

Term Information

Effective Term Spring 2020
[Previous Value](#) Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We are proposing that GEOG 2400 be offered in alternative formats. In addition to the traditional in person lecture, we propose to teach GEOG 2400 as a hybrid course (predominately online with one 50 minute in class session per week) and as a completely online course.

What is the rationale for the proposed change(s)?

Our goal is to make the course more available to students in all terms who need the course offered in an alternative format to accommodate work or athletic schedules, greater accessibility needs, as well as to accommodate students who are away from the OSU campus. Our hope is to increase summer enrollments with the completely online option. Alternative formats will also provide greater capacity potential enrollments without detracting from student learning and instructor engagement.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Geography
Fiscal Unit/Academic Org Geography - D0733
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2400
Course Title Economic and Social Geography
Transcript Abbreviation Econ & Social Geog
Course Description Geographic analysis of relationships between society and economy; focusing on such issues as globalization, production and consumption, inequality and social difference.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Greater or equal to 50% at a distance
[Previous Value](#) No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture

Credit Available by Exam	No
Admission Condition Course	Yes
Admission Condition	Social Science
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	Not open to students with credit for 2400H, 240 or 240H.
Previous Value	Not open to students with credit for 240 or 240H.
Electronically Enforced	Yes
Previous Value	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	45.0701
Subsidy Level	General Studies Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
Human, Natural, and Economic Resources; Global Studies (International Issues successors)
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Apply space as a tool to analyze inequality• Analyze uneven patterns of social and economic relations• Explain how various sites and space of economic activities are interconnected• Identify the social actors involved in economic process
Previous Value	
Content Topic List	<ul style="list-style-type: none">• Relationships between society and economy• Globalization, inequality and social difference• Production and consumption
Sought Concurrence	No

Attachments

- Syllabus Geog 2400 hybrid FINAL 4-2019.docx: GEOG 2400 Hybrid Syllabus
(Syllabus. Owner: Coscia,Nancy Beth)
- Syllabus Geog 2400 online FINAL 4-2019.docx: GEOG 2400 Online Syllabus
(Syllabus. Owner: Coscia,Nancy Beth)
- Geog 2400 Hybrid Review 4-29-19.pdf: GEOG 2400 Hybrid Distance Learning Tech Review
(Other Supporting Documentation. Owner: Coscia,Nancy Beth)
- Geog 2400 Distance Review 4-29-19.pdf: GEOG 2400 Online Distance Learning Tech Review
(Other Supporting Documentation. Owner: Coscia,Nancy Beth)
- Geog 2400 Syllabus SP19 Dutta.docx: GEOG 2400 In Person Syllabus
(Syllabus. Owner: Coscia,Nancy Beth)
- GE Assessment_GEOG 2400.docx: GEOG 2400 GE Assessment Plan
(GEC Course Assessment Plan. Owner: Coscia,Nancy Beth)
- Syllabus Geog 2400 hybrid - updated 10-3-19.docx: GEOG 2400 Updated Hybrid Syllabus
(Syllabus. Owner: Coscia,Nancy Beth)
- Syllabus Geog 2400 online - updated 10-3-19.docx: GEOG 2400 Updated Online Syllabus
(Syllabus. Owner: Coscia,Nancy Beth)
- GEOG 2400 Assessment_Revisions 10-3-19.docx: GEOG 2400 Revised Assessment Plan
(GEC Course Assessment Plan. Owner: Coscia,Nancy Beth)

Comments

- Updated syllabi and revised GE Assessment Plan uploaded per request. *(by Coscia,Nancy Beth on 10/07/2019 08:44 AM)*
- See panel feedback sent via email on 9-5-19. *(by Vankeerbergen,Bernadette Chantal on 09/05/2019 11:27 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Coscia,Nancy Beth	04/30/2019 08:20 AM	Submitted for Approval
Approved	Coleman,Mathew Charles	04/30/2019 03:56 PM	Unit Approval
Approved	Haddad,Deborah Moore	04/30/2019 05:27 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	05/01/2019 04:42 PM	ASCCAO Approval
Submitted	Coscia,Nancy Beth	05/02/2019 08:26 AM	Submitted for Approval
Approved	Mansfield,Becky Kate	05/02/2019 11:42 AM	Unit Approval
Approved	Haddad,Deborah Moore	05/02/2019 02:54 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/05/2019 11:27 AM	ASCCAO Approval
Submitted	Coscia,Nancy Beth	10/07/2019 08:44 AM	Submitted for Approval
Approved	Xiao,Ningchuan	10/07/2019 10:35 AM	Unit Approval
Approved	Haddad,Deborah Moore	10/07/2019 10:53 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	10/07/2019 10:53 AM	ASCCAO Approval

Geography 2400: Economic and Social Geography

Instructor: Dr. Madhumita Dutta Derby Hall 1178 Office hours: Tues 4:00-5.00 pm dutta.71@osu.edu Phone: 614-292-0584	Teaching assistant: Deondre Smiles Derby Hall 1155 Office hours: By appointment smiles.2@osu.edu
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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 19 th	20%
Midterm 2, March 28 th	20%
Final Exam, April 29 th	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 3-4 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. 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
<u>Our Global Economy</u>			
8-Jan	Tue	Introduction to the syllabus	

10-Jan	Thurs	Thinking geographically	North-South Divide
15-Jan	Tue	Watch in class <i>1-800 INDIA</i>	
17-Jan	Thurs	The Global Economy	<p>Economics is too important to leave it to the experts https://www.theguardian.com/commentisfree/2014/apr/30/economics-experts-economists</p> <p>World's 8 Richest Have as Much Wealth as Bottom Half, Oxfam Says https://www.nytimes.com/2017/01/16/world/eight-richest-wealth-oxfam.html</p>
22-Jan	Tue	<p>Capital circulation and accumulation</p> <p>Watch In Class: Story of stuff: https://www.youtube.com/watch?v=9Gorqr-oiggM</p>	<p>Two garment factory disasters a century apart show how globalization has sapped labor's power https://qz.com/1255041/two-garment-factory-disasters-a-century-apart/</p> <p>More Brands Should Reveal Where Their Clothes are Made https://www.hrw.org/news/2017/04/20/more-brands-should-reveal-where-their-clothes-are-made</p>
24-Jan	Thurs	Global trade and Labor	<p>Sri Lankan Migration to the Gulf: Female Breadwinners - Domestic Workers 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 https://www.huffingtonpost.com/entry/domestic-workers-overtime-law-ca_us_56ddd53fe4b0ffe6f8ea2bce</p> <p>Watch: On Canada's Living Care Program</p>

			https://www.youtube.com/watch?v=kqgV3ZGT9A
29-Jan	Tue	Politics of global production Watch in class: <i>Death by design</i>	The politics of global production: Apple, Foxconn and China's new working class
<u>How We Work</u>			
31-Jan	Thurs	Vulnerability	Walmart Workers Cost Taxpayers \$6.2 Billion In Public Assistance What happened when Walmart left https://www.theguardian.com/us-news/2017/jul/09/what-happened-when-walmart-left
5-Feb	Tue	<i>T-Shirt Travels</i>	
7-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/
12-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
14-Feb	Thurs	Review of : Our Global Economy and How we work	Class activity
19-Feb	Tue	First Midterm Exam	
<u>What We Buy</u>			
21-Feb	Thurs	Watch in Class: <i>Shop 'til you die</i>	
26-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/

28-Feb	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
5-Mar	Tue	Tourism as consumption	Dubai finesses ease of luxury shopping for Chinese
7-Mar	Thurs	Neoliberalism	Watch 23 Things They Don't Tell You About Capitalism https://www.youtube.com/watch?v=whVf5tuVbUs
12-Mar	Tues	SPRING BREAK	
14-Mar	Thurs	SPRING BREAK	
<u>Where we live</u>			
19-Mar	Tues	Urban spaces and Global cities Watch in class: 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/
21-Mar	Thurs	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
26-Mar	Tues	Racism in cities Lecture by Deondre Smiles (TA) Review of: What we buy and Where we live	Standing Rock, Flint and the color of water http://www.aaihs.org/standing-rock-flint-and-the-color-of-water/
28-Mar	Thurs	Second Midterm Exam	
2-Apr	Tues	Watch in class: <i>Here's to Flint</i>	Professor attending annual conference of the AAG 2019 Submit summary of film via Carmen
4-Apr	Thurs	Watch in class:	Professor attending annual conference of the AAG 2019

		<i>Saving Capitalism</i> by Robert Reich	Submit summary of film via Carmen
9-Apr	Tues	Group work presentation	
11-Apr	Thurs	Group Work Presentation	
16-Apr	Tues	Group Work presentation	
18-Apr	Thurs	Summing up Review of entire course	
29-Apr	Mon	Final Exam 8:00am-9:45am	



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

SYLLABUS: GEOG 2400 (HYBRID) ECONOMIC AND SOCIAL GEOGRAPHY SPRING 2020

COURSE OVERVIEW

Instructor

Instructor: Ariel Rawson

Email address: rawson.29@buckeyemail.osu.edu

Phone number: N/A

Office hours: by appointment only (either in person or CarmenConnect)

Office Location: Derby Hall 1083

Course description

How is prosperity in one place related to decline elsewhere? As the world has become more globally interconnected it has become more divided with more inequality in wealth than ever before. This class will emphasize the significance of inequality for how we as social actors both shape and are shaped by economic activity. Popular ideas about “the Economy” suggest there is an “invisible hand of the market” that creates equal exchange and fair competition. Rather than something outside ourselves and separate from social life, the purpose of this course is to emphasize the way economic relationships are fundamentally social relationships. Providing a geographic perspective highlights how social inequality, or uneven power relations between people, make and are remade through economic relations. That is, key to the way this course examines economies as *people doing things* is through *uneven relations* that shape what, how, and why people do the things they do. In so doing, we will also consider how a geographic understanding of today’s distinct pattern of social and economic relations is one that illuminates the role of space, not as a fixed or bounded container for activity, but as a lens to interrogate how the relations that both connect and divide peoples, places, and things are produced. Since who we are as economic actors is made through the places where we work and live, we also examine the spaces of the household, the factory, the city, the nation, and the globe.

In terms of course structure, roughly the first half of the class will be spent examining the distinct pattern of social and economic relations that characterize today’s world.

1. Where does the economy happen? This will focus on *spaces of production* across various sectors including farming, mining, manufacturing, and services.
 - a. We also look at how environment, labor, and money are cases of *special commodities*: where they are both commodities in themselves and part of the production process for other commodities.
 - b. We also look at how transportation and information & communication technologies shape distribution patterns in ways that also affect both the production and consumption patterns of commodity chains.
2. How do economies create uneven development?
 - a. This highlights the uneven economic power amongst a breadth of *social actors*: such as financial institutions, the state, transnational firms, consumers, and workers.
 - b. The key focus here concerns the way capitalist relations shape how *value is created and captured* throughout this network of social actors.

The second half of the class will examine some of the historical changes that created the uneven landscape of social and economic relations today.

1. First, we look at how the imperial relations of postwar financial institutions are connected to global inequality and poverty in the Global South. This includes an examination of the debt crisis in the Global South.
2. Secondly, this includes examining how the growing investment in neoliberal policies transformed Keynesian economic conditions in the US, UK and other developed countries. We cover this through a specific focus on education in the US.
3. Lastly, this includes an examination of how the relation between neoliberal policies and the emergence of what is called the knowledge/digital economy blurs the line between our identities as consumer, laborer, entrepreneur.

At the end of the course we connect our situated embeddedness in global economies to our role as global citizens. We end with a focus on the way global citizenship is not just about our role as consumers (or entrepreneurs) but also about our role as laborers! Beyond using selective access to venture capital or purchasing power as a way to exercise citizenship into today's global economy, we emphasize the merits of exercising global citizenship through solidarity to laborers around the world of all forms and particularly unremunerated laborers!

Course learning outcomes

By the end of this course, students should successfully be able to:

- Compare how different concepts of space (location, territory, place, scale) inform a geographic perspective
- Apply space as a tool to analyze inequality and analyze how space is used to produce inequality
- Describe uneven patterns of social and economic relations today
- Analyze how patterns of social and economic unevenness have changed over time and space
- Explain how various sites and space of economic activities are interconnected

- Recognize and attribute the social actors involved in economic processes
- Analyze the uneven power relations amongst social actors.

GE Course Information

Social Science Goals: 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.
 - Rationale: This course will satisfy this objective through comparing economic and geographic theories on the 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.
 - 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.
 - 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

- 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.
 - 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.
 - 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.

How this course works

Hybrid mode of delivery: This course is mostly online. There is one 50 minute required in person class session per week.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines. Students must be prepared for weekly in-class sessions.

Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (in-class instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of average. Of this allocated time, one 50 minute session will be held in person.

Course materials (no purchases required!)

Required - *selected sections will be available electronically through Carmen*

Coe, N.M., Kelly, P.F., & Yeung, H.W.C. (2013). *Economic Geography: A Contemporary Introduction*. 2nd edition. NJ: John Wiley & Sons, Inc. (print, electronic, or on Carmen?)

Ellwood, W. (2009). *The No-Nonsense Guide to Globalization*. New Edition. Oxford: New Internationalist. (print, electronic, or on Carmen?)

Required supplemental material

Films - All Films are available through either DocuSeek or Kanopy (both streaming platforms are OSU supported and have been vetted for accessibility standards, both provide adequate captioning, please contact the instructor if you need alternative assignments)

Maquilapolis: A City of Factories - Activism for Low-Wage Workers in Mexico (69 min, 2006)

Black Gold: A Look at Coffee Production Around the World (78 min, 2006)

Freightened - The Real Price of Shipping (53 min, 2016)

Blind Spot: Peak Oil & the Coming Global Crisis (55 min, 2009)

American Winter: The Decline of the Middle Class in America (91 min, 2013)

Life & Debt (60 min, 2001)

Sowing for Need Sowing for Greed (56 min, 1990) or Pig Business: The Cost of Cheap Food (33 min, 2009)

Fail State: The Resurgence of the For-Profit College Industry (94 min, 2018)

Wall Street & Modern Investing (30 min, 2012)

No Logo: Brands, Globalization, Resistance (43 min, 2006)

Article - All other articles are directly embedded in Carmen (see course schedule)

Optional materials

MacKinnon, D. & Cumbers, A. (2011). Introduction to Economic Geography: Globalization, Uneven Development, and Place. 2nd Edition. London, UK: Pearson Education Limited (print)

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- [CarmenConnect](#) text, audio, and video chat
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
 - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.

- Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.
- [Proctorio](#): A software program that will monitor online exams

Carmen Access

You will need to use [BuckeyePass](#) multi-factor authentication to access your course in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass-Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click “Enter a Password” and then click “Text me new codes” button that appears. This will text you ten passcodes good for 365 days that can be each used once.
- [Download the Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or wi-fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4537 (HELP) and the IT support staff will work out a solution with you.

Grading and faculty response

Grades

Assignment or category	Percent
Discussion posts & responses (14x) – 3 graded	12
Quizzes (14x) – autograded	14
Film Reflections (9x) – 2 graded	8
Reading Reflections (10x) – 2 graded	8
Map/Interactive Activities (8x) – all graded	16
Group Commodity Diagrams (2x)	10
Observation Reports (1x)	6
Presentation (1x)	6
Other in-class activities & participation	20

Total	100
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See course schedule, below, for due dates

Assignment information

There are no final essays or final exams in this class. The assignments are organized to provide multiple lower stakes opportunities. While they will build of learning from various modules. There are no cumulative high stakes assignments.

Discussion posts & responses: At the end of each week students will write a discussion post in your class section thread. The specific prompts for the discussion will vary by week. For each prompt students are expected to draw on both *material* covered in the module and reflect on in-class *activities* that week. Prompts also include directions for a follow-up response to a peer's posts due the following week. Together, your original post and response to a peer's post will be randomly graded thrice over the course of the semester. Rubrics will be provided for discussion posts each week. Excellent work should respond to the prompt with a clear argument that both demonstrates knowledge of content area as well as draws connections between content. Follow-up responses should evaluate the argument provided in peer's responses by engaging course material. Responses should be well-written, consider the appropriate audience/implied reader, and include references when relevant but a full bibliography is not necessary.

Quizzes: Each week students will have regular self check-in questions built into the material embedded in the module. These will not be for credit. At the end of the module there will be a quiz that draws on content and activities across the module. These will include mostly multiple choice questions and some short answer questions. These will all be graded and will use proctoring software (see section on "course technology").

Film Reflections: The majority of the modules will include at least one film. Students will keep a keep weekly online journal of your responses to the films. Instructions for each film will include your (1) anticipated thoughts before you watch the film (2) your reactions and reflections to watching the film (3) prompted questions specific to the content of the film. Students are required to complete this assignment prior to in-person class session each week. This will be graded twice randomly over the course of the semester. Rubrics will be provided for the film reflections each week. Excellent work will respond to all aspects of the assignment, illustrate independent thinking, accurately and effectively integrate film content into reflection. Responses should be at least 400 words and all sentences grammatically complete.

Reading Reflections: The majority of the modules will include at least one writing assignment on your reflections of key tensions raised in reading material. The instructions for reflections will vary by week. Students are required to complete this assignment prior to in-person class session each week. This will be graded twice randomly over this course of the semester. Excellent work will identify the key arguments in the reading, thoughtfully analyze and evaluate various points of view using well-chosen examples from the text, and develop a unified/coherent point. Responses should be at least 400 words and all sentences grammatically complete.

Presentations: At the beginning of each weekly in person class session, students will rotate in presenting a review of the material required for preparation that week. This will be a five minute presentation where students draw on their own reading/film reflections to summarize key points raised and pose a few questions for class discussion. Students will present once over the course of the semester.

Observation Reports: Students will conduct field research over the course of multiple weeks. The first task is for students to observe and take notes on their own activities as a laborer both paid and unpaid. Secondly, students will write-up a synthesis of their observations in 1000 words. Include two examples of how student experiences connect to other class material on labor experiences around the world. Third, students will share their write-up in-class and provide comments on what is similar and different to other student's set of experiences. One key question to answer is what details mattered for some and not others and why. Rubrics will be provided when Observation Reports are assigned (Module 8).

Map/Interactive Activities: Half of these activities are in-class and group assignments. The other half of these assignments students will complete individually at home. There will be at least eight different activities that requires navigating a weblink. Here students will interact with a map or a different form of visualization. After playing around with the interface and various features students will answer a set of questions that require analyzing different forms of data. Excellent work will respond to all aspects of the assignment by demonstrating engagement, understanding, and application of spatial data.

Group Commodity Diagrams: This is an in-class group assignment. There will be two commodity diagram assignments. For the first assignment the group will pick an agricultural commodity and for the second assignment the group will pick a manufactured good. As a group students will answer (1) What are the geographical structures? Where is the commodity you selected produced and where is it consumed? (2) How is value captured amongst the production network? (3) How does the geographical structure and distribution of value explain (unequal) social relations along the commodity chain? Each group then presents to the class their diagram and findings. A rubric will be provided. Excellent work will include participation from all group members, effectively organize and clearly communicates ideas, provide well-researched evidence and documentation of various sources (slides recommended, including a separate one for citations), demonstrate potential to apply method for commodity chain analysis beyond the current project (by both asking and responding to questions).

Other in-class activities & participation:

- **Class discussion:** This will include the regular 10 minute discussion responding to the questions posed by the presenter that week. This will also include other opportunities for class discussion.
- **Worksheets:** Students will complete worksheets as a group. These will be provided by the instructor. Some worksheets will be created by students in class. For example, students will create a paragraph with missing key terms placed in a word bank, exchange paragraphs with a different group, work as a group to complete the paragraph, and then come together as class to discuss activity.

- **Debate and/or invented dialogue:** These are in class group assignments. Students will be assigned a character that represent different positions on a specific topic. They will brainstorm as a group how that character would craft an argument based on their perspective and specific examples from course material. Students will then perform a debate in class.

Late assignments

Late submissions will be accepted up to a week past the due date. One day late will incur a 10% penalty. Two days late will incur 20% penalty. Three days will incur a 30% penalty. Four days late will incur a 40% penalty. Five to seven days late will only receive 50% credit of the grade you would have received if it was submitted on time. If you contact me ahead of time for deadline adjustments you will not incur any penalty. Certain in class assignments cannot be made up or accepted late. Please refer to Carmen for due dates.

Grading scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-
 77–79.9: C+
 73–76.9: C
 70–72.9: C-
 67–69.9: D+
 60–66.9: D
 Below 60: E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **48 hours**, I will aim for **24 hours during school days**.

Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

Office Hours

In-person and virtual office hours (held on CarmenConnect) require at least **24 hours notification** and will only be offered **during school days**.

Attendance, participation, and discussions

Student participation requirements

Because this is a hybrid course, your attendance is partially based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST TWICE PER WEEK**
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours & video recordings: OPTIONAL OR FLEXIBLE**
All video recordings will be posted, no live sessions. If you are interested in discussing an assignment with me, please contact me at the beginning of the week to schedule office hours by appointment.
- **Participating in discussion forums: 2 TIMES PER WEEK**
As participation, each week you can expect to post two times as part of our substantive class discussion on the week's topics (see assignment information for discussion posts).

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Other course policies

Academic integrity policy

Policies for this online course

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication. Weekly quizzes are included as self-checks without points attached.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow The Chicago Manual of Style 17th edition ([click here for online version](#)) to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

Ohio State's academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

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

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

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. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. 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 online 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.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video (Kanopy & Docuseek)
- Synchronous course tools

Additional Student Support Services

Student Advocacy Center: Answer students' questions, direct students to appropriate resources and departments, provides general university guidance

- 614-292-1111 <http://advocacy.osu.edu/>

Student Wellness Center: Promoting student wellness through nine dimensions of wellness

- 614-292-4527 <http://swc.osu.edu/>

Multicultural Center: Offering programs, services and outreach for all OSU students; supporting and celebrating all students through a intercultural model

- 614-688-8449 <http://www.mcc.osu.edu/>

Academic Advising: Advising for undergraduate students on the Columbus campus is provided by the individual college or department that offers the program of study you are pursuing. This allows you to get advice from someone who knows the specifics of your curriculum

- <https://advising.osu.edu/>

Student Academic Services: Find information by topic and take care of your personal Buckeye business (i.e. Financial Aid and other services) online at buckeyelink.osu.edu. Or speak with someone in person.

- Student Academic Services Bldg., Lobby
281 W. Lane Ave. [[map](#)]
Monday–Thursday: 9 a.m. to 5 p.m.
Friday: 9 a.m. to 4 p.m.

Academic Support Services: This includes various resources for learning support from tutoring and study strategies to stress management and confidence building.

- <http://younkinsuccess.osu.edu/academic-services/>

Course schedule (tentative)

Week	Dates	Topics
1	1/6/20 – 1/12/20	What is Geography? What is the Economy?
2	1/13/20 – 1/19/20	Uneven Development as Dynamic of Capitalism
3	1/20/20 - 1/26/20	Role of the State, Role of TNCs, Commodity Chains
4	1/27/20 – 2/2/20	Spaces of Extraction & Agriculture
5	2/3/20 – 2/9/20	Spaces of Manufacturing
6	2/10/20 – 2/16/20	Role of Technology
7	2/17/20 – 2/23/20	Environment as Special Commodity
8	2/24/20 – 3/1/20	Labor as Special Commodity
9	3/2/20 – 3/8/20	Money as Special Commodity
-	3/9/20 – 3/15/20	SPRING BREAK
10	3/16/20 – 3/22/20	From Colonialism (Old Globalization) to (New) Globalization
11	3/23/20 – 3/29/20	Neoliberal Changes in the 70's and 80's
12	3/30/20 – 4/5/20	Case of Education in US
13	4/6/20 – 4/12/20	Rise of Knowledge/Digital Economy
14	4/13/20 – 4/19/20	Changing Identities – Global Citizenship

Week	Topics	Readings & Assignments
1	What is Geography? What is the Economy?	<p>Readings/Films: Thinking Geographically (Coe et al, Ch1), The Economy: What Does It Mean (Coe et al Ch2)</p> <p>Assignments: Knowledge Probe/Pre-Test, Discussion posts, Reading Reflections, Quiz 1 [in-class activities]</p>
2	Uneven Development as Dynamic of Capitalism	<p>Readings/Films: Capitalism in Motion: Why is Economic Growth So Uneven? (Coe et al Ch3), Film American Winter: The Decline of the Middle Class in America</p> <p>Assignments: Quiz 2, Discussion posts, Reading Reflections, Film Reflection, [in-class Map Activity 1 (GDP)]</p>
3	Role of the State, Role of TNCs, Commodity Chains	<p>Reading/Films: The State: Who Runs the Economy? (Coe et al part of Ch4), Commodity Chains: Where does your breakfast come from? (Coe et al part of Ch8), The Transnational Corporation: How Does the Global Firm Keep it All Together (Coe et al, part of Ch10)</p> <p>Assignments: Reading Reflection, Discussion Post, Quiz 3 [in-class Map activity 2 (What does the world export?)]</p>
4	Spaces of Extraction & Agriculture	<p>Readings/Films: Interview with author of “Eating Tomorrow: Agribusiness, Family Farmers, and the Battle for the Future of Food” (Civil Eats), The Real Price of a Chocolate Bar: West Africa’s Rainforests (Yale Environment 360), Film Black Gold: A Look at Coffee Production Around the World, Choose either the film Sowing for Need or Sowing for Greed or Pig Business: The Cost of Cheap Food</p> <p>Assignments: Interactive activity 3 (mining in the US), Interactive activity 4 (Mines and communities), Film Reflection, Discussion Post, Quiz 7 [in-class Commodity Chain Diagram 1]</p>
5	Spaces of Manufacturing	<p>Readings/Films: Read the “about” “problem” and “benefit” section of Maquiladoras, Film Maquilapolis: A City of Factories</p> <p>Assignments: Quiz 4, Film Reflection, Discussion Post, [in-class Commodity Chain Diagram 2]</p>

6	Role of Technology	<p>Readings/Films: Technological Change: Is the World Getting Smaller? (Coe et al Ch9), Film Frightened: The Real Price of Shipping</p> <p>Assignments: Quiz 5, Interactive Activity 1 (shipping container), Reading Reflection, Film reflection, Discussion Post, [in-class Map Activity 3 (undersea fiber optic cables)]</p>
7	Environment as Special Commodity	<p>Readings/Films: Environment/Economy: Can Nature Be a Commodity? (Coe et al Ch5), Film Blind Spot: Peak Oil & the Coming Global Crisis</p> <p>Assignments: Interactive Activity 2 (unequal carbon footprints), Film Reflection, Discussion Post, Quiz 6 [in class-Map Activity 4 (Mapping Environmental Conflict)]</p>
8	Labor as Special Commodity	<p>Readings/Films: Labor Power: Can Workers Shape Economic Geographies? (Coe et al Ch6), Domestic workers are using Roma's Oscar buzz to demand equal rights under US law (Vox), Immigration's Impact on US Jobs (NPR)</p> <p>Assignments: Reading Reflection, Discussion Post, Quiz 8, (begin fieldwork for Observation Report) [in-class Debate on role of immigration in US economy]</p>
9	Money as Special Commodity	<p>Readings/Films: Making Money: Why Has Finance Become so Powerful? (Coe et al Ch7); Film on Wall Street</p> <p>Assignments: Reading Reflection, Film Reflection, Discussion Post, Quiz 9 [in-class activities]</p>
10	From Colonialism (Old Globalization) to (New) Globalization	<p>Readings/Films: The Bretton Woods Trio (Ellwood Ch2), Debt and Structural Adjustment (Ellwood Ch3), Film Life & Debt, Report on Third World Debt Figures (parts)</p> <p>Assignments: Film Reflection, Reading Reflection, Discussion Post, Quiz 10, [in-class debate on Free Trade]</p>
11	Neoliberal Changes in the 70's and 80's	<p>Readings/Films: The Role of the State (Coe et al part of Ch 4), Neoliberalism - the ideology at the root of all our problems (the Guardian)</p> <p>Assignments: Reading Reflection, Discussion Post, Quiz 11 [in-class activities on race to the bottom]</p>
12	Case of Education in US	<p>Readings/Films: Teacher Strikes in 2018 (Vox), Film Fail State: The Resurgence of the For-Profit College Industry,</p>

		<p>Movement to Privatize Education (Washington Post), Charter Schools in Post Katrina New Orleans (Series of Articles)</p> <p>Assignments: Film Reflection, Reading Reflection, Discussion Post, Quiz 12 [in-class debate on privatization of education]</p>
13	Rise of Knowledge/Digital Economy	<p>Readings/Films: Film AI Race: How Technology is Impacting the Labour Force, Gig Economy & Labor (series of Atlantic articles), How Millennials Become the Burnout Generation (BuzzFeed News),</p> <p>Assignments: Film Reflection, Reading Reflection, Discussion Post, Observation Report pt I due, Quiz 13</p>
14	Changing Identities – Global Citizenship	<p>Readings/Films: Consumption: You Are What You Buy (Coe et al part of Ch15), The history of dating reveals how consumerism has hijacked courtship (Vox), Why feminist advertising doesn't make us better feminists? Let's Push Back on Brands Commodifying Social Justice (Remake); Film No Logo</p> <p>Assignments: Discussion Post, Quiz 14, End-of-semester Survey, [in-class presentation & discussion of Observation Report]</p>



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

SYLLABUS: GEOG 2400 (ONLINE) ECONOMIC AND SOCIAL GEOGRAPHY SPRING 2020

COURSE OVERVIEW

Instructor

Instructor: Ariel Rawson

Email address: rawson.29@buckeyemail.osu.edu

Phone number: N/A

Office hours: by appointment only (CarmenConnect)

Office Location: Derby Hall 1083

Course description

How is prosperity in one place related to decline elsewhere? As the world has become more globally interconnected it has become more divided with more inequality in wealth than ever before. This class will emphasize the significance of inequality for how we as social actors both shape and are shaped by economic activity. Popular ideas about “the Economy” suggest there is an “invisible hand of the market” that creates equal exchange and fair competition. Rather than something outside ourselves and separate from social life, the purpose of this course is to emphasize the way economic relationships are fundamentally social relationships. Providing a geographic perspective highlights how social inequality, or uneven power relations between people, make and are remade through economic relations. That is, key to the way this course examines economies as *people doing things* is through *uneven relations* that shape what, how, and why people do the things they do. In so doing, we will also consider how a geographic understanding of today’s distinct pattern of social and economic relations is one that illuminates the role of space, not as a fixed or bounded container for activity, but as a lens to interrogate how the relations that both connect and divide peoples, places, and things are produced. Since who we are as economic actors is made through the places where we work and live, we also examine the spaces of the household, the factory, the city, the nation, and the globe.

In terms of course structure, roughly the first half of the class will be spent examining the distinct pattern of social and economic relations that characterize today’s world.

1. Where does the economy happen? This will focus on *spaces of production* across various sectors including farming, mining, manufacturing, and services.
 - a. We also look at how environment, labor, and money are cases of *special commodities*: where they are both commodities in themselves and part of the production process for other commodities.
 - b. We also look at how transportation and information & communication technologies shape distribution patterns in ways that also affect both the production and consumption patterns of commodity chains.
2. How do economies create uneven development?
 - a. This highlights the uneven economic power amongst a breadth of *social actors*: such as financial institutions, the state, transnational firms, consumers, and workers.
 - b. The key focus here concerns the way capitalist relations shape how *value is created and captured* throughout this network of social actors.

The second half of the class will examine some of the historical changes that created the uneven landscape of social and economic relations today.

1. First, we look at how the imperial relations of postwar financial institutions are connected to global inequality and poverty in the Global South. This includes an examination of the debt crisis in the Global South.
2. Secondly, this includes examining how the growing investment in neoliberal policies transformed Keynesian economic conditions in the US, UK and other developed countries. We cover this through a specific focus on education in the US.
3. Lastly, this includes an examination of how the relation between neoliberal policies and the emergence of what is called the knowledge/digital economy blurs the line between our identities as consumer, laborer, entrepreneur.

At the end of the course we connect our situated embeddedness in global economies to our role as global citizens. We end with a focus on the way global citizenship is not just about our role as consumers (or entrepreneurs) but also about our role as laborers! Beyond using selective access to venture capital or purchasing power as a way to exercise citizenship into today's global economy, we emphasize the merits of exercising global citizenship through solidarity to laborers around the world of all forms and particularly unremunerated laborers!

Course learning outcomes

By the end of this course, students should successfully be able to:

- Compare how different concepts of space (location, territory, place, scale) inform a geographic perspective
- Apply space as a tool to analyze inequality and analyze how space is used to produce inequality
- Describe uneven patterns of social and economic relations today
- Analyze how patterns of social and economic unevenness have changed over time and space
- Explain how various sites and space of economic activities are interconnected

- Recognize and attribute the social actors involved in economic processes
- Analyze the uneven power relations amongst social actors

GE Course Information

Social Science Goals: 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.
 - Rationale: This course will satisfy this objective through comparing economic and geographic theories on the 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.
 - 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.
 - 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

- 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.
 - 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.
 - 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.

How this course works

Mode of delivery: This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (online instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of average.

Course materials (no purchases required!)

Required – selected sections will be available electronically through Carmen

Coe, N.M., Kelly, P.F., & Yeung, H.W.C. (2013). *Economic Geography: A Contemporary Introduction*. 2nd edition. NJ: John Wiley & Sons, Inc. (print, electronic, or on Carmen?)

Ellwood, W. (2009). *The No-Nonsense Guide to Globalization*. New Edition. Oxford: New Internationalist. (print, electronic, or on Carmen?)

Required supplemental material

Films - All Films are available through either DocuSeek or Kanopy (both streaming platforms are OSU supported and have been vetted for accessibility standards, both provide adequate captioning, please contact the instructor if you need alternative assignments)

Maquilapolis: A City of Factories - Activism for Low-Wage Workers in Mexico (69 min, 2006)

Black Gold: A Look at Coffee Production Around the World (78 min, 2006)

Freightened - The Real Price of Shipping (53 min, 2016)

Blind Spot: Peak Oil & the Coming Global Crisis (55 min, 2009)

American Winter: The Decline of the Middle Class in America (91 min, 2013)

Life & Debt (60 min, 2001)

Sowing for Need Sowing for Greed (56 min, 1990) or Pig Business: The Cost of Cheap Food (33 min, 2009)

Fail State: The Resurgence of the For-Profit College Industry (94 min, 2018)

Wall Street & Modern Investing (30 min, 2012)

No Logo: Brands, Globalization, Resistance (43 min, 2006)

Article - All other articles are directly embedded in Carmen (see course schedule)

Optional materials

MacKinnon, D. & Cumbers, A. (2011). Introduction to Economic Geography: Globalization, Uneven Development, and Place. 2nd Edition. London, UK: Pearson Education Limited (print)

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- [CarmenConnect](#) text, audio, and video chat
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
 - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.

- Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.
- [Proctorio](#): A software program that will monitor online exams

Carmen Access

You will need to use [BuckeyePass](#) multi-factor authentication to access your course in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass-Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click “Enter a Password” and then click “Text me new codes” button that appears. This will text you ten passcodes good for 365 days that can be each used once.
- [Download the Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or wi-fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4537 (HELP) and the IT support staff will work out a solution with you.

Grading and faculty response

Grades

Assignment or category	Percent
Discussion posts & responses (14x) – 3 graded	12
Quizzes (14x) – all graded	20
Film Reflections (9x) – 2 graded	10
Reading Reflections (10x) – 3 graded	12
Map/Interactive Activities (8x) – all graded	16
Commodity Diagrams (2x)	8
Observation Reports (1x)	6
Create a video (1x)	5
Scenario as branching activity (1x)	5

Photo Analysis (3x)	6
Total	100

See course schedule, below, for due dates

Assignment information

There are no final essays or final exams in this class. The assignments are organized to provide multiple lower stakes opportunities. While they will build of learning from various modules. There are no cumulative high stakes assignments.

Discussion posts & responses: At the end of each week students will write a discussion post in your class section thread. The specific prompts for the discussion will vary by week. For each prompt students are expected to draw on both *material* covered in the module and reflect on in-class *activities* that week. Prompts also include directions for a follow-up response to a peer's post due the following week. Together, your original post and response to a peer's post will be randomly graded thrice over the course of the semester. Rubrics will be provided for discussion posts each week. Excellent work should respond to the prompt with a clear argument that both demonstrates knowledge of content area as well as draws connections between content. Follow-up responses should evaluate the argument provided in peer's responses by engaging course material. Responses should be well-written, consider the appropriate audience/implied reader, and include references when relevant but a full bibliography is not necessary.

Quizzes: Each week students will have regular self check-in questions built into the material embedded in the module. These will not be for credit. At the end of the module there will be a quiz that draws on content and activities across the module. These will include mostly multiple choice questions and some short answer questions. These will all be graded and will use proctoring software (see section on "course technology").

Film Reflections: The majority of the modules will include at least one film. Students will keep a keep weekly online journal of your responses to the films. Instructions for each film will include your (1) anticipated thoughts before you watch the film (2) your reactions and reflections to watching the film (3) prompted questions specific to the content of the film. This will be graded twice randomly over the course of the semester. Rubrics will be provided for the film reflections each week. Excellent work will respond to all aspects of the assignment, illustrate independent thinking, accurately and effectively integrate film content into reflection. Responses should be at least 400 words and all sentences grammatically complete.

Reading Reflections: The majority of the modules will include at one writing assignment on your reflections to key tensions raised in reading material. The instructions for reflections will vary by week. This will be graded thrice randomly over this course of the semester. Excellent work will identify the key arguments in the reading, thoughtfully analyze and evaluate various points of view using well-chosen examples from the text, and develop a unified/coherent point. Responses should be at least 400 words and all sentences grammatically complete.

Map/Interactive Activities: There will be at least eight different activities that requires navigating a weblink. Here students will interact with a map or a different form of visualization. After playing around with the interface and various features students will answer a set of questions that require analyzing different forms of data. Excellent work will respond to all aspects of the assignment by demonstrating engagement, understanding, and application of spatial data.

Commodity Diagrams: There will be two commodity diagram assignments. For the first assignment the students will pick an agricultural commodity and for the second assignment students will pick a manufactured good. Students will answer (1) What are the geographical structures? Where is the commodity you selected produced and where is it consumed? (2) How is value captured amongst the production network? (3) How does the geographical structure and distribution of value explain (unequal) social relations along the commodity chain? Either create a video or voice over slides as the format for this assignment. Post your video/slides in your group discussion thread. Respond to another's students post. Tell them what you found most interesting in their commodity diagram and analysis as well as one comparison (contrast or similarity) to the commodity you selected. A rubric will be provided. Excellent work will effectively organize and clearly communicates ideas, provide well-researched evidence and documentation of various sources, demonstrate potential to apply method for commodity chain analysis beyond the current project (by engaging a peer's project).

Observation Reports: Students will conduct field research over the course of multiple weeks. The first task is for students to observe and take notes on their own activities as a laborer both paid and unpaid. Secondly, students will write-up a synthesis of their observations in 1000 words. Include two examples of how student experiences connect to other class material on labor experiences around the world. Third, students will share their write-up in a discussion forum and provide comments on what is similar and different to other student's set of experiences, such as what details mattered for some and not others and why. Rubrics will be provided when Observation Reports are assigned (Module 8).

Create a video: Students will engage one of the films in the course by creating a video message. Students will pick an actor or character in the film whom students would like to talk with directly. The goal of this assignment is to imagine this character will receive this video message. Students will tell the imagined audience why they were impacted by their story and pose specific questions they have for the character they selected.

Scenario as branching activity: Students should be able to hypothesize debates on the 'winners and losers' of specific economic policy outcomes, such as 'trade policy.' This will be demonstrated by student ability to structure a decision on whether to support or oppose a (trade) policy depending on an understanding of their position as consumer, policy maker, firm/factory owner, laborer, or investor located in either in the Global North or the Global South.

Photo Analysis: Students will analyze a set of images whether a cartoon, a photograph, or commercial. These three assignments will include prompted questions to guide your analysis. All three of these assignments will be graded. The purpose of this assignment is to demonstrate the

application of course concepts to analyze different forms of information, besides text. The capacity to critically analyze information conveyed in a visual medium is particularly important to today's economy (for example, advertisements play a key role in understanding contemporary consumption patterns).

Late assignments

Late submissions will be accepted up to a week past the due date. One day late will incur a 10% penalty. Two days late will incur 20% penalty. Three days will incur a 30% penalty. Four days late will incur a 40% penalty. Five to seven days late will only receive 50% credit of the grade you would have received if it was submitted on time. If you contact me ahead of time for deadline adjustments you will not incur any penalty. Please refer to Carmen for due dates.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **48 hours**, I will aim for **24 hours during school days**.

Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

Office Hours

Virtual office hours (held on CarmenConnect) require at least **24 hours notification** and will only be offered **during school days**.

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST TWICE PER WEEK**
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours & video recordings: OPTIONAL OR FLEXIBLE**
All video recordings will be posted, no live sessions. If you are interested in discussing an assignment with me, please contact me at the beginning of the week to schedule office hours by appointment.
- **Participating in discussion forums: 2 TIMES PER WEEK**
As participation, each week you can expect to post two times as part of our substantive class discussion on the week's topics (see assignment information for discussion posts).

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Other course policies

Academic integrity policy

Policies for this online course

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication. Weekly quizzes are included as self-checks without points attached.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow The Chicago Manual of Style 17th edition ([click here for online version](#)) to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group projects:** This course includes group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

Ohio State's academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

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

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

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. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. 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 online 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.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video (Kanopy & DocuSeek)
- Synchronous course tools

Additional Student Support Services

Student Advocacy Center: Answer students' questions, direct students to appropriate resources and departments, provides general university guidance

- 614-292-1111 <http://advocacy.osu.edu/>

Student Wellness Center: Promoting student wellness through nine dimensions of wellness

- 614-292-4527 <http://swc.osu.edu/>

Multicultural Center: Offering programs, services and outreach for all OSU students; supporting and celebrating all students through a intercultural model

- 614-688-8449 <http://www.mcc.osu.edu/>

Academic Advising: Advising for undergraduate students on the Columbus campus is provided by the individual college or department that offers the program of study you are pursuing. This allows you to get advice from someone who knows the specifics of your curriculum

- <https://advising.osu.edu/>

Student Academic Services: Find information by topic and take care of your personal Buckeye business (i.e. Financial Aid and other services) online at buckeyelink.osu.edu. Or speak with someone in person.

- Student Academic Services Bldg., Lobby
281 W. Lane Ave. [[map](#)]
Monday–Thursday: 9 a.m. to 5 p.m.
Friday: 9 a.m. to 4 p.m.

Academic Support Services: This includes various resources for learning support from tutoring and study strategies to stress management and confidence building.

- <http://younkinsuccess.osu.edu/academic-services/>

Course schedule (tentative)

Week	Dates	Topics
1	1/6/20 – 1/12/20	What is Geography? What is the Economy?
2	1/13/20 – 1/19/20	Uneven Development as Dynamic of Capitalism
3	1/20/20 - 1/26/20	Role of the State, Role of TNCs, Commodity Chains
4	1/27/20 – 2/2/20	Spaces of Extraction & Agriculture
5	2/3/20 – 2/9/20	Spaces of Manufacturing
6	2/10/20 – 2/16/20	Role of Technology
7	2/17/20 – 2/23/20	Environment as Special Commodity
8	2/24/20 – 3/1/20	Labor as Special Commodity
9	3/2/20 – 3/8/20	Money as Special Commodity
-	3/9/20 – 3/15/20	SPRING BREAK
10	3/16/20 – 3/22/20	From Colonialism (Old Globalization) to (New) Globalization
11	3/23/20 – 3/29/20	Neoliberal Changes in the 70's and 80's
12	3/30/20 – 4/5/20	Case of Education in US
13	4/6/20 – 4/12/20	Rise of Knowledge/Digital Economy
14	4/13/20 – 4/19/20	Changing Identities – Global Citizenship

Week	Topics	Readings & Assignments
1	What is Geography? What is the Economy?	<p>Readings/Films: Thinking Geographically (Coe et al, Ch1), The Economy: What Does It Mean (Coe et al Ch2)</p> <p>Assignments: Knowledge Probe/Pre-Test, Discussion posts, Reading Reflections, Quiz 1</p>
2	Uneven Development as Dynamic of Capitalism	<p>Readings/Films: Capitalism in Motion: Why is Economic Growth So Uneven? (Coe et al Ch3), Film American Winter: The Decline of the Middle Class in America</p> <p>Assignments: Quiz 2, Discussion posts, Reading Reflections, Film Reflection, Map Activity 1 (GDP)</p>
3	Role of the State, Role of TNCs, Commodity Chains	<p>Reading/Films: The State: Who Runs the Economy? (Coe et al part of Ch4), Commodity Chains: Where does your breakfast come from? (Coe et al part of Ch8), The Transnational Corporation: How Does the Global Firm Keep it All Together (Coe et al, part of Ch10)</p> <p>Assignments: Reading Reflection, Discussion Post, Quiz 3</p>
4	Spaces of Extraction & Agriculture	<p>Readings/Films: Interview with author of “Eating Tomorrow: Agribusiness, Family Farmers, and the Battle for the Future of Food” (Civil Eats), The Real Price of a Chocolate Bar: West Africa’s Rainforests (Yale Environment 360), Film Black Gold: A Look at Coffee Production Around the World, Choose either the film Sowing for Need or Sowing for Greed or Pig Business: The Cost of Cheap Food</p> <p>Assignments: Commodity Chain Diagram 1, Interactive activity 3 (Mining in the US), Interactive activity 4 (Mines and communities), Film Reflection, Discussion Post, Quiz 7</p>
5	Spaces of Manufacturing	<p>Readings/Films: Read the “about” “problem” and “benefit” section of Maquiladoras, Film Maquilapolis: A City of Factories</p> <p>Assignments: Create a Video Message, Map activity 2 (What does the world export?), Quiz 4, Film Reflection, Discussion Post, Commodity Chain Diagram 2</p>

6	Role of Technology	<p>Readings/Films: Technological Change: Is the World Getting Smaller? (Coet et al Ch9), Film Frightened: The Real Price of Shipping</p> <p>Assignments: Map Activity 3 (undersea fiber optic cables), Quiz 5, Interactive Activity 1 (shipping container), Reading Reflection, Film reflection, Discussion Post</p>
7	Environment as Special Commodity	<p>Readings/Films: Environment/Economy: Can Nature Be a Commodity? (Coe et al Ch5), Film Blind Spot: Peak Oil & the Coming Global Crisis</p> <p>Assignments: Interactive Activity 2 (unequal carbon footprints), Map Activity 4 (Mapping Environmental Conflict), Photo Analysis (Anthropocene), Film Reflection, Discussion Post, Quiz 6</p>
8	Labor as Special Commodity	<p>Readings/Films: Labor Power: Can Workers Shape Economic Geographies? (Coe et al Ch6), Domestic workers are using Roma's Oscar buzz to demand equal rights under US law (Vox), Immigration's Impact on US Jobs (NPR)</p> <p>Assignments: Photo Analysis (CorpWatch Cartoon on Guest Workers), Reading Reflection, Discussion Post, Quiz 8, (begin fieldwork for Observation Report)</p>
9	Money as Special Commodity	<p>Readings/Films: Making Money: Why Has Finance Become so Powerful? (Coe et al Ch7); Film on Wall Street</p> <p>Assignments: Reading Reflection, Film Reflection, Discussion Post, Quiz 9</p>
10	From Colonialism (Old Globalization) to (New) Globalization	<p>Readings/Films: The Bretton Woods Trio (Ellwood Ch2), Debt and Structural Adjustment (Ellwood Ch3), Film Life & Debt, Report on Third World Debt Figures (parts)</p> <p>Assignments: Film Reflection, Reading Reflection, Discussion Post, Quiz 10, Scenario as branching Activity</p>
11	Neoliberal Changes in the 70's and 80's	<p>Readings/Films: The Role of the State (Coe et al part of Ch 4), Neoliberalism - the ideology at the root of all our problems (the Guardian)</p> <p>Assignments: Reading Reflection, Discussion Post, Quiz 11</p>
12	Case of Education in US	<p>Readings/Films: Teacher Strikes in 2018 (Vox), Film Fail State: The Resurgence of the For-Profit College Industry,</p>

		<p>Movement to Privatize Education (Washington Post), Charter Schools in Post Katrina New Orleans (Series of Articles)</p> <p>Assignments: Film Reflection, Reading Reflection, Discussion Post, Quiz 12</p>
13	Rise of Knowledge/Digital Economy	<p>Readings/Films: Film AI Race: How Technology is Impacting the Labour Force, Gig Economy & Labor (series of Atlantic articles), How Millennials Become the Burnout Generation (BuzzFeed News),</p> <p>Assignments: Film Reflection, Reading Reflection, Discussion Post, Observation Report pt I due, Quiz 13</p>
14	Changing Identities – Global Citizenship	<p>Readings/Films: Consumption: You Are What You Buy (Coe et al part of Ch15), The history of dating reveals how consumerism has hijacked courtship (Vox), Why feminist advertising doesn't make us better feminists? Let's Push Back on Brands Commodifying Social Justice (Remake); Film No Logo</p> <p>Assignments: Discussion Post, Observation Report pt II due, Quiz 14, End-of-semester Survey, Photo Analysis (commercial)</p>

GEOG 2400 Assessment (Revised)

	SSG ELO 1	SSG ELO 2	SSG ELO 3	DG ELO 1	DG ELO 2
Discussion posts				x	x
Quizzes	x				x
Film Reflections				x	
Reading Reflections	x				
Map/Interactive Activities			x		
Group Commodity Diagrams		x			
Observation Report			x		
Debate (in-class activities)		x			

GE Category: Social Science Goals (SSG) - Human, Natural, and Economic Resources

ELO 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.

This course will satisfy this objective through readings that compare economic and geographic theories on distribution of resources. Methods of assessments include a **reading reflection on short-answer quiz** question.

- Quiz—Short-Answer Question (from module on Uneven Development as Dynamic of Capitalism): This question asks students to explain how uneven development is understood by conventional economics and to use methods of cross-country comparisons to explain the problems with this theory.
 - To demonstrate competence of this ELO we are looking for the ability of students to understand conventional economic theories of uneven development, in terms of the resource endowment approach, and to evaluate the claims by applying the theory across various countries (using 3 countries from class material as examples).
 - Scoring scale: <2 = inadequate 3 = adequate 4 = above average 5 = very good
 - In accordance with our department assessment practices for a 2000 level course, we expect 75% of students will score 4 (above average) or higher on this assessment.
- Reading Reflection (based on Ch 3 Capitalism in Motion by Coe et al from module on Uneven Development as Dynamic of Capitalism): This asks to students explain how geographic theories of uneven development differ from a conventional economic approach.

- To demonstrate competence of this ELO we are looking for the ability of students to understand and analyze how the creation and capture value relates to the distribution of resources not the bounty of nature or insufficient levels of capitalism.
- Scoring scale: <4 = inadequate 6 = adequate 8 = above average 10 = very good
- We expect 75% of students will score 8 (above average) or higher on this assessment

ELO 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

This course will satisfy this objective by addressing how the role of the state and corporate actors effect socioeconomic unevenness across space. Methods of assessments include a **debate** on how the state and private interests are reshaping education access and opportunities in New Orleans and a **commodity chain project**.

- Debate (from module on Case of Education in the US)
 - To demonstrate competence of this ELO we are looking for the ability of students to understand the trade-off between policies that create voucher programs, promoting “free choice”, and policies that fund public schools, promoting more access.
 - Scoring scale: < 2 = inadequate (no participation) 3 = adequate (participates once) 4 = above average (participates twice) 5 = very good (participates three times or more)
 - We expect 75% of students will score 4 (above average) or higher on this assessment
- (Group) Commodity Chain Project: This research project asks students to identify the geographical structures of a commodity chain, based on a commodity they select, including where it is produced and consumed and then to explain how corporate and state actors govern how value is disrupted across the commodity chain or global production network.
 - Category 1: Corporate Governance = To demonstrate competence of this ELO we are looking for the ability of students to understand corporate actors at each stage and the relations between actors (accurately applies concepts of intra-firm, inter-firm, and buyer v producer driven chains)
 - Category 2: Role of the State = To demonstrate competence of this ELO we are looking for the ability of students to understand more than one role of the state and more than one scale of institutional conditions in explaining how policies shape location of activities.
 - Scoring scale (60 pts total, 2 relevant categories x 10 pts each): <4 = inadequate 6 = adequate 8 = above average 10 = very good
 - We expect 75% of students will score 8 (above average) or higher on each of the components of the assignment that assess ELO 2.

ELO 3: Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

This course will satisfy this objective by addressing how the growth and the profit-imperative of capitalist modes of production are unsustainable for people and the planet. Methods of assessment include **observation report** and **interactive activity**.

- Observation Report: This assignment asks students to conduct field research over the course of multiple weeks in order to reflect and analyze their own activities as a laborer both paid and unpaid and then assess how students experience connect to other class material on labor experiences around the world.

- Category 1: To demonstrate competence of this ELO we are looking for the ability of the student to comprehend through personal reflection and class material that unpaid forms of work contribute to the sustainability of waged labor, which is a necessary resource for the creation of profits
 - Category 2: To demonstrate competence of this ELO we are looking for the ability of the student to assess through personal reflection and class material how personal, familial, and societal decisions effect the value of unpaid work.
 - Scoring scale: (40 pts total, 2 relevant categories x 10 pts each) <4 = inadequate 6 = adequate 8 = above average 10 = very good
 - We expect 75% of students will score 8 (above average) or higher on each of the components of the assignment that assess ELO 2.
- Interactive Activity (unequal carbon footprints webpage and questions from module on Environment as Special Commodity): This activity asks students to explain how fossil fuels relate to climate change, environmental health, and social conflict and then to compare and analyze carbon footprints in terms of various consumption practices.
 - To demonstrate competence of this ELO we are looking for the ability of the student to comprehend and assess how fossil fuel consumption patterns undermine the sustainability of environments, people's health, and community.
 - Scoring scale: <2 = inadequate 3 = adequate 4 = above average 5 = very good
 - We expect 75% of students will score 4 (above average) or higher on this assessment.

GE Category: Diversity Goals (DG) - Global Studies

ELO 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

This course will satisfy this objective by through looking at how globalization shapes the specific economic and social conditions of Mexico and Jamaica. Methods of assessment include a **film reflection** and a **discussion post**.

- Film Reflection (based on film Maquilapolis: A City of Factories from module on Spaces of Manufacturing): This prompt asks students to explain the political, economic, and social aspects of Mexico as portrayed in the film Maquilapolis: A City of Factories.
 - To demonstrate competence of this ELO we are looking for the ability of the student to understand that US-Mexico trade agreements led to a growth of assembly plants (Maquiladoras) in Mexico, that this form of economic activity does not benefit the workers or Mexican citizens, and to identify the unique social aspects of a labor force that is predominantly young, female, migrants.
 - Scoring scale: <4 = inadequate 6 = adequate 8 = above average 10 = very good
 - We expect 75% of students will score 8 (above average) or higher on this assessment
- Discussion post (based on class lecture and film Life & Debt from module on From Colonialism to Globalization): This prompt asks students to describe the social and economic conditions in Jamaica, according to both class material and the film Life & Debt, and then to explain how these conditions are linked to the foreign restrictions on Jamaica's sovereignty.
 - To demonstrate competence of this ELO we are looking for the ability of the student to understand that Jamaica cannot compete in the world economy because of unfair global trade rules (includes two examples) and that these economic conditions have cascading social implications (includes two examples)
 - Scoring scale: <4 = inadequate 6 = adequate 8 = above average 10 = very good

- We expect 75% of students will score 8 (above average) or higher on this assessment

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

This course will satisfy this objective by addressing that consumer culture is shaped by social difference and thus shapes our identity and social values. This includes looking at critiques of expressing global citizenship through forms of ethical consumption. Methods of assessment include **discussion post** and **multiple choice question on a quiz**.

- Discussion post (from module on Changing Identities – Global Citizenship): This prompt asks students to explain how social and political values around gender and race are turned into consumer values. What do critics argue is the problem with this consumerist form of politics and social justice? (Use class material and either the Nike ad, the Dove ad, the Always ad, or the Cover Girl ad as an example).
 - To demonstrate competence of this ELO we are looking for the ability of the student to recognize how consumerist forms of addressing diversity miss how the commodities that make up our lives are produced by mostly women and people of color within Global North and across the Global South.
 - Scoring scale: <4 = inadequate 6 = adequate 8 = above average 10 = very good
 - We expect 75% of students will score 8 (above average) or higher on this assessment
- Quiz—Multiple Choice (from module on Changing Identities – Global Citizenship)
 - How does the growth of ethical consumption reflect an uneven geography?
 - a) Organizations that certify producers are located in Europe, N. America, whereas consumption is predominantly in Africa, Asia, and Latin America; following the same developed/developing country divide as ordinary goods and services
 - b) Organizations that certify producers are located in Africa, Asia, and Latin America, whereas consumption is predominantly in Europe, N. America; disrupting the developed/developing country divide that characterizes ordinary goods and services
 - c) Organizations that certify producers are located in Africa, Asia, and Latin America, whereas consumption is predominantly in Europe, N. America; following the same developed/developing country divide as ordinary goods and services
 - d) Organizations that certify producers are located in Europe, N. America, whereas consumption is predominantly in Africa, Asia, and Latin America; disrupting the developed/developing country divide that characterizes ordinary goods and services
 - Scoring scale: 0 pts = A,B,D 2 pts = C
 - We expect 75% of students will answer correctly (C)

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: GEOG 2400 Distance

Instructor: Ariel Rawson

Summary: Social and Economic Geography

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> • Carmen • Docuseek • Kanopy • Office 365
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • Carmen discussion boards
6.3 Technologies required in the course are readily obtainable.	X			All materials are available under a site license agreement.
6.4 The course technologies are current.	X			All applications are web based tools and are updated on a regular basis.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			All applications are either under agreement with existing OSU privacy policies or do not require a login.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.				
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			Accessibility policies for Docuseek and Kanopy are covered under the OSU accessibility review.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the

				Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

Reviewer Information

- Date reviewed: 4/23/19
- Reviewed by: Ian Anderson

Notes: Change references of Protcoria to Proctorio. Assign dates to the class schedule. Please list the program that will be used to hold virtual office hours so students will have time to download and configure properly.

^aThe following statement about disability services (recommended 16 point font): Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the "Other Course Policies" section of the syllabus.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: GEOG 2400 Distance

Instructor: Ariel Rawson

Summary: Social and Economic Geography

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> • Carmen • Docuseek • Kanopy • Office 365
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> • Carmen discussion boards • Weekly in class presentations • Reading and Film reflections
6.3 Technologies required in the course are readily obtainable.	X			All materials are available under a site license agreement.
6.4 The course technologies are current.	X			All applications are web based tools and are updated on a regular basis.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			All applications are either under agreement with existing OSU privacy policies or do not require a login.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.				
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			Accessibility policies for Docuseek and Kanopy are covered under the OSU accessibility review.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the

				Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
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