

re/producing or transforming the relationships that shape our lives. Accordingly, geographic perspectives also emphasize how economic activities not only vary across spaces but are also fundamental to the re/making of place.

The course will provide key concepts from human geography used to study society and the economy as well as summarizing major economic processes and key economic trends (e.g., globalization and deindustrialization). We will use familiar places (e.g., workplaces, our neighborhoods, and cities) to look at how spatial processes, consumption, and social relations shape our everyday lives, identity and economy. Through the extensive inquiry and creative research project on **global commodity chain**, students will tie together these geographic perspectives on economy and society, including how their own situatedness (social locations) in global economies poses both challenges and opportunities for becoming global citizens.

Goals and Expected learning outcomes

This course is part of the Citizenship for a Just and Diverse World theme in the University's General Education program.

Course-based Goals :

Goal 1: Students can use spatial concepts to compare and contrast classical economics and human geography perspectives.

Goal 2: Students can explain how the exclusion of certain people and places are linked to the inclusion of other people and places (i.e., uneven development)

Goal 3: Students can apply human geography research methods in global citizenship to make real-life connections between how we work and how we buy, including how one's own socioeconomic positioning within uneven development shapes future challenges and opportunities.

GEN Goals and ELOs for ALL themes:

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme:

Students learn how geographers conceptualize space differently (e.g., absolute, relative, relational) than other disciplines, along with other key concepts in human geography (e.g., place, territory, time, scale, and mobility). Students use these geographic frameworks on space to critically examine competing theories of inequality, including environmental determinism, modernization theory, core-periphery/world systems theory, and uneven

development (see modules 1, 2, & 3). Conceptual readings are drawn from *The Dictionary of Human Geography* (Gregory, D et al. 2009).

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme: Students further explore relational space by examining the dynamics of uneven development over the 20th century across local, national, and global scales. Examples include how deindustrialization in the rustbelt is linked to industrialization in the global South (e.g., Mexico and China) and how the growth of the suburbs was linked to declining city centers (see modules 4, 9, 11).

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme: Students use mundane *commodities* across extractive, agricultural, industrial, and service sectors to identify, describe, and synthesize the various dimensions of uneven development (e.g., investment, production, trade relations, consumption, waste) (see modules 6, 7, 8, 9, 10; see midterm 1: Q1 and Q2).

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts: Students draw on their own experiences as a worker (paid and unpaid) and as a consumer in order to integrate course exploration of uneven development with students' personal lives (see module 5,13; see midterm 2: Q1 and Q2). Students use these reflections to collaborate on a commodity chain project (see commodity chain assignment). This assignment challenges students to rethink their relationship to commodities, not as fixed objects, but as a series of intertwined economic relationships that connect the places students live and work to distant people and places.

GEN Goals and ELOs for the *Citizenship* theme:

Goal 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

Goal 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities: Students describe state-based, market-based, and alternative perspectives on global citizenship. Students analyze this range of perspectives in terms of geographic scholarship on global economic and social justice. Readings pull from renowned geographers in *Keywords in Radical Geography: Antipode at 50* (2019) (see module 2, 5, 6, 7).

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen: Students contrast human geography perspectives on positioning oneself within socio-economic inequality to those presented in

classical economics and political science. Students further build intercultural competence in global citizenship through reflecting on how social markers of race, gender, caste, class, and nationality come to matter through economic interactions at multiple scales. Examples include understanding the shifting economic dynamics of global immigration, particularly the connections between the commodification of care (growth of care sector) and the feminization of migration patterns (see module 5).

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences: Students examine inclusion/exclusion in terms of how “neoliberalism” depends upon and further creates social differentiation. This includes examining how state responsibility is devolved to the individual and civic obligation becomes expressed through spending (see module 3 and 13). To interrogate these neoliberal modes of citizenship as neither pre-given nor inevitable, students examine the “colonial roots” of our modern global economy. An example includes the place-based case study on Jamaica’s relationship to the global economy from colonialism through post-independence global trade relations (see module 2). Students examine debt as a common theme that links inclusion/exclusion across space (e.g., student loan debt, housing debt, global south debt crisis).

ELO 2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change: Students critique all the forms of work and social relationships that become “hidden” or discounted in classical economics in order to analyze how conditions of resistance form under uneven development (see iceberg graphic). Some examples include exploring the connections between Black-run urban farms in US and seed sovereignty movements and coffee cooperatives in Ethiopia (see module 8), how port strikes can affect the entire global economy (see module 6), and how maquiladora laborers seek to hold transnational companies legally accountable for environmental pollution and unpaid severance (see module 4).

GEL Social Science Goals: Human, Natural, and Economic Resources

Goal: Students understand 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.

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: Students examine the resources required for producing the commodities we use every day as well as comparing economic and geographic theories on the unequal distribution of resources.

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: Students identify how uneven development is linked to who has the power to enforce decisions They also identify the specifically spatial dimensions of political, economic, and social trade-offs.

ELO 3 Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use: Students appraise how labor and environmental conditions in capitalist production are unsustainable for the health of both people and the planet. Students can demonstrate how contradictions in capitalism create crisis and how crisis creates opportunities for capitalism.

GEL Diversity Goals: Global Studies

Goal: 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.

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.: Students can identify how globalization shapes the specific economic and social conditions in Latin America, Asia, Africa and other places, as well as their connection to the U.S.

ELO 2 Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens: Students can evaluate how consumer culture shapes their identity and values and how the changing nature of work may provide new opportunities to think about the multiple forms of enacting global citizenship. Students foster a sense of global citizenship through analysis of commodity chains, which provides an opportunity to re-connect distant producers and their social conditions with everyday acts of consumption.

Course Policy

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/medium will not be tolerated.** 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.

How this online course works:

Mode of delivery: This course is 100% online. You will find a sequence of materials and activities each week in Carmen, and we will meet for a weekly Zoom session during our scheduled class meeting time.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Apart from our Zoom meetings, you may schedule your efforts freely throughout the week as you keep pace with weekly due dates.

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 (class meetings and 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 (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. As noted above, this course is not a self-paced learning experience. If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible. The following is a summary of students' expected participation:

- **Weekly Zoom sessions: REQUIRED.** All live, scheduled class sessions for the course are required.
- **Zoom instructor office hours: OPTIONAL.** You are encouraged to note my office hours in your weekly schedule and attend as you have questions, but these sessions are optional.
- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK.** You are expected to log in to the course in Carmen every week to engage with course readings, videos, and assignments. During most weeks you will probably log in many times.

All students will be assigned to a **discussion group** of about 8-10 individuals. Students will see Carmen discussion posts of others in their group, and throughout the semester will be asked to provide peer comment on each other's work. Groups for discussion posts are the same for the final project.

Instructor 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 **614-688-4357 (HELP)** at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within 24 hours on days when class is in session at the university.
- **Office hours:** You can always bring questions about course content, assignments, or policies to my weekly office hours.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check your [notification preferences](#) to ensure you receive these messages.
- **Discussion board:** I will check and reply to messages in the discussion boards once mid-week and once at the end of the week.
- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within seven days.

Discussion and communications guidelines (includes Zoom guidelines)

A significant component of our interactions in this class will occur through Zoom videoconferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

- **Technical Issues:** If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at go.osu.edu/it or 614-688-4357(HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technical issues during a live session.
- **Preparation:** Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name and add a picture with your face.
- **Participation:** At the start of our sessions, I will share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able. For some activities, I may ask you to share your faces on camera so that we can see each other and connect. Please feel encouraged to use a non-distracting [virtual background](#). Many students and instructors prefer not to share their remote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the meeting.
- **Recordings:** This course uses video and audio recordings of class lectures, student presentations, and related materials. These recordings are available to all students presently enrolled in the course. Please note that you are not allowed to share these recordings. This is to protect your FERPA rights and those of your fellow students.

If you have any concerns about participating in class over Zoom in this way, please let me know. My goal is to create a safe environment where we can benefit from seeing each other and connecting, but I want to prioritize your safety and well-being.

Course technology:

REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

REQUIRED SOFTWARE

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

CARMENCANVAS ACCESS

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses 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 Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Install 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 614-688-4357 (HELP) and IT support staff will work out a solution with you.

TECHNOLOGY SKILLS NEEDED FOR THIS COURSE

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](#)
- [CarmenZoom virtual meetings](#)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](#)

TECHNOLOGY SUPPORT

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- Self-Service and Chat: go.osu.edu/it
- Phone: 614-688-4357 (HELP)
- Email: servicedesk@osu.edu

Late assignments:

- Late submissions will be accepted up to a week past the due date, with penalties.
 - 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.

- There are no penalties if you contact an instructor ahead of time for deadline adjustments.
- Please refer to Carmen for due dates.

Course materials

NO PURCHASES REQUIRED!

All required material is available through Carmen. This includes textbook resources (listed below), academic articles, new articles, book sections, films, podcasts. See [Course Schedule in detail](#) for more information.

Gregory, Derek, Ron Johnston, Geraldine Pratt, Michael Watts, and Sarah Whatmore, eds. 2009. *The Dictionary of Human Geography*. 5th ed. UK: Blackwell Publishing.
 The Antipode Editorial Collective, ed. 2019. *Keywords in Radical Geography: Antipode at 50*. 1st edition. Chichester, West Sussex, United Kingdom; Hoboken, NJ: Wiley .

Note: All Films are available through either DocuSeek, Secured Media Library, or Kanopy (all streaming platforms are OSU supported and have been vetted for accessibility standards, including adequate captioning, please contact the instructor if you need alternative assignments)

Assignment and Grading structure

Course Evaluation

Midterm 1	10%
Midterm 2	10%
Discussion post (3pt each)	20%
Short answer assignments (2pt each)	20%
Course Reflections (2pt each)	5%
Final Group Project	35%
Total	100%

See [course schedule](#) for due dates

Assignment information

There are weekly reflective discussion posts, weekly short answer assignments, weekly research-based workshops, two mid-term exams and one final group project (due at the end of the course). Each module will include a set of lectures, required readings, a film or two, sometimes a podcast, a discussion post (including peer responses) and short answer assignments. This course is organized in two parts. This first part, *Our Global Economy*, contains seven modules, which emphasize how global processes structure our local lives. The second part, *How We Live*, contains three modules on *How We Work* and three modules on *How We Consume*. Across both parts of the course, we examine how the ‘local’ and the ‘global’ are inseparable.

Lectures, readings, and films:

Unless explicitly noted, all lectures, readings, and films are required. These materials cover key concepts, provide background information, and explore each module's concepts through examples.

Short answer assignment:

Each week students will complete a short-written assignment. The specific questions will vary by week. You can use your notes to complete these assignments. However, your submission must be *written in your own words*. Excellent work should demonstrate the capacity to understand concepts at the level at which one can both (a) teach a concept to a household member or fellow peer and (b) connect course concepts and themes to personal experiences. Responses should be well-written, consider the appropriate audience/IMPLIED reader, and include *examples and references* when relevant (full bibliography is not necessary). Unless specified otherwise, the expected response length for the short answer assessments is *250-300 words*. A detailed rubric will be provided.

Discussion post:

Each week students will post a discussion post. Specific prompts/instructions will be posted each week. You will be able to see the posts of others in your discussion group only after you post your response. All students are assigned to a discussion group of about 10 individuals. Unless specified otherwise, the expected response length for a discussion post is 100-150 words. Discussion posts will count towards class participation. 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 emoticon) is fine for expressing emotions! Excellent work should demonstrate the capacity to understand concepts at the level at which one can both (a) teach a concept to a household member or fellow peer and (b) connect course concepts and themes to personal experiences. Initial discussion points are worth 2 points and the peer response is worth 1 point for a total of 3 points total per post and response. For EXTRA CREDIT of 0.25 points per peer response post you will need to provide a response that goes beyond just completing the required prompt for the sake itself and actually seeks to engage your peer. This can include providing a meaning response to a peer's response to your post. This is the primarily way to receive additional points in this course. Grades for this assignment will be posted 7 days after the peer response or 14 days after the initial post.

Midterms:

The exams will comprise a set of questions that will require reflective/analytical writing. You will have 55 min of class time to complete these exams. The reason for a timed limit for the written exam is not to penalize slow writers or those who get anxious with the pressure of timed writing. The reason is to de-emphasize writing skills and emphasize understanding, which requires going back into your notes and studying without the need to memorize but for grasping concepts at the level at which they make sense to you. That said, if you are a student, whether or not you are registered with SLDS, who feels disadvantaged by this format, please contact me ASAP to discuss alternative formats for the midterms. Specific instructions and review time will be provided before the exam.

Course Reflections:

There are two reflection assignments. One mid-way through the semester (the week of fall break) and one at the very end of the semester (finals week). These reflections are low stakes but are extremely useful for the instructor in assessing course design and material. These are short answer questions that ask you to reflect on both the strengths and weaknesses of this course.

Final Project: Group Presentation on Global Citizenship

Throughout the semester, we learn how mundane commodities connect us to people and places across the world through the dynamics of uneven development. For the final project, students will work within their discussion groups to collaboratively map the dynamics of uneven development for a single commodity and submit an online presentation explaining their map. By using a geographic lens to analyze the social and economic processes that transform raw materials from places near and far into the commodities that saturate our lives, students must demonstrate reflection upon where they are individually situated within these uneven interdependencies that span the globe and how their “positioning” or “location” creates both obstacles and opportunities for global citizenship (i.e., building a more just world). Students also develop critical skills for global citizenship by practicing group work and learning how to collaborate (i.e., work across difference for a common goal). Excellent work effectively organizes and clearly communicates ideas, illustrates creative and critical thinking, and communicates how skills in global citizenship can transfer beyond the course. See commodity chain instructions and rubric for more details.

Other course policies

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 us know immediately so that we can privately discuss options. To establish reasonable accommodations, we may request that you register with Student Life Disability Services. After registration, make arrangements with us 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](#)

- [CarmenZoom accessibility](#)
- Streaming audio and video (Kanopy, DocuSeek, Secured Media Library, Zoom)

Diversity statement

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

- <https://odi.osu.edu/>
- <https://odi.osu.edu/racial-justice-resources>
- <https://odi.osu.edu/focus-on-racial-justice>
- <http://mcc.osu.edu/>

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

Academic integrity policy

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/>.

- **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 an instructor.
- **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. Falsifying could lead to penalties.
- **Collaboration and informal peer-review:** The course includes opportunities for peer engagement but remember that comparing answers on an assignment is not permitted. If you're unsure about a particular situation, please feel free to ask ahead of time.

Standard OSU 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.

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.

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 an 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 in brief

PART I	OUR GLOBAL ECONOMY
MODULE 1	What is Economic and Social Geography?
MODULE 2	The Colonial Roots of Our Global Economy
MODULE 3	Capitalism and Neoliberalism
MODULE 4	Global Trade and TNCs
MODULE 5	Global Production (modes and cycles)
MODULE 6	Distancing Production and Consumption
MODULE 7	Global Labor and Identity
Half-week	<i>Midterm 1</i> <i>Commodity chain workshop I</i>
PART II	HOW WE LIVE - WORK
MODULE 8	Farming and Extractive Spaces
MODULE 9	Industrial spaces
MODULE 10	Post-Industrial Spaces (Gig Economy)
PART III	HOW WE LIVE - CONSUME
MODULE 11	Housing as Need or Asset?
MODULE 12	Places of Consumption and Places of Waste
MODULE 13	Branding: Consuming Identity, Difference, and Ethics
<i>FINAL ASSESSMENTS</i>	<i>Commodity chain workshop II</i> <i>Midterm 2</i> <i>Commodity Chain Presentations and Essays Due</i>

Course schedule in detail

Schedule with topics, readings and assignments

(This schedule is subject to change, changes will be posted on Carmen. All the readings, lectures, videos, radio podcasts are available on course landing page on carmen.)

Dates	Module	Readings/videos/material (see M, W, and F symbols for due dates) Note: Lectures dates are when live recordings will be held	Assignments (always due Sun @ midnight) SA = short answer DP = discussion post SC = scaffolding activity
PART I			
OUR GLOBAL ECONOMY			
MOD 1: 8/23 – 8/28	What is Economic and Social Geography?	<p>Lectures: What is Geography? How does it relate to Citizenship (F)</p> <p>Readings: Syllabus (W) Dictionary of Human Geography: space, scale, place, territory, justice, and citizenship (F) “The sugar that saturates the American diet has a barbaric history as the ‘white gold’ that fueled slavery” in the NYT (Muhammad, 2019) (F)</p>	<p>SA1: Use the example of Sugar to practice applying the concepts of “absolute” and “relational space”? Be sure to address the movement of people, goods, money, and shipping to explain how a relational analysis of space includes what is excluded in treating space as absolute.</p> <p>DP1: Identify a space you are familiar with and use all four dimensions discussed in class (location, territory, place, and scale) to practice analyzing space in both absolute and relational terms.</p>
MOD 2: 8/29 - 9/4	The Colonial Roots of Our Global Economy	<p>Lectures: Patterns of Inequality (M) What is “The Economy”? (M) De/colonization (W)</p> <p>Readings: The Economy: What Does it Mean? (Coe et al 2020) (M) “Economics is too important to leave it to the experts” in The</p>	<p>Peer response 1: See prompt in Carmen</p> <p>SA2: How is inequality in Jamaica created today by the legacy of colonization? Be sure to address both specific economic activities, trade relations, and</p>

		<p>Guardian (Ha-Joon Chang 2014) (M) Decolonial geographies (A@50) (F)</p> <p>Podcast: “Potosi: The Silver Mine that Changed The World” (Footnoting History Podcast, 2018, 13 min) (W)</p> <p>Watch: Life & Debt (SML, 60 min, 2001) (F)</p>	<p>lending/debt relations. How does the film represent this perspective?</p> <p>DP2: How do you think your perspective on inequality is influenced by your <i>personal experiences</i>? Be specific.</p>
<p>MOD 3: 9/6 – 9/11</p> <p>NO CLASS 9/5 (M)</p>	<p>Capitalism and Neoliberalism</p>	<p>Lecture: Bad Theories of Inequality (M) Uneven Development (W) What is Neoliberalism? (F)</p> <p>Readings: Dictionary of Human Geography: Environmental determinism, stages of growth (M) Community Economy (A@50) (W) “What Exactly is neoliberalism?” (Schenk 2015) (F) “How racism has shaped welfare policy in America since 1935” (Carten 2016) (F)</p> <p>Watch: Talk by Prof Ha-Joon Chang: 23 Things They Don't Tell You About Capitalism (W)</p>	<p>Peer response 2: See prompt in Carmen</p> <p>SA3: Explain how modernization theory and environmental determinism are “bad” theories of inequality: both in terms of bad at capturing relational dynamics of space and bad as in reflecting and perpetuating racism, ethnocentrism, and/or inequality.</p> <p>DP3: What is neoliberalism? How does economic relations become the driver of social and ethical relations? Do you think of yourself as an investment project? Reflect on the article in <i>The Conversation</i>. How has racism shaped the dissolution or roll-back of the welfare state? How does this affect not only people of color but white people as well?</p>

<p>MOD 4: 9/12 – 9/18</p>	<p>Global Production</p>	<p>Lecture: Globalization and Uneven Development (M) Manufacturing in the Global South (W)</p> <p>Readings: Santa’s real workshop (LINK) (M) “China is turning Ethiopia into a giant fashion factory” in Bloomberg (Donahue 2018) (M) “Apple, Foxconn, and China’s new working class” (Chan et al 2013) (W) For every person in Hong Kong, there are 48 pounds of electronic waste per year (LINK) (W) Radical Globalization (A@50) (F) Offshore (A@50) (F)</p> <p>Watch: Maquilapolis: A City of Factories - Activism for Low-Wage Workers in Mexico (Kanopy, 69 min, 2006) (F)</p>	<p>Peer response 3: See prompt in Carmen</p> <p>SA4: Describe the major shift in the cycle of uneven development during the 20th century at the local, national, and global scale?</p> <p>DP4: When do you think about who produces what you buy? How does this documentary represent inequality? Use the film Maquilapolis to describe the old/vs new division of labor and explain globalization as connecting disinvestment in some places to investment in others. Include how this cycle shapes the lives of individuals working in the global South.</p>
<p>MOD 5: 9/19 – 9/25</p>	<p>Global Labor and Identity</p>	<p>Lecture: Social reproduction, domestic work, and labor laws (M) Immigration and Care Work (W)</p> <p>Reading: “The Gender Pay Gap at Ohio State” in the Lantern (Gottsacker, 2017) (M) “The peril of America’s domestic workers” in The Hill (M) “95% of Domestic Workers Are Women. In California, They’re Demanding Better Pay” in HuffPost (Ruiz-Grossman 2016) (M) “Sri Lankan Migration to the Gulf: Female Breadwinners, Domestic Workers” in MEI (Gamburd 2010) (W) Care (A@50) (F)</p>	<p>Peer response 4: See prompt in Carmen</p> <p>SA5: Explain what is meant by the title of the film, “chain of love”? How does domestic labor become a global commodity? And how does it relate to the feminization of migration? Who are the winners and losers?</p> <p>DP5: How does social identity such as gender, race, ethnicity, age shape our experiences of work and workplaces? Draw on your real life experiences along with course concepts.</p>

		<p>Watch: Chain of Love (2001, 50 min) (F) On Canada's Live-in Caregiver Program (LCP) and Childcare: A Short Animation (W)</p>	
MOD 6: 9/26 – 10/2	Distancing Production and Consumption	<p>Lectures Globalization and Transportation (M) Infrastructure (F)</p> <p>Readings “The Lonely and Dangerous Life of the Filipino Seafarer” in the NYT (Almendral 2019) (W) Dictionary of Human Geography: Globalization (M) Workers begin to strike at UK’s largest shipping container port (2022) (F) Standing Rock, Flint and the color of water (LINK). (F)</p> <p>Watch Manufactured Landscapes (12-min clip on ship-building and ship-destruction) (W)</p>	<p>Peer response 5: See prompt in Carmen</p> <p>SA6: How do transportation technologies both “compress” and “expand” space? How does this depend on where you are situated? Use examples from class lecture and material.</p> <p>DP6: When do you think about who distributes what you buy? When do you think the “distribution” part of production and consumption is invisible or overlooked? What are the stakes of this invisibility? How can making “distribution” visible challenge these implications for people and places?</p>
MOD 7: 10/3 – 10/9	Global Trade and TNCs: The Extractive Industry	<p>Lectures Economic Sectors & Firm relations (M) State as operator/Corporate consolidation (W) Extractive Geographies: Metals & Energy (W) SE Ohio as an extractive periphery (F)</p> <p>Readings: Fracking (A@50) (W) “A Petrochemical Industry Extends Along Ohio River, Pollution Follows Close Behind” (Kelly 2019) (F)</p>	<p>Peer response 6: See prompt in Carmen</p> <p>SA7: Explain nationalization and privatization as historically and geographically specific processes. Think back to the lecture on neoliberalism to try and explain why these processes are tied to morally loaded views of state-economy relations.</p>

		<p>“For the Ohio River Valley, an Ethane Storage Facility in Texas is either a Model or a Cautionary Tale” (Bruggers 2020) (F)</p> <p>Watch: GasLand (first 71 min only) (W)</p>	<p>DP7: What issues related to fossil fuel extraction are raised in the film GasLand and the articles about the Ohio River Valley? What is your reaction?</p>
<p>10/10 – 10/16</p> <p>FALL BREAK 10/13 – 10/14 (NO CLASSES)</p>	<p>Midterm review and exam</p>	<p>Lecture: Competing perspectives on citizenship (local, national, global) (M) Commodity relations as uneven citizenship dynamics (M) Review for Midterm 1 (M)</p> <p>Readings: Dictionary of Human Geography: commodity, commodity chains (M) Commodity Chain project instructions and rubric (M)</p>	<p>Workshop assignment: What is commodity fetishism? What are commodity chain analysis? How do they differ from supply chain logistics? How do different views on citizenship compare and contrast? (due 10/16 @ midnight)</p> <p>Mid-term 2 (in-class on Wednesday)</p>
	PART II	HOW WE LIVE	WORK
<p>MOD 8: 10/17 – 10/23</p>	<p>Farming and Agricultural Spaces</p>	<p>Lecture: Intensification & consolidation in Agriculture (M) Core-periphery/world systems (W) Global Food Paradox (F)</p> <p>Readings: Dictionary of Human Geography: core-periphery and dependency theory (W) “In the US, Black-run urban farms fight food inequality” (2020) (F)</p> <p>Watch: Black Gold: A Look at Coffee Production Around the World (78 min, 2006) (M) Seeds for Justice (2015, 36 min) (F)</p>	<p>Peer response 7: See prompt in Carmen</p> <p>SA8: Both the films on agriculture in Ethiopia, emphasize inequality differently: trade relations vs. seed sovereignty. What are your reactions to the alternatives to intensified agriculture presented in these films? Be specific about the stakes for local livelihoods.</p> <p>DP8: Describe world systems theory. When and where did emerge? How does it explain “uneven terms of trade” between “cores” and “peripheries”?</p>

<p>MOD 9: 10/24 – 10/30</p>	<p>Industrial spaces</p>	<p>Lectures: Manufacturing Labor in Global North (M) Fordism and Post-Fordism (W)</p> <p>Readings: Fashion Nova’s Secret: Underpaid workers in Los Angeles Factories (LINK) (M) Opioid Deaths Rise When Auto Plants Close, Study Shows (LINK) (W)</p> <p>Watch: Frontline (F)</p>	<p>Peer response 8: See prompt in Carmen</p> <p>SA9: How has this cycle of uneven development shaped places and lives in the “de-industrial” global North? How is it linked to “industrialization” and the transformation of places and livelihoods in the Global South?</p> <p>DP9: Think of examples of from your life, family, and/or friends to explain what features distinguish Fordist from Post-Fordist modes of production? You might need to think about working conditions across different generations, places of work, and “divisions of labor”!</p> <p>“Group plan” is due!</p>
<p>MOD 10: 10/31 – 11/6</p>	<p>Post-Industrial Spaces (Gig Economy)</p>	<p>Lectures: Communication Technologies (M) Digital Platforms (W)</p> <p>Readings: The 3 pictures that explain everything about Smart Cities (LINK) (M) "I Don’t Love Columbus Because I Can’t Participate In It” in Medium (Williams, 2020) (M) “Sharing Economy” (Richardson 2018) (W) The gig economy screws over everyone but the bosses (LINK) (W) You Are Literally Working for Silicon Valley and Don’t Know It (LINK) (W)</p> <p>Watch:</p>	<p>Peer response 9: See prompt in Carmen</p> <p>SA10: What are the promises and what are the pitfalls for participants in the 'gig' economy? Reflect on social and economic implications of creating ‘independent’ and ‘flexible’ labor?</p> <p>DP10: What has been your personal experience with digital platforms, as either a consumer or worker?</p>

		<p>Uberland (Kanopy, 53 min, 2019) (F)</p> <p>Podcast Is Uber Moral? The Ethical Crisis of the Gig Economy with Veena Dubal (LINK) (F)</p>	
	PART III	HOW WE LIVE	CONSUMPTION
<p>MOD 11: 11/7 – 11/13</p> <p>VETERANS DAY 11/11 (NO CLASSES ON FRIDAY)</p>	Housing	<p>Lectures: Financialization in Housing (M) Rights to the City: Public Space Making (W)</p> <p>Readings: Against Black Homeownership (LINK) (M) “What happens when investment firms acquire trailer parks” in The New Yorker (Kolhatkar 2021) (W) “The housing shortage makes housing discrimination much easier” in The Guardian (Demsas 2021) (W)</p> <p>Podcast: The Dig conversation with Keeanga Yamahtta Taylor ‘Race for Profit’ (LINK) (M)</p> <p>Watch: The Flaw (2011, 82 min) (M) Here’s to Flint (LINK) (W)</p>	<p>Peer response 10: See prompt in Carmen</p> <p>SA11: Identify the two primary modes of housing policy in the United States that have shaped the geography of neighborhood dis/investment over the last 100 years and explain the connection to identity?</p> <p>DP11: Use the materials from the course and your personal experiences to critically reflect upon the best strategy for building affordable housing?</p>
<p>MOD 12: 11/14 – 11/20</p>	Places of Experience (Tourism) and Places of Waste	<p>Lectures: Global Urbanization (M) Places of Consumption (W) Places of Waste (F)</p> <p>Readings: Dubai finesses ease of luxury shopping for Chinese (LINK) (M) Big cities are the future of global consumption (LINK) (M) Airbnb and the so-called sharing economy is hollowing out our cities (LINK) (F) What happened when Walmart left (LINK) (F)</p>	<p>Peer response 11: See prompt in Carmen</p> <p>SA12: We’ve already discussed the impact of the flight of industrial capital on the “decline” of places. How does dis/investment in the post-industrial service sector (select: big retail or big tech) influence the “decline” of places?</p> <p>DP12: Draw on course material to explain in</p>

		<p>Watch: Bye Bye Barcelona (LINK) (W)</p>	<p>what ways do places themselves become commodified and consumed. How does history play a role? Who are the winners and losers in this market, where “experiencing place” is the product for consumption?</p>
<p>MOD 13: 11/21 – 12/28</p> <p>THANKSGIVING BREAK (11/24-11/27)</p>	<p>Branding: Consuming difference and Identity</p>	<p>Lectures: Retail Geographies (M) Geographies of Marketing and Consumption (W)</p> <p>Readings: The grooming gap: what “looking the part” costs women (LINK) (M) Walmart Workers Cost Taxpayers \$6.2 Billion In Public Assistance (LINK) (W) “Luxury on the Installment Plan” in The Baffler (Del Valle 2019) (W)</p> <p>Podcast: Hot-Tips (M)</p> <p>Watch: Consuming Kids (W) Problem with Apu (M) Hollywood creates Spicy Latina (M)</p>	<p>Peer response 12: See prompt in Carmen</p> <p>SA13: Draw on course material and personal experiences to explain how identity is linked to the way brands and identity shape experiences and conditions of work (e.g. try to focus on “retail” spaces of work and consumption).</p> <p>DP13: Select an advertisement with graphics and text or audio, either a still image or video works. Analyze how consumption shapes the social construction of identity. Make sure you post your ad.</p>
<p>Last few days of class and EXAM WEEK</p>	<p>Final assessments</p>	<p>Commodity chain workshop (11/29)</p> <p>Review for Mid-term 2 (12/2)</p> <p>Mid-term 2 (12/5)</p>	<p>Final project due (map/diagram and video) on 12/7 at midnight</p> <p>Peer response due 12/9 at midnight</p> <p>Final reflection due by 12/15</p>