

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 a familiar place, our neighborhood and city to look how spatial processes and social relations shape our everyday lives and economy.

Course evaluation

3 Exams	
Midterm 1, Feb 20 th	25%
Midterm 2, April 5 th	25%
Final, May 1 st	30%
In-class activities	10%
Attendance	10%
	100%

Midterms and Final exam: The mid-term and final exam will require you to write short essays on topics discussed in the class. See the schedule for due dates.

In-class activities: There will be an unspecified number of in-class activities, such as small group discussions answering specified questions or writings.

Attendance: All students are expected to come to class daily 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 and URLs embedded in the syllabus in the module section. 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 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 (subject to change)

Date	Day	Topic	Reading
Our Global Economy			
9-Jan	Tue	Introduction to the syllabus	
11-Jan	Thurs	Thinking geographically	North-South Divide
16-Jan	Tue	<i>1-800 INDIA</i>	
18-Jan	Thurs	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>
23-Jan	Tue	Capital circulation and accumulation	<p>Intersectionality and Primary Accumulation</p> <p>https://monthlyreview.org/2016/11/01/intersectionality-and-primary-accumulation/</p>
25-Jan	Thurs	<i>Death by design</i>	<p>The politics of global production: Apple, Foxconn and China's new working class</p>
30-Jan	Tue	Labor and immigration	<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>
How We Work			
1-Feb	Thurs	<i>T-Shirt Travels</i>	<p>Bangladeshi factory death toll rises as owner arrested in border</p> <p>https://www.theguardian.com/world/2013/apr/28/bangladesh-garment-factory-collapse-owner-held</p>
6-Feb	Tue	Vulnerability	<ol style="list-style-type: none"> 1. Walmart Workers Cost Taxpayers \$6.2 Billion In Public Assistance 2. What happened when Walmart left <p>https://www.theguardian.com/us-news/2017/jul/09/what-happened-when-walmart-left</p>

8-Feb	Thurs	Pink collar jobs	The pink-collar job boom 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/
13-Feb	Tue	Precarious Labor: Gig economy	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
15-Feb	Thurs	Prison labor	The prison industry in the US: Big business or new form of slavery?
20-Feb	Tue	First Midterm Exam	
<u>What We Buy</u>			
22-Feb	Thurs	<i>No Logo</i>	
27-Feb	Tue	Consumption as a social act	The hipster trap For every person in Hong Kong, there are 48 pounds of electronic waste per year https://qz.com/895504/asia-has-a-growing-e-waste-problem-and-hong-kong-is-its-hidden-villain/
1-Mar	Thurs	Distancing production and consumption	Santa's real workshop https://www.theguardian.com/artanddesign/architecture-design-blog/2014/dec/19/santas-real-workshop-the-town-in-china-that-makes-the-worlds-christmas-decorations
6-Mar	Tue	Tourism as consumption	Dubai finesses ease of luxury shopping for Chinese
8-Mar	Thurs	Neoliberalism	The end of neoliberalism https://www.project-syndicate.org/commentary/the-end-of-neoliberalism
13-Mar	Tue	SPRING BREAK	
15-Mar	Thurs	SPRING BREAK	
<u>Where we live</u>			
20-Mar	Tue	Global cities	Big cities are the future of global consumption https://www.citylab.com/life/2016/04/big-cities-are-the-future-of-global-consumption/478128/

22-Mar	Thurs	Planet of Slums (Mike Davis)	
27-Mar	Tue	Our neighborhoods	Neighborhood inequality particularly profound in Columbus area http://www.dispatch.com/content/stories/local/2015/07/12/neighborhood-inequality-particularly-profound-here.html
29-Mar	Thurs	Racism and cities	Standing Rock, Flint and the color of water http://www.aaihs.org/standing-rock-flint-and-the-color-of-water/
3-Apr	Tue	<i>Here's to Flint</i>	
5-Apr	Thurs	Second Midterm Exam	
10-Apr	Tue	<i>Saving Capitalism</i> by Robert Reich	
12-Apr	Thurs	Group work	TBD
17-Apr	Tue	In-class activity	
19-Apr	Thurs	Summing up	
1-May		Final Exam 8:00am-9:45am	