

Geography 2400: Economic and Social Geography

Instructor: Professor Munroe
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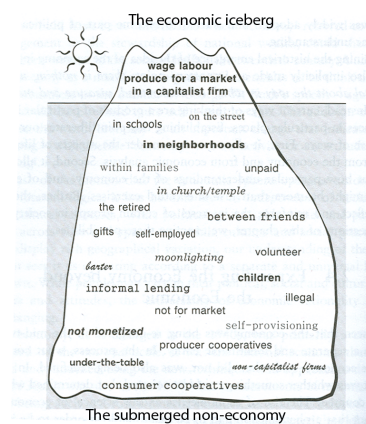
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Introduction to the course

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.

Roughly the first half of the class will be spent introducing 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 a familiar, but contested, social category (childhood) to look at the impacts of economic change. Finally, we look at how economic factors shape sexual identities and sexual practices.



Course evaluation

3 Exams		50% total
Midterm 1, Feb 21 st	20%	
Midterm 2, April 6 th	20%	
Final, May 1 st	10%	
In-class writing	~2% each	30% total
Weekly Carmen entries	~2% each	20% total
		100%

Readings

All readings are to be found on Carmen. 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.

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.

General Education (GE) requirements

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

I. Social Science, “(3) 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.

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 comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

→ *Students will be tested on their understanding of recent global economic changes, their geographic outcomes, and major social science explanations underlying these changes.*

II. Diversity, “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.

Expected Learning Outcomes:

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.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

→ *Students will be tested on their understanding of the differential effects of global economic change on several world regions. We will examine competing explanations for international trends such as immigration.*

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 must 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, surfing the web during class, 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. **Examinations will also include material presented only in lecture, including presentations made by guest speakers.** Students are expected to attend all lectures, complete the required readings, make regular entries on Carmen, participate in in-class writing and discussion, 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. Lecture outlines will be posted on Carmen. 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. See the attached email etiquette handout for more information.

In-class writings: There are no make-ups for missing a writing assignment except with documented excuse.

Weekly Carmen entries: Starting January 17th, students should make a posting of ~200 words on the Carmen discussion board in reaction to the readings BEFORE those readings are covered in class. More details on format are found on Carmen.

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 (subject to change)

Week	Date	Day	Topic	Reading
Our Global Economy				
1	10-Jan	Tue	Introduction to the course	
	12-Jan	Thurs	<i>1-800 INDIA</i>	
2	17-Jan	Tue	Supply chains	1_1 Apple failing to protect Chinese factory workers
	19-Jan	Thurs	Global economic change	1_2 a & b Wikipedia entries
3	24-Jan	Tue	Capital circulation and accumulation	1_3 What are the phases of the business cycle?
	26-Jan	Thurs	<i>Who is Dayani Cristal?</i>	
4	31-Jan	Tue	Global trade and labor	1_4 Uneasy neighbors: a brief history of Mexican-US migration
How We Work				
	2-Feb	Thurs	Vulnerability	2_1 Everyday things poor people worry about
5	7-Feb	Tue	<i>T-Shirt Travels</i>	2_2 Walmart Workers Cost Taxpayers \$6.2 Billion In Public Assistance
	9-Feb	Thurs	Pink collar jobs	2_3 The pink-collar job boom
6	14-Feb	Tue	Human trafficking	2_4 The not-so-free market
	16-Feb	Thurs	Prison labor	2_5 The prison industry in the US: Big business or new form of slavery?
7	21-Feb	Tue	First Midterm Exam	
What We Buy				
	23-Feb	Thurs	<i>No Logo</i>	
8	28-Feb	Tue	Consumption as a social act	3_1 The hipster trap
	2-Mar	Thurs	Distancing production and consumption	3_2 Dubai finesses ease of luxury shopping for Chinese
9	7-Mar	Tue	Tourism as consumption	3_3 If you build it, they might not come
	9-Mar	Thurs	Neoliberalism	3_4 Should the government support only high-growth businesses?

10	14-Mar	Tue	SPRING BREAK	
	16-Mar	Thurs	SPRING BREAK	
Children and the Economy				
11	21-Mar	Tue	<i>Consuming Kids</i>	
	23-Mar	Thurs	Global Child	4_1 Photos of children from around the world
12	28-Mar	Tue	Gender roles	4_2 Are you holding your daughter back?
	30-Mar	Thurs	Poverty in high-tech economy	4_3 For poor, leap to college often ends in a hard fall
13	4-Apr	Tue	<i>Poor Kids</i>	
	6-Apr	Thurs	Second Midterm Exam	
The Sex Economy				
14	11-Apr	Tue	The body	5_1 A tall order
	13-Apr	Thurs	Sex work	5_2 The US military's long, uncomfortable history with prostitution
15	18-Apr	Tue	Sex tourism	5_3 Brazil's sex trade
	20-Apr	Thurs	College sex work	5_4 'Duke porn star': I lost my financial aid
	1-May	Mon	Final Exam 8:00am-9:45am	