

Geography 2400: Economic and Social Geography, Autumn 2018

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

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Office hours: Due to wide-ranging schedules among students, it makes sense to schedule office hours by appointment rather than fix office hours to a particular time when many students can't make it. To set up an appointment, please contact either Nancy Ettlinger or Ariel Rawson before or after class, by email, (or telephone for Nancy Ettlinger).

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)

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.

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 problems of *inequality* and their spatial manifestation in *uneven development*. The course engages these issues in the context of US cities (Part I) and the global economy (Part II).

The first part of the course focuses on social and economic issues associated with inequality and uneven development in US cities. We begin with a focus on racial inequality and its spatial manifestation in segregation and discrimination in housing, and how uneven development has unfolded in US urban life over the 20th and opening two decades of the 21st centuries. We then focus on waves of gentrification beginning in the mid-20th century through the present, their similarities and differences, and the role of each in producing inequality and uneven development in the urban landscape regarding race and class. Class then turns to a broad overview of change in the pattern of cities from monocentric in the early 20th century to polycentric and the changing nature of suburbs in the 20th and 21st centuries from relatively homogenous places of wealth to diverse yet segregated places of wealth as well as poverty. Finally, we focus on conditions of urban life in the context of changes in the production system, which delivers jobs – from the heyday of Fordism in the mid-20th century that delivered middle-income wages to increasingly precarious types of work through the present. Course material for this section includes journal articles, chapters from books, and films.

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. Throughout this section we will engage 'the social life of things' – how a commodity travels across the global economy through the different stages of production while progressively becoming more valuable. Crucially, we will examine how value is distributed unevenly across the global commodity chain, with labor commonly receiving far less than a fair share. As consumers, we are part of global commodity chains, and our knowledge about what happens at sites of production can have political power. We will examine these issues through articles, films, and also a book by Rivoli, *The Travels of a T-Shirt in the Global Economy*. While offering insights about the dynamics of production and global trade, 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. 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 ethical. We will read this book critically and assess the author's claim at the beginning that she is leaving her old assumptions behind. Some parts of the book are narrow in scope while making general claims, and accordingly we will complement the book with films and articles to develop a well-rounded view of the issues.

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, 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*. **3 films are accessed via OSU's Media Library** (designated 'ML') and **2 films are accessed via links** (designated Film Links A and B, 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

The table below indicates the films you will view from **the media library** and **film links on Canvas**, with due dates.

FILM	MEDIA LIBRARY, DATE DUE	FILM LINK, DATE DUE
Rochester: A City of Quality		film link A, due Thurs. Sept. 13
Flag Wars	ML, due Tues. Sept 18	
Suburbia in Black & White		film link B, due Thurs. Sept. 27
Mardi Gras: Made in China	ML, due Tues. Oct. 23	
Cappuccino Trail		film link C, due Thurs. Nov. 1
Life & Debt	ML, due, Thurs. Nov. 15	

READING (see syllabus for assignment dates)

I. book: One required book has been ordered, for the 2nd half of the course.

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. TO ORDER FROM BARNES & NOBLE:
<https://tinyurl.com/Fall18-GEOG-2400-17169>

(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 let Professor Ettlinger know 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.
- Chaskin, R.J. and Joseph, M.L. 2013. 'Positive' gentrification, social control and the 'right to the city' in mixed-income communities: uses and expectations of space and place. *International Journal of Urban and Regional Research* 37: 480-502.
- Coates, T.-N. 2014. The case for reparations. *The Atlantic*, June.
- Davidson, M. and Lees, L. 2010. New-build gentrification: its histories, trajectories, and critical geographies. *Population, Space and Place* 16: 395-410.
- (optional) Ettlinger, N. 2016. The governance of crowdsourcing: rationalities of the new exploitation. *Environment & Planning A*: 48: 2162-2180.
- Harrison, B. 1994. The dark side of flexible production. *National Productivity Review* 13: 479-501.
- 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. and McCarthy, L. 2005. *Urbanization: an introduction to urban geography*. Upper Saddle River, NJ: Prentice Hall [optional: chapters (pp. 115-137), “The foundations of urban form and land use” and 6 (required), (pp. 139-169), “Changing metropolitan form”].
- (optional) Massey, Doreen. 2005. Opening propositions. In *For space* by D. Massey, pp. 9-15. Thousand Oaks, CA: Sage.
- Massey, Douglas 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) 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.

B. figures, graphs, tables

C. news/magazine/web (NMW) links (news, magazine, web articles)

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

E. optional links (to be discussed in class & added to during the semester)

F. class outlines (posted before each class)

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 Ettlinger 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 2nd exam is *not* comprehensive. Contact Professor Ettlinger 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%	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 Ariel Rawson*, who will post your grade with comments on Canvas. 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, 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.
- 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 21	introduction		
th 23	I. inequalities & uneven development in US cities	geographic concepts: place & space	(optional: Massey)
t 28		inscribing race and inequality on the urban landscape: discrimination in homeownership	Coates; Massey et al.
th 30		the case of the 2008 'crisis' & the new form of redlining	(revisit Massey et al.); Squires; Kaplan & Sommers; (optional: Wyly et al.)
t Sept 4		the unfolding of uneven development in US cities in the mid-20 th century: economic & social decentralization and (white) suburbanization – Fordism, Keynesianism, inclusions & exclusions	Knox & McCarthy chapt. 6; Graphs 1, 2
th 6		waves of gentrification & exclusions - wave 1: urban renewal ('50s, 60's→) & the link with transportation development	Kleniewski
t 11		"	
th 13		- wave 2: neighborhood change, '70s →	film: Rochester – A City of Quality (film link A); NMW link 1 (read through p. 15)
t 18		- wave 3a: mixed-income planning, '90s→	film: Flag Wars (ML); NMW link 2
th 20		- wave 3b: new-build, '90s→	Chaskin & Joseph
t 25		- review - from monocentric to polycentric cities, changing suburban realities and changes in patterns of inequality & segregation	Davidson & Lees; RTTC-NYC report (prologue, intro., select 1 case study)
th 27			(optional: Knox & McCarthy, chapt. 5 on monocentric cities); Figure 1 ; NMW links 3a, 3b ; film: Suburbia in Black & White (film link B)
t Oct 2		rounds of industrial restructuring & increasing job insecurity, socio-economic polarization - from Fordism to post-Fordist production & outsourcing	Harrison; Graphs 3,4; Table 1
th 4		- from outsourcing to crowdsourcing: digital labor in the 21 st century - gig economy, online work platforms & mktplaces	(optional: Ettlinger 2016) NMW links 4a – 4e
m 8		Canvas post 1 due by noon (Discussion tab)	
t 9		discussion of Canvas posts & review	
th 11		NO CLASS – Autumn break!	
t 16		EXAM 1 – please bring #2 pencils with erasers	

SYLLABUS, Part II

date*	general topic	class lecture/discussion	assignment
th 18	II. inequalities & uneven development in the global economy	geographies of production networks and consumer activism	Rothenberg-Aalami; <i>Figure 2; NMW links 6a-6b</i>
t 23		the social life of things	<i>film:</i> Mardi Gras, Made in China (ML); (optional: <i>Appadurai</i>)
th 25		global economy: debates; theory of free trade & comparative advantage, Rivoli's position	Rivoli: preface, prologue <i>NMW links 7a, 7b</i>
T 30		free trade & explaining the US comparative advantage of cotton production	Rivoli: pt. I
th Nov 1		<i>fair</i> trade – what is it, how does it vary, & why doesn't Rivoli discuss it?	<i>film:</i> Cappuccino Trail (film link D); <i>NMW links 8a-8e</i>
t 6		sweatshop labor in the garment industry	Rivoli: pt. II; <i>NMW links 9a-9d</i>
th 8		"	
t 13		political economy of trade	Rivoli: pt. III
th 15		uneven advantage & the problem of late-developing countries in the global economy	<i>film:</i> Life and Debt (ML)
t 20		the used clothing trade	Rivoli: pt. IV
th 22		NO CLASS – Thanksgiving!	
t 27		"	Brooks
th 29		recap on globalization debates & Rivoli's view	Rivoli: Conclusion
m Dec 3		Canvas post 2 due by noon (Discussion tab)	
t 4		discussion of Canvas posts & review	
Friday Dec 7 8 - 9:45am		EXAM 2 (same room where class regularly meets) – please bring #2 pencils	

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