
Term Information

Effective Term Spring 2024

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 2400.02
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. Do extensive research using these geographic perspectives to explore your own position in global economies and opportunities for global citizenship.
Semester Credit Hours/Units Fixed: 4

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 Greater or equal to 50% at a distance
Less than 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 2400.01
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.0701
Subsidy Level General Studies Course

Intended Rank

Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

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

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
Apply social-economic geographic concepts to research issues of global citizenship

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
- Geographic research methods

Sought Concurrence

No

Attachments

- 2400 Cover letter.pdf: Cover letter
(Cover Letter. Owner: Mansfield, Becky Kate)
- 2400.02-Syllabus.pdf: Syllabus
(Syllabus. Owner: Mansfield, Becky Kate)
- 2400.02 Citizenship Proposal.pdf: Citizenship proposal
(GEC Model Curriculum Compliance Stmt. Owner: Mansfield, Becky Kate)
- 2400.02 Research Proposal.pdf: Research proposal
(GEC Model Curriculum Compliance Stmt. Owner: Mansfield, Becky Kate)
- 2400.02 Commodity Chain Project.pdf: Project description
(Other Supporting Documentation. Owner: Mansfield, Becky Kate)
- 2400.02 Mid Term 1&2.pdf: Exam description
(Other Supporting Documentation. Owner: Mansfield, Becky Kate)

Comments

- Thank you-- we did indeed mean 4 credits!
This may be taught as a hybrid but never as >75%. We can imagine a version in which the main course content is provided online (similar to 2400.01) but the research experience (amounting to the extra credit, so .25%) is provided in person. *(by Mansfield, Becky Kate on 02/27/2023 03:15 PM)*
- - Since this is going to be a High Impact Practice theme course, the number of credits should be 4. Currently the form in curriculum.osu.edu says it's a 3 credit course.
- You checked off greater or equal to 50% online. Could you please confirm that it may be taught as a hybrid course but never as a distance enhanced course (i.e., over 75% of the content online)? *(by Vankeerbergen, Bernadette Chantal on 02/27/2023 02:19 PM)*

COURSE REQUEST
2400.02 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/28/2023

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 09:26 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	02/27/2023 02:20 PM	College Approval
Submitted	Mansfield, Becky Kate	02/27/2023 03:15 PM	Submitted for Approval
Approved	Ettlinger, Nancy	02/27/2023 03:41 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/28/2023 09:26 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/28/2023 09:26 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
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- 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 2400.02 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 (ET)

Workshop day and time: Th 12:40 PM—1:35 PM (ET)

Location: Jennings Hall 155

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 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**

relationships in which 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 place (e.g., workplaces, our neighborhoods and cities) to look at how spatial processes, consumptions 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. **This is an extensive, group-based project that builds student research throughout the semester and culminates in a public research forum.**

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. In addition, this is a Research & Creative Inquiry course, means that students can take this course to fulfill the entire Citizenship theme requirement.

Course-based Goals and ELOs:

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.

GE 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.

Citizenship Goals and ELOs:

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).

Research-based objectives and expectations:

1. **Performance expectations set at appropriately high levels (e.g. students investigate their own questions or develop their own creative projects).**

The goal of this research-intensive project is to learn and practice methods in human geography for global citizenship by unpacking our connections to the world through mundane commodities. Through learning geographic concepts and methods in regular coursework and in weekly workshops (see schedule), students refine skills to analyze the production and exchange of goods and services *spatially* – that is, through uneven, *i.e. unequal*, relationships between peoples, places, and processes (see workshop 11). For the final project, students are required to submit a group essay and provide a creative audio-visual presentation, including a manually or digitally created map that diagrams the connections they’ve learned. The final research output should

clearly demonstrate both the collaborative and individual aspects of the project (see commodity chain instructions).

- 2. Significant investment of time and effort by students over an extended period of time (e.g., scaffolded scientific or creative processes building across the term, including, e.g., reviewing literature, developing methods, collecting data, interpreting or developing a concept or idea into a full-fledged production or artistic work)**

The course requires an additional 45 hours of research-oriented work from students over the semester. This includes one hour per week of instructional in-class workshops and two hours per week of out-of-class assignments and activities. This work will provide the scaffolding for the final group research project on commodities and global citizenship.

In weekly workshops and out of class assignments students learn and practice different human geography methods and other stages of the research process each week (e.g., archival, fieldwork, landscape interpretation, visual methods, textual and discourse analysis, ethnography, and situated knowledges and positionality). The primary texts used for research methods in this class include:

- 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

- 3. Interactions with faculty and peers about substantive matters including regular, meaningful faculty mentoring and peer support.**

Groups will be assigned at the beginning of the semester along with commodities. Students are required to attend workshops prepared to participate, including providing and receiving peer support and feedback. In-class workshops will be led by a faculty and two TA and are oriented around group discussions to maximize both instructor and peer learning.

- 4. Students will get frequent, timely, and constructive feedback on their work, iteratively scaffolding research or creative skills in curriculum to build over time.**

Each week students engage in a different method of research in human geography that they can use toward scaffolding their final project. In the process of selecting methods to apply for their group research project, students receive weekly instructor feedback and partake in multiple stages of peer reviews. Additionally, groups will need to submit a “group plan” to the instructor during week 5, detailing group responsibilities and a timeline for individual tasks. These will be used to create accountability and to solicit instructor feedback.

- 5. Periodic, structured opportunities to reflect and integrate learning in which students interpret findings or reflect on creative work.**

In workshop 7, students start to reflect on how to include creative work as research through exploring geographic scholarship that uses landscapes and photography as a method. In addition to discussing readings in *International Encyclopedia of Human Geography* during the workshop, out of class students are required to complete the following assignment: Walk around your neighborhood and take notes on “reading” the landscape; take photos to review and elaborate on your notes; think about what commodity flows have re/made this familiar place?

In workshop 8, students read and discuss geographic scholarship on using movies and films as data, as well as articles on interpreting sounds and noise. This multisensory approach to research is central to what makes geographic approaches unique. Students apply what they learned during this workshop to analyze a film or song related to the commodity they are researching.

In workshop 10, students read and discuss geographic research methods for interpreting texts. This includes group discussions to develop a coding system, which both follows some group-constructed consensus over “rules” and provides flexibility for incorporating how interpretation is subjective. The out-of-class activity for this workshop requires students to apply the rules for coding they developed as a group to analyze 2 texts they annotated for their research bibliography.

In workshops 12 and 13, students reflect on the production of creative work as research process and outcome. This includes a reading and discussion on how tracking your findings through mapping relationships can help organize your research process and on how to communicate your results/arguments by diagramming and visualizing your findings. This requires students to create the diagram they will use for their presentation and submit any other graphics for their presentation. Students will need to identify where the graphics/images came from and explain why they were selected.

6. Opportunities to discover relevance of learning through real-world applications (e.g., mechanism for allowing students to see their focused research question or creative project as part of a larger conceptual framework).

In workshop 1, students engage the research process as a process of grounded-up inquiry. This includes reading geographic scholarship on conceptualizing research objects and asking research questions in ways that bring conceptual frameworks meaning through our everyday lives. To explore how we live through commodity relations, students' first out-of-class workshop assignment is to identify 10 items in their household, including trying to identify where the items came from and generating research questions and hypothesis based on pre-existing knowledge.

In workshop 6, students discuss how the researcher, in this case, the student, is also a research instrument. This includes reading entries on “embodied knowledge,” “participant observation,” “diaries,” “autobiography,” and “autoethnography” from *International Encyclopedia of Human Geography*. During class, students practice writing diary entries individually on their role as a

consumer and then sharing with the group about their own relationship to the commodity they are researching. Out of class, students are required to practice generating data based on their own experiences as workers. This includes reflecting upon one's own history of work and examining one's future career aspirations within the context of uneven development.

7. Public Demonstration of competence, such as a significant public communication of research or display of creative work, or a community scholarship celebration.

Students will present their final research product at a student-organized open forum at the end of the semester. Students will begin organizing the public forum during week 6. The forum will be held on-campus in-person during finals week and will be live-streamed for an online audience too. During week 9, students will develop flyers and email invitations for the event in order to begin promoting the following week. Students are encouraged to invite friends, family, OSU students or faculty, and community members from the Columbus area or beyond.

8. Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own.

In workshop 3, students read and discuss geographic scholarship on different goals for knowing. This includes reading the entries on decolonial geographies, political consciousness, economic democracy, and community economy from *Keywords in Radical Geography: Antipode at 50*. During the workshop students discuss how their collaborative research project on a commodity can center a praxis of liberation? They build on this in class activity through exploring in their out of class assignment the relationship between the displacement of indigenous peoples from their lands and our global economy of commodity exchange.

In workshop 5, students discuss geographic research methods on fieldwork and ethnography. This includes readings on ethnography, interviews, and cross-cultural research from *International Encyclopedia of Human Geography* and articles on fieldwork from both *International Encyclopedia of Human Geography* and *Keywords in Radical Geography: Antipode at 50*. During class, students discuss in their groups what fieldwork is and whom they could potentially interview locally for their commodity chain project. Students will also use the example of bananas to explore the complicated cultural dimensions of commodity relationships in a chapter of *Fresh Banana Leaves* by Jessica Hernandez. Students will apply these lessons from the workshop to conduct an interview with a local community member in Columbus.

9. Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, (e.g. universal design principles, culturally responsible pedagogy).

Inclusivity and sense of belonging are first addressed in workshop 2, where students engage in geographic scholarship on the "scientific gaze" as a distinct way of knowing rather than the only way in order to make space for other ways of knowing the world. This includes readings on seeing and radical vulnerability from *Keywords in Radical Geography: Antipode at 50* as well as

readings on feminist methodologies and situated knowledges from *International Encyclopedia of Human Geography*. During the workshop students examine the stakes for inclusion/exclusion when viewing research as individual discovery versus a collective praxis that shapes modes of seeing and being in the world. Out of class students individually write about: What is reflexivity? How do you think your positionality, or intersectional identities, shape what questions you ask and how you make sense of evidence and data?

In workshop 9, students read and discuss challenges in research during the in-person class time. This includes discussing readings on “ethical issues” in *International Encyclopedia of Human Geography* and “enough” and “the rift” in *Keywords in Radical Geography: Antipode at 50*. In class students discuss the potential challenges to research in the context of their commodity project, explaining which ones can be overcome and as well as which ones cannot be overcome and why. Out of class, students learn about issues in ethics and diversity and build professional development skills through competing OSU CITI training.

Course Policy: How this course works

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.

Overview of the structure:

- This course is divided into **modules** lasting 1 week each. Each module will consist of lectures, readings, films and other material. It is expected that you complete the required readings, participate in weekly discussion posts, complete assignments **per schedule**. Lectures are provided during scheduled class time.
- This course also provides instruction in research and creative inquiry through a semester long collaborative project on commodity chains. Instruction, reading, and assignments will be scaffolded throughout the semester with **regular weekly workshops**.
- **All students** will be assigned to a **discussion group** of about 8-10 individuals. Groups for discussion posts stay the **same for the group research project**. Students will provide Carmen discussion posts in their groups thread and will work together in groups both during weekly workshops and outside of scheduled class time.

Credit hours and work expectations:

- This is a **4-credit-hour course**. According to [Ohio State policy](#), students should expect around 4 hours per week of direct instruction and 8 hours of independent and/or out-of-class group work.

Communication:

- **Email:** We will reply to messages within **48 hours, we will aim for 24 hours during school days.**
- Students are expected to take a proactive role by seeking assistance from the TA or the instructor when problems arise.
- Both instructors are available to assist you. For issues of clarification or greater explanation, the TA should be your first point of contact. *Whenever possible, meeting us during our office hours via zoom or appointment via email is preferred.*
- Use of the Carmen discussion board is also encouraged. Peers have the opportunity to respond to questions if they know the answer and see responses to questions that they might have as well.
- Students who are unable to complete the assigned work due to serious illness or other extreme circumstances must submit documentation to me within one week of the absence to turn in any work missed.

Grading and Feedback:

- Assignments will generally be graded within **7 days.**
- For additional feedback please reach out individually.
- **“Test” corrections:** Students have the chance to recuperate partial credit lost on any assignment by using feedback to revise and resubmit the assignment within a week of receiving the graded assignment.

Attendance:

- All students are expected to come to class as per schedule having done the day’s reading, ready to participate in discussions and related activities. You must be *present, awake, and not texting or surfing the internet.*

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.

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 .

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)	10%
Course Reflections (2pt each)	5%
Workshop assignments	20%
Final Group Research	25%
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 research 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 the sake of 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.

Research methods for global citizenship: Group commodity chain project

In our global world where people, places, and things are connected across great distances, how can you conduct original research using tools at hand? Students will work in randomly assigned

groups to geographically analyze the social and economic processes that transform raw materials from places near and far into the commodities that saturate our lives. In learning and practicing a range of methods in human geography (e.g., archival, fieldwork, landscape interpretation, visual methods, textual and discourse analysis, ethnography, and situated knowledges and positionality), students situate their daily practices as well their future obstacles and opportunities within uneven interdependencies that span the globe. In addition, skills for collaborative group projects provide students the opportunity to practice one of the most essential components of global citizenship for the interconnected problems of 21st century.

From the start of the semester there will be **regular workshops and assignments** that will require active-student learning work, both individually and within your group. At the end of the semester, each group will present their research project in the form of a) a written essay and b) virtual visual and audio presentation. Presentations will be held at a public forum that the class will organize collectively. Excellent work effectively organizes and clearly communicates ideas, applies multiple geographic methods, provides well-researched evidence and documentation of various sources, illustrates creative and critical thinking, and communicates how skills in global citizenship transfer beyond the semester long project. A detailed rubric will be provided.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24/7.

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

Carmen Access

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

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

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

Backing up your work: Consider composing your academic posts in a word processor, where you can save your work, then copy into the Carmen discussion.

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](#)
- 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 90-92.9	A A-	Achievement that is <u>outstanding</u> relative to the level necessary to meet course requirements.
87-89.9 83-86.9 80-82.9	B+ B B-	Achievement that is <u>significantly above</u> the level necessary to meet course requirements.
77-79.9 73-76.9 70-72.9	C+ C C-	Achievement that is <u>in keeping</u> with the course requirements in every respect.
67-69.9 60-66.9	D+ D	Achievement that is worthy of credit even though it fails to meet <u>fully</u> 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

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
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>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)	Assignments (always due Sun @ midnight) SA = short answer DP = discussion post SC = scaffolding activity
	PART I	OUR GLOBAL ECONOMY	
MOD 1: 8/23 – 8/28	What is Economic and Social Geography?	<p>Lectures: What is Geography? How does it relate to Citizenship (F)</p> <p>Readings: Syllabus (W) Dictionary of Human Geography: space, scale, place, territory, justice, and citizenship (F)</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</p>

		<p>“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>a relational analysis of space includes what is excluded in treating space as absolute.</p> <p>DPI: 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>
<p>Research workshop 1</p>	<p>Commodities as Case studies</p>	<p>Readings: Global commodity chains and the new imperialism (link) Commodity Chain project instructions and rubric Scientific Method (IEG) Case Study (IEG) Triangulation (IEG) Grounded Theory (IEG) Hypothesis Testing (IEG)</p> <p>Watch: Example videos on “how to do commodity chains” Video on your assigned commodity from the previous semester</p> <p>In-class activity: Group discussion on previous knowledge and experience with research. Break into assigned group: share schedules for the semester, create ‘ground rules for collaboration.’ Create roles for each group member. What is current knowledge on your assigned commodity? Draw on your pre-knowledge, course material, and student presentation from previous semesters.</p>	<p>Out-of-class activity: Identify 10 items in your household. Try to identify where the items are from. Practice generating hypothesis. See worksheet.</p> <p>Generate novel research questions based on identifying gaps in your collective knowledge.</p> <p>Complete worksheet on the stages of research design</p>

<p>MOD 2: 8/29 - 9/4</p>	<p>The Colonial Roots of Our Global Economy</p>	<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 Guardian (Ha-Joon Chang 2014) (M)</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>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 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</i> <i>experiences</i>? Be specific.</p>
<p>Research Workshop 2</p>	<p>Ways of knowing</p>	<p>Readings: Seeing (A@50) Feminist methodologies (IEG) Situated knowledges (IEG) Radical vulnerability (A@50)</p> <p>In-class activity: Compare/contrast research as a process of discovery versus a process of producing modes of seeing and being in the world.</p>	<p>Out-of-class activity: What is reflexivity? How do you think your positionality, or intersectional identities, shape what questions you ask and how you make sense of evidence and data?</p>
<p>MOD 3: 9/6 – 9/11 NO CLASS 9/5 (M)</p>	<p>Capitalism and Neoliberalis m</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) “What Exactly is neoliberalism?” (Schenk 2015) (F) “How racism has shaped welfare policy in America since 1935” (Carten 2016) (F)</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>Watch: Talk by Prof Ha-Joon Chang: 23 Things They Don't Tell You About Capitalism (W)</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>
Research Workshop 3	Goals for knowing	<p>Readings: Decolonial geographies (A@50) Political Consciousness (A@50) Economic Democracy (A@50) Community Economy (A@50)</p> <p>In-class activity: How can your collaborative research project on a commodity center a praxis of liberation? Whose lands are you on? University-Land Grab connections (explore: https://www.landgrabu.org)</p>	<p>Out-of-class activity: Explore this website on the production of nuclear-based commodities. Explain why it is titled a “people’s” atlas?</p>
MOD 4: 9/12 – 9/18	Global Production	<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)</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</p>

		<p>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>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>Research Workshop 4</p>	<p>Archives and Literature Review</p>	<p>Readings: Ohio Library and Information Network, and Open Textbook Library, eds. 2016. <i>Choosing & Using Sources: A Guide to Academic Research</i>. Open Textbook Library. Ohio: Ohio State University. The OSU Writing Center: How to do an Annotated bibliographies (link) Archives (IEG)</p> <p>In-class activity: Guest lecture by OSU librarian in Geography on navigating OSU resources How to follow citations leads, annotate and manage sources: Download a citation management software (e.g., Zotero). Create a group folder that you all share. Upload the sources you all have so far. In the note section create annotations for each resource you added.</p>	<p>Out-of-class activity: Use https://guides.osu.edu/databases to generate 10 potential items of literature to review and determine at least 5 out of the 10 to read in-depth</p> <p>Choose a source to read and use to complete the worksheet for “how to take notes”</p> <p>Each group member must submit annotated bibliographies for 5 different sources.</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)</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</p>

		<p>“The peril of America’s domestic workers” in The Hill (M)</p> <p>“95% of Domestic Workers Are Women. In California, They’re Demanding Better Pay” in HuffPost (Ruiz-Grossman 2016) (M)</p> <p>“Sri Lankan Migration to the Gulf: Female Breadwinners, Domestic Workers” in MEI (Gamburd 2010) (W)</p> <p>Care (A@50) (F)</p> <p>Watch: Chain of Love (2001, 50 min) (F) On Canada's Live-in Caregiver Program (LCP) and Childcare: A Short Animation (W)</p>	<p>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>
Research Workshop 5	Fieldwork & People	<p>Readings: Fieldwork (IEG, A@50) Ethnography (IEG) Interviews (IEG) Cross-cultural research (IEG)</p> <p>In-class activity: Group discussion on what is fieldwork and brainstorm people to interview for commodity project Discussion on cross-cultural perspectives on the banana commodity (based on chapter in Fresh Banana Leaves by Jessica Hernandez)</p>	<p>Out-of-class activity: Complete interview worksheet</p> <p>Submit a group contract</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)</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>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>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>
<p>Research Workshop 6</p>	<p>Researcher as research tool</p>	<p>Readings: Embodied knowing (IEG) Participant observation (IEG) Diaries (IEG) Autobiography (IEG) Autoethnography (IEG)</p> <p>In-class activity: Practice diary entries on the following question and then share with your group, this requires practicing vulnerability as well: What is your own relationship to your commodity? How does it make you feel? Use the concept of commodity fetishism to reflect on your personal history of relationships/feelings to commodities (e.g., which commodities matter to you most, when, and why?) Start to plan for public forum at the end of the semester: Identify tasks</p>	<p>Out-of-class activity: Part I): Reflect upon on the conditions of labor in your own work history; identify shared conditions of labor across peer responses (and course material) Part II) How do your career choices depend upon uneven development? Locate yourself as a laborer with global commodity chains.</p>
<p>MOD 7: 10/3 – 10/9</p>	<p>Global Trade and TNCs: The Extractive Industry</p>	<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:</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</p>

		<p>Fracking (A@50) (W) “A Petrochemical Industry Extends Along Ohio River, Pollution Follows Close Behind” (Kelly 2019) (F) “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>neoliberalism to try and explain why these processes are tied to morally loaded views of state-economy relations.</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>
Research Workshop 7	Landscape & Photography	<p>Readings: Landscape iconography (IEG) Photography (IEG)</p> <p>In-class activity: Share auto-ethnography on labor history and trajectories Group discussion on practice for reading the landscape, and brainstorm on connections between commodity chains and reading landscapes as data</p>	<p>Out-of-class activity: Walk around your neighborhood and take notes on reading the landscape; take photos to review and elaborate on your notes; find photos to analyze in relation to what you found. What commodity flows have re/made this familiar place?</p>
10/10 – 10/12	Midterm review and exam	FALL BREAK 10/13 – 10/14 (NO CLASSES)	<p>REVIEW (M)</p> <p>MID TERM 1 (W)</p>
	PART II	HOW WE LIVE	WORK
MOD 8: 10/17 – 10/23	Farming and Agricultural Spaces	<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>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?</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>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>
Research Workshop 8	Movies and Music	<p>Readings: Movies and films (IEG) Sounds and noise (IEG)</p> <p>In-class activity: Identify and explain the use of movies and sounds for your commodity project</p>	<p>Out-of-class activity: Analyze a film or song (see worksheet)</p>
MOD 9: 10/24 – 10/30	Industrial spaces	<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>Research Workshop 9</p>	<p>Challenges in Research</p>	<p>Readings: Ethical Issues (IEG) Enough (A@50) The Rift (A@50)</p> <p>In-class activity: Discuss the potential challenges to research in the context of your commodity project, explain which ones can be overcome and as well as which ones cannot be overcome and why. Check-in: Planning public forum</p>	<p>Out-of-class activity: Complete CITI training</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: 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>	<p>Peer response 9: See prompt in Carmen</p> <p>SA10: What are the promises and what are the pitfalls for participants in the 'gig' economy? Reflect on social and economic implications of creating 'independent' and 'flexible' labor?</p> <p>DP10: What has been your personal experience with digital platforms, as either a consumer or worker?</p>
<p>Research Workshop 10</p>	<p>Analyzing "texts"</p>	<p>Readings: Text and textual analysis (IEG) Transcripts (coding and analysis) (IEG) Wiggle room (A@50)</p>	<p>Out-of-class activity: Use what you learned from the readings and the shared system you developed with your group to each code and analyze 2 distinct texts</p>

		<p>In-class activity: Bring a transcript or text to analyze in class with your group; practice analyzing the same text as a group; identify instances where interpretations converge and where they diverge; develop a shared “coding” system</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>
Research Workshop 11	Space as Method	<p>Readings: Margin (A@50) Scale analytical (IEG) Borders (IEG)</p> <p>In-class activity: Discuss the differences between economic and geographic perspective on space (commodities as discreet objects versus congealed relationships-in-action)</p>	<p>Out-of-class activity: Submit a paragraph on your topic for your commodity, where you apply relational concepts of space, place, or scale</p>

<p>MOD 12: 11/14 – 11/20</p>	<p>Places of Experience (Tourism) and Places of Waste</p>	<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>Watch: Bye Bye Barcelona (LINK) (W)</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 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>Research Workshop 12</p>	<p>Graphics, Maps, Other and Visualizations</p>	<p>Readings: Mental maps (IEG)</p> <p>In-class activity: Create your diagram (see description under in commodity chain instructions)</p>	<p>Out-of-class activity: Submit group essay draft 1</p> <p>Submit graphics you want to use in your presentation. Identify where the images came from and explain why you selected them. Draw on the course lecture and/or readings in your response.</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)</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</p>

		<p>Walmart Workers Cost Taxpayers \$6.2 Billion In Public Assistance (LINK) (W)</p> <p>“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>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>
Research Workshop 13	How to create presentations	<p>Readings: Best practices for creating and delivering research presentations</p> <p>In-class activity: work on your presentation</p>	<p>FINAL PROJECT DRAFT: DUE 11/29 @ midnight</p>
Research Workshop 14	Group-work time	<p>In-class activity: Practice presentations Class reflection on global citizenship and commodities; be prepared to share what you learned both about the research process and about your commodity</p>	<p>PEER RESPONSE due 12/3 @ midnight (after you submit your project you will be assigned a peer’s project to review)</p>
EXAM WEEK	Final project due and presentation	<p>Exam review on 12/2</p> <p>MID-TERM 2 on 12/5</p> <p>FINAL PROJECT PRESENTATION (2-hour finals timeslot): Present your presentations to a public forum organized by the class. Remember to invite your friends and family, if possible.</p>	<p>Final submissions of your project: Submit your essay and slides by midnight the day before presentations (12/8).</p> <p>FINAL REFLECTION due by 12/15</p>

Research & Creative Inquiry Course Inventory

Pedagogical Practices for Research & Creative Inquiry form
GEOG 2400.02 Economic and Social Geography

Performance expectations set at appropriately high levels (e.g. students investigate their own questions or develop their own creative projects).

The goal of this research-intensive project is to learn and practice methods in human geography for global citizenship by unpacking our connections to the world through mundane commodities. Through learning geographic concepts and methods in regular coursework and in weekly workshops (see schedule), students refine skills to analyze the production and exchange of goods and services *spatially* – that is, through uneven, *i.e. unequal*, relationships between peoples, places, and processes (see workshop 11). For the final project, students are required to submit a group essay and provide a creative audio-visual presentation, including a manually or digitally created map that diagrams the connections they’ve learned. The final research output should clearly demonstrate both the collaborative and individual aspects of the project (see commodity chain instructions).

Significant investment of time and effort by students over an extended period of time (e.g., scaffolded scientific or creative processes building across the term, including, e.g., reviewing literature, developing methods, collecting data, interpreting or developing a concept or idea into a full-fledged production or artistic work)

The course requires an additional 45 hours of research-oriented work from students over the semester. This includes one hour per week of instructional in-class workshops and two hours per week of out-of-class assignments and activities. This work will provide the scaffolding for the final group research project on commodities and global citizenship.

In weekly workshops and out of class assignments students learn and practice different human geography methods and other stages of the research process each week (e.g., archival, fieldwork, landscape interpretation, visual methods, textual and discourse analysis, ethnography, and situated knowledges and positionality). The primary texts used for research methods in this class include:

- 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

Interactions with faculty and peers about substantive matters including regular, meaningful faculty mentoring and peer support.

Groups will be assigned at the beginning of the semester along with commodities. Students are required to attend workshops prepared to participate, including providing and receiving peer support and feedback. In-class workshops will be led by a faculty and two TA and are oriented around group discussions to maximize both instructor and peer learning.

Students will get frequent, timely, and constructive feedback on their work, iteratively scaffolding research or creative skills in curriculum to build over time.

Each week students engage in a different method of research in human geography that they can use toward scaffolding their final project. In the process of selecting methods to apply for their group research project, students receive weekly instructor feedback and partake in multiple stages of peer reviews. Additionally, groups will need to submit a “group plan” to the instructor during week 5, detailing group responsibilities and a timeline for individual tasks. These will be used to create accountability and to solicit instructor feedback.

Periodic, structured opportunities to reflect and integrate learning in which students interpret findings or reflect on creative work.

In workshop 7, students start to reflect on how to include creative work as research through exploring geographic scholarship that uses landscapes and photography as a method. In addition to discussing readings in *International Encyclopedia of Human Geography* during the workshop, out of class students are required to complete the following assignment: Walk around your neighborhood and take notes on “reading” the landscape; take photos to review and elaborate on your notes; think about what commodity flows have re/made this familiar place?

In workshop 8, students read and discuss geographic scholarship on using movies and films as data, as well as articles on interpreting sounds and noise. This multisensory approach to research is central to what makes geographic approaches unique. Students apply what they learned during this workshop to analyze a film or song related to the commodity they are researching.

In workshop 10, students read and discuss geographic research methods for interpreting texts. This includes group discussions to develop a coding system, which both follows some group-constructed consensus over “rules” and provides flexibility for incorporating how interpretation is subjective. The out-of-class activity for this workshop requires students to apply the rules for coding they developed as a group to analyze 2 texts they annotated for their research bibliography.

In workshops 12 and 13, students reflect on the production of creative work as research process and outcome. This includes a reading and discussion on how tracking your findings through mapping relationships can help organize your research process and on how to communicate your results/arguments by diagramming and visualizing your findings. This requires students to create the diagram they will use for their presentation and submit any other graphics for their presentation. Students will need to identify where the graphics/images came from and explain why they were selected.

Opportunities to discover relevance of learning through real-world applications (e.g., mechanism for allowing students to see their focused research question or creative project as part of a larger conceptual framework).

In workshop 1, students engage the research process as a process of grounded-up inquiry. This includes reading geographic scholarship on conceptualizing research objects and asking research questions in ways that bring conceptual frameworks meaning through our everyday lives. To explore how we live through commodity relations, students' first out-of-class workshop assignment is to identify 10 items in their household, including trying to identify where the items came from and generating research questions and hypothesis based on pre-existing knowledge.

In workshop 6, students discuss how the researcher, in this case, the student, is also a research instrument. This includes reading entries on “embodied knowledge,” “participant observation,” “diaries,” “autobiography,” and “autoethnography” from *International Encyclopedia of Human Geography*. During class, students practice writing diary entries individually on their role as a consumer and then sharing with the group about their own relationship to the commodity they are researching. Out of class, students are required to practice generating data based on their own experiences as workers. This includes reflecting upon one’s own history of work and examining one's future career aspirations within the context of uneven development.

Public Demonstration of competence, such as a significant public communication of research or display of creative work, or a community scholarship celebration.

Students will present their final research product at a student-organized open forum at the end of the semester. Students will begin organizing the public forum during week 6. The forum will be held on-campus in-person during finals week and will be live-streamed for an online audience too. During week 9, students will develop flyers and email invitations for the event in order to begin promoting the following week. Students are encouraged to invite friends, family, OSU students or faculty, and community members from the Columbus area or beyond.

Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own.

In workshop 3, students read and discuss geographic scholarship on different goals for knowing. This includes reading the entries on decolonial geographies, political consciousness,

economic democracy, and community economy from *Keywords in Radical Geography: Antipode at 50*. During the workshop students discuss how their collaborative research project on a commodity can center a praxis of liberation? They build on this in class activity through exploring in their out of class assignment the relationship between the displacement of indigenous peoples from their lands and our global economy of commodity exchange.

In workshop 5, students discuss geographic research methods on fieldwork and ethnography. This includes readings on ethnography, interviews, and cross-cultural research from *International Encyclopedia of Human Geography* and articles on fieldwork from both *International Encyclopedia of Human Geography* and *Keywords in Radical Geography: Antipode at 50*. During class, students discuss in their groups what fieldwork is and whom they could potentially interview locally for their commodity chain project. Students will also use the example of bananas to explore the complicated cultural dimensions of commodity relationships in a chapter of *Fresh Banana Leaves* by Jessica Hernandez. Students will apply these lessons from the workshop to conduct an interview with a local community member in Columbus.

Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, (e.g. universal design principles, culturally responsible pedagogy).

Inclusivity and sense of belonging are first addressed in workshop 2, where students engage in geographic scholarship on the “scientific gaze” as a distinct way of knowing rather than the only way in order to make space for other ways of knowing the world. This includes readings on seeing and radical vulnerability from *Keywords in Radical Geography: Antipode at 50* as well as readings on feminist methodologies and situated knowledges from *International Encyclopedia of Human Geography*. During the workshop students examine the stakes for inclusion/exclusion when viewing research as individual discovery versus a collective praxis that shapes modes of seeing and being in the world. Out of class students individually write about: What is reflexivity? How do you think your positionality, or intersectional identities, shape what questions you ask and how you make sense of evidence and data?

In workshop 9, students read and discuss challenges in research during the in-person class time. This includes discussing readings on “ethical issues” in *International Encyclopedia of Human Geography* and “enough’ and “the rift” in *Keywords in Radical Geography: Antipode at 50*. In class students discuss the potential challenges to research in the context of their commodity project, explaining which ones can be overcome and as well as which ones cannot be overcome and why. Out of class, students learn about issues in ethics and diversity and build professional development skills through competing OSU CITI training.

Clear plan to market this course to get a wider enrollment of typically underserved populations.

The Department of Geography is developing a strategy to advertise all its GE courses both together as a group and individually. This will include: flyers sent to all ASC advisors (as in the

past) and, now that the GE is unified across the university, to other colleges as well information posted on departmental bulletin boards and our digital screens in Derby and on our departmental website, in-class promotions by instructors of our other GE courses, and promotions on CABS buses. To attract traditionally underrepresented students, we will specifically highlight aspects of the course that might be of interest to these students, including: the multidimensional aspects of inequality and how inequality is relevant to everyone's everyday lives. Another aspect of this course we will advertise that increases inclusion for everyone is no required textbook purchases.

Semester Final Project (GEOG 2400.02)

Commodity Chain Analysis

Overview

Understanding the interconnections that make commodities possible highlights a critical dimension of consumption 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 do methods in human geography make visible the peoples and places that make our mundane consumption possible?**
- **How does understanding these connections help us make better sense of ourselves in the world?**

The goal of this research-intensive project is to learn and practice methods in human geography for global citizenship by unpacking the linkages that connect us to the world through mundane commodities. Through learning geographic concepts and methods in regular coursework and in weekly workshops (see schedule), students refine skills to analyze the production and exchange of goods and services *spatially* – that is, through uneven, *i.e. unequal*, relationships between peoples, places, and processes. These networks operate at various *scales* (locally, regionally, globally) and are often the product of long-established *historical* dynamics, as well as mediated through *institutions* such as banks, governments, and corporations. *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, we never see, and about which we know little, we tell 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.

This final project is a group assignment. Groups will be assigned at the beginning of the semester along with commodities (see [list](#) of options below). **Workshops** will provide regular opportunities for group work and group discussion that builds toward the final project,

however, group members are also expected to communicate outside of regular classes and workshops. Workshops include required readings, in-class activities, and out-of-class activities (see [schedule](#) below, worksheets are all in Carmen). Students are required to attend workshops prepared to participate, including providing and receiving peer support and feedback. The final research output should clearly demonstrate both the collaborative and individual aspects of the project (see [research questions](#) and [rubric](#) for what needs to be addressed in your research for excellent work). These will also be used to provide a “contract” that details who is responsible for what tasks in your group due to the instructor in week 5. For your final submission, each group will provide both a **written essay** and a **presentation** (see the [schedule](#) below for deadlines and the section on [instructions](#) for more details on the essay and presentation).

Schedule

Readings from the [International Encyclopedia of Geography](#) will be identified with the abbreviation (IEG). Readings from [Keywords in Radical Geography: Antipode at 50](#) will be identified with the abbreviation (A@50).

Workshop Topic	Readings/videos/material Note: Lectures dates are when live recordings will be held	Assignments (always due Sun @ midnight) SC = scaffolding activity
1. Commodities as Case studies	<p>Readings:</p> <p>Global commodity chains and the new imperialism (link)</p> <p>Commodity Chain project instructions and rubric</p> <p>Scientific Method (IEG)</p> <p>Case Study (IEG)</p> <p>Triangulation (IEG)</p> <p>Grounded Theory (IEG)</p> <p>Hypothesis Testing (IEG)</p> <p>Watch:</p> <p>Example videos on “how to do commodity chains”</p> <p>Video on your assigned commodity from the previous semester</p>	<p>Out-of-class activity: Identify 10 items in your household. Try to identify where the items are from. Practice generating hypothesis. See worksheet.</p> <p>Generate novel research questions based on identifying gaps in your collective knowledge.</p> <p>Complete worksheet on the stages of research design</p>

	<p>In-class activity:</p> <p>Group discussion on previous knowledge and experience with research.</p> <p>Break into assigned group: share schedules for the semester, create ‘ground rules for collaboration.’ Create roles for each group member.</p> <p>What is current knowledge on your assigned commodity? Draw on your pre-knowledge, course material, and student presentation from previous semesters.</p>	
<p>2. Ways of knowing</p>	<p>Readings: Seeing (A@50) Feminist methodologies (IEG) Situated knowledges (IEG) Radical vulnerability (A@50)</p> <p>In-class activity: Compare/contrast research as a process of discovery versus a process of producing modes of seeing and being in the world.</p>	<p>Out-of-class activity:</p> <p>What is reflexivity? How do you think your positionality, or intersectional identities, shape what questions you ask and how you make sense of evidence and data?</p>
<p>3. Goals for knowing</p>	<p>Readings: Decolonial geographies (A@50) Political Consciousness (A@50) Economic Democracy (A@50) Community Economy (A@50)</p> <p>In-class activity: How can your collaborative research project on a commodity center a praxis of liberation?</p>	<p>Out-of-class activity:</p> <p>Explore this website on the production of nuclear-based commodities. Explain why it is titled a “people’s” atlas?</p>

	<p>Whose lands are you on? University-Land Grab connections (explore: https://www.landgrabu.org)</p>	
<p>4. Archives and Literature Review</p>	<p>Readings: Ohio Library and Information Network, and Open Textbook Library, eds. 2016. <i>Choosing & Using Sources: A Guide to Academic Research</i>. Open Textbook Library. Ohio: Ohio State University.</p> <p>The OSU Writing Center: How to do an Annotated bibliographies (link)</p> <p>Archives (IEG)</p> <p>In-class activity:</p> <p>Guest lecture by OSU librarian in Geography on navigating OSU resources</p> <p>How to follow citations leads, annotate and manage sources: Download a citation management software (e.g., Zotero). Create a group folder that you all share. Upload the sources you all have so far. In the note section create annotations for each resource you added.</p>	<p>Out-of-class activity:</p> <p>Use https://guides.osu.edu/databases to generate 10 potential items of literature to review and determine at least 5 out of the 10 to read in-depth</p> <p>Choose a source to read and use to complete the worksheet for “how to take notes”</p> <p>Each group member must submit annotated bibliographies for 5 different sources.</p>
<p>5. Fieldwork & People</p>	<p>Readings:</p> <p>Fieldwork (IEG, A@50) Ethnography (IEG) Interviews (IEG) Cross-cultural research (IEG)</p> <p>In-class activity:</p>	<p>Out-of-class activity:</p> <p>Complete interview worksheet</p> <p>Submit a group contract</p>

	<p>Group discussion on what is fieldwork and brainstorm people to interview for commodity project</p> <p>Discussion on cross-cultural perspectives on the banana commodity (based on chapter in Fresh Banana Leaves by Jessica Hernandez)</p>	
<p>6. Researcher as research tool</p>	<p>Readings:</p> <p>Embodied knowing (IEG) Participant observation (IEG) Diaries (IEG) Autobiography (IEG) Autoethnography (IEG)</p> <p>In-class activity:</p> <p>Practice diary entries on the following question and then share with your group, this requires practicing vulnerability as well: What is your own relationship to your commodity? How does it make you feel? Use the concept of commodity fetishism to reflect on your personal history of relationships/feelings to commodities (e.g., which commodities matter to you most, when, and why?)</p> <p>Start to plan for public forum at the end of the semester: Identify tasks</p>	<p>Out-of-class activity:</p> <p>Part I): Reflect upon on the conditions of labor in your own work history; identify shared conditions of labor across peer responses (and course material)</p> <p>Part II) How do your career choices depend upon uneven development? Locate yourself as a laborer with global commodity chains.</p>
<p>7. Landscape & Photography</p>	<p>Readings:</p> <p>Landscape iconography (IEG) Photography (IEG)</p>	<p>Out-of-class activity:</p> <p>Walk around your neighborhood and take notes on reading the landscape; take photos to review and elaborate</p>

	<p>In-class activity:</p> <p>Share auto-ethnography on labor history and trajectories</p> <p>Group discussion on practice for reading the landscape, and brainstorm on connections between commodity chains and reading landscapes as data</p>	<p>on your notes; find photos to analyze in relation to what you found. What commodity flows have re/made this familiar place?</p>
<p>8. Movies and Music</p>	<p>Readings:</p> <p>Movies and films (IEG) Sounds and noise (IEG)</p> <p>In-class activity:</p> <p>Identify and explain the use of movies and sounds for your commodity project</p>	<p>Out-of-class activity:</p> <p>Analyze a film or song (see worksheet)</p>
<p>9. Challenges in Research</p>	<p>Readings:</p> <p>Ethical Issues (IEG) Enough (A@50) The Rift (A@50)</p> <p>In-class activity:</p> <p>Discuss the potential challenges to research in the context of your commodity project, explain which ones can be overcome and as well as which ones cannot be overcome and why. Check-in: Planning public forum</p>	<p>Out-of-class activity:</p> <p>Complete CITI training</p>

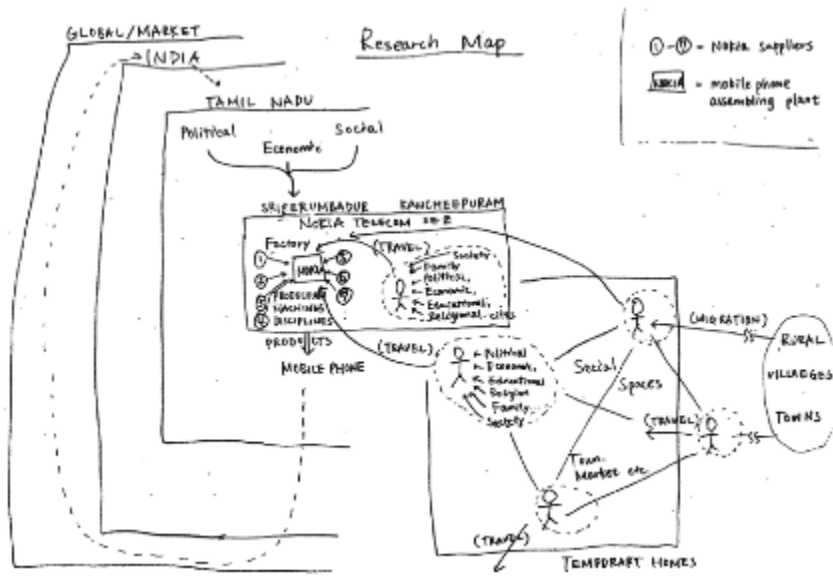
<p>10. Analyzing “texts”</p>	<p>Readings:</p> <p>Text and textual analysis (IEG)</p> <p>Transcripts (coding and analysis) (IEG)</p> <p>Wiggle room (A@50)</p> <p>In-class activity:</p> <p>Bring a transcript or text to analyze in class with your group; practice analyzing the same text as a group; identify instances where interpretations converge and where they diverge; develop a shared “coding” system</p>	<p>Out-of-class activity:</p> <p>Use what you learned from the readings and the shared system you developed with your group to each code and analyze 2 distinct texts</p>
<p>11. Space as Method</p>	<p>Readings:</p> <p>Margin (A@50)</p> <p>Scale analytical (IEG)</p> <p>BORDERS</p> <p>In-class activity:</p> <p>Discuss the differences between economic and geographic perspective on space (commodities as discreet objects versus congealed relationships-in-action)</p>	<p>Out-of-class activity:</p> <p>Submit a paragraph on your topic for your commodity, where you apply relational concepts of space, place, or scale</p>
<p>12. Graphics, Maps, Other and Visualizations</p>	<p>Readings:</p> <p>Mental maps (IEG)</p> <p>In-class activity:</p> <p>Create your diagram (see description under instructions)</p>	<p>Out-of-class activity:</p> <p>Submit group essay draft 1</p> <p>Submit graphics you want to use in your presentation. Identify where the images came from and explain why</p>

		you selected them. Draw on the course lecture and/or readings in your response.
13. How to create presentations	<p>Readings: Best practices for creating and delivering research presentations</p> <p>In-class activity: work on your presentation</p>	FINAL PROJECT DRAFT: DUE 11/29 @ midnight
14. Group-work time	<p>In-class activity: Practice presentations Class reflection on global citizenship and commodities; be prepared to share what you learned both about the research process and about your commodity</p>	PEER RESPONSE due 12/3 @ midnight (after you submit your project you will be assigned a peer's project to review)
FINAL PROJECT PRESENTATION (2-hour finals timeslot)	Present your presentations to a public forum organized by the class. Remember to invite your friends and family, if possible	<p>FINAL SUBMISSIONS: Submit your essay and slides by midnight the day before presentations (12/10).</p> <p>FINAL REFLECTION: Due 12/15.</p>

Instructions:

1. Details for the written essay
 1. The assignment must be typed in Times New Roman or Calibri at 11- or 12-point font, with 1-inch margins and numbered pages.
 2. 8-10 full pages, double spaced

3. Each member will ultimately contribute only 2-3 paragraphs answering the specific question(s) they are researching. This requires synthesizing more extensive research and writing the most important points with the most concise language. Read research questions below!!
 4. PROOFREAD everything. Points will be deducted for too many grammatical errors, incorrect spellings and punctuation, and typos.
 5. CITE your sources as you go. Include author (or website title) and year. You may use footnotes or in-text citations (in parentheses).
 6. A separate BIBLIOGRAPHY at the end of the essay is required. For web sources, include a full URL so we can see where you got your information.
 7. You must have a conclusion and introduction that summarizes the stakes for global citizenship; how you are personally positioned within these sets of commodity relationships and what that means to you, you don't have to agree as a group
 8. Apply and integrate geographic methods and concepts practiced throughout course assignments and workshops!
 9. You need to submit a rough draft of your essay on 11/29 in order to provide and receive peer review, along with instructor comments. Your final submission due midnight before finals must reflect incorporation or at least consideration of peer and instructor feedback.
2. Details for creating a diagram
1. Diagrams must illustrate creatively 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.
 2. Your diagram should provide a visual representation of what your group submitted as their essay, a holistic mapping of the linkages you identified. You should be sketching different parts of the diagram as you do research. This can be used as a note-taking tool as well and even help provide structure in organizing your essay.
 3. Excellent diagrams will make visible what abstract depictions of "the economy" miss: *people* and *places*
 4. Diagrams should both be included at the end of your essay and presented in a slide in your presentation



3. Details for creating an audio/visual presentation,

1. About 12-15 minutes.
2. Recommended format: PowerPoint (other ideas should be approved by the instructor)
3. Everyone needs to partake in the presentation. This means you need to practice, practice, practice.
4. If you are nervous presenting, you can write yourself a script (but it cannot be taken verbatim from your essay, speaking to live audience should sound different than writing for your instructor).
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. Presentations will be during the finals 2-hour timeslot for a public audience. Students will start organizing the public forum in the middle of the semester.

4. Details for peer responses:

1. Use rubric and research guidelines to evaluate a peer's written essay. Make sure you provide constructive feedback (due 12/3).

Research questions

You MUST answer each of the three questions (see the rubric, below). We recognize you will not be able to find information to answer all these questions. **For questions 1 and 3, provide information for all the bullet points. For question 2, provide information for at least 5.**

Be creative looking for information! If you do run into barriers researching these questions, *please indicate what information you cannot find*. This is not only to illustrate all the research and work you put into the project, but also because these gaps in accessible information are part of the story of the hidden world of commodity production.

1. What are the links? Sourcing and transforming materials

5. What are the *raw materials or parts* that constitute your commodity?
6. What are the *main stages* or activities (such as extraction, production, assembly, transportation/logistics, marketing, delivery, and retail) of transformation?
7. *Where* are materials *sourced* and where are the main stages *located*? What scales are important to think about regarding these places (e.g., developing world, southern hemisphere, south of the border, etc.)? Is production/consumption culturally or regionally specific?
8. Who are the main *actors*? Describe the *labor force* associated with each stage of production (e.g. many sweatshops in the clothing global commodity chain tend to employ young female workers located in developing countries). What kind of workers are involved in the production of your commodity (even, who produced the necessary machinery)? How is gender, race, class, or some other social marker important to the production process? Describe the populations targeted for *consuming* the commodity in question? Is the chain comprised of small firms or large transnational *corporations*?

2. Why those links? Governing commodity chains

- How do *firms' themselves* organize the production network? Inter-firm relations? Intra-firm relations? Does the producer firm or retailer firm have more power (i.e. producer or buyer driven chain)?
- What is the role of *technology* in this commodity chain? Transportation—shipping, truck, aircraft, etc.? Communication—internet, media, etc.? Manufacturing—mechanization, machinery, automation, etc.? Other?
- What are the *flows of investment* that underpin your commodity chain? Do different stages require levels of capital upfront? What is the role of banks and creditors? Foreign direct investment?
- What is the *role of the state/government*? How do labor de/regulations, environmental protection, and tax policies, and so forth shape the location activities and the laboring process?
- What *multinational policies and conditions* matter? How do bi-lateral, multi-lateral, or global trade agreements shape the spatial and social organization of the commodity chain? Is there an international regulatory body that sets standards for production techniques? Development agencies?
- How do *colonial histories* shape the location of activities?
- What *practices are used to organize the labor force*? Surveillance and monitoring technologies? Productivity pay? Control of breaks? Company housing? Shifts? Casualization? Benefits—insurance, carnival days, etc.? Other disciplinary techniques?
- Is consumption of the type of commodity you selected affected by economic circumstances and political processes, or is it simply “taste”? Is cultural *meaning*, associated values, or place part of the *marketing*?

- How does *social reproduction* sustain and regenerate the labor force? What kind of paid and unpaid care work enables the reproduction of the work force? Are families far away? Are there social services? How does the labor force contribute to social reproduction? Are they migrants sending remittances home?
- How does *resistance* whether by laborers, consumers, communities, or other actors, create pressures and calculations that alter the flow of your commodity?

3. What are the stakes? Geographies of winners and losers

- Who are the winners? Who are the losers? How is *value captured and distributed*? What are the wages and profits associated with each stage? What final price do consumers pay to purchase the commodity?
 - What are the *social and cultural stakes*, e.g. in terms of individual or group identity?
9. What type of *health risks* for laborers are associated with different stages of production? (e.g. lack of health benefits, long hours, occupational and safety risks - whether from machinery of toxic exposure) What are the health risks for consumers?
 10. What are the *environmental stakes* associated with the extraction, production, transportation, and disposal of commodities? (e.g. depleting finite resource, ecosystem damage, habitat destruction, air pollution, water pollution, etc.)

Rubric and grading scale

This final project is worth 25% of your final grade. Workshops assessments account for another 20% of your final grade.

Excellent work effectively organizes and clearly communicates ideas, provides well-researched evidence and documentation of various sources, and demonstrates potential to apply methods for commodity chain analysis beyond the current project. 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

Workshops	Grade value
Attendance and participation (demonstrate knowledge of readings)	5%
In-class activities	5%
Out-of-class activities	10%
Total	20%

Final project	Grade value
What are the links?	3%
What are the stakes?	4%

What are the processes? (Why)	4%
Writing and presentation	4%
Global citizenship (intro, conclusion, collaboration)	4%
Methods in human geography	4%
Peer response	2%
Total	25%

Rubric:

	Superb	Sufficient	Insufficient
What are the links? (3 points)	Addresses all the constituent materials, main stages of transformation, location of activities, key actors	Missing one of these components or only partially addresses all these components (2pts)	Missing more than one of these components (materials, stages, locations, actors) (1pt)
What are the stakes? (4 points)	Addresses distribution of value, cultural identity formation, health risks for laborers and consumers, environmental stakes along entire production chain	Missing one of these stakes (value, identity, health, environment) or inadequately addressed all aspects at multiple stages (3 pts)	Only addresses two aspects of these stakes or only considers all aspects (value, health, environment) at one stage (i.e. extraction) (2pts)
Why those links? (4 points)	Addresses at least five different explanatory factors (firms' activities, technologies, investment, the state, multinational actors, colonial legacies, organizational techniques, meaning and marketing, social reproduction, resistance) and effectively connects these factors to the other two set of questions	Addresses 3-4 explanatory factors sufficiently or five insufficiently; fails to connect the explanatory factors to the other two questions (3 pts)	Addresses two or fewer explanatory factors sufficiently or 3-4 insufficiently; fails to connect the explanatory factors to the other two questions (2 pts)
Writing and presentation (4 points)	Adequate spelling, grammar, punctuation, writing quality; Appropriate use and citation of sources and bibliography; Well-presented visual and audio component	Insufficient or inappropriate use and/or citation of sources; some typos (2 points)	Missing visual and/or audio component; sources not well used or cited; multiple typos (1 point)

Global Citizenship (4 points)	Provides a coherent, consistent, and reflective introduction and conclusion on the implication of your commodity chain for global citizenship and effectively demonstrates group collaboration	Incoherent introduction and conclusion, but demonstrates at least some effective group collaboration (2 pts)	Incoherent introduction and conclusion (or single-voiced!) and demonstrates ineffective group collaboration skills (1 points)
Methods in human geography (4 points)	Appropriately applies and integrates 3 distinct methods in human geography; applies spatial concepts correctly	Uses 2 methods only; or three methods that aren't well integrated or used appropriately; incorrect uses of spatial concepts (3 pts)	Uses 1 method only; or two methods that aren't well integrated or used appropriately; doesn't use spatial concepts (2 point)
Peer evaluation (2 points)	Evaluates peer with rubric <u>and</u> provides additional written feedback	Evaluates peer with rubric <u>or</u> provides additional written feedback (1 point)	Does not complete peer assignment or provides inappropriate comments (0 points)

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. Narco
11. Software/Platform : Cloud storage
12. Rice

Sand

Sugar 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.

GEOG 2400.02

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)

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

Geography 2400.02 (4 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).