

The Making of the Modern World

GEOG 3701 Spring 2020

Course Information

- **Course times and location:** Monday, Wednesday, Friday 11:30 a.m. – 12:15 p.m.
- **Credit hours:** 3
- **Mode of delivery:** Distance Learning (DL); all instruction is asynchronous, via Carmen

Instructor

- **Name:** Professor Mat Coleman
- **Email:** coleman.373@osu.edu
- **Office location:** 1156 Derby Hall
- **Office hours:**
 - Monday, Wednesday, 11:30 a.m. – 12:25 p.m., online via Carmen Zoom
 - Office hours are not individualized; you can expect multiple visitors during office hours, and a collective, group-style discussion. If you want to speak about a grade issue or something personal, please arrange an alternate time to meet over Zoom.
 - I will have a 'waiting room' enabled on Zoom. If your Zoom I.D. does not match someone on the class roster, I will not admit you.
 - <https://osu.zoom.us/j/98174740236?pwd=Yjkxb05NblV4QXpBQ2F3cFk5bFRqUT09>
 - Meeting ID: 981 7474 0236
 - Password: 468709
- **Preferred means of communication:**
 - My preferred method of communication for questions is office hours. I can also answer questions by email.
 - My class-wide communications will be sent via email. I will also post announcements on Carmen.



Teaching Assistant

- **Name:** Anisa Kline
- **Email:** kline.285@osu.edu
- **Office location:** 1131 Derby Hall
- **Office hours:**
 - Monday 2:00 p.m. – 4:00 p.m. via Carmen Zoom
 - <https://osu.zoom.us/j/93201518317?pwd=bnlRZk5wWmJPT3Q0aHNvNTFhWHRZUT09>
 - Meeting ID: 932 0151 8317
 - Password: 094186

Course Prerequisites

There are no prerequisites for this class. Although we will use geographical terminology and engage debates in the discipline, no background in Geography is expected or required in order to enroll in this course. Indeed, most students who take this class do not have a background in Geography.

Course Description

GEOG 3701 critically investigates the spatial formation and transformation of our modern world. By scrutinizing the forces and concepts of modernity, modernism, and modernization, we will examine what animates the modern world system in order to help students better understand the world we live in, and their place in it.

Specific topics covered in this class include: coloniality and colonialism; empire and imperialism; slavery and the plantation economy; the formation and mechanisms of capitalism as an economic system; the formation and transformation of state, city, and global governance; global migration; the U.S. in the global economy; global energy extraction and consumption; the war on drugs; war and geopolitics; genocide; the transformation of natures; science and technology; modernization and globalization; global communications; and, geographies of uneven development. A specific emphasis will be placed on the politics and practices of representation constitutive of modernity, as well as on migration, mobility, and movement as core, constitutive components of modernity.

Learning Outcomes

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

- grasp the centrality of the slave trade, the plantation economy, and their afterlives to the world we live in;
- understand modernity in terms of the ongoing problem of settler colonialism;



- analyze capitalism in terms of the circuit of capital and its permanent spatial contradictions;
- understand the centrality of exhibition, ethnography, and racialized difference to modernity;
- articulate in detail what colonialism and imperialism mean, both theoretically and empirically;
- understand the role of the U.S. in the modern world economy; and,
- define modernity dialectically as a ‘maelstrom of perpetual disintegration and renewal, of struggle and contradiction, of ambiguity and anguish’ (Berman, *All That Is Solid Melts Into Air*, 1982, p. 15)

General Education Expected Learning Outcomes

As part of the **Social Science (2) Organizations and Politics** category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

- understand theories and methods of social scientific inquiry as they apply to the study of organizations and politics;
- understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts; and,
- comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy making.

This course fulfills these learning outcomes in two basic ways. **First, I have designed this course to get students to think critically about the concept of an ‘organization’.**

Typically, social, political, and economic organizations are understood as purposive, coherent, and intentional entities which literally create the world in the mirror image of some given design or objective. Hence, we might classify companies, governments, armed forces, universities, banks, etc. as organizations insofar as they are united and structured ‘wholes’, consisting of coordinated ‘parts’, which combine coherently to produce identifiable social, economic, and political realities. In this class I will encourage students to problematize this instrumentalist and functionalist account of organizations by reframing our discussion on the problem of organization (i.e. the act or process of organizing). I do this by teaching students about the problem of ‘power as effect’. Without discounting the fact that certain organizations are indeed very powerful, the ‘power as effect’ approach suggests that the world we live in is the aggregate outcome of a series of diverse practices and initiatives, undertaken by a multitude of individuals and groups, which come together in geographically and historically contingent, as well as in sometimes unintended, ways. The point is to make the ‘organization’ of the world into a problem rather than a certainty, and in particular to tackle the problem of modernity’s organization as an ongoing ‘work in progress’. Indeed, I structure our discussion of ‘power as effect’ so that students can grasp the modern world we inhabit as shot through with a diverse and always dynamic array of sometimes complementary, sometime competing, forces. Our

core reading for this angle on the problem of organization and modernity is cultural theorist Marshall Berman. We read his wonderful *All That Is Solid Melts Into Air* (1982), which emphasizes modernity as change, flux, process, and contradiction. We also read Timothy Mitchell's *Colonizing Egypt* (1991) in order to explore 'power as effect' in the context of British colonial strategies in Egypt, and beyond.

The 'power as effect' angle also entails focusing on the enduring social, economic, and political realities of modernity. **This suggests a second major way that the course satisfies the Organizations and Politics GE: getting students to appreciate the predictably racialized, classed, gendered, and sexualized coordinates of modernity, without reading these outcomes or patterns 'backwards' in terms of coherent actors, organizations, and their blueprints. Another way of saying this is that the modern world is patterned, even as the ways in which this patterning takes place is sometimes haphazard, and moreover, changes over time and space.** One of the core claims I make in this class is, for example, that modernity is both constitutively racialized and inescapably colonial. In order to explore the centrality of race and coloniality to modernity, I foreground a discussion of slavery, the plantation economy, and settler colonialism as foundational to modernity. In contrast, many accounts of modernity start and end with industrial and post-industrial capitalism. To recast the problem of capitalism and its emergence within a broader frame of plantation economics and settler colonialism, we read, among others, Saidiya Hartman's *Lose Your Mother* (2007), Bryan Wagner's *Disturbing the Peace* (2010), and Clyde Woods' *Development Arrested* (1998) which together emphasize the centrality of slavery and plantation economics to the modern world economy, as well as slavery's complex afterlives. We also read Rosa Luxemburg's *The Accumulation of Capital* (1918) in order to define and diagnose colonial power in terms of the global expansion of capitalism and its contradictions into spaces 'outside' the formal circuit of capital. Lastly, we sample Edward Said's *Orientalism* (1978) to frame modernity in terms of diverse but enduring and pervasive European 'exhibitions' or representations of non-European peoples and places as pathological, and thus as 'objects' of both curiosity and correction. What these authors share, apart from their gifted and striking capabilities as writers, is their collective interest in decoding the complex, messy, and yet structured nature of the world we live in.

As part of the **Global Studies** category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

- 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.; and,
- recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

This course fulfills the Global Studies learning outcomes by exploring modernity in terms of the contemporary mobilities turn in the social sciences. In recent years, scholars have written critically about a 'sedentary metaphysics' at the heart of much social science scholarship on people and place. By this is meant the idea that somehow the chaos, disorder, and danger of modernity is a product of a relatively recent 'undoing' of customary places. From this standpoint, all peoples 'properly' inhabit locations as collectively racial, ethnic, and/or cultural groupings, and the slackening of this connection between territory and people – for

example, as a result of capitalism and so-called ‘time-space compression’ – is socially, economically, and politically disruptive. In contrast, mobilities scholars reframe this account of place (and people either being ‘in place’ or ‘out of place’) as dangerously normative and exclusionary, and instead insist on movement (migration, displacement, connection, exchange, etc.) as the underlying, baseline state of affairs throughout modernity. **Students will read excerpts from Tim Cresswell’s *On the Move: Mobility in the Modern Western World* (2006) on mobility, and on anxieties around people being in their ‘proper’ place, in order to think differently about the world’s nations, peoples and cultures apparently ‘outside’ the U.S. Indeed, students will consider the extent to which modernity is about a pervasive ordering of the globe so that peoples deemed different on racial, ethnic, and cultural grounds are positioned on the ‘outside’, whether territorially or socially.**

How This Online Course Works

Mode of delivery: This course is 100% online. The delivery will be asynchronous, meaning that there are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities: Students are expected to complete **three lecture-related activities per week. Most days this will consist of a video lecture and a PDF-formatted pack of lecture slides, released on Mondays, Wednesdays and Fridays at 11:30 a.m.** However, on some days we will forego the usual video lecture and lecture slide format and in favor of a **reading day**, particularly during weeks with heavier reading requirements.

As this class is asynchronous, students are not required to complete the lecture videos, lecture slides, and readings when they are posted. However, **I strongly recommend that students keep pace with the class and complete the weekly lecture modules on time.**

Credit hours and work expectations: This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](https://www.ohio-state.edu/bylaws/instruction) ([go.osu.edu/credithours](https://www.ohio-state.edu/bylaws/instruction)), students should expect around **3 hours per week of time spent on direct instruction (watching lecture videos)** in addition to **6 hours of homework (which will primarily take the form of completing the lecture slide packs and the assigned readings)** to receive a grade of ‘C’, on average.

Attendance and participation requirements: Research shows regular participation in classes and with classwork is one of the highest predictors of success. With that in mind, I have the following expectations for everyone’s participation:

- **Participating in online activities for attendance: once per week, every week**
You are expected to log in to the course in Carmen every Friday to complete a discussion board post and response (details below).
- **Zoom-based office hours: optional**
Office hours will be synchronous over Zoom (see cover page for times and days).

Course Materials, Fees and Technologies

Required Materials and/or Technologies

- The class readings comprise **peer-reviewed journal articles and/or book selections** (i.e. chapters). In total, you will be responsible for roughly 600 pages of reading over 15 weeks, which averages out at ~40 pages per week. In my experience, the average undergraduate student can read 10 pages per hour. This means that on average you are committing to roughly 4 hours of reading per week. **The major caveat here is that the reading is not distributed evenly across the syllabus.** Budget your time accordingly.
- In order to make the reading manageable, I have added a **reading day** in **Week 2 (F), Week 3 (F), Week 6 (M), and Week 9 (W)**. There will be **no lectures** on these days, and no additional readings. My expectation is that you use these days to do readings for the class; these are not days without work.
- **A good chunk of the page count comes from the reading for Week 9 – Rosa Luxemburg’s celebrated *The Accumulation of Capital*.** The good news is that I lecture about the reading directly on the Friday of that week. In my experience, students have very few problems with Luxemburg in the wake of that lecture. Note that I have asked a question about Luxemburg’s notion of ‘primitive accumulation’ on the final in this class for the past 5 years. Why don’t you just go ahead and start preparing for that now.
- **I will review reading strategies and expectations during the first lecture. This is a very important lecture. Don’t forget to watch the video.**
- I will post PDF copies of all the readings on Carmen.
- My biggest advice with respect to the readings is to **make use of the internet while you read**, for example to look up words you don’t understand or read quickly on specific events. Wikipedia is a good place to go for help while you’re reading.
- Please visit with me or the TA during office hours to review the readings if the material is unclear or if further references are desired.

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access.

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

Technology Support

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

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



Grading and Faculty Response

How Your Grade is Calculated

Assignment Category	Percent of final grade
Weekly discussion board post and response, due every Friday (n=10) (details below)	20%
Take home midterm exam (details below)	40%
Take home final exam (details below)	40%
	100%

See [Course Schedule](#) for due dates.

Descriptions of Major Course Assignments

Weekly discussion board post and response

Description:

I will grade attendance and participation in terms of weekly discussion board posts and responses on the Carmen website.

Your discussion posts should **address lecture material, readings and/or lecture videos from that week**, and **raise academically substantive questions and/or commentary about the material at hand**. I am not setting a strict word limit, but I am expecting your posts to be in the range of 100-150 words. Your posts should demonstrate that you are current with the material for the class.

I am also expecting that you **respond in a separate post to at least one comment by a peer on the discussion board**.

You will only receive credit toward your weekly discussion board grade if you both post your own comments and respond to someone else's comments.

I will be perusing the discussion posts on Friday and offering my own comments, as appropriate.

Please **post your comments by Friday at 11:30 a.m. weekly, and have your peer comments completed by 5:00 p.m. on that same day.**

We will start the discussion board posts on Friday of Week 1.

The weeks where you do not have to complete discussion board activities are marked on the class schedule (see below).

Academic integrity and collaboration:

Your weekly discussion post should be completed on your own, as I am using them, in part, to gauge your individualized progress in the class.

Take-home midterm exam

Description:

At 11:30 a.m. on 02/26/2021 I will unlock a 3-question midterm exam on Carmen. You will have 10 days to complete the exam. The exam will be due no later than 5 p.m. on 03/08/2021. You will have a strict word limit of 500 words for each answer. This is a tight word limit, meaning that editing will play a very important role in the midterm. I will post a comprehensive grading rubric and a citation guide for the midterm on Carmen.

Academic integrity and collaboration:

The midterm exam is open book, meaning that you can consult the readings, video lectures and lectures slides while preparing the exams. However, you may not work in groups; my expectation is that you hand in your own, original work. Failure to complete the midterm on your own, including plagiarism violations, will constitute a COAM violation.

Take-home final exam

Description:

At 11:30 a.m. on 04/14/2021 I will unlock a 3-question final exam on Carmen. You will have 10 days to complete the exam. The exam will be due no later than 5 p.m. on 04/24/2021. You will have a strict word limit of 500 words for each answer. This is a tight word limit, meaning that editing will play a very important role in the final. I will post a comprehensive grading rubric and a citation guide for the final exam on Carmen.

Academic integrity and collaboration:

The final exam is open book, meaning that you can consult the readings, video lectures and lectures slides while preparing the exams. However, you may not work in groups; my expectation is that you hand in your own, original work. Failure to complete the final exam on your own, including plagiarism violations, will constitute a COAM violation.

Late Assignments

Please refer to the course schedule, below, and Carmen, for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments.

The weekly discussion board posts cannot be turned in late. However, you may write a missed post if you provide documentation of **a verifiable confining illness (i.e. COVID-19), a verifiable family emergency, jury duty, and/or military service.**

For the exams, there is a 10% penalty per 24-hour period after the due date. The 10% penalty applies the minute the deadline has been missed, i.e. at 5:01 p.m. This means that if you are late with either exam, you should hold on to the exam for 24 hours in order to maximize your work time. Handing in a late exam before the 24 hours has expired means that you are not making full use of the time you have effectively gained with the 10% penalty.

If you are handing in a late exam, please email me (coleman.3737@osu.edu) and the T.A. to let us know.

I will waive late penalties for the exams for a handful of reasons, for example if you have a verifiable confining illness (i.e. COVID-19), a verifiable family emergency, jury duty, and/or military service. If any of these situations applies to you, I will expect an email prior to the exam so that we can work out an alternate due date and schedule. If you wait until the due date has passed to contact me, I will not waive the late penalties.

A note about COVID-19

Continuous engagement with this course is essential to learning the material. Students are expected to keep up with the readings, lectures and videos, and complete assignments, exams and discussion prompts as outlined in this document. **Students who cannot maintain this schedule and expectations due to illness (COVID-19), exposure to COVID-19, care for family members exposed to COVID-19 or other reasons are expected to contact me as soon as possible to arrange for accommodation.** Students in special situations or those requiring specific, long-term or other accommodation should seek support from appropriate university offices including but not limited to: **Student Advocacy, Student Life Disability Services and the Office of Institutional Equity.**

Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university.**

- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

Grading Scale

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

An “A” grade indicates **outstanding performance** in the class, in comparison with other students. An “A-” grade indicates **very good performance** in the class, in comparison with other students.

A “B+”, “B” and “B-“ grade indicates **above average performance** in the class, in comparison with other students. Above average students will be assigned +/- in comparison with other above average students.

A “C+”, “C” and “C-“ grade indicates **average performance** in the class, in comparison with other students. Average students will be assigned +/- in comparison with other average students.

A “D+” and “D” grade indicates **low but acceptable performance** in the class, in comparison with other students. D-range students will be assigned + in comparison with other average students.

An “E” grade indicates that the student has not successfully satisfied the course requirements.

This language is adopted from <https://trustees.osu.edu/index.php?q=rules/university-rules/chapter-3335-8-instruction.html>

Other Course Policies

Discussion and Communication Guidelines

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

- **Email communication style:** My T.A. and I expect proper email etiquette. This means using your osu.edu email address for communication, writing the subject of your email in the subject line, identifying which class you're taking with me, being concise, not writing in block letters, using spell check, not deleting prior communications on your reply, and ending with a signature that includes your contact information. I am also expecting that you address me and the T.A. formally. I will not respond to an email that begins informally, as in 'Yo Coleman what's up.' Believe it or not, I've had an email like that from a student once or twice in my life. You can find useful information on how to communicate via email at <https://onpace.osu.edu/modules/polishing-your-job-etiquette-skills/communicate-as-a-professional/e-mail-etiquette-content-area>
- **Tone and civility during office hours:** Office hours are not individualized; you can expect multiple visitors. As a result, let's maintain a supportive learning community during office hours where everyone feels safe and where people can disagree amicably. Remember that sarcasm rarely works online.
- **Synchronous sessions:** During our Zoom office hours I ask you to use your real name and a clear photo of your face in your Carmen profile. You are always welcome to use the [free, Ohio State-themed virtual backgrounds](https://go.osu.edu/zoom-backgrounds) (go.osu.edu/zoom-backgrounds). Remember that Zoom and the Zoom chat are our classroom space where respectful interactions are expected.

Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct](http://studentconduct.osu.edu) (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,

3. Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](https://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:614-292-5766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](https://www.suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:1-800-273-8255). [The Ohio State Wellness app](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

Accessibility Accommodations for Students with Disabilities

Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request

COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.

Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: slds.osu.edu
- Email: slds@osu.edu
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

Accessibility of Course Technology

This online course requires use of CarmenCanvas (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 as early as possible.

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)

My note page for important syllabus information/questions



Course schedule

Week	Day	Date	Topics, Readings, Assignments, Due Dates
1*	M	01/11/2021	Syllabus review Reading tutorial
	W	01/13/2021	Modernity, Rostow, and development No reading
	F	01/15/2021	Modernism, modernization, and maelstrom BERMAN M (1982). "Modernity – Yesterday, Today, Tomorrow" in <i>All That Is Solid Melts Into Air</i> . New York: Penguin, pp. 15-36. BERMAN M (1982). "All That Is Solid Melts Into Air: Marx, Modernism, and Modernization" in <i>All That Is Solid Melts Into Air</i> . New York: Penguin, pp. 87-129. No discussion board activities this week
2*	M	01/18/2021	Martin Luther King Jr. Day – NO LECTURE
	W	01/20/2021	Modernity and mobility SHAIKEN, H (2019). "Rivera, Kahlo, and the Detroit Murals: A History and Personal Journey". <i>Berkeley Review of Latin American Studies</i> (Fall), pp. 30-63.
	F	01/22/2021	Reading day – NO LECTURE
<p>*All classes are virtual for weeks 1 and 2. The virtual calendar may be extended, depending on how COVID-19 cases are trending, and pending guidance from Governor Mike DeWine and local county health experts. Any possible extension of the virtual calendar will not impact the format of this class.</p>			
3	M	01/25/2021	Settler colonialism I – territory and a "logic of elimination" WOLFE P (2006). "Settler Colonialism and the Elimination of the Native". <i>Journal of Genocide Research</i> , Vol. 8 (4), pp. 387-409.



	W	01/27/2021	Settler colonialism II – residential schools in Canada BELL C & K SCHREINER (2018). "The International Relations of Police Power in Settler Colonialism: The "Civilizing" Mission of Canada's Mounties." <i>International Journal: Canada's Journal of Global Policy Analysis</i> , Vol. 73 (1), pp. 111-128.
	F	01/29/2021	Reading day – NO LECTURE
4	M	02/01/2021	Slavery and the plantation economy I HARTMAN S (2007) "Prologue: The Path of Strangers", "Afrotopia" and "Markets and Martyrs" in <i>Lose Your Mother: A Journey Along the Atlantic Slave Route</i> . New York: Farrar, Strauss & Giroux, pp. 3-18, 19-48, 49-75.
	W	02/03/2021	Slavery and the plantation economy II WOODS C (2017) "The Socio-Spatial Construction of the Mississippi Delta", "The Shotgun Policy and the Birth of the Blues", and "Segregation, Peonage and the Blues Ascension" in <i>Development Arrested: The Blues and Plantation Power in the Mississippi Delta</i> . London: Verso, pp. 40-71, 72-87, 88-120.
	F	02/05/2021	Slavery and the emergence of policing https://www.newyorker.com/magazine/2020/07/20/the-argument-of-afropessimism
5	M	02/08/2021	Industrial Revolution I – merchant capitalism, industrial capitalism HOBSBAWM E (1968). "Britain in 1750", "Origin of the Industrial Revolution", "The Industrial Revolution, 1780-1840", "The Human Results of the Industrial Revolution 1750-1850". <i>Industry and Empire</i> . London: Penguin Books, pp. 34-96.
	W	02/10/2021	Industrial Revolution II – enclosure No reading
	F	02/12/2021	Modernity, difference, and representation – Chicago World's Fair (World's Columbian Exposition) http://www.encyclopedia.chicagohistory.org/pages/1386.html
6	M	02/15/2021	Reading day – NO LECTURE
	W	02/17/2021	Modernity and world-as-exhibition I

			MITCHELL T (1988) "Egypt at the Exhibition" in <i>Colonising Egypt</i> . Berkeley: University of California Press, pp. 1-33.
	F	02/19/2021	Modernity and world-as-exhibition II No reading
7	M	02/22/2021	Orientalism Watch the interview with Edward Said, on his 1978 book <i>Orientalism</i> , at https://www.youtube.com/watch?v=fVC8EYd_Z_g
	W	02/24/2021	Instructional break – NO LECTURE
	F	02/26/2021	EXAM PREP DAY – NO LECTURE Midterm exam available via Carmen at 11:30 a.m. No discussion board activities this week
8	M	03/01/2021	Evolution and <i>fin de siècle</i> anxiety I No reading
	W	03/03/2021	Evolution and <i>fin de siècle</i> anxiety II No reading
	F	03/05/2021	Classical imperialism and the Berlin Conference No reading
9	M	03/08/2021	Theories of imperialism No reading Midterm exam due via Carmen no later than 5: 00 p.m.
	W	03/10/2021	Reading day – NO LECTURE
	F	03/12/2021	Primitive accumulation – Rosa Luxemburg LUXEMBURG R (2003). "The Historical Conditions of Accumulation". <i>The Accumulation of Capital</i> . London: Routledge, pp. 310-447. No discussion board activities this week
10	M	03/15/2021	Halford Mackinder and the closure of global space No reading

	W	03/17/2021	Eugenics and genocide No reading
	F	03/19/2021	U.S. geoeconomics and Isaiah Bowman No reading
11	M	03/22/2021	Area studies and ‘topographic’ Cold War modernity CHOW R (2010). “The Age of the World Target: Atomic Bombs, Alterity and Area Studies” in <i>The Rey Chow Reader</i> . New York, Colombia University Press, pp. 2-20.
	W	03/24/2021	U.S. in the global economy I – 1945-1970, Bretton Woods No reading
	F	03/26/2021	U.S. in the global economy II – the collapse of Bretton Woods No reading
12	M	03/29/2021	U.S. in the global economy III – Fordist crisis No reading
	W	03/31/2021	Spring ‘instructional break’ – NO CLASSES
	F	04/02/2021	U.S. in the global economy IV – Debt, China and the T-bill economy No reading No discussion board activities this week
13	M	04/05/2021	U.S. in the global economy V – neoliberalism LAZZARATO, M (2009). "Neoliberalism in Action: Inequality, Insecurity and the Reconstitution of the Social." <i>Theory, Culture & Society</i> , Vol. 26 (6), pp. 109-133.
	W	04/07/2021	U.S. in the global economy VI – war and oil JHAVERI N (2004). “Petroimperialism: U.S. Oil Interests and the Iraq War”. <i>Antipode</i> , Vol. 36 (1), pp. 2-11.
	F	04/09/2021	U.S. in the global economy VII – fracking No reading
14	M	04/12/2021	Population growth and environmental geopolitics

			SAYRE N (2008). "The Genesis, History, and Limits of Carrying Capacity". <i>Annals of the Association of American Geographers</i> , Vol. 98 (1), pp. 120-134.
	W	04/14/2021	Undocumented migration Browse up to date data at https://www.pewresearch.org/hispanic/2020/08/20/facts-on-u-s-immigrants/ Final exam available via Carmen at 11:30 a.m.
	F	04/16/2021	Anthropocene I BENNET, C. E., THOMAS, R., WILLIAMS, M., ZALASIEWICZ, J., EDGEWORTH, M., MILLER, H., COLES, B., FOSTER, A., BURTON, E. J. & MARUME, U. 2018. The Broiler Chicken as a Signal of a Human Reconfigured Biosphere. <i>Royal Society Open Science</i> , 5, 1-11.
15	M	04/19/2021	Anthropocene II Watch the film, <i>Anthropocene: the Human Epoch</i> at https://osu.kanopy.com/video/anthropocene-human-epoch-0
	W	04/21/2021	Review class No discussion board activities this week
Exam week 04/23/2021-04/29/2021 Final exam due 04/23/2021 via Carmen no later than 5:00 p.m.			