example of America's original corporate monopoly, representing new paradigm of consumerism, and largest private sector employer in the country. We examine federal tax subsidies and labor conditions of large corporations, and how social and economic life were impacted when a Walmart branch closed in West Virginia.</i></p>	Read: Walmart on Tax Day – How taxpayers subsidize America's biggest employer and richest family
	27 March* (F)	Review concepts learned so far. (30 mins)	

		*Quiz 1 (25 mins in-class)	
<i>Part IV: How we Consume</i>			
Module 10: Consumption as a Social Act	30 March (M)	<p>Consumerism and Identity</p> <p><i>With rampant consumerism comes ‘commodity fetishism’ and the rebranding of the self as consumer. Whether it is citizenship, social values, ‘coolness’, or identity – consumption becomes a way to accumulate and express it all.</i></p>	Read: Luxury on the Installment Plan (Del Valle 2019)
	1 April (W)	<p>Branding and Retail</p> <p><i>Branding often works through symbols such as logos. Some brands work by hiding a product’s geographical origins. But with symbolic consumption, sometimes geographical origins are emphasized. We examine the fallout of consumer capitalism, from the manufacturing of new commodities to the disposal of waste.</i></p>	Read: No ‘Away:’ Why is the U.S. Still Offshoring Plastic Waste Around the World? (Dell 2020)
	3 April (F)	Branding & Retail contd.	

Module 11: Space, Place, and Consumption	6 April (M)	<p>Suburbanization and Segregation (1)</p> <p><i>The formation and transformation of urban spaces in the United States is a racial process both historically (through processes like redlining and suburbanization) and today (through links between property value and demographics). In Ohio, urban spaces began to be racialized as lenders and homeowners used racially restrictive language in deeds and leases to preserve majority-white neighborhoods. Such issues have been raised by the struggle for equality in housing.</i></p>	<p>Listen/Read: A 'Forgotten History' Of How The U.S. Government Segregated America (NPR 2017) (Either listen to the 35-min podcast or read the transcript)</p> <p>Read: 50 years after being outlawed, redlining still drives neighborhood health inequities (Lathan 2023)</p>
	8 April (W)	<p>Suburbanization and Segregation (2)</p>	<p>Read: Redlining, race covenants: The roots of Columbus' ongoing color divide (Oliphint, 2018)</p>
	10 April (F)	<p>Gentrification</p> <p><i>Gentrification is the racial and class-based process of displacing longtime residents in devalued urban centers to increase the property value of the space. We will examine three distinct waves of gentrification in the United States.</i></p>	<p>Watch: Flag Wars (SML, 2003, 86 minutes)</p>

Module 12: Consuming Places	13 April (M)	<p>Consumptive Landscapes</p> <p><i>As the global economy creates sharp divisions between spaces of production and spaces of consumption, consumptive landscapes of waste emerge. Pollution becomes concentrated in certain places, as meeting the needs of consumer capitalism and the digital economy leaves material marks in a landscape and the lives of its inhabitants.</i></p>	<p>Read: Why Big Cities are the Future of Global Consumption (Florida 2016)</p> <p>Watch: I Live 400 Yards from Mark Zuckerberg's Massive Data Center (More Perfect Union, YouTube, 13 minutes)</p>
	15 April (W)	<p>Tourism</p> <p><i>Tourism is a large and growing section of the global economy, centered around consuming places. Tourism transforms places and local economies, yet the promise of local employment generation does not always play out, as profits become inequitably distributed and some places become over-consumed.</i></p>	<p>Read: Airbnb and the so-called sharing economy is hollowing out our cities (Hinsliff 2018)</p>
	17 April* (F)	<p>Review concepts learned so far. (30 mins)</p> <p>*Quiz 1 (25 mins in-class)</p>	

Module 13: Community Economies	20 April (M)	Community Economies <i>Grappling with the economic and social challenges of present-day capitalism, ideas for community economies of different kinds have emerged that grapple with ethical questions, reimagine 'life after capitalism' and ask what it means to put people before profit.</i>	Read: Take Back the Economy (Gibson-Graham 2013) — Pg. xiii to xxiii ('Take Back the Economy: Why Now') and Pg. 13 to 15 ('The Difference Reframing Makes')
	22 April (W)	Review of Materials for Midterm 2	
	24 April (F)	*MIDTERM 2	
LAST DAY OF CLASS	27 April (M)	FINAL REFLECTION	
	COURSE ASSESSMENT*	<i>Course Assessment due 1st May</i>	

Course Schedule (Research Workshops)

Date and Topic	In-class	Out-of-class Assignments (due by start of class unless specified otherwise)
Research workshop 1: 1/15 Introduction to commodity research project	Introduction to the research project; Go over <i>Instructions for commodity chain group research project</i> Break into research groups and get to know your group members (see assigned groups on CarmenCanvas) <ul style="list-style-type: none"> Go around and share: Name, year, major, hometown, previous experience with research 	Read <i>Instructions for commodity chain group research project</i> and <i>Detailed workshop schedule</i> Read: The Long Strange Trip from Silica to Smartphone (Moore 2025)
Research Workshop 2: 1/22	Guest speaker: Dr. Kendra McSweeney, Professor Geography	Pay attention to all of the commodities (goods and services) that you consume on any average day. Identify 5

<p>Researching commodities like a geographer</p>	<p>(political ecology) and Director, International Studies</p> <p>Break into assigned groups</p> <ul style="list-style-type: none"> • Go around and share: what you learned from the 5 commodities assignment • Select a single commodity for your semester long group research project: As a group, write down on a piece of paper the 3 commodities that interest you the most in order of preference and submit to instructor (Note that each group will need to research a different commodity and it cannot be already used in a previous semester) • Assign each group member 2-3 story maps to review from previous semesters for HW (see SP24, AU24, SP25, SU25, AU25) 	<p>commodities that you find to be particularly interesting and would like to learn more about. Describe where and how the items are produced, distributed, and consumed. Cite your sources. <u>Written response should be 60-100 words per item on Carmen 1/22.</u> This should include 1-2 sentences on why you selected the item (i.e., why is it interesting to you!). Be prepared to share what you found with your group members in class.</p>
<p>Research Workshop 3: 1/29</p> <p>Planning and Communicating research</p>	<p>Break into assigned groups</p> <ul style="list-style-type: none"> • Share strengths and weaknesses of story maps you each reviewed for HW <p>Presentation on ArcGIS: Michelle Hooper, GIS administrator, Dept. of Geography. Hands-on training on how to create ArcGIS story maps for your group's commodity research</p> <p>Individually: Create ArcGIS account (OSU) and play around in story maps</p> <p>Introduce group contracts (see slides); explain all of the required elements</p> <p>Break into assigned groups</p> <ul style="list-style-type: none"> • Discuss key elements for completing the group contract 	<p>Review and critique story maps on commodity chains from previous semester; take notes on the strengths and weaknesses; be prepared to share in class. <u>Submit your 30-50 word review on each assigned story map on 1/29.</u></p>

<p>Research Workshop 4: 2/5</p> <p>Annotated Bibliography & Research Planning</p>	<p>Presentation by subject librarian Danny Dotson on using OSU library resource for conducting research.</p> <p>Mini-lecture on citation management software (OSU resources on using Zotero and RefWorks)</p> <p>Explain assignment on annotated Bibliography (OSU Writing Center)</p> <p>Start working on your annotated bibliographies. Pay attention to: What kind of information are you gathering (textual, visual, audio etc.). What are your sources? How are you assessing their credibility?</p>	<p><u>Finalize and submit group contract on carmen on 2/5. (one person from the group submits the contract)</u></p>
<p>Research Workshop 5: 2/12</p> <p>Challenges in Research</p>	<p>Guest lecture: Paromita Bathija, PhD candidate, Geography.</p> <p>Mini-lecture on ethical issues in doing research (draws from IEG reading)</p> <p>In groups:</p> <ul style="list-style-type: none"> • Discuss the potential challenges to research in the context of your commodity project. Which ones can be overcome? Which ones can't? • Discuss what information you are finding, identify gaps. (see IEG reading on Triangulation) 	<p>Work on annotated bibliographies: Continue to gather resources on your commodity project</p>
<p>Research Workshop 6: 2/19</p> <p>Interpreting Landscapes: Connecting commodities with everyday places</p>	<p>Mini-lecture on Landscape analysis (draws from IEG reading). Explain assignment and show some examples from previous semesters.</p> <p>Presentation/recap/troubleshoot on ArcGIS: Michelle Hooper, GIS administrator, Dept. of Geography.</p> <p>In groups: Share annotated resources.</p>	<p><u>Submit annotated bibliography:</u> Each group member needs to identify and annotate 5 unique resources. <u>Submit on carmen 2/19.</u></p>

<p>Research Workshop 7: 2/26</p> <p>Ethnography</p>	<p>In groups and then whole class:</p> <ul style="list-style-type: none"> Share your experience and observations of walking your neighborhood or analyzing an image of a landscape <p>Mini-lecture on ethnography (draws on readings from IEG)</p> <p>In groups:</p> <ul style="list-style-type: none"> Develop 4 open-ended questions for all groups members to use; you will also individually develop 1-2 additional questions specific to your interviewee 	<p>Landscape analysis: Walk around a local neighborhood and analyze the role of commodity flows in remaking everyday places. Either take a photo on your walk or find an image of a different landscape that demonstrates how the specific commodity your group is researching leaves a visual imprint in the re/making of space. <u>Submit half page reflection on the image you analyzed – carmen 2/26.</u></p> <p>Optional reading: Landscape Iconography (IEG)</p>
<p>Research Workshop 8: 3/5</p> <p>Work on projects</p>	<p>Guest Lecture: Dr. Max Woodworth, Professor Geography (Human geography-cultural/urban geography).</p> <p>In groups:</p> <ul style="list-style-type: none"> Report back on interviews in class in your groups 	<p>Semi-structured, in-depth interviews: Conduct 2 interviews with different individuals about the commodity you are researching.</p> <p>Optional reading: Interviews: In-Depth, Semi-Structured (IEG)</p>
<p>Research Workshop 9: 3/12</p> <p>Work on projects</p>	<p>Presentation/recap/troubleshoot on ArcGIS: Michelle Hooper, GIS administrator, Dept. of Geography.</p> <p>Work on Draft 1 and trouble-shooting GIS story mapping with Michelle Hooper.</p>	<p><u>Submit a 1-page double-spaced reflection on the process of doing the interviews/responses you received – carmen 3/12.</u></p>
<p>SPRING BREAK:3/16-3/20</p>	<p>NO CLASS</p>	<p>NO CLASS</p>

Research Workshop 10: 3/26	Guest lecture: Dr. Bryan Mark, Professor Geography (atmospheric science/physical geography) Doing collaborative research Work on projects and practice presentations	Bulleted responses: Each group member needs to submit written responses to each of the questions they are assigned to research for the group project. Response must include citations for the information collected. <u>Submit on carmen 3/26</u>
Research Workshop 11: 4/2	Work on Draft 1 and trouble-shooting GIS story mapping with Michelle Hooper	Draft 1 of story map due for ALL groups <u>due at midnight</u>
Research Workshop 12: 4/9	Work on your projects in class.	
4/16	<i>Group presentations</i>	
4/23	<i>Group presentations</i>	
5/1*	Final Group Project (ArcGIS Story map) <u>due at midnight</u>	Upload on Carmen; <u>due at midnight</u>