

## Geography 2400: Economic and Social Geography

**Instructor:** Professor Munroe  
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### Introduction to the course

What is the economy? Where are the boundaries between economic practice or economic processes, and social relationships? The purpose of this class will be to think about how we as **social actors** engage in **economic activity**. We are often taught to think of “The Economy” as something outside ourselves and separate from social life, but economic relationships are fundamentally social relationships. We will also consider the **spaces and places** of economic activity, and examine our role in producing them.

Roughly the first half of the class will be spent introducing key concepts from human geography used to study society and the economy, as well as summarizing major economic processes (production and consumption) and key economic trends (deindustrialization and globalization). Then, we will use a familiar, but contested, social category (childhood) to look at the impacts of economic change. Finally, we look at how economic factors shape sexual identities and sexual practices.



### Course evaluation

2 Exams		50%	
			total
Midterm, Oct 30 <sup>th</sup>	20%		
Final, Dec 12 <sup>th</sup>	30%		
In-class writing	~2% each	25%	
			total
Weekly Carmen entries	~2% each	25%	
			total
		100%	

### Readings

All readings are to be found on Carmen. Required readings come from newspaper articles, blogs and other periodicals. NOTE: critical assessment of these materials will be conducted in class. Readings are of varying quality and perspective.

**Disability Services:** Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

**General Education (GE) requirements**

This course can be used to satisfy two areas of the GEC:

**I. Social Science, “(3) Human, Natural and Economic Resources”**

**Goals:** Social science courses develop students’ understanding of the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

**Expected Learning Outcomes:**

1. Students understand the theories and methods of scientific inquiry as they are applied to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such 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.
3. Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

**II. Diversity, “Global Studies”**

**Goals:** Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

**Expected Learning Outcomes:**

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.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

**Class policies**

**Michael Scott:** What was the most inspiring thing I ever said to you?

**Dwight K. Schrute:** ‘Don’t be an idiot.’ Changed my life.

*Michael looks puzzled. Dwight explains to the camera.*

**Dwight K. Schrute:** Whenever I’m about to do something, I think, ‘Would an idiot do that?’ And if they would, I do not do that thing.

*Course material:* Students are responsible for all material presented in class and all assigned readings. It is assumed that students have completed the readings before class.

**Examinations will also include material presented only in lecture, including presentations made by guest speakers.** Students are expected to attend all lectures, complete the required readings, make regular entries on Carmen, participate in in-class writing and discussion, and **take the exams on the scheduled dates**. Students are also expected to take a proactive role by seeking assistance from the TA or the instructor when problems arise. Lecture outlines will be posted on Carmen. In the event that you miss class, seek detailed notes from a classmate.

*Multimedia:* This class will make use of a significant number of visual and auditory materials, including film and music. This material was deliberately chosen to complement

readings and lecture, and should be considered as such – i.e., students should be attentive, take notes, and pay careful attention to this content, as it will be fair game for the exams.

*Communication:* Both 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. **Email communication is acceptable, but should not be a substitute for face-to-face communication.** Use of the Carmen discussion board is also encouraged.

*Classroom etiquette:* Please come to class on time. Please minimize eating, drinking or talking so as not to disturb the other students. **Responsible use of cellphones or web-enabled devices is permitted.** Anyone visibly disruptive may be asked to leave.

*In-class writings:* There are no make-ups for missing a writing assignment except with documented excuse.

*Weekly Carmen entries:* Each week, students should make a posting of ~200 words on the Carmen discussion board in reaction to the readings.

Students who miss class due to serious illness or other extreme circumstances must submit documentation to me within one week of the absence in order to turn in any work missed. If documentation is not received within this period excusing the absence, the student will receive a 0 (zero) grade for any work missed.

#### 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.

*Academic Misconduct:* Academic misconduct in any form will not be tolerated. This includes, but is not limited to, cheating and plagiarism. Students are referred to the definitions of academic misconduct found here: [http://studentaffairs.osu.edu/pdfs/csc\\_12-31-07.pdf](http://studentaffairs.osu.edu/pdfs/csc_12-31-07.pdf). Plagiarism is the representation of another's works or ideas as one's own: it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. All cases of suspected misconduct, in accordance with university rules, will be reported to the Committee on Academic Misconduct.

Week	Day	Date	Topic	Readings
1	Th	28-Aug	Introduction to the course	
<u><i>Our Global Economy</i></u>				
	Tue	2-Sep	<i>1-800 INDIA</i>	
2	Th	4-Sep	Supply chains	There could be slaves in the supply chain
	Tue	9-Sep	Global economic change	Globalization and the shifting balance in the world economy
3	Th	11-Sep	Global trade and labor	Admit it. You love cheap clothes.
	Tue	16-Sep	Vulnerability	After the Storm: The Haves and the Have-Nots
4	Th	18-Sep	<i>T-Shirt Travels</i>	
<u><i>How We Work</i></u>				
	Tue	23-Sep	<i>No Logo</i>	My Life As A McDonald's Worker
5	Th	25-Sep	White collar crisis	Why you hate work
	Tue	30-Sep	Pink collar jobs	The Pink-Collar Job Boom
6	Th	2-Oct	Capitalism and social values?	Markets and Morals
	Tue	7-Oct	<i>Full Monty</i>	
7	Th	9-Oct	<i>Full Monty</i>	
<u><i>What We Buy</i></u>				
	Tue	14-Oct	Consumption as social act	How Turbo Tax killed free and simple tax filing; The Hipster Trap
8	Th	16-Oct	Chick lit	Eat, Pray, Spend
	Tue	21-Oct	Consumption as city strategy	If you build it, they might not come
9	Th	23-Oct	Human trafficking	The Not-So-Free Market
	Tue	28-Oct	<i>Cappuccino Trail</i>	
<b>10</b>	<b>Th</b>	<b>30-Oct</b>	<b>Midterm Exam</b>	
<u><i>Children and the Economy</i></u>				
	Tue	4-Nov	<i>Consuming Kids</i>	Spoiled Rotten: Why do kids rule the roost?
11	Th	6-Nov	Global child	Photos of Children From Around the World
	<b>Tue</b>	<b>11-Nov</b>	<b>Veteran's Day, No Class</b>	
12	Th	13-Nov	Gender roles	Interactive Reader, Sexist Much?
	Tue	18-Nov	Poverty in a high-tech economy	For Poor, Leap to College Often Ends in a Hard Fall
13	Th	20-Nov	<i>Frontline Poor Kids</i>	
<u><i>The Sex Economy</i></u>				
	Tue	25-Nov	Introduction to the body	Immorality of Health Insurance
<b>14</b>	<b>Th</b>	<b>27-Nov</b>	<b>Thanksgiving, No Class</b>	
	Tue	2-Dec	<i>Orgasm Inc</i>	Dove Does Not Give a Shit About Whether or Not You Feel Beautiful
15	Th	4-Dec	College sex work	'Duke Porn Star': I Lost My Financial Aid
	Tue	9-Dec	Sex and powerful professions	Why Men Like Petraeus Risk It All to Cheat
		<b>12-Dec</b>	<b>FINAL EXAM; 10 to 11:45 am</b>	