

Geography 2400: Economic and Social Geography

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The Economic iceberg and the submerged no-economy

Source: Gibson-Graham (2006)/Drawing by Ken Byrne.

Introduction to the course

What is the economy? 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.

The course will introduce 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 familiar places, our neighborhoods and cities to look at how spatial processes and social relations shape our everyday lives and economy.

Course evaluation

3 Exams	
Midterm 1, Feb 28 th	20%
Midterm 2, March 25 th	20%
Final Exam, April 23 rd	25%
In-class activities	15%
Group work presentation	10%
Attendance	10%
Total	100%

Midterms and Final exam: The exams will ask you to write short essays on themes/topics that I will provide or will be a set of questions that will require reflective writing. See the schedule for due dates.

In-class activities: There will be unspecified number of in-class activities, such as small group discussions, short writings, think-pair-share.

Group work presentation: You will be asked to work in groups of 2-3 students on a topic chosen by you based on the lectures/discussions in the class/your observations and towards the end of the semester each group will make a 7-10 mins presentations to the entire class. The class will provide constructive feedback to the presenters. The aim of this activity is to encourage group work, peer learning on a topic/concept and overall participation in the classroom.

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

Readings

All readings are to be found on Carmen in the module section or embedded in the syllabus. 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.

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. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. 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.

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

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

General Education (GE) requirements

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

Social Science Goals: 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.

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.

o 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.

o 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.

o 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

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.

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.

o 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.

o 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.

Class policies

Our primary joint responsibility in this class is to create a productive learning community. Good humor and support of one another are welcomed and encouraged. You should respect my right to teach and the right of your fellow students to learn. You are expected to conduct yourself with courtesy at all times and to treat everyone with respect. **Threatening or intimidating speech in any form will not be tolerated.** Other disruptive behavior includes, but is not limited to, holding conversations with classmates, passing notes, making unnecessary comments, leaving and coming back into the classroom (except in emergencies), coming in late or leaving early on frequent occasions, and failing to turn off cell phones. If you violate these standards of courtesy and respect, you may be dismissed from class.

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. Students are expected to attend all lectures, complete the required readings, participate in in-class discussions/activities, 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. 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 should not be a substitute for face-to-face communication.** Use of the Carmen discussion board is also encouraged.

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. 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.

Schedule with topics, readings and assignments

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

Students are encouraged to share and discuss information that they have read, watched, heard in popular media related to topics being covered in the course at all time)

Dates	Module Topics	Readings/assignments
Jan 6 th - Jan 31 st	1. Our Global Economy	
	Introduction to the syllabus	
	Thinking geographically	North-South Divide
	The Global Economy	Economics is too important to leave it to the experts https://www.theguardian.com/commentisfree/2014/apr/30/economics-experts-economists

		<p>World's 8 Richest Have as Much Wealth as Bottom Half, Oxfam Says</p> <p>https://www.nytimes.com/2017/01/16/world/eight-richest-wealth-oxfam.html</p>
	<p>Capital circulation and accumulation</p> <p>India Garment Report (Prof Dutta's Research)</p>	<p>Two garment factory disasters a century apart show how globalization has sapped labor's power</p> <p>https://qz.com/1255041/two-garment-factory-disasters-a-century-apart/</p> <p>More Brands Should Reveal Where Their Clothes are Made</p> <p>https://www.hrw.org/news/2017/04/20/more-brands-should-reveal-where-their-clothes-are-made</p>
	<p>Global trade and Labor</p>	<p>Sri Lankan Migration to the Gulf: Female Breadwinners - Domestic Workers</p> <p>http://www.mei.edu/content/sri-lankan-migration-gulf-female-breadwinners-domestic-workers</p> <p>95% Of Domestic Workers Are Women. In California, They're Demanding Better Pay</p> <p>https://www.huffingtonpost.com/entry/domestic-workers-overtime-law-ca-us-56ddd53fe4b0ffe6f8ea2bce</p> <p>Watch: On Canada's Living Care Program</p> <p>https://www.youtube.com/watch?v=kqqV3ZGT9A</p>
	<p>Politics of global production</p>	<p>The politics of global production: Apple, Foxconn and China's new working class</p> <p>China is turning Ethiopia into a giant fashion factory</p> <p>https://www.bloomberg.com/news/features/2018-03-02/china-is-turning-ethiopia-into-a-giant-fast-fashion-factory</p>
	<p>Watch: Life & Debt (60 min, 2001)</p> <p>Maquilapolis: A City of Factories - Activism for Low-Wage Workers in Mexico</p>	
<p>Feb 3rd - Feb 28th</p>	<p>2. How We Work</p>	
	<p>Vulnerability</p>	<p>Walmart Workers Cost Taxpayers \$6.2 Billion In Public Assistance</p> <p>What happened when Walmart left</p>

		<p>https://www.theguardian.com/us-news/2017/jul/09/what-happened-when-walmart-left</p> <p>Uber’s new loan program could trap drivers in cycles of crushing debt https://www.theguardian.com/commentisfree/2019/dec/05/uber-loan-program-debt?CMP=share_btn_tw</p> <p>Opioid Deaths Rise When Auto Plants Close, Study Shows https://www.nytimes.com/2019/12/30/business/economy/30opioids-auto-plants.html?te=1&nl=the-upshot&emc=edit_up_20200102?campaign_id=29&instance_id=14896&segment_id=19993&user_id=f8d93eaf74bf49938d46307487967192&regi_id=8376250620200102</p> <p>You Are Literally Working for Silicon Valley and Don’t Know It https://gen.medium.com/amp/p/f04144390914</p>
	Pink collar jobs	<p>The pink-collar job boom</p> <p>Gender pay gap at Ohio State: male employees earn nearly \$8,000 more than females https://www.thelantern.com/2017/12/gender-pay-gap-at-ohio-state-male-employees-earn-nearly-8000-more-than-females/</p> <p>The grooming gap: what “looking the part” costs women http://inthesetimes.com/article/22197/grooming-gap-women-economics-wage-gender-sexism-make-up-styling-dress-code</p>
	Gig Economy Guest Lecture by Bernard Hayman	<p>Sometimes you don’t feel human https://www.theguardian.com/business/2017/oct/17/sometimes-you-dont-feel-human-how-the-gig-economy-chews-up-and-spits-out-millennials</p> <p>The gig economy screws over everyone but the bosses https://www.vice.com/en_ca/article/597745/the-gig-economy-screws-over-everyone-but-the-bosses-across-canada</p>
	Watch: <i>T-Shirt Travels</i> <i>Death by design</i>	
	Recap and Prepare for 1 st Mid-term Exam	
28th Feb	1st Midterm Exam	
Mar 2 nd - April 3 rd	3. What We Buy	(SPRING BREAK: 9-13 March)
	Consumption as a social act	Luxury on the installment Plan

		<p>https://thebaffler.com/latest/luxury-on-the-installment-plan-del-valle?fbclid=IwAR1HwgmBtBtEuxGhjN11kR4FNvrHiCH1087IxWwlpOMm OnizLzEB0Dt8b4</p> <p>The hipster trap</p> <p>For every person in Hong Kong, there are 48 pounds of electronic waste per year</p> <p>https://qz.com/895504/asia-has-a-growing-e-waste-problem-and-hong-kong-is-its-hidden-villain/</p> <p>Watch: Story of Stuff</p> <p>https://www.youtube.com/watch?v=9GorqroigqM</p>
	<p>Distancing production and consumption</p> <p>Group work topics/discussions</p>	<p>Santa’s real workshop</p> <p>https://www.theguardian.com/artanddesign/architecture-design-blog/2014/dec/19/santas-real-workshop-the-town-in-china-that-makes-the-worlds-christmas-decorations</p> <p>Fashion Nova’s Secret: Underpaid workers in Los Angeles Factories</p> <p>https://www.nytimes.com/2019/12/16/business/fashion-nova-underpaid-workers.html</p>
	Tourism as consumption	<p>Dubai finesses ease of luxury shopping for Chinese</p> <p>Airbnb and the so-called sharing economy is hollowing out our cities</p> <p>https://www.theguardian.com/commentisfree/2018/aug/31/airbnb-sharing-economy-cities-barcelona-inequality-locals</p>
	Neoliberalism	<p>What Exactly is neoliberalism?</p> <p>https://www.dissentmagazine.org/blog/booked-3-what-exactly-is-neoliberalism-wendy-brown-undoing-the-demos</p> <p>What exactly is neoliberalism and what’s wrong with it?</p> <p>https://www.3quarksdaily.com/3quarksdaily/2018/10/what-exactly-is-neo-liberalism-and-whats-wrong-with-it.html</p> <p>Watch: 23 Things They Don't Tell You About Capitalism</p> <p>https://www.youtube.com/watch?v=whVf5tuVbus</p>
	Watch: Black Gold: A Look at Coffee Production Around the World (78 min, 2006)	
	Recap and Prepare for 2 nd Midterm Exam	

25th March	2nd Midterm Exam	
Apr 6 th - Apr 20 th	Where We Live	
	Urban Spaces and Global Cities Guest Lecture: Suparna Bhaskaran (TBD)	The 3 pictures that explain everything about Smart Cities https://www.citylab.com/design/2019/06/smart-city-photos-technology-marketing-branding-jibberjabber/592123/ Big cities are the future of global consumption https://www.citylab.com/life/2016/04/big-cities-are-the-future-of-global-consumption/478128/
	Race and Cities Guest Lecture: Bernard Hayman	Against Black Homeownership http://bostonreview.net/race/keeanga-yamahtta-taylor-against-black-homeownership Standing Rock, Flint and the color of water http://www.aaihs.org/standing-rock-flint-and-the-color-of-water/
	Watch Here's to Flint	
	Group work presentations	
23rd April	Final Exam	