

Geography 2400H: Economic and Social Geography, Autumn 2014

Tuesdays and Thursdays, 12:45-2:05, Derby 1116

Instructor: Dr. Nancy Ettlenger, 1144 Derby Hall, 292-2573; ettlinger.1@osu.edu

Office hours: by appointment

Carmen page: go to <https://carmen.osu.edu/>, login, select course; click on 'content' tab for syllabus and e-reserves.

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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/>.  
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COURSE DESCRIPTION

This course introduces students to a variety of topics in economic and social geography. Substantively, the first half of the course focuses on urban issues in the United States; the second half focuses on issues at the scale of the global economy. *Both* parts of the course are underscored by a concern for issues of social justice, production, consumption, and problems of uneven development. The course is taught from the perspective that the social and the economic are not separate spheres but integrally related.

The first section of the course focuses on US urban life – why and how it has evolved as an uneven landscape of opportunity. Some general questions include: why are some places in cities affluent and others poor? How are places "produced" by economic, social, and political processes? This section will begin with an overview of US cities over the 20th century, addressing: how national and regional processes of economic change have shaped urban life; the evolution of inner city slums; economic and social processes of geographic deconcentration, capital and white flight from inner cities; how inner cities have changed. We will then examine types of gentrification as widespread processes that are social, economic and political, and consider the conditions under which gentrification occurs generally and in specific places, its uneven effects, and the struggles that surround it. The material up through gentrification should prepare students for thinking about the significance of the economic crisis (of 2008, and ongoing) relative to different types of places in cities. Are there particular groups of people and particular neighborhoods experiencing foreclosures at especially high rates? Why? Finally, we will end this first section of the course with a discussion of relatively novel ways of reconstituting communities that have experienced economic decline, specifically revitalization strategies via the arts and "cultural policy." This first part of the course will include film: the documentary, "Rochester: A City of Quality," produced in 1963 and implicitly reflecting problems discussed in class such as deindustrialization and white flight; the documentary, "Flag Wars" on gentrification in Columbus (Old Towne East); a documentary on foreclosures on homes and the economic crisis of 2008, "House of Cards;" and a documentary of an old mill town that became restructured around art, "Downside, Up."

The second section of the course focuses on issues of production and consumption, their relation, and some of the critical ethical and social problems with which citizens of the global economy need to engage. This section will begin with an article about consumer activism regarding Nike production facilities in Asia; the author clarifies what consumer activists need to know (and what they often don't know) about production systems and their contexts. We will then see a documentary film that begins in New Orleans during Mardi Gras, and then traces the beads worn by Mardi Gras party-goers to a factory in

China where the beads are produced. The film and the social, economic, and political issues it highlights regarding production and consumption in the global economy prepares students for a critical reading of a book entitled *The Travels of A T-Shirt in the Global Economy*. The author traces the life story of a \$6 t-shirt through the cotton fields of west Texas, a Chinese factory, trade negotiations in Washington D.C. and around the world, and a used clothing market in Africa. While offering insights about the dynamics of production that will be useful to students in an introductory course, the book more generally takes a hard look at a number of pressing issues on free trade (is it really free?) and anti-globalization movements (how effective are these, and why?). In addition to the important issues covered, the book is intriguing in part because the author seems to be confronting and coming to terms with some of her own, long-held assumptions – an interesting lens that may reflect many people's struggle to resolve complex issues that are economic, political, social, and crucially, ethical. After reading about high-tech raw material production of cotton in the United States, we will see the documentary film “Tales from the Global Economy: The Cappuccino Trail,” which offers a contrasting view of raw material production in a less developed country, and also contributes additional material about avenues of trade of raw materials in the global economy. And after reading about trade relations governing the cotton industry we will see the documentary film “Life and Debt,” which shows how problems of debt and poverty in Jamaica derive from its situation in the global economy, world trade, and crucially, global trade regulations; the general implications of this film help clarify some of the complex global trade issues discussed in the t-shirt book. Geographies of commodities, whether Nike footwear, Mardi Gras beads, or a t-shirt offer a way of viewing the social and economic dynamics of individual places and how they are related to other places, across space, through power relations that are highly uneven.

FILM AS TEXT

This course is taught from the perspective that there are multiple avenues towards learning. With this in mind, useful and critical texts include film as well as reading material. The assigned films dovetail with, and complement, reading material. Students should approach viewing a film similarly as reading – take notes! Identify points that are being made in a film that connect with reading and issues discussed in classes (e.g. which scenes in a film illustrate which points made in reading material?) Exams include material in films as well as reading material, and their interrelation.

Students view films as *assignments*. 4 films are accessed via OSU’s Media Library (designated ‘ML’ on pp. 7-8) and 5 films are accessed via links (Film Links on the Carmen page, content tab – these films are designated Film Link A-E on pp. 7-8). Films accessed through the Media library can be viewed on computers on campus (e.g. in the library) or off campus on a laptop or smart phone; regarding the latter – *make sure you have a strong signal strength; if not, you may have trouble viewing a film and will need to view it on a computer on campus.*

To view films that are to be viewed before class:

- (1) go to <http://go.osu.edu/SecuredMediaLibrary>;
- (2) login using your OSU name.# account;
- (3) click on the Assigned Playlists tab;
- (4) click the title of the assigned film;
- (5) click on the appropriate speed:
 - high is intended for **fast**, wired connections (e.g. computers on campus in the library)
 - standard for laptops, desktops, and Windows 8 mobile devices
 - iOS for iPads, iPhones, & iPod Touch
 - Android for Android devices

For technical difficulties, contact Media Services: tel. 292-9689; MediaServices@osu.edu .

The class following a film assignment will be devoted to discussion of the film; therefore, it is crucial to view the film *before* class. Films are available for viewing for 1 week preceding the day the film is to be discussed in class. Students may request that the viewing time for a film be renewed.

READING (see pp. 7-8 for assignment dates)

I. book; purchase through OSU bookstores: One required book has been ordered for this course (to be read in the 2nd half of the course); it is available through OSU bookstores. Rivoli, P. 2009 (2nd ed). *The Travels of a T-Shirt in the Global Economy: An Economist Examines the Markets, Power, and Politics of World Trade*, Wiley.

(optional): audio interviews with actors in Rivoli's book can be accessed at:

<http://www.npr.org/series/4622200/the-world-in-a-t-shirt>

II. electronically accessed material: Click on the Content tab of the Carmen page for the course.

For technical difficulties, contact e-reserves (tel. 292-6448). Alert Dr. Ettlenger if you have any problem accessing Carmen and any of the required material. *All material is required unless indicated as optional.*

A. eReserves (journal articles and chapters of books): electronic copies accessible via the Contents tab of the Carmen page for the course. The articles on Carmen are listed in the order in which you will read them. They are listed below in alphabetical order with full bibliographic information.

(optional) Appadurai, A. 1986. *The social life of things: commodities in cultural perspective*.

New York: Cambridge University Press [optional assignment: Introduction: commodities and politics of value, pp. 3-63].

Brooks, A. 2012. Stretching global production networks: the international second-hand clothing trade. *Geoforum*, forthcoming.

Davidson, M. and Lees, L. 2010. New-build gentrification: its histories, trajectories, and critical geographies. *Population, Space and Place* 16: 395-410.

Kaplan, D. and Sommers, G.G. 2009. An analysis of the relationship between housing foreclosures, lending practices, and neighborhood ecology: evidence from a distressed community. *The Professional Geographer* 61: 101-120.

Kleniewski, N. 1984. From industrial to corporate city: the role of urban renewal. In *Marxism and the metropolis*, eds. W.K. Tabb and L. Sawers, pp. 205-222. New York: Oxford University Press.

Knox, P.L. 1994. *Urbanization: an introduction to urban geography*. Engelwood Cliffs, NJ: Prentice Hall [assigned: chapter 3, pp. 47-76, "The urban system in transition"].

Knox, P. L. and McCarthy, L. 2005. *Urbanization: an introduction to urban geography*. Upper Saddle River, NJ: Prentice Hall [assigned: chapters 5 (pp. 115-137), "The foundations of urban form and land use" and 6, (pp. 139-169), "Changing metropolitan form"].

Lloyd, R. 2004. The neighborhood in cultural production: material and symbolic resources in the new bohemia. *City and Community* 3: 343-372.

Rothenberg-Aalami, J. 2004. Coming full circle? forging missing links along Nike's integrated production networks. *Global Networks* 4: 335-354.

(optional) Stabrowski, F. 2014. New-build gentrification and the everyday displacement of Polish immigrant tenants in Greenpoint, Brooklyn. *Antipode* 46: 794-815.

(optional) Wyly, E., Atia, M., Foxcroft, H., Hammel, D.J., and Phillips-Watts, K. 2006.

American home: predatory mortgage capital and neighborhood spaces of race and class

exploitation in the United States. *Geografiska Annaler* 88 B 1: 105-132.
 Zukin, S. 1997. Cultural strategies of economic development and hegemony of vision. In *The urbanization of injustice*, pp. 223-243. NY: New York University Press.

B. Figures, graphs, tables

C. Links (news, web articles)

D. Film links (links to films unavailable through the OSU's Media Library)

E. Added links (current events – news articles to be added during the semester)

CLASS ATTENDANCE

Regular and punctual attendance is required; *class attendance constitutes 10% of the final grade*. Students should drop this course if they have commitments that overlap with the class period. Students should indicate to Dr. Ettliger *in advance* if they cannot be at a particular class on time or have to leave in the middle due to uncontrolled circumstances that can be documented (e.g. a medical appointment). Students are responsible for any course material as well as announcements that are missed. If a student does miss a class, s/he should get class notes from a classmate and stay up to date on the reading.

CLASS PREPARATION AND STUDY TIPS

Students are required to read the assigned material **before**, not after, the class in which material is to be discussed; note-taking on the assigned reading is strongly recommended. Classes in which films are shown do not require preparation in terms of reading; but note that students are responsible for all material in class, including films *and discussion surrounding the films and their relation to reading*.

Each class students will receive a hard copy of an outline of the material to be discussed on that day. The outlines are just that, not notes. Students need to take notes during class; these notes will come in handy when studying for the exams. Each outline will be posted on Carmen before class on the day that material is to be discussed so that students who prefer to take notes on laptops can enter them on the outline online. *Other activity online is inappropriate during class time*. The outlines are useful towards clarifying the flow of material in a particular class; they also are useful as study guides. Students will be confronted with a lot of information in readings and films; the outlines are intended to structure the information and clarify what you need to know. Recommendation: *before coming to class, go through the outline of the previous class and make sure you are clear about the material; if not, ask*. Students are welcome to ask questions about most everything at any time; that said, at the beginning of each class I will ask if anyone has any questions about previous material. The exams in this class test students' understanding, not memorization capability. Thus, it is important to understand and internalize material as the course proceeds (rather than reading and catching up just before an exam). *Review and test yourself* on all material on the outlines before the exams to insure complete coverage of material.

CLASS ETIQUETTE

Electronic devices (laptops, phones) should not be visible/engaged during class unless otherwise arranged and approved by N. Ettliger.

EVALUATION

Students receive letter grades on each item of evaluation. Final grades are figured based on the values of the letter grades on a 4.0 scale:

<u>class attendance:</u>	10%
<u>2 take-home essay exams:</u>	70% (35% each)

Both exams are take-home essays, which require critical synthesis of course material (including assigned reading, links, films, class discussion). The 2nd exam is not comprehensive, but note that

the 2nd part of the course builds conceptually from the 1st part. Students have considerable time for each take-home exam to permit time for organizing and juggling the exam with other responsibilities. Exams are due on days other than Tuesdays and Thursdays to avoid conflict with class preparation.

2 carmen posts: **20% (10% each)**

Carmen Post I, end of first section of course: students *visually document* in Columbus a concept discussed in class and post to Carmen, *with a caption*.

Carmen Post II, end of second section of course: students find a newspaper article that is relevant to class discussion and post a commentary on the relevance to course material.

Both Carmen Posts: *Directions are indicated on the Carmen web site for the course; click on the 'activities' tab and then the 'discussions' tab. See pp. 7-8 for due dates.*

The standard grading scheme (without extra credit), then, is:

attendance: 10%
2 exams: 70%
2 Carmen posts: 20%

Alternative – optional- grading scheme (extra credit options): Students interested in more opportunities for evaluation (beyond class attendance, the 2 exams, and the 2 Carmen posts) can write up to 2 critical reviews of assigned reading. Possible evaluation schemes are as follows:

class attendance:	10%	class attendance:	10%
exam 1:	30%	exam 1:	25%
exam 2:	30%	exam 2:	25%
2 Carmen posts:	20%	2 Carmen posts:	20%
1 critical review:	10%	2 critical reviews:	20% (10% each)

For the critical reviews: students select 1 or 2 assigned readings, including chapters of the book by Rivoli (but excluding Knox and Knox and McCarthy and all links except the link “Who serves the best cup of clear conscience) and write a critical review of each. *A review of a particular article is due on the day the article is discussed in class (see syllabus, p. 6).* Each review should be 3-5 pages (double spaced), polished, and proofed. Critical reviews should: indicate the purpose of the study; summarize the main points and conclusions; and then critically and thoughtfully engage the study’s contribution, strengths, and limitations relative to other material engaged in the course on similar issues.

The grading guideline for the critical reviews is as follows:

A, A-: all statements are correct; the summary is concise yet thorough, and clear; the commentary is thoughtful, well-argued and substantiated, and the reading assignment is effectively contextualized relative to other course material; the paper is proofed and well written.

B+, B, B-: most statements are correct; the summary includes most of the major points; the commentary makes some good points beyond the summary and contextualizes the reading adequately relative to at least one other assignment in the course; writing could be improved.

C+, C, C-: some points are correct, but many others are not; the commentary is brief and/or does not critically engage the assigned material and/or does not contextualize it relative to other course material; writing could be improved.

D+, D, E: clear misunderstanding of the material and its relation to the course; writing could be improved.

If a student's overall grade in the course is lowered, rather than raised, by critical review grade(s), the critical review grade(s) will not be counted.

Borderline final grades can be affected positively (e.g. by half a grade, such as C+ to B-, B+ to A-) if exam performance improves by at least a whole grade and if class attendance is 'A.'

MISCELLANEOUS REGULATIONS

- 1) Academic misconduct, including plagiarism, is not tolerated. See the Code of Student Conduct at OSU at http://studentaffairs.osu.edu/resource_csc.asp.
- 2) An 'incomplete' at the end of the quarter is possible *under extenuating circumstances*, which require documentation.

GEOGRAPHY 2400 FULFILLS 2 GE REQUIREMENTS

2.B.3.: Breadth - Social Sciences - Human, Natural, and Economic Resources

Goals: Students learn about the systematic study of human behavior and cognition; of the structure of human societies, cultures, and institutions; and of 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 develop abilities to comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

4.B.: Diversity - International Issues "Non-Western or Global," "Western (Non-United States)"

Goals: International Issues coursework help students become educated, productive, and principled citizens of their nation in an increasingly globalized world.

Expected learning outcomes:

1. Students exhibit an understanding of some combination of political, economic, cultural, physical, social, and philosophical differences in or among the world's nations, peoples and cultures outside the U.S.
2. Students are able to describe, analyze and critically evaluate the roles of categories such as race, gender, class, ethnicity, national origin and religion as they relate to international/global institutions, issues, cultures and citizenship.
3. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

SYLLABUS: Part I

date *	general topic	class lecture/discussion	assignment	
Th Aug 28	Introduction			
T Sept 2	I. uneven development in US urban life	evolution of geographies of inequality in cities	Knox & McCarthy (chapters. 5 & 6); Figure 1	
Th 4			Knox (chapt. 3); Graphs 1, 2, 3, 4, 5; Table 1	
T 9			cont'd.; Links 1a, 1b, 1c, 2	
Th 11		discussion documentary film: Rochester – A City of Quality	view film: Rochester – A City of Quality (Film Link A)	
T 16		review		
Th 18		urban renewal; gentrification	Kleniewski, Davidson & Lees; (<i>optional reading: Stabrowski</i>)	
T 23			Links 3, 4 (assigned pages)	
Th 25		discussion, documentary film: Flag Wars	view film: Flag Wars (ML)	
T 30		the uneven urban landscape as a setting for the economic crisis and <i>concentrated</i> foreclosures	Kaplan & Sommers; Links 5, 6	
Th Oct 2		discussion, documentary film: House of cards	view film: House of cards (Film Link B) Links 7, 8; Film/article Link C	
T 7		economic decline & restructuring: a role for <i>cultural</i> policy?	Lloyd, Zukin	
Th 9		cont'd; exam I handed out in class		
T 14		discussion, documentary film: Downside, up	view film: Downside, Up (ML)	
W 15		Carmen posts due by noon		
Th 16		review via discussion of Carmen posts		
M 20		**exam I due – N. Ettlinger's office (Derby 1144), by noon		

* Dates indicated for discussion of specific topics are tentative. Discussion of a particular topic may continue into the next class, as needed.

** Inform Dr. Ettlinger *at least 48 hours before e-exam is due* if unable to complete exam by required time due to job schedule or illness, with letter from appropriate person (e.g. doctor). Failure to inform as instructed will result in no credit for the exam.

SYLLABUS, Part II

date*	general topic	class lecture/discussion	assignment
T Oct 21	uneven	geographies of production networks and consumer activism	Rothenberg-Aalami; Figure 2, Link 9a, 9b
Th 23	development in the	discussion, documentary film: Mardi Gras, made in China	view film: Mardi Gras, Made in China (ML); (<i>optional reading: Appadurai</i>)
T 28	global economy	global economy: debates; theory of comparative advantage, Rivoli's position	Rivoli: preface, prologue; Links 10, 11
Th 30		Explaining the comparative advantage of cotton production in the United States	Rivoli: pt. I; Table 2
T Nov 4		discussion, documentary film: Cappuccino trail	view Film: Cappuccino Trail (Film Link D); Links 12a-12e
Th 6		sweatshop industries, labor	Rivoli: pt. II; Links 13a-13f
T 11		NO CLASS – VETERAN'S DAY	
Th 13		discussion, documentary film: The Shirt on Your Back	view film: The Shirt on Your Back (Film Link E)
T 18		political economy of trade	Rivoli: pt. III
Th 20		discussion, documentary film: Life & Debt	view film: Life and Debt (ML)
T 25		the used clothing trade	Rivoli: pt. IV
Th 27		NO CLASS - THANKSGIVING	
T Dec 2			Brooks
Th 4		recap on globalization debates & Rivoli's view; exam II handed out	Rivoli: Conclusion
M 8		Carmen posts due by noon	
T 9	review via discussion of Carmen posts		
M 15	** exam II due, N. Ettlinger's office (Derby 1144), noon		

* Dates indicated for discussion of specific topics are tentative. Discussion of a particular topic may continue into the next class, as needed.

** Inform Dr. Ettlinger *at least 48 hours before the exam is due* if unable to complete exam by required time due to job schedule or illness, with letter from appropriate person (e.g. doctor). Failure to inform as instructed will result in no credit for the exam.