

Term Information

Effective Term Spring 2024
Previous Value Autumn 2022

Course Change Information

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

New course number

New course description

Course goals and topics

Change GEN from Foundations (SBS) to Theme: Citizenship

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

The Department of Geography currently offers GEOG 2400 (Economic and Social Geography), which is in the GEL (Social Science AND Global Diversity) and GEN: Foundations (Social and Behavioral Science). The course is also part of several majors in the Geography department, including as a required course for the Air Transportation major. We seek to create two versions of this course, which meet GEs and still meet departmental needs. This course change proposal is for one of those versions: a 3-credit GEN Citizenship course. As a GEL Global Diversity course, 2400 already addresses many aspects of citizenship. In this redesign, we have used backward learning design to provide a unique geographic perspective on building global citizenship for a more just and diverse world.

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)?

We seek to maintain the 3-credit version of the course in order to minimize programmatic implications, as the course is both a GE course and a major requirement (or elective). The Citizenship theme aligns well with the Global Diversity focus of the course in the GEL.

Is approval of the request contingent upon the approval of other course or curricular program request? Yes

Please identify the pending request and explain its relationship to the proposed changes(s) for this course (e.g. cross listed courses, new or revised program)

We are also proposing a new course, 2400.02. If that is not approved, this course number should not change but should stay 2400, without the decimal point extension, and the course exclusions should stay as they currently are (not open to students with credit for 2400H).

Regardless of the outcome of the other request we seek the Citizenship theme and to change the course description.

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 | 2400.01 |
| <i>Previous Value</i> | 2400 |
| Course Title | Economic and Social Geography |
| Transcript Abbreviation | Econ & Social Geog |
| Course Description | Economic activity is a form of social relationship that connects us to people and places in our community and around the world. Develop a spatial understanding of the economy and society, focusing on issues such as globalization and inequality. Tie these geographic perspectives to your own position in global economies and explore how this poses challenges and opportunities for global citizenship. |

[Previous Value](#)

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 |
| Grading Basis | Letter Grade |
| Repeatable | No |
| Course Components | Lecture |
| Grade Roster Component | Lecture |
| Credit Available by Exam | No |
| Admission Condition Course | No |
| Off Campus | Never |
| Campus of Offering | Columbus, Lima, Mansfield, Marion, Newark, Wooster |

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Not open to students with credit for 2400, 2400H, or 2400.02

[Previous Value](#)

Not open to students with credit for 2400H.

Electronically Enforced

Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

| | |
|--------------------------------|--|
| Subject/CIP Code | 45.0701 |
| Subsidy Level | Baccalaureate Course |
| Previous Value | General Studies Course |
| Intended Rank | Freshman, Sophomore, Junior, Senior |

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Human, Natural, and Economic Resources; Global Studies (International Issues successors); Citizenship for a Diverse and Just World

The course is an elective (for this or other units) or is a service course for other units

[Previous Value](#)

[General Education course:](#)

[Human, Natural, and Economic Resources; Global Studies \(International Issues successors\); Social and Behavioral Sciences](#)

[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

- Compare and contrast classical economics and economic geography.
Explain how social-economic exclusion and inclusion are linked in uneven development
Make real-life connections to issues of global citizenship

Previous Value

- *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*

Content Topic List

- Relationships between society and economy
- Globalization, inequality and social difference
- Production and consumption
- Global citizenship as a concept and one's individual place as a citizen

Previous Value

- *Relationships between society and economy*
- *Globalization, inequality and social difference*
- *Production and consumption*

Sought Concurrence

No

Previous Value

Attachments

- 2400.01 Citizenship Proposal.pdf: Citizenship theme proposal
(GEC Model Curriculum Compliance Stmt. Owner: Mansfield, Becky Kate)
- 2400-01 Commodity Chain Project.pdf: Project description
(Other Supporting Documentation. Owner: Mansfield, Becky Kate)
- 2400.01 Mid Term 1&2.pdf: Exam description
(Other Supporting Documentation. Owner: Mansfield, Becky Kate)
- 2400 Cover letter.pdf: Cover letter
(Cover Letter. Owner: Mansfield, Becky Kate)
- 2400.01-Syllabus-update.pdf: Syllabus with GEL included
(Syllabus. Owner: Mansfield, Becky Kate)

Comments

- Attached is a syllabus with the GEL goals and rationale included, which should address the contingency. We will also update the statements as suggested, when the course is taught again. *(by Mansfield, Becky Kate on 06/21/2023 01:35 PM)*
- Please see Panel feedback email sent 03/31/2023. *(by Hilty, Michael on 03/31/2023 11:19 AM)*

COURSE CHANGE REQUEST
2400.01 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
06/22/2023

Workflow Information

| Status | User(s) | Date/Time | Step |
|--------------------|--|---------------------|------------------------|
| Submitted | Mansfield, Becky Kate | 02/22/2023 09:23 AM | Submitted for Approval |
| Approved | Ettlinger, Nancy | 02/22/2023 09:25 AM | Unit Approval |
| Approved | Vankeerbergen, Bernadette Chantal | 02/27/2023 02:28 PM | College Approval |
| Revision Requested | Hilty, Michael | 03/31/2023 11:19 AM | ASCCAO Approval |
| Submitted | Mansfield, Becky Kate | 06/21/2023 01:35 PM | Submitted for Approval |
| Approved | Coleman, Mathew Charles | 06/21/2023 08:43 PM | Unit Approval |
| Approved | Vankeerbergen, Bernadette Chantal | 06/22/2023 07:24 AM | College Approval |
| Pending Approval | Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea | 06/22/2023 07:24 AM | ASCCAO Approval |

Cover letter for 2400.01 (course revision) and 2400.02 (new course)

The Department of Geography currently offers GEOG 2400 (Economic and Social Geography), which is in the GEL (Social Science AND Global Diversity) and GEN: Foundations (Social and Behavioral Science). The course is also part of several majors in the Geography department, including Air Transportation.

In these linked proposals, we seek to create two versions of this course, which meet different GEs and still meet departmental needs. We are proposing to:

A) Change 2400 to 2400.01 (3 credits) and shift it from the GEN Foundations to the Themes: Citizenship. We are also changing the course description. We expect that any student taking the course to meet major requirements would choose this one. In recent years, this course has been offered fully in-person, hybrid, and fully online, and we seek to maintain this flexibility.

B) Add 2400.02 as a 4-credit course that also meets the requirements for the Citizenship theme and in addition meets the requirements for Research & Creative Inquiry. We expect this course to appeal mainly to students seeking to fulfill the GEN-Citizenship theme requirement. This course would never be offered fully online, but we can envision both a fully in-person and a hybrid version. For the hybrid version, the research-intensive component (weekly workshops) would be exclusively in-person while the main course content (lectures) would be offered online.

Note that if 2400.02 is not approved, we will not want to add the decimal to 2400.01 (3-credits), but instead have it remain 2400 (3-credits)

For both versions of the course, we have used backward learning design to reorient course goals toward providing a unique geographic perspective on building global citizenship for a more just and diverse world. For the 3-credit version (2400.01), this includes a group project in which students reflect on global citizenship through analysis of a global commodity.

For the 4-credit version (2400.02), this includes a rigorous research project scaffolded over the course of the semester, in which students learn and implement human geography methods for global citizenship, organized around examining everyday relationships to mundane commodities. This re-design made the following changes:

- 15 additional instructional hours organized as a 1-hour workshop per week where students learn human geography methods for global citizenship. That is, the course meets 4 hours per week, with 3 hours dedicated to regular course instruction (a mix of lectures and in-class discussions) and 1 hour dedicated to building research and creative skills in human geography.
 - Workshops have in-class lecture, group discussion, and activities (see the workshop schedule).
- 30 additional hours of out-of-class hours of individual and group work dedicated toward learning and practicing human geography methods for global citizenship (see the workshop schedule).

- Two new texts to teach methods in geography. Selected entries from:
 - Kitchin, Rob, and Nigel Thrift, eds. 2009. *International Encyclopedia of Human Geography*. 1st edition. Amsterdam: Elsevier Science.
 - The Antipode Editorial Collective, ed. 2019. *Keywords in Radical Geography: Antipode at 50*. 1st edition. Chichester, West Sussex, United Kingdom; Hoboken, NJ: Wiley
- New topics covered in the additional 45 hours:

| | |
|---|---|
| <ul style="list-style-type: none"> ○ Ways of knowing ○ Goals of knowing ○ Archives and literature review ○ Fieldwork and people ○ Researcher as research tool ○ Landscape & Photography ○ Movies and music | <ul style="list-style-type: none"> ○ Challenges in research ○ Analyzing texts ○ Space as method ○ Graphics, maps, and other visualizations ○ How to create presentations |
|---|---|
- Public forum: Students will present their final research project at a public forum organized by the students themselves.

These changes are reflected in the following documents included for each course:

1. Syllabus
2. Midterm 1 & 2 questions and rubric
3. Commodity chain project instructions and rubric
4. Proposal for GEN: Citizenship
5. (for 2400.02 only) Proposal for pedagogical practices for Research & Creative Inquiry

Thank you for your consideration. Please email mansfield.32@osu.edu for additional information.

Sincerely,

Becky Mansfield

Professor, Geography



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

SYLLABUS: GEOG 2400.01 ECONOMIC AND SOCIAL GEOGRAPHY

Course Overview

Instructor: Dr. Ariel Rawson (rawson.29@osu.edu)

Office hours: Fridays 1:35-2:35 pm and by appointment

Teaching Assistant: Sher Khan (khan.969@buckeyemail.osu.edu)

Office hours: Mondays 11:30 am – 12:30 pm and by appointment

Class day and time: MWF 12:40 PM – 1:35 PM (EST)

Location: virtual zoom room (see Carmen page)

Course description



Diverse Economies Iceberg by [Community Economies Collective](#) is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](#).

The purpose of this course is to equip students with the critical, conceptual, and practical skills necessary for a spatial understanding of the economy and society, including how to position oneself. The course is structured around weekly modules and assignments, including regular workshops with hands-on research to teach students human geography approaches to global citizenship.

We are often taught to think of “The Economy” as a noun that operates by universal laws. From this perspective, the economic dimensions of our lives are treated as external to social dimensions and uniform across space and time. From the perspective of human geography, **economic relationships are a form of social relationship**, and we all play a vital role in

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 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.

Goal 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.

Goals 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 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.

Goal 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+ | |
| 60-66.9 | D | Achievement that is worthy of credit even though it fails to meet fully the course requirements. |
| 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

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|--------------------------|---|
| 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 |
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| 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> |

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| | | <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> |

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| <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> |

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| | | <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> |

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| | | <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> |

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| <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> |

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| | | <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> |

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| | | <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> |

GEOG 2400.01

Mid Term 1

Given that you are doing research on yourself as a global citizen through your group commodity chain project, please answer the following two questions, you will need to answer **both questions**. All questions are weighted equally (10 points each).

Each answer should be 500 words each (excluding references).

Essay type Q1 (10pt): Explain the concept of spatial unevenness/place/networked connections across space/territory and show how it can be illustrated using the case of bottled water or any other everyday commodity.

Essay type Q2 (10pt): When we discuss ‘the economy’, what activities of production, exchange, or consumption are usually included and excluded? Is it possible to understand economic processes without also understanding other dimensions of human society and the natural environment? Outline the assumptions of a conventional Economics approach to economic processes, and show how a geographical approach might challenge them.

Note: You will need to draw upon class lectures, slides, readings, class discussions, notes to demonstrate your understanding of the topic, use examples to illustrate your points.

Make sure you properly cite your information sources. (eg: articles, websites, films etc.)

Rubric:

- **Excellent (10):** Outstanding! Well written, articulated, drawing upon class lectures/discussions/readings and making connections with an example. (500 words)
- **Very Good (8):** Clearly written and articulated, good explanation with an example. (500 words)
- **Good (6):** Well written, could have made the connections clearer, has given an example. (400-500 words)
- **Fair (4):** Has not quite fully made the connections but has attempted to define/answer the question. (300-400 words)
- **Poor (2):** Has not made much of an attempt to answer the question or made connections. (200-250 words)

Mid term 2

Given the research you've done on yourself as a global citizen through your group commodity chain project, please answer the following two questions, you will need to answer **both questions**. All questions are weighted equally (10 points each). You will have 24 hours to complete the midterm.

Each answer should be 500 words (excluding references).

Your essay should clearly demonstrate your understanding of the concept(s), drawing attention to the lectures/discussions/readings, cite examples, so that your writing is a reflection of an informed understanding and **NOT** generalized statements and assumptions.

Essay type Q1 (10pt): How will you define global commodity/production chains? How are commodity chains linked to consumption? Give an example to explain the connections. In your responses also be reflective of how these processes potentially affects you or shapes your everyday lives, your identity (social-economic), now and in the future.

Essay type Q2 (10pt): You all are university students who will soon need to make career/life decisions (if you haven't already). Based on our lectures, readings and discussions, **please reflect and write an essay about what opportunities and challenges you think you will face as you 'go out' into the world.** You can use any of the following concept(s) that we have discussed:

- Globalization
- Shifts in the global economy
- Neoliberalism
- Urbanization
- Precarious work
- Gender/Race

Your essay should clearly demonstrate your understanding of the concept(s), drawing attention to the lectures/discussions/readings, cite examples, so that your writing is a reflection of an informed understanding and **NOT** generalized statements and assumptions. As you write the essay, reflect on some of the following criteria/ideas on the personal side and include in your essay:

- 'Marketability' of your chosen major vs. your other skills and interests
- Your prior experiences and social relations
- What others have taught you about your financial "worth"

Note: You will need to draw upon class lectures, slides, readings, class discussions, notes to demonstrate your understanding of the topic, use examples to illustrate your points.

Make sure you properly cite sources.

Rubric:

- **Excellent (10):** Outstanding! Well written, articulated, drawing upon class lectures/discussions/readings and making connections with an example. (500 words)
- **Very Good (8):** Clearly written and articulated, good explanation with an example. (500 words)
- **Good (6):** Well written, could have made the connections clearer, has given an example. (400-500 words)
- **Fair (4):** Has not quite fully made the connections but has attempted to define/answer the question. (300-400 words)
- **Poor (2):** Has not made much of an attempt to answer the question or made connections. (200-250 words)

Semester Final Project (GEOG 2400.01)

Commodity Chain Analysis

Overview

Understanding the interconnections that make commodities possible highlights critical dimensions for global citizenship today.

- **How are the everyday things in our lives the product of complex networks that tie us to peoples we've never met and places we've never been?**
- **How does a geographic lens (i.e., uneven development) help make visible some of the peoples and places that make our mundane consumption possible?**
- **How does the visibility of these connections transform how we see ourselves in the world as well as our future opportunities and challenges?**

The goal of this collaborative final project is to apply course concepts, especially uneven development (*i.e.*, *unequal* relationships between peoples, places, and processes) to visually and orally analyze the stakes of a single commodity for understanding global citizenship.

Commodities are the products of networks that operate at various *scales* (locally, regionally, globally) and often reflect long-established *historical* dynamics (e.g., colonialism). These networks are not only shaped by individuals but are mediated through *institutions* such as banks, governments, and corporations. At the same time, *social and cultural processes of difference* also shape the production and consumption of commodities, including gender, race, sexuality, religion, nationality, age, class, etc. These processes, networks, and structures are both reproduced and dynamically change over time through *our everyday activities*.

By connecting our worlds of consumption to the whole world of investment, social reproduction, labor regimes, trade and distribution systems that we never see and about which we know little, we can map a *geographical* story of globalization. This story is not just about increasing economic interdependency and spatial integration but about our *socioeconomic positioning* within *spatially uneven interconnections*. Simply by virtue of participating in the daily production and exchange of commodities, we reproduce or alter the everyday lives of peoples we've never met and of places we've never been. This poses both challenges and opportunities for developing strategies to build a more just and diverse world.

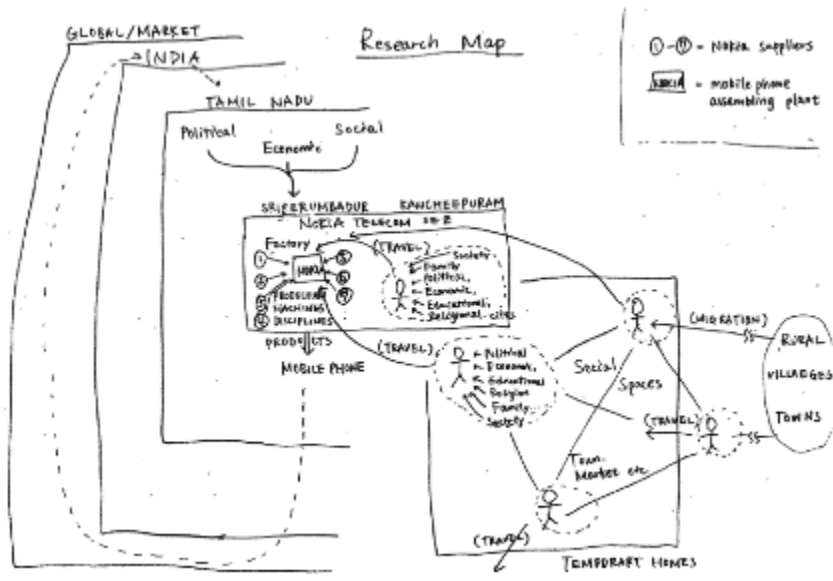
Students will work within their discussion groups to collaboratively map the dynamics of uneven development for a single commodity and submit to a class gallery during finals week an online presentation explaining their map. Lastly, students will watch two peer videos and provide comments on what they learned. We will have one workshop in the middle of the semester (after module 7) where the group project will be introduced and one workshop at the

end of the semester (after module 13) for last-minute questions and scheduled group work time. Outside of these times, groups are expected to organize out-of-class opportunities for communication. Students are required to submit a “group plan” by the end of module 9 detailing group expectations for individual and collective contributions. Final submissions also require short reflections on individual and collaborative contributions retrospectively. See the section on [instructions](#) for more details on the map/diagram, group plan, audiovisual presentation, and peer response.

Instructions:

1. Details for creating a diagram

1. Diagrams must visualize your collaborative group responses to the following questions based on your specific commodity:
 - **What are the *uneven development dynamics* that define your *specific commodity*?**
 - **Where do you *position yourselves* within these uneven interconnections?**
2. Excellent diagrams will make visible what abstract depictions of “the economy” miss: *people* and *places*
3. Diagrams must illustrate creative thinking. You cannot copy and paste an existing diagram. However, you can take a collage approach and stitch together diagrams or images that you find or just use them for inspiration. The final diagrams can be designed manually, digitally, or done with a hybrid approach.
4. Diagrams should be submitted individually and used in your presentation. Both are due on 12/7 at midnight.
5. Everyone needs to submit their group diagram individually with a *short written explanation* of their *personal contribution* and how that compares/contrasts with initial expectations (200-300 words).
6. Diagrams should reflect individual and collaborative work (see details for group plan below)



2. Details for group plan:

1. At the end of module 9 (10/30 at midnight) each group needs to submit a group plan signed by all of the group members. Group plans must detail:

- What does collaboration and global citizenship mean to your group?
- What are your group rules or norms? (i.e., these should include 'behavioral' norms and 'procedural' norms)
- What are your individual roles and/or tasks for the group? (e.g., ideas for roles: communication wrangler/group leader, meeting note-taker, research leaders for different parts of the chain, illustrators or design leaders, presentation leader/script writer, technology wiz/expert, etc.). Note that tasks do not need to be mutually exclusive but designating each group member a leadership role for all of the required tasks will increase inclusion and efficiency!
- What is your availability this semester? What are your other requirements this semester that might create obstacles for meeting the expectations for this group project? How can your group help to creatively support these differences in life obligations?

3. Details for creating an audio/visual presentation,

1. Presentations must display your diagram in order to orally explain how it depicts your collaborative response to the two questions above and you must also orally explain in you presentation:

- **What makes this perspective geographical rather than economical?**

2. Presentations should be about 8-10 minutes.

3. Recommended format: PowerPoint --> recorded over zoom (other ideas should be approved by the instructor)
 4. Everyone needs to partake in the presentation. This means you need to practice, practice, practice. If you are nervous about presenting, you can write yourself a script.
 5. The last workshop will include a lesson on best practices for presentations, both in terms of creating slides and your oral delivery. For example, slides should have more visuals (images, maps, graphs) than text (a heading and some bullet points per slide are fine).
 6. Videos will be posted to a class gallery accessible to the rest of the groups in this course. Only one person needs to submit the video.
4. Details for peer reviews:
1. After your group submits their video recording and diagram, students will be assigned two submissions from other groups to review
 2. Peer reviews must include responses to the following questions:
 - What did you find the most interesting to learn?
 - In what ways were the explanations provided orally in the presentation visually depicted in their diagram?
 3. Word requirements are 200-300 words per review.
 4. Deadline for peer reviews is 12/9 at midnight

Rubric and grading scale

Excellent work effectively organizes and clearly communicates ideas, illustrates critical and creative thinking, and demonstrates potential to transfer global citizenship skills beyond the course. IMPORTANT for the assessment of this project is COLLABORATION skills. I know not everyone enjoys, let alone can tolerate, group work but developing your individual skills in navigating the tensions between being a team player and taking initiative is central to the course objective of building citizenship skills required for living in an already diverse world while striving to make it more just.

Grading Scale

| Final project | Grade value |
|--------------------|-------------|
| Group plan | 3% |
| Diagram | 10% |
| Video presentation | 10% |
| Collaboration | 4% |
| Peer review | 2% |
| Global citizenship | 6% |
| Total | 35% |

Rubric:

| | Superb | Sufficient | Insufficient |
|-----------------------------------|--|---|---|
| Group plan (3 points) | Group plan includes timely submission of group definition on collaboration and global citizenship, collectively established group rules, clearly defined and designated roles for every group member, and schedule of group availability for the rest of the semester. | Group plan is not submitted in accordance with deadlines OR group plan is missing <i>more than one</i> of the required components (2pts) | Group plan is not submitted in accordance with deadlines AND group plan is missing <i>more than one</i> of the required components (1pts) |
| Diagram (10 points) | Diagrams critically, effectively, and creatively visualize 1) the <i>uneven development dynamics</i> of your <i>specific commodity</i> AND 2) where students <i>position yourselves</i> within these uneven interconnections. Excellent diagrams will make visible what abstract depictions of “the economy” miss: <i>people</i> and <i>places</i> . | Diagrams either miss one of these key elements (e.g., critique, efficacy, and creativity) OR miss visualizing responses to one of the two required questions (7 pts) | Diagrams both miss one or more of these key elements (e.g., critique, efficacy, and creativity) AND miss visualizing responses to one of the two required questions (5pts) *OR if you did not individually submit your diagram |
| Video presentation (10 points) | Presentations <i>orally explain how</i> visual diagram depicts response to the two required questions above AND students orally explain what makes this project a geographer's perspective on commodities rather than an economists.' Stay reasonably within the 8–10-minute timeframe. Presentation is refined and well-practiced and uses tips from workshop | Presentations either miss or incoherently explain how the diagram reflects their research and reflection on the required two questions OR presentation does not stay within the timeframe at all and does not reflect any use of best practices (7 pts) | Presentations miss or incoherently explain how the diagram reflects their research and reflection on the required two questions AND presentation does not stay within the timeframe at all and does not reflect any use of best practices (5 pts) |

| | | | |
|-------------------------------|---|--|--|
| | to optimize presentation visuals and delivery. | | |
| Collaboration (4 points) | Constructive individual and group collaboration is demonstrated through 1) <i>written explanation</i> along with the diagram on final <i>individual contributions</i> to the project and how it compares/contrasts with initial expectations (200-300 words) and 2) each group member playing a role in the video presentation. | Collaboration was only partially constructive: Either because 1) written explanations with the diagrams were NOT submitted by EVERY group member OR 2) NOT EVERY group member played a role in the video presentation (2 pts) * There are exceptions to this based on your group plan | Collaboration was NOT constructive: 1) written explanations with the diagrams were NOT submitted by EVERY group member AND 2) NOT EVERY group member played a role in the video presentation (1 points) |
| Peer review (2 points) | Peer reviews must include responses to the following questions: 1) What did you find the most interesting to learn? AND 2) In what ways were the explanations provided orally in the presentation visually depicted in their diagram? Word requirements are 200-300 words per review. | Peer reviews are under word count OR only respond to one of the two questions OR one of the two peers (1 point) | Peer reviews are under word count AND only respond to one of the two questions AND one of the two peers (0.5 points) |
| Global citizenship (6 points) | Reflection on the implication of your commodity chain for global citizenship is integrated throughout your diagram, presentation, collaboration, and peer review components | Reflection on the implication of your commodity chain for global citizenship is either <i>missing or not well integrated</i> in ONE OR MORE of the core components of the project (2 points) | Reflection on the implication of your commodity chain for global citizenship is <i>either missing or not well integrated</i> in ALL of the core components for this project (1 point) |

Key challenges

The social processes required for commodity production are concealed by the “exchange-value” and the “use-value” of the commodity. This is not incidental, but central to the exchange system of commodity production. Barriers and obstacles are part of the process of reconstructing these hidden linkages.

Commodity chains can be particularly challenging precisely because they are an exploration into the “hidden” world of commodities. It will be hard to trace certain commodities from start to finish. Don’t be discouraged by these “failures” but take them as opportunities to think creatively. Please ask if you have questions or are unsure.

TIPS for tracing commodities and finding information

Selections can be generic or brand name (Jeans or Levis)

Selections can be complex or basic (Tomato or Computer)

Selections can trace one commodity → that becomes a constituent or intermediary commodity for various other end use commodities (Cotton → jeans, t-shirts, bedsheets, coffee filters, sofa)

OR they can trace one end-use commodity → to many intermediary and constituent commodities (Sofa ← wood, cotton, dye, metal, other chemicals)

See “Project Resources” under the Carmen Module “Commodity Chain Project.” Be creative in finding information! Check product labels, packages, and manufacturers’ websites. Do media searches (newspapers, magazines, etc.). Look for books.

Trace difficult stages in a more general way (e.g. jeans rather than Levis, or cotton rather than jeans).

If you cannot find information on your specific commodity, **make inferences based on course material and your research to develop a plausible commodity chain.**

List of commodities

1. Sand
2. Sugar
3. Coffee
4. Cotton
5. Fossil fuel: Coal, oil, gas
6. Rubber
7. Corn
8. Lithium
9. Care
10. Narcotics
11. Software/Platform : Cloud storage
12. Rice

Sand

Sand is a non-renewable resource that is extracted primarily to use for concrete. This excludes desert sand, which is not considered suitable for construction. The growth of cities has been linked to a dramatic increase in demand for concrete. Most sand is dredged from rivers or mined from open pits which can create environmental issues like flooding, landslides, and biodiversity loss. Sand can be used for other purposes too like glass, paint, and filters. The demand for importing is now a global concern. Today, major sources for sand mining include Australia, India, Sierra Leone, China, and the US.

Sugar

Sugar is an agricultural commodity that is extremely laborious to harvest. It was originally domesticated in Southeast Asia. Through colonialism the sugarcane crop was transported to establish plantations in East Africa, North Africa, Southern Africa, the Caribbean, Central America, and South America. The first sugar plantations were established by the Portuguese on Madeira islands and by the Spanish on Canary Islands. This led to the early triangle trade where raw sugar was brought from the colonies to Europe to make rum where it was sold to purchase goods that were then used to barter for slaves in West Africa who were then brought to colonies to produce more sugar. After the British abolition of slavery, indentured laborers from China and India replaced enslaved labor of African descent in Caribbean sugar plantations. Today, Brazil is the largest producer of sugar, followed by India, China, and then Thailand.

Coffee

Coffee is an agricultural commodity. Unlike other agricultural goods, which are cash crops grown to be sold on the market and thus selected for market value, coffee is a luxury agricultural good. In turn, coffee is a special (luxury) kind of cash crop. Wall street commodity stock exchange plays a large role in pricing coffee commodities, yet coffee has also been central to the growth of alternative markets: fair-trade, organic, direct-to-consumer, local, etc. Thus, coffee has also been central to debates around the problems with alternative markets too. While cultivation of the coffee plant began in the Arabian Peninsula in the 15th century, colonialism brought coffee to the global market: first through plantations in the Caribbean and then across Latin America. Today Brazil is largest producer of coffee, however East Africa (like Ethiopia, Kenya, and Tanzania) and Southeast Asia (like Vietnam and Indonesia) are also major producing countries. Since the collapse of ICA in the mid 90's, the international agreement which regulated global coffee prices and trade, the uneven geographies of the coffee commodity—including patterns and conditions of consumption and production—have transformed in new and old ways.

Cotton

Cotton is an agricultural (fibre) crop that is primarily spun into yarn and made into all sorts of natural textiles and fabrics. The production of cotton textiles was central to the industrialization of India, Britain, and then the U.S. However, the imperial role of the East India Company in

textile-driven industrialization in Britain destroyed domestic production in India. With the shift toward the U.S., first in the northeast then the U.S. South with the adoption of chattel slavery, and then continued through the sharecropping system, America became the world's largest producers of cotton. The cotton gin is a critical example of how technology and mechanization does not merely displace labor, it also enables new kinds of labor needs and creates new conditions of work. Many practices of modern capitalism—from techniques for surveilling labor, accounting practices, mortgages—emerged during chattel slavery in America or rather through the plantation style scaling up of cotton production for global markets. While global disparities in wages drove relocation of textile assembly factories to East Asia, starting with Japan in the early 1900s, today, America is still one of the largest growers/producers of cotton. Other large producers today include India, China, and Brazil (this is not as percentage of national GDP but as percentage of global market). In addition to precarious labor conditions both in the farms and in the factories, key environmental issues related to cotton production include genetic modification of seeds, pesticides, fertilizers, and organic production. It is also important to note that finished cotton textile commodity chain don't just end up at the landfill. They can enter secondary commodity chains for used clothes. The global trade in used-clothes is critical to the current uneven geography of textile production, as the global flow of from the global North to the global South continues to destroy domestic textile production. At the same time, the countries in global south are assembling the textiles into final products which are then exported to the Global North. [Other cotton commodity chains: feedstock, pillows, fishing nets, etc]

Fossil fuel: Coal, oil, gas

Fossil fuel is perhaps the most common material that flows through the commodity chain in different forms. One of the most common commodities in our everyday life (there are zillions!), are petrochemicals. One of the most common form of petrochemical products in our lives are plastics (in addition to the household chemicals and pesticides). Plastics are the fastest growing commodity in the world. Petrochemicals absorbs the bulk of world's oil and gas. Plastic (resin) Productions:[Plastic production](#) (watch the entire video to understand the complexity of chemical inputs, ecological impacts and chain of material flow, people and places that produces this highly complex commodity that has become part of our everyday modern world). You can also explore this resource site: Global Inventory of Chlor Alkali/PVC producers[Inventory of PVC/Chlor Alkali producers](#)

Rubber

Natural rubber is one of the most common material in our modern lives, besides plastics. A plant product (now we also have many products made from oil based synthetic rubber), latex is extracted from rubber plants grown by small-scale farmers in south East Asia and Africa. Through a complex socio-ecological network of value addition, latex is transformed into myriads of commodities/products that we use everyday.

Corn

Corn is an agricultural commodity. Traditionally corn or maize was cultivated as a food crop. Maize is originally from Mexico and efforts to save seed diversity especially in its location of origins is a central issue today (both in terms of grassroots seed justice and sovereignty movements and in terms of international networks of institutional seed banks). Cultivation of corn was central to fueling the westward growth of the American frontier, forming what is now known as the “corn belt” across the Midwest. With farming practices (including breeding seeds) designed to merely increase yield along with state subsidies, the expansion of corn production in this U.S. has become a critical example of overproduction, where increases in supply drive down profits for producers. With this cost advantage from subsidies, opening foreign countries to ‘free’ trade with the U.S, have resulted in the dumping of surplus corn into foreign markets like Mexico. This has made the domestic cost of corn production in Mexico unsustainable, which drives rural migrants to cities in search for alternative job opportunities. One of the main debates is whether this model of intensive agriculture—geared toward merely increasing yield—can address issues of hunger or whether it intensifies unequal food systems, including subsistence and access. Moreover, the “Western” diet has been called “cornified.” In other words, the surplus of corn production drove the proliferation of processed, corn-syrup based food and beverage products: a diet which is then exported to the rest of the world through the expansion of TNC franchises and retailers in the food & beverage industry. This illustrates how corn is not only related to issues of hunger but also issues of malnutrition with overeating including the uneven geography of health epidemics in obesity and diabetes. Subsidies for corn have also increased with investment in the bio-fuel industry as an alternative to fossil fuels, diverting arable land for ethanol production.

Lithium (Minerals)

Lithium is a (metal) mineral that is extracted from the earth. Global reserves of lithium are concentrated in S. America, known as the Lithium Triangle, which includes Chile, Argentina, and Bolivia. China is one of the largest consumers and investors in the global lithium commodity chain. Today, lithium is in growing demand as it is a main component for lithium-ion batteries, which are themselves a central component of electric cars and therefore the renewable energy transition. In addition to auto companies like Tesla, lithium batteries are also in demand by big technology firms like Samsung and Foxconn, who produce phones. While batteries are the primary end-use for lithium mining, lithium commodity chains are also driven by the role of lithium salts as a mood-stabilizer and thus as a central component of bipolar medications in the pharmaceutical industry. Main issues around commodity chains concern waste, environmental degradation, and pollution. Lithium, in certain forms, is a hazardous material—it can create health issues through skin contact or inhalation.

Care

When we think of commodities, we often think of objects or materials that we can buy from the market for our consumption, use etc. We do not necessarily think of care or emotions as

commodities that we can buy from the market. For instance, in our homes we receive certain forms of care or support such as shelter, food, safety, love, affection—all of which is seen as separate from the market, produced inside our homes, that is not traded, exchanged or market valued. However, care or care economy has been one of the most common traded and marketed commodities that is produced and exchanged via the commodity supply chains. It is also one of the most gendered, racialized, sexualized, exploited and under-valued (low paid) commodity that reproduces the societal biases towards certain kinds of work, labor, bodies, people, and regions. For instance, the migration of young women from countries such as the Philippines to Canada to provide care for the elderly and children in Canadian homes via the Labor Exchange Program (a bilateral policy between Canada and the Philippines); or migrant Colombian women staying in the homes of New Yorkers taking care of their children; or women from Mexico working as nannies in California—are all instances of the care economy that gets produced and exchanged everyday inside the households. Here the commodity that gets produced is 'care'. Care economy is also a huge contributor to the national economy of 'exporting' countries that send care workers in the form of remittances that are sent back to the families (generates revenues) in the places of origin. There is a complex chain of processes that goes into manufacturing of care, connected with the local, national, regional, international political economy, histories, geopolitics, immigration policies etc.

Narcotics

There are all kinds of commodities that are produced, traded, consumed daily. Some of these commodities move through licit supply chains and some through illicit supply chains. Here's an example of a commodity, that is an agricultural product, that is grown and harvested under similar agro-climatic conditions as coffee, is high in demand as a stimulant (like coffee) and is grown only in one region in the world – it's Coca (Cocaine). However, its regulation, movement in the supply chain, value addition, consumption pattern is quite different from coffee. As it is an illicit commodity, it produces distinct spatial dynamics (social, economic and ecological) in places and in transnational movement across the chain. Watch this short video presentation by Prof Kendra McSweeney explaining how it moves across the commodity chain here: [Drugs, Destruction, and Deforestation](#) (Kendra McSweeney, 2014). You can also research about other illicit commodities /illicit geographies. Ask instructor for a hand drawn map by Prof McSweeney, explaining the movement of cocaine as a commodity.

Software/Platform : Cloud storage

Lots of personal and business data is now stored in the cloud. Despite its ethereal name, the cloud doesn't float in the sky like some weightless repository of all of our data. It's enabled by concrete, material networks of server farms and data centers. The same goes for Bitcoin and other cryptocurrencies. While crypto is, to some extent, just a piece of software—lines of code— the “mining” aspect of crypto requires a vast, very real network of computers and servers. If you're interested in cloud storage, you might explore the debate about the environmental impact of cloud computing. Alternatively, you might be interested in the power

that cloud computing gives providers like Google/Alphabet and Amazon Web Services (AWS) to shut down the web presence of users they don't like. On the bitcoin/crypto side, you might be interested in the uneven geography of who actually holds crypto vs. the places where it's mined.

Rice

The cultivation of rice (*Oryza sativa*) in China has a more than 10,000 year long history. China today, continues to be the largest producer and consumer of rice followed by India, Indonesia, and Bangladesh. West Africa is another epicenter of rice cultivation, where *Oryza glaberrima* was domesticated along the coast and upland region around 5000 years ago. Rice was brought to the Americas as part of the Columbian Exchange and became a plantation crop in the Caribbean and American Southeast before moving slightly west to form the contemporary Rice Belt in the US South. The environmental and labor conditions as well knowledge required for growing, harvesting, drying, and milling is unique for rice production. For example, the majority of rice is grown immersed within shallow water systems. During the development of biotechnology and genetic engineering during the 20th century, rice became one of the first crops that became subject to the commodification of seeds. In response to the homogenization of rice diversity, both top-down and bottom-up efforts have emerged to preserve rich diversity of seed varieties. Today, almost every place in the world has a cultural dish that uses or centers on rice.

GE Theme course submission worksheet: Citizenship for a Just & Diverse World

Geography 2400.01 (3 credits)

Economic and Social Geography: Identity and Inequality

Citizenship Theme Goals and ELO Rationale

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)

As an introductory course in economic and social geography, this course meets GE objectives for citizenship by focusing on how our ubiquitous relationship to commodities creates uneven interconnections between peoples and places. We use geographic scholarship on uneven development to teach students how places of growth are linked to places of decline across various scales: local, regional, national, and global. In this way, we take up citizenship in terms of how the inclusion of certain peoples is linked to the exclusion of other people, not only in terms of territory (as taught in state-centered approaches) but also in terms of economic activities. Students place themselves in this world throughout the semester.

Connect this course to the Goals and ELOs shared by *all* Themes

General Theme Goals and ELOs:

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

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

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.

Goals and ELOs unique to Citizenship for a Just & Diverse World

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).