



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

SYLLABUS: GEOG 2400 SOCIAL AND ECONOMIC GEOGRAPHY AUTUMN 2019

COURSE OVERVIEW

Class Hours: MWF 12:40-1:35
Class Location: Townshend Hall 255

Instructor

Instructor: Ariel Rawson
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Course description

How is prosperity in one place related to decline elsewhere? As the world has become more globally interconnected it has become more divided with more inequality in wealth than ever before. This class will emphasize the significance of *inequality* for how we as social actors both shape and are shaped by economic activity. Popular ideas about “the Economy” suggest there is an “invisible hand of the market” that creates equal exchange and fair competition. Rather than something outside ourselves and separate from social life, the purpose of this course is to emphasize the way economic relationships are fundamentally social relationships. Providing a geographic perspective highlights how social inequality, or uneven power relations between people, make and are remade through economic relations. That is, key to the way this course examines economies as *people doing things* is through *uneven relations* that shape what, how, and why people do the things they do. Since who we are as economic actors is made through the places where we work and live, we also examine the spaces of the household, the factory, the city, the nation, and the globe. In so doing, we will also consider how a geographic understanding of today’s distinct pattern of social and economic relations is one that illuminates

the role of space, not as a fixed or bounded container for activity, but as a lens to interrogate how the relations that both connect and divide peoples, places, and things are produced.

In terms of course structure, roughly the first half of the class will be spent examining the distinct pattern of social and economic relations that characterize today's world.

1. Where does the economy happen? This will focus on *spaces of production* across various sectors including farming, mining, manufacturing, and services
 - a. We also look at technologies in terms of both spaces of production and how they shape the spaces of production for other goods and services
 - b. We also look at the peculiar cases of how environment, labor, and money are also made into commodities
2. How do economies create uneven development?
 - a. This highlights the uneven economic power amongst a breadth of *social actors*: such as financial institutions, the state, transnational firms, consumers, and workers
 - b. The key focus here concerns the way capitalist relations shape how *value is created and captured* throughout this network of social actors

The second half of the class will examine some of the historical changes that created the uneven landscape of social and economic relations today.

1. First, we look at the relation between postwar financial institutions and colonialism – as well as what that relationship means for understanding global inequality and poverty in the Global South. This includes examining the debt crisis in the Global South.
2. Secondly, we look at how a growing investment in neoliberal policies transformed Keynesian economic conditions in the US, UK and other developed countries. We cover this through a specific focus on the movement to privatize education in the US.
3. Lastly, we look at how neoliberal policies blur the line between our identities as consumer, laborer, entrepreneur and what that means for global citizenship. We do this through looking at the rise of digital peer-to-peer platforms and the rise of ethical consumption.

At the end of the course we connect our situated embeddedness in global economies to our role as global citizens. We end with a focus on the way global citizenship is not just about our role as consumers (or entrepreneurs) but about our role as laborers! Beyond using selective access to venture capital or purchasing power as a way to exercise citizenship into today's global economy, we emphasize the merits of exercising global citizenship through solidarity to laborers around the world of all forms and particularly unremunerated laborers!

Course learning outcomes

By the end of this course, students should successfully be able to:

- Compare how different concepts of space (location, territory, place, scale) inform a geographic perspective
- Apply space as a tool to analyze inequality and analyze how space is used to produce inequality

- Describe uneven patterns of social and economic relations today
- Analyze how patterns of social and economic unevenness have changed over time and space
- Explain how various sites and space of economic activities are interconnected
- Recognize and attribute the social actors involved in economic processes
- Analyze the uneven power relations amongst social actors

GE Course Information

Social Science Goals: Human, Natural, and Economic Resources

- 1. Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources.
 - Rationale: This course will satisfy this objective through comparing economic and geographic theories on distribution of resources. We focus on how the distribution of various resources are all tied to the distribution of wealth.
- 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.
 - Rationale: This course will satisfy this objective by addressing how uneven development is linked to who has the power to enforce decisions. We also address the specifically spatial dimensions of political, economic, and social trade-offs.
- 3. Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.
 - Rationale: This course will satisfy this objective by addressing how labor and environmental conditions in capitalist production are unsustainable for the health of both people and the planet. We also cover this by showing how contradictions in capitalism create crisis and how crisis creates opportunities for capitalism.

Diversity Goals: Global Studies

- 1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
 - Rationale: This course will satisfy this objective by looking at the significance of immigration to the global economy. We also look at specific economic conditions of Mexico and Jamaica.
- 2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

- Rationale: This course will satisfy this objective by addressing how consumer culture shapes our identity and values and how the changing nature of work may provide new opportunities to think about the multiple forms of enacting global citizenship.

Course materials (no purchases are required!)

Required – *selected sections will be available electronically through Carmen*

Coe, N.M., Kelly, P.F., & Yeung, H.W.C. (2013). *Economic Geography: A Contemporary Introduction*. 2nd edition. NJ: John Wiley & Sons, Inc.

Ellwood, W. (2009). *The No-Nonsense Guide to Globalization*. New Edition. Oxford: New Internationalist.

Sparke, Matthew. (2013). *Introducing Globalization: Ties, Tensions, and Uneven Integration*. West Sussex: Wiley-Blackwell.

Required supplemental material

All other articles will be embedded in Carmen (see course schedule)

All films are available through either Secured Media Library, Docuseek, or Kanopy.

Left Behind America: Ohio Citizens Fight for Economic Revitalization (53 min, 2018)

No Logo (42 min, 2003)

Black Gold: A Look at Coffee Production Around the World (78 min, 2006)

Maquilapolis: A City of Factories - Activism for Low-Wage Workers in Mexico (69 min, 2006)

Frightened: The Real Price of Shipping (53 min, 2016)

Banking Nature (90 min, 2014)

The Flaw (82 min, 2011)

Life & Debt (60 min, 2001)

Fail State: The Resurgence of the For-Profit College Industry (94 min, 2018)

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 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu

- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Microphone: built-in laptop or tablet mic or external microphone

Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
 - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
 - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

Carmen Access

You will need to use [BuckeyePass](#) multi-factor authentication to access your course in Carmen. To ensure that you are able to 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 "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 of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or wi-fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4537 (HELP) and the IT support staff will work out a solution with you.

Grading and faculty response

Grades

Assignment or category	Percent
Group Commodity Chain Presentations (1x)	10
Exams (3x)	50
Discussion posts (16x - graded for completion only)	25
Observation Report & Peer Review (1x)	15
Total	100

See course schedule, below, for due dates

Assignment information

Discussion posts & responses: Each module requires students to complete one discussion post. The prompt will vary for each module. Discussion post assignments are due by midnight before the next class meeting. These will be regularly graded for completion only.

Quizzes/Exams: There will be three quizzes/exams throughout the course. These will not be cumulative. The format of the exam will be primarily multiple choice and partially short answer. All quizzes/exams will be graded.

Observation Reports: Students will conduct field research over the course of multiple weeks. The first task is for students to observe and take notes on their own activities as a laborer both paid and unpaid. Secondly, students will write-up a synthesis of their observations in a 1000 words. Include two examples of how students experience connect to other class material on labor experiences around the world. This will also include a peer review component. Rubrics will be provided when observation reports are assigned.

Group commodity diagrams: There will be one group commodity diagram assignment. For this assignment each group will do research on a commodity they select guided by the questions below. Each group will then provide a 5 minute presentation to the class (see dates below). A rubric will be provided.

- What are the geographical structures? Where is it produced and where is it consumed?
- How is value captured amongst the production network? What are the uneven social relations in producing the commodity you selected?
- How is the commodity chain governed? What is the role of States and TNCs?
- What are the health, environment, and population dimensions of the commodity chain?

Late assignments

Late submissions will not be accepted. This is subject to exceptions if you contact me ahead of time for deadline adjustments. Please refer to Carmen for due dates.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

You can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **48 hours**.

Discussion board

Please direct any general questions that could be useful for other students to the discussion board course Q&A. I will check and reply to messages in the discussion boards every **24 hours**. However, a peer may respond quicker.

Attendance, participation, and discussions

Attendance and participation requirements

Attendance will not be graded. Your engagement with the discussion posts will function as participation for this course. This means you do not need to be physically present in class to receive credit for participation. As long as you either regularly attend class or review the class

material on your own you will be able to complete the discussion posts and succeed in this course. Please contact me directly if you have any questions or concerns regarding attendance and participation policy.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Other course policies

Academic integrity policy

Policies for this online course

- **Quizzes and exams:** You must complete the exams yourself, without any external help or communication.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow MLA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

- **Collaboration and informal peer-review:** The course includes opportunities for collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes one group project, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

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/>.

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.

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

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 me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This 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](#)

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

Additional Student Support Services

Student Advocacy Center: Answers students' questions, directs students to appropriate resources and departments, provides general university guidance

- 614-292-1111 <http://advocacy.osu.edu/>

Student Wellness Center: Promotes student wellness through nine dimensions of wellness

- 614-292-4527 <http://swc.osu.edu/>

Multicultural Center: Offers programs, services and outreach for all OSU students; supporting and celebrating all students through a 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://younkingsuccess.osu.edu/academic-services/>

Course schedule in-detail (tentative)

Dates	Module Topics	Material, Assignments & Deadlines
Aug 21- Aug 27	MODULE 1: What is geography? What is the economy?	<ul style="list-style-type: none"> • Read the syllabus (before class on 8/21) • Read <i>Thinking Geographically</i> (after class 8/23) • Read <i>The Economy: What Does It Mean</i> (after class 8/26) • Discussion post 1 (due by 11:59pm on 8/25)
Aug 28- Sept 3	MODULE 2: Uneven Development as Dynamic of Capitalism	<ul style="list-style-type: none"> • Read sections of <i>Capitalism in Motion: Why is Economic Growth So Uneven?</i> (after class 8/28) • Discussion Post 2 (due by 11:59pm on 9/3)
Sept 4 – Sept 8	MODULE 3: Consumption & Commodity Chains	<ul style="list-style-type: none"> • Read sections of <i>Commodity Chains: Where does your breakfast come from?</i> (after class on 9/4) • Read sections of <i>Consumption: You are What you Buy</i> (after class on 9/4) • Discussion post 3 (due by 11:59 pm on 9/8)
Sept 9- Sept 15	MODULE 4: Role of the State, Role of TNC	<ul style="list-style-type: none"> • Read sections of <i>The State: Who Runs the Economy?</i> (after class 9/9) • Read sections of <i>The Transnational Corporation: How Does the Global Firm Keep it All Together</i> (after class 9/11), • Discussion post 4 (due by 11:59pm on 9/12) • Study for Exam 1 (on 9/13)
Sept 16- Sept 19	MODULE 5: Spaces of Extraction	<ul style="list-style-type: none"> • Read The 100 capitalist experiment that keeps Appalachia poor, sick, and stuck on coal - Shortened version w/ Audio (after class 9/16) • Discussion post 5 (due by 11:59 on 9/17) • Start Group Commodity Chain Presentations (pick a commodity by 9/19, post in group thread)
Sept 20- Sept 24	MODULE 6: Spaces of Agricultural Production	<ul style="list-style-type: none"> • Read interview with the author of Eating Tomorrow: Agribusiness, Family Farmers, and the Battle for the Future of Food (after class on 9/20) • Watch Film <i>Black Gold: A Look at Coffee Production Around the World</i> (Kanopy, 2006, 78 min, after class on 9/20) • Discussion post 6 (due by 11:59 on 9/22)

		<ul style="list-style-type: none"> • Read sections of <i>The Travels of a T-Shirt in the Global Economy</i> (after class 9/23) • Optional: Film on the US of Agriculture (Kanopy, 2014, 25 min) • Optional: Read Starbucks Labor Violations • Optional: Resources on Global Agriculture • Optional: Resource on Fertilizer and Pesticide in the US
Sept 25- Sept 26	MODULE 7: Spaces of Manufacturing	<ul style="list-style-type: none"> • Finish film Maquilapolis: A City of Factories - Activism for Low-Wage Workers in Mexico (Kanopy, 2006, 69 min, after class on 9/25) • Discussion post 7 (due by 11:59pm on 9/26) • Read ‘We are not robots:’ Amazon Warehouse Employees Push to Unionize (after class on 9/25) • Optional: Read the “about” “problem” and “benefit” section of Maquiladoras
Sept 27- Sept 29	MODULE 8: Spaces of Services	<ul style="list-style-type: none"> • Read Pink Collar Job Boom (after class on 9/27) • Discussion post 8 (due by 11:59pm on 9/29)
Sept 30- Oct 3	MODULE 9: Role of Technology	<ul style="list-style-type: none"> • Read sections of <i>Technological Change: Is the World Getting Smaller</i> (after class on 9/30) • Watch Film <i>Frightened: The Real Price of Shipping</i> (Kanopy, 2016, 53 min, after class on 9/30) • Discussion post 9 (due by 11:59pm on Oct 3)
Oct 4- Oct 8	MODULE 10: Environment as Special Commodity	<ul style="list-style-type: none"> • Read sections of <i>Environment/Economy: Can Nature Be a Commodity?</i> (after class on 10/4) • Finish film <i>Banking Nature</i> (Docuseek, 2014, 90 min, after class 10/7) • Discussion post 10 (due by 11:59pm on 10/8)
Oct 9- Oct 27	MODULE 11: Labor as Special Commodity	<ul style="list-style-type: none"> • Read sections of <i>Labor Power: Can Workers Shape Economic Geographies?</i> (after class on 10/9); • Begin Observation report (first draft due • [Reading for Guest Lecture TBD] (after class on 10/16), • Discussion post 11 (due by 11:59 pm on 10/20) • Group Commodity Chain Presentation (in-class 10/21 and 10/23) • Study for Exam 2 (on 10/25)
Oct 28- Oct 31	MODULE 12: Money as Special Commodity	<ul style="list-style-type: none"> • Read sections of <i>Making Money: Why Has Finance Become so Powerful?</i> (after class on 10/28) • Finish film <i>The Flaw</i> (Docuseek, 2011, 82 min, after class on 10/30) • Discussion post 12 (due by 11:59 on 10/31) • Optional: Read Black Debt, White Debt

Nov 1- Nov 7	MODULE 13: From Colonialism to Globalization	<ul style="list-style-type: none"> • Read sections of <i>Globalization Then & Now</i> (after class on 11/1) • Read sections of <i>The Bretton Woods Trio</i> (after class on 11/1) • Read sections of <i>Debt and Structural Adjustment</i> (after class on 11/4), • Finish film ‘Life & Debt’ (secure media library, 2003, 86 min, after class on 11/6) • Discussion post 13 (due by 11:59 pm on 11/7)
Nov 8- Nov 14	MODULE 14: Neoliberal Changes in the 70’s and 80’s	<ul style="list-style-type: none"> • Read sections of <i>Introducing Globalization</i> (after class 11/8) • Read Neoliberalism: The ideology at the root of all our problems (after class 11/8) • Discussion post 14 (due by 11:59pm on 11/14) • Optional: Resource on the Productivity-Pay Gap
Nov 15- Nov 21	MODULE 15: Case of Education in the US	<ul style="list-style-type: none"> • Read What and who are fueling the movement to privatize public education — and why you should care (after class 11/15) • Finish film Fail State: The Resurgence of the For-Profit College Industry (Kanopy, 2018, 94 min, after class 11/18) • Read articles on Charter Schools in New Orleans from the Pelican Institute, The Guardian, The New Yorker, and People’s World (after class on 11/18) • Discussion post 15 (due by 11:59pm on 11/21); • Optional: Recent report card on the Movement to Privatize Education • Optional: Read articles on Teacher Strikes
Nov 22- Dec 4	MODULE 16: A More Just Economy? From Peer-to-Peer Platforms to Ethical Consumption	<ul style="list-style-type: none"> • Read The Online Gig Economy’s ‘Race to the Bottom’ (after class 11/22) • Discussion post 16 (due by 11:59pm on 11/24) • Read sections of <i>Consumption: You Are What You Buy</i> (after class 11/25) • Read Why feminist advertising doesn’t make us better feminists? (after class 11/25) • Read Let’s Push Back on Brands Commodifying Social Justice (after class 11/25) • Optional: Read the Rise of the Platform Economy • Observation Report Draft 1 (due by 11:59pm on 11/22) • Peer Review of Observation Report (due by 11:59pm on 11/25) • Final Observation Report (due by 11:59pm on 12/2) • Study for Exam 3 (on 12/4)