

GEOGRAPHY 2400: ECONOMIC AND SOCIAL GEOGRAPHY

Hitchcock Hall 0035

Tuesday and Thursday, 11:10 AM –12:30 PM

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Today, geography is more relevant than ever before, as issues of climate change, cultural diversity, economic globalization, urban sprawl, biodiversity loss, sustainable agriculture, water quality and quantity, crime, energy, tourism, politics, and natural hazards grow in importance on a global scale and affect our everyday lives. To grapple with these issues requires a populace that has a firm foundation in geography, a populace that can see the ‘big picture’ but that understands how different patterns and trends are related from a global scale down to the local community”

- Joseph Kerski, 2011 President, National Council for Geographic Education¹

COURSE DESCRIPTION

This course introduces economic and social geographies and ways of understanding them. The course is taught from the perspective that the social and economic are not separate spheres but are interrelated. Lectures emphasize geographical processes like state formation, migration, the creation of (gendered, racialized, spatial) divisions of labor, production and consumption, economic ‘development,’ and social-spatial ordering and disordering.

¹ Kerski, J. (2011). Why Geography Education Matters. *Association of American Geographers Newsletter* 46(5), 13.

With reference to readings and through in-class interpretation other texts (e.g., narrative and documentary films, advertisements, political propaganda, etc.) the course also introduces key concepts that help geographers make sense of economic and social geographies. You will learn to critically examine processes through which economic and social geographies come to be (understood) as they are. This will demand cultivating historical-geographical knowledge, a sense of how and why geographical thought about the economic and the social has changed over time, and a background in methodological and theoretical approaches to writing economic and social geographies. In this regard, we will be selective, but you will learn to differentiate between assumptions that undergird influential perspectives within and beyond the discipline. Your ability to make use of concepts offered by scholars writing from these influential perspectives will be demonstrated in interpretive essays, a field assignment, quizzes, and a final exam.

GEC OBJECTIVES

In the Program of General Education, students achieve basic skills, competencies, and breadth of knowledge expected of a College of Arts and Sciences graduate. This is a *Diversity: Global Studies*, and a *Social Science: Human Natural and Economic Resources* course.

DIVERSITY: GLOBAL STUDIES

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected learning outcomes: 1) Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples, and cultures outside the U.S. 2) Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

SOCIAL SCIENCE: HUMAN, NATURAL, ECONOMIC RESOURCES

Goals: Students understand the systematic study of human behavior and cognition; the structure of human societies, cultures, and institutions; and the processes by which individuals, groups, and societies interact, communicate, and use human, natural, and economic resources.

Expected learning outcomes: 1) Students understand the theories and methods of social scientific inquiry as they apply to the study of individuals and groups. 2) Students understand the behavior of individuals, differences and similarities in social and cultural conflicts of human existence, and the processes by which groups function. 3) Students comprehend and assess individual and group values and their importance in social problem solving and policy making.

Human, Natural, and Economic Resources Expected Learning Outcomes: 1) Students understand the theories and methods of social scientific inquiry as they apply to the study of the use and distribution of human, natural, and economic resources and decisions and policies concerning such resources. 2) Students understand the political, economic, and social trade-offs reflected in individual decisions and societal policymaking and enforcement and their similarities and differences across contexts. 3) Students comprehend and assess the physical, social, economic, and political sustainability of individual and societal decisions with respect to resource use.

REQUIRED READING

You will read approximately 30 pages per week for this class. Some of this is quite difficult, but all of it is crucial. Indeed, completing the reading is essential for success in this class. Note that you are expected to read the assigned pages *before* coming to class, but you may also find it beneficial to revisit the readings after we cover the material. All readings are posted at <http://carmen.osu.edu>. You don't need to buy anything! See the "Class Schedule" below for specification of the days for which readings are assigned. **Note:** this schedule may change as appropriate to material covered in class, or in the event of interruptions in our schedule.

EVALUATION

- 30% Quizzes** (best three of four count): The questions are fill in the blank (with a 'word bank'), author identification, multiple choice, true/false, and map identification. The quizzes emphasize material from lectures. Students who attend class, prepare, and actively participate *always* do well in this portion of the class. Some quiz material also appears on the exam, so preparation for quizzes will benefit your exam grade. **Note:** quizzes are given when class begins. *There are no make-up quizzes.*
- 30% Interpretive Essays** (two, your choice of three possible rubrics): You will write two four to five page (i.e., 1500-1700 word) essays on films and accompanying readings

or other texts. The essays are due at least two weeks after we view the film in class. This is to say, the due dates are February 18, March 18, and April 17. **Three notes: 1)** for the essays you choose to write, *you must view the films in class* (no exceptions, and attendance will be taken); **2)** for full credit, *you will turn in hard copies in class on the due date* (lateness will affect your grade); **3)** if you are worried about your writing, please contact us *and* make use of university resources (e.g., Center for the Study and Teaching of Writing: <http://cstw.osu.edu/>).

15% Field Methods Assignment: Write an economic and social geography of a space of consumption. Potential fieldwork sites: Easton Mall, the Arena District/North Market, and the strip malls at the corner of Innis Road and Cleveland Avenue. (Directions by bus will be provided in class.) We expect at least three pages in which you ‘read’ a space for evidence of how social difference was ‘written into it’ (i.e., how a space of consumption was built and is governed with certain users in mind). Best papers will include some evaluation of what the method of ‘reading’ a landscape does *and does not* allow one to understand about a space. **Two notes: 1)** for full credit, *you will turn in hard copies in class on the due date*; **2)** if you are worried about your writing, please contact us *and* make use of university resources.

20% Final Exam: The questions are mostly fill in the blank (with a ‘word bank’), author identification, multiple choice, true/false, and map identification. There will also be at least two short answer questions. I will facilitate a brief in-class review session.

5% Attendance: Attendance is taken for every meeting. **Note:** Each absence in excess of four will result in deduction of one point from final grades. There are no exceptions without documentation.

ACADEMIC MISCONDUCT

Academic misconduct compromises the integrity of the education process. I take it seriously. Academic misconduct includes: 1) providing other students with information during an exam/quiz, 2) enlisting the assistance of or serving as a substitute test-taker, or 3) submitting plagiarized work. If you have questions, consult this website: <http://oaa.osu.edu/coam.html>. Without exception, evidence of misconduct is submitted to the Committee on Academic Misconduct.

DISABILITIES

If you have a documented disability, please communicate with me as soon as possible for timely accommodation. If you have not already, please also contact the Office for Disability Services (150 Pomerene Hall; (614) 292-3307; <http://www.ods.ohio-state.edu/>).

CLASS SCHEDULE

Week One (Jan. 9): Introducing... economic and social geographies

Some themes: writing the world; ‘geographies’; geographic imaginaries, discourses, truth claims

Week Two (Jan. 14 and 16): Modernity, capitalism, the making of ‘the West’

Film: Excerpt from *On Orientalism* (S. Jhally, 1998)

Some themes: a history of geographical thought emphasizing the ‘economic’ and ‘social’; capital accumulation; the state and sovereignty; spatial divisions of labor; colonialism and ‘the West’; modernization and development; regionalization

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For **Tuesday**, “Economic Geography” by Trevor Barnes, and “Social Geography” by David Ley, in *The Dictionary of Human Geography* (2011, pp. 178-181; 692-694)

For **Thursday**, read “Development,” “Modern,” and “Western” by Raymond Williams, in *Keywords: A Vocabulary of Culture and Society* (1976, pp. 102-104; 208-209; 333-334)

**Week Three** (Jan. 21 and 23): 20th century transformations in (or by way of) ‘the West’

**Quiz one:** Thursday, January 23

**Some themes:** capital accumulation; state-formation, and territory; modernization and development; ‘freedom’ and markets; the state, neoliberalism and neoliberalization

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For **Tuesday**, read Eric Sheppard and Helga Leitner (2010), “*Quo vadis* neoliberalism? The

remaking of global capitalist governance after the Washington Consensus” (10 pages)

For **Thursday**, read excerpts from David Harvey (2006), *A Brief History of Neoliberalism* (pp. 5-19)

Week Four (Jan. 28 and 30): Neoliberalism, changing spatial divisions of labor

Discussion of expectations for the ‘Interpretive Essays’: Thursday, January 30

Some themes: the state and ‘class power’; neoliberalization, creative destruction, and inter-regional competition; divisions of labor (gendered, racialized, international); textual analysis

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For **Tuesday**, read excerpts from David Harvey (2006), *A Brief History of Neoliberalism* (pp. 19-38)

For **Thursday**, read excerpt from Devon G. Peña, *The Terror of the Machine: Technology, Work, Gender, and Ecology on the U.S.-Mexico Border* (1997, 15 pages)

**Week Five** (Feb. 4 and 6): Spatial divisions of labor, capitalism and creative destruction

**Film** (on Tuesday): *Maquilapolis* (V. Funari and S. de la Torre, 2006, 60 minutes) – **note:** this is the first film available for analysis in an ‘Interpretive Essay,’ which, should you elect to write it, will be due in two weeks (on February 18)

**Some themes:** spatial and gendered divisions of labor; uneven development and capitalism; agglomerations; neoliberalism, regional integration; inter-urban competition and governance

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For **Tuesday**, revisit excerpt from Devon G. Peña’s *The Terror of the Machine*

For **Thursday**, read David Harvey (1989), “From managerialism to entrepreneurialism: the transformation of urban governance in late capitalism” (15 pages)

Week Six (Feb. 11 and 13): Belonging, sense of place, and social difference

Film (beginning Tuesday): *Flag Wars* (L. Goode Bryant and L. Poitras, 2003, 86 minutes)

Some themes: sense of place, sense of belonging; globalization and time-space compression;

social difference and the built environment ('reading' and 'writing' urban space)

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For **Tuesday**, read Doreen Massey (1991), "A Global Sense of Place" (11 pages)

For **Thursday**, revisit Doreen Massey's "A Global Sense of Place"

**Week Seven** (Feb. 18 and 20): Spaces of consumption/social reproduction, and fieldwork

**Quiz two:** Tuesday, February 18

**Interpretive Essay due date:** Tuesday, February 18 (if you opted to write essay one, on *Maquilapolis* and related texts)

**No class, your fieldwork:** Thursday, February 20 (note that the 'Field Methods Assignment' for which you pursue this fieldwork is due in 12 days, on March 4)

**Some themes:** spaces of social reproduction and consumption; social difference and the built environment (in relation, for example, to *Flag Wars*); qualitative research and fieldwork

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For **Tuesday**, read Liz Bondi "Gender symbols and urban landscapes" (1992, 13 pages), and Jacob Miller (forthcoming, 15 pages), "Approximating New Spaces of Consumption at the Abasto Shopping Mall, Buenos Aires, Argentina"

Week Eight (Feb. 25 and 27): The nation and its 'outsides,' spaces of state intervention

Film (on Thursday and next Tuesday): *La Haine* (M. Kassovitz, 1995, 98 minutes) – **note:** this is the second film available for analysis in an 'Interpretive Essay,' which, should you elect to write it, will be due in *more than* two weeks (on March 18)

Some themes: the nation and the state; the social-spatial order of 'the police,' and politics; race; 'perceptive fields' and 'sensible evidences'; exclusion and the *banlieue*; neoliberalism

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For **Tuesday**, read excerpts from Mustafa Dikeç (2007), *Badlands of the Republic: Space, Politics and Urban Policy* (pp. 16-27; 152-169)

For **Thursday**, revisit Mustafa Dikeç's *Badlands of the Republic*

**Week Nine** (Mar. 4 and 6): More on ‘outsides,’ not just of the nation but also of ‘capital’

**Field Methods Assignment due date:** Tuesday, March 4

**Some themes:** the nation, the state, and capital; ‘the police’ and politics; ‘perceptive fields’ and geographical imaginaries; capitalism and its outsides; the possibility of ‘non-capitalism’

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For **Tuesday**, *optional*: Mustafa Dikeç’s “Immigrants, *Banlieues*, and Dangerous Things: Ideology as an Aesthetic Affair” (2012, 20 pages)

For **Thursday**, read an excerpt from Karl Marx (1867), *Capital: A critique of political economy, volume one* (pp. 927-930)

***** **Spring Break** *****

Week Ten (Mar. 18 and 20): Capital and the ‘cultural turn’ in e/Economic g/Geography

Interpretive Essay due date: Tuesday, March 18 (if you opted to write essay two, on *La Haine* and related texts)

Some themes: revisiting the history of e/Economic g/Geography; the question of relevance; the ‘cultural turn,’ context, and ‘communities of practice’ in economic geography

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For **Tuesday**, read Ash Amin and Nigel Thrift, “What kind of economic theory for what kind of economic geography?” (2000, 6 pages)

For **Thursday**, read Roger Lee (2006), “The ordinary economy: tangled up in values and geography” (20 pages)

**Week Eleven** (Mar. 25 and 27): ‘Alternative’ and ‘non-capitalist’ (?) geographies

**Quiz three:** Thursday, March 27

**Some themes:** ‘alternative’ in relation to [...] and the problem with ‘resistance’; potential for ‘non-capitalism’; conceptions of space and the politics of economic and social geographies

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For **Tuesday**, read Roger Lee and Andrew Leyshon (2003), “Re-making Geographies and the Construction of ‘Spaces of Hope’,” in *Alternative Economic Spaces* (pp. 193-198)

For **Thursday**, read J.K. Gibson-Graham, “How Do We Get Out of This Capitalist Place?” in *The End of Capitalism (As We Knew It)* (1996, 20 pages)

Week Twelve (Apr. 1 and 3): Social marginality and alternative economic geographies

Film (on Tuesday and ending on Thursday): *Dark Days* (M. Singer, 2000, 94 minutes) – **note**: this is the third film available for analysis in an ‘Interpretive Essay,’ which, should you elect to write it, will be due in two weeks (on April 17)

Some themes: elective and involuntary homelessness; ‘poaching’ and *tactics* in the space of *strategies*; marginality and alternativeness; the imaginary ‘outside’

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For **Tuesday**, revisit J.K. Gibson-Graham’s “How Do We Get Out of This Capitalist Place?”

For **Thursday**, *optional*: Nicholas Jon Crane, “Are ‘Other Spaces’ Necessary? Associative Power at the Dumpster” (2012, 21 pages)

**Week Thirteen** (Apr. 8 and 10): ‘Cities Without Slums’ and mega-projects in Morocco<sup>2</sup>

**Quiz four**: Thursday, April 10

**Some themes**: slum clearance; mega-projects; social marginality; race; sense of place, sense of belonging; creating spaces for state and humanitarian intervention; uneven development

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For **Tuesday**, required reading TBA (something about, or at least related to, slum clearance and uneven development in Morocco)

For **Thursday**, revisit the slum clearance reading from Tuesday

² Nick will be in Tampa all week for the annual meeting of the Association of American Geographers. You will be responsible for coursework and to show up to class (attendance will be taken), which will be taught by **Emily Scarborough**. If you have any questions for Nick, feel free to send them by email.

Week Fourteen (Apr. 15 and 17): Neoliberalism within and beyond higher education

Exam review: Thursday, April 17

Interpretive Essay due date: Thursday, April 17 (if you opted to write essay three, on *Dark Days* and related texts)

Some themes: the public and the private; neoliberalization; young people and ‘growing up’ as development; economic and social geographies of higher education

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For **Tuesday**, required reading TBA; *optional*: Craig Jeffrey and Stephen Young (2012), “Waiting for change: Youth, Caste and Politics in India” (24 pages)

**FINAL EXAM:** 10:00 to 11:45 AM on **Monday, April 28** in **Hitchcock Hall 0035**