

## Geography 2400: Economic and Social Geography, autumn 2017

Tuesdays and Thursdays, 9:35-10:55, 155 Jennings Hall

**Instructor:** Professor Nancy Ettliger, 1144 Derby Hall, 292-2573; [ettlinger.1@osu.edu](mailto:ettlinger.1@osu.edu)

**Teaching Assistant:** Bonnie Bounds (Geography, PhD program), 1131 Derby Hall, 292-1357, [bounds.13@buckeyemail.osu.edu](mailto:bounds.13@buckeyemail.osu.edu)

**Office hours:** Due to wide-ranging schedules among students, it makes sense to schedule office hours with Professor Nancy Ettliger and Bonnie Bounds *by appointment* rather than fix office hours to a particular time when many students can't make it. Please contact us to set up an appointment before or after class, by email, or telephone.

**Canvas page for course:** go to <https://carmen.osu.edu/>, login, select course (Geog 2400); click on 'modules' (left column) for syllabus, e-reserves, links, class outlines (once the semester begins)

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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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

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### COURSE DESCRIPTION

This course introduces students to a variety of topics in economic and social geography from the perspective that the social and the economic are not separate spheres, but rather, integrally related. The course is underscored by a concern for social in/justice in light of problems of uneven development. The course is divided into 2 parts, indicated below.

The first part of the course focuses on social and economic issues associated with spatial restructuring of cities in the United States over the course of the 20<sup>th</sup> and 21<sup>st</sup> centuries. In this section students learn how uneven opportunities and constraints have evolved across city space, and how advantage and disadvantage have been inscribed on the urban landscape, notably regarding class and race. Geographic concepts such as 'the production of place' figure prominently, towards engaging the question, 'how are places *produced* by economic, social, and political processes?'. The section begins with an overview of US cities from pre-World War II onward, 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' and the urban landscape overall have changed. We will discuss the documentary film "Rochester, A City of Quality,"

which was produced in 1963 as propaganda for investment in the city, reflecting implicitly problems discussed in class such as changing transportation systems in association with deindustrialization and white flight. 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 documentary film 'Flag Wars' offers a powerful examination of processes of gentrification and displacement in Old Towne East, Columbus. The material up through gentrification prepares students for thinking about the significance of the economic crisis (2008) relative to different types of places in cities in light of the production of different places in cities over time. The CNBC film "House of Cards" offers clarity on the complexities of the crisis; reading and class discussion will engage problems such as the racialized geography of foreclosures and the implications. This section of the course closes with a discussion of relatively novel ways of reconstituting communities that have experienced economic decline, specifically revitalization strategies via the arts and "cultural policy." The film "Downside, Up" offers a nuanced view of the dynamics of an apparently unlikely 'cultural revitalization' in a small town in Massachusetts; the 'cultural' approach to economic change in this town mimics processes that are occurring across the nation and even worldwide.

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's 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 prepare 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 and global trade that will be useful to students, the book more generally takes a hard look at a number of pressing issues on free trade (is it really free?), anti-globalization movements from the vantage point of workers (how effective are these, and why?), and the nature of sweatshop labor. 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 regarding alternative avenues for 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 AND HOW TO ACCESS ASSIGNED FILMS**

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 course material 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*. **5 films are accessed via OSU's Media Library** (designated 'ML') and **2 films are accessed via links** (designated Film Links A-C, accessible on the Canvas page under 'modules'). See next page (3) for summary of all film assignments, source, and due dates; film assignments also are indicated on the syllabus.

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.*

*Films viewed through ML are available for viewing for 1 week preceding the day the film is to be discussed in class; availability of these films can be renewed on request. When a film is assigned for a particular date, the class on that date will be devoted to discussion of the film; therefore, it is crucial to view the film before class.*

**To view films available through the Media Library (ML) 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 regarding Media Services, call 292-9689 or e-mail [MediaServices@osu.edu](mailto:MediaServices@osu.edu)

The table below indicates the films you will view from **the media library** and **film links on Carmen**, and dates

FILM	MEDIA LIBRARY, DATE DUE	FILM LINK, DATE DUE
Rochester: A City of Quality		film link A, due Tues., Sept. 5
Flag Wars	ML, due Tues., Sept 19	
House of Cards (CNBC)	ML, due Tues., Sept. 26	
Downside, Up	ML, due Tues., Oct. 10	
Mardi Gras: Made in China	ML, due Tues., Oct. 24	
Cappuccino Trail		film link B, due Thurs., Nov. 2
Life & Debt	ML, due, Thurs., Nov. 16	

**READING** (see syllabus for assignment dates)

**I. book**; purchase through OSU bookstores: One required book has been ordered for this course (to be

read in the 2<sup>nd</sup> half of the course); it is available through OSU bookstores. Rivoli, P. 2009 (2<sup>nd</sup> 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. eReserves, electronically accessed material** (under 'modules' on Canvas)

Please alert Professor Ettlinger or Bonnie Bounds if you have any problem accessing any of the required material.

A. eReserves (electronic copies of journal articles and chapters of books – listed on Canvas in the order in which you will read them. They are listed below in alphabetical order with full bibliographic information, for your information. All reading is required unless indicated as optional.

(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.

Coates, T.-N.

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.

Massey, D.S., Rugh, J.S., Steil, J.P., and Albright, L. 2016. Riding the stagecoach to hell: a qualitative analysis of racial discrimination in mortgage lending. *City & Community* 15: 118-136.

RTTC-NYC Member Organizations. 2010. *People without homes and homes without people: a count of vacant condos in select NYC neighborhoods*. New York City Chapter of Right to the City Alliance.

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

Squires, G.D. 2015. Surging inequality and the foreclosure crisis. *Progressive Planning* 202: 14-17, 27.

(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, maps

C. News/MagazineWeb (NMW) Links (news, magazine, web articles)

D. Film links (film links A-C; other films available through OSU's Media Library)

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

F. Class outlines

### CLASS ATTENDANCE

**Regular and punctual attendance is required;** class attendance constitutes 10% of the final grade. An attendance sheet will be passed around towards the end of class each day. Overall attendance will be recorded as zero if a student is observed routinely arriving at the end of class to sign the attendance form. Students should drop this course if they have commitments that overlap with the class period. **Students should indicate to Professor Ettliger in advance if they cannot attend a particular class, cannot arrive 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; each outline also will be posted on Canvas before the class on the day the material is to be discussed (see Link F under 'modules'). 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. *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. *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

**Use of electronic devices in class for reasons other than class material is unacceptable.** Students using cell phones or laptops during class time for reasons other than class will be asked to put them away. 'Be there' in class, mentally as well as physically. *A full grasp of material covered during class is crucial to*

*performance on the exams.*

**EVALUATION – all grades posted on Canvas: exams, Canvas posts (with comments), optional critical reviews (with comments)**

Students receive letter grades (numerical scores will be converted to letter grades on a 4.0 scale) on each item of evaluation. Final grades are figured based on the values of the letter grades as follows:

class attendance:       **10%**  
2 exams:               **70% (35% each)**

The 2<sup>nd</sup> exam is *not* comprehensive. Contact Professor Ettlinger or Bonnie Bounds at least 48 hours *before* the exams if you cannot take the exam on the scheduled date due to circumstances beyond your control (which requires documentation). *Failure to take the exam on the scheduled day without approval will result in an E.*

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

Canvas Post 1, end of first section of course: students *visually document* in Columbus a concept discussed in class and post to Carmen, *with a caption.*

Canvas Post 2, end of second section of course: students find a newspaper article that is relevant to class discussion

Both Canvas Posts: *Directions are indicated on the Canvas web site for the course; go to 'Discussions' on left column.* See syllabus for due dates.

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

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

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

**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%	or 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, *due at the start of the class on the day the article is discussed in class*; please hand in to Bonnie Bounds. With a few exceptions, all reading is open for selection. *Readings that are not open for selection include the readings by Knox and McCarthy and all NMW links, except that links 8a-8e as a group (they count as 1 article as a group) are open for selection.* The choice is yours – pick something that interests you! 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 rubric 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.
- 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.
- 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.
- D+, D, E: clear misunderstanding of the material and its relation to the course.

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.

### **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](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	
t Aug 22	Introduction			
th 24	I. uneven development	evolution of geographies of inequality in cities	Knox & McCarthy (chapters. 5 & 6); Figure 1	
t 29	in US urban life		Knox (chapt. 3); Graphs 1-6; Table 1	
th 31			cont'd.; NMW Links 1a-1c, 2a-2b	
t Sept 5		documentary film: Rochester – a city of quality (in class); discussion	view film: Rochester-A City of Quality (Film link A)	
th 7		review		
t 12		urban renewal; gentrification	Kleniewski, Davidson & Lees; ( <i>optional reading: Stabrowski</i> )	
th 14			RTTC-NYC Member Organizations; NMW Link 3	
t 19		discussion, documentary film: Flag Wars	view film: Flag Wars (ML); NMW link 4	
th 21		the uneven urban landscape as a setting for the economic crisis and <i>concentrated</i> foreclosures	Kaplan & Sommers; Squires; NMW Link 5a	
t 26		discussion, documentary film (House of cards), Massey et al.	view film: House of Cards (ML); Massey et al.; NMW Links 5b-5c, ( <i>optional reading: Wyly</i> )	
th 28			Coates; revisit Massey et al.	
t Oct 3		economic decline & restructuring: a role for <i>cultural</i> policy?	Lloyd	
th 5			Zukin	
m 9		<b>Canvas post 1 due by noon</b>		
t 10		discussion, documentary film: Downside, up	view film: Downside, Up (ML)	
th 12	NO CLASS – Autumn break!			
t 17	<b>EXAM 1</b>			

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



## SYLLABUS, Part II

date*		general topic	class lecture/discussion	assignment	
th	19	global economy	geographies of production networks and consumer activism	Rothenberg-Aalami; Figure 2; NMW links 6a-6b	
t	24		discussion, documentary film: Mardi Gras, made in China	view film: Mardi Gras, Made in China (ML) <i>(optional reading: Appadurai)</i>	
th	26		global economy: debates; theory of comparative advantage, Rivoli's position	Rivoli: preface, prologue; NMW Links 7a-7b	
T	31		Explaining the comparative advantage of cotton production in the United States	Rivoli: pt. I	
th Nov	2		discussion, documentary film: Cappuccino trail	view film: Cappuccino Trail (film link B); NMW links 8a-8e	
t	7		sweatshop industries, labor	Rivoli: pt. II; NMW Links NMW links 9a-9f	
th	9		"		
t	14		political economy of trade	Rivoli: pt. III	
th	16		discussion, documentary film: Life & Debt	view film: Life and Debt (ML)	
t	21		the used clothing trade	Rivoli: pt. IV	
th	23		NO CLASS – Thanksgiving		
t	28			Brooks	
th Dec	30		recap on globalization debates & Rivoli's view	Rivoli: Conclusion	
m	4		<b>Canvas post 2 due by noon</b>		
t	5		review; discussion of Canvas posts		
<b>Friday</b>	<b>Dec 8</b>		<b>EXAM 2 (same room where class regularly meets)</b>		
	<b>8:00-9:45</b>				

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