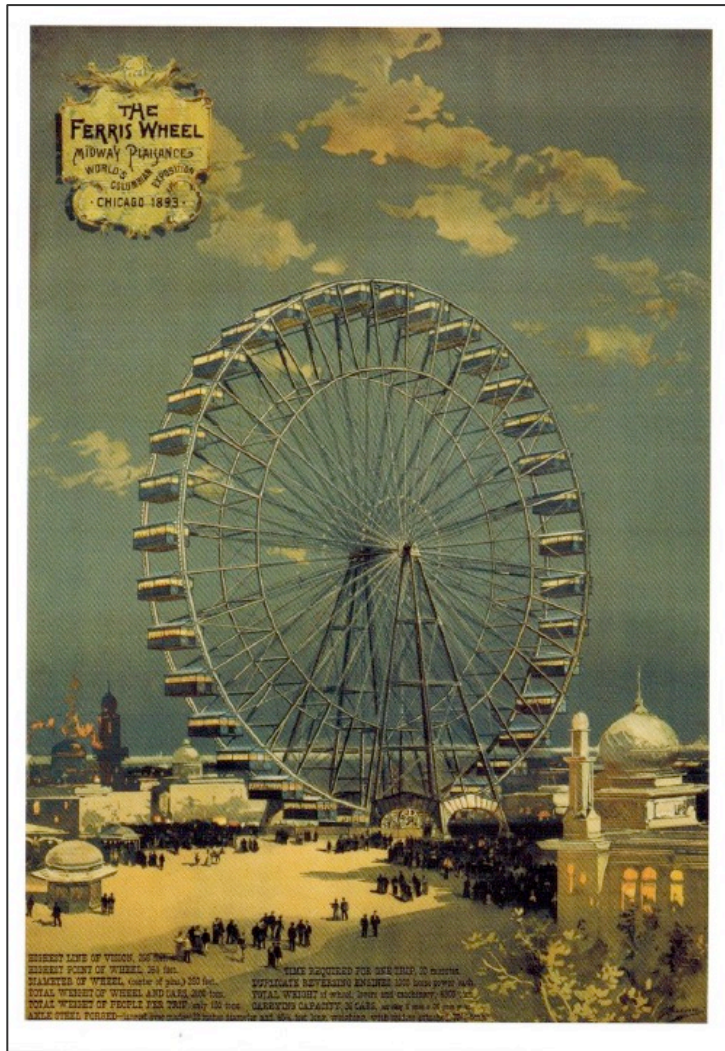


The Making of the Modern World

GEOG 3701 Autumn 2021



Course Information

- **Course times and location:** Monday, Wednesday, Friday 1:50 p.m. – 2:45 p.m., Journalism Bldg 300
- **Credit hours:** 3 (see below for what this means)
- **Mode of delivery:** In person (see below for COVID policy)



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES
DEPARTMENT OF GEOGRAPHY

Instructor

- **Name:** Professor Mat Coleman
- **Email:** coleman.373@osu.edu
- **Office location:** 1156 Derby Hall
- **Office hours:**
 - Wednesday, Friday 3:00 p.m. – 5:00 p.m.
 - 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
- **Preferred means of communication:**
 - My preferred method of communication for questions is office hours. I can also answer questions by email, but please don't send me essay-like questions over email. Come to office hours with the longer, more difficult questions.
 - My class-wide communications will be sent via email. I will also post announcements on Carmen.

Teaching Assistant

- **Name:** Sher Ali Khan
- **Email:** khan.969@buckeyemail.osu.edu
- **Office location:** 1145 Derby Hall
- **Office hours:**
 - Monday 12:00 p.m.- 2:00 p.m., Friday 1:00 p.m. – 2 p.m.

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.**

What 3 credit hours means

This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](http://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect **3 hours per week of time spent on direct instruction (sitting in lecture)** in addition to **6 hours of homework (which will primarily take the form of reviewing the lecture slide packs and completing the assigned readings)** to receive a grade of 'C', on average.

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 two ‘catch up’/‘read ahead’ **days in Week 6 (W, F)**. 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 and 10 – Rosa Luxemburg’s celebrated *The Accumulation of Capital***. The good news is that I lecture about the reading directly for three days. In my experience, students have very few problems with Luxemburg in the wake of those lectures.
- **I will review reading strategies and expectations during the first lecture. This is a very important lecture.**
- 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.

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)

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

How Your Grade is Calculated

Assignment Category	Percent of final grade
Weekly attendance (details below)	10%
Critical reading review (details below)	10%
Take home midterm exam (details below)	40%
Take home final exam (details below)	40%
	100%

Descriptions of Major Course Assignments

Class attendance

Description:

At the start of each class the TA will circulate an attendance sheet. You have until the end of class to sign the sheet. You won't be able to sign the attendance sheet after the end of class.

Academic integrity and collaboration:

My expectation is that you are in class and sign your own name. Signing for others will constitute a COAM violation.

Missed class?



I will not dock you for attendance if you provide documentation of a **verifiable confining illness (i.e. COVID-19), a verifiable family emergency, jury duty, and/or military service.** Otherwise, a missed class will count against your attendance grade.

Critical reading review

Description:

At any point in the semester, within one week of when a reading is assigned on the syllabus, you may turn in a 4 page (1,000 word) critical summary of the reading in question. The critical reading review is basically a reflection essay, i.e., you must provide a concise and accurate summary of the readings (maximum 2 pages) as well as a well-defended critical analysis (minimum 2 pages). Detailed expectations regarding the written assignment will be discussed in class. I will post a comprehensive grading rubric and a citation guide for the writing assignment.

Academic integrity and collaboration:

The critical reading review is open book, meaning that you can consult the readings, your lecture notes, 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 writing assignment on your own, including plagiarism violations, will constitute a COAM violation.

Late handing in the critical reading review?

I will not accept late reading reviews. You should pick a reading for your critical reading review which best suits your schedule. You have one week to complete the reading review, starting on the date the reading is assigned on the course schedule (see below).

Take-home midterm exam

Description:

During class on 08/25/2021 I will unlock a 3-question midterm exam on Carmen. Yes, that's the first day of class. The exam will be due no later than 5 p.m. on 10/08/2021. You will have a strict word limit of 700 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, your lecture notes, 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.



Late handing in the midterm?

For the midterm exam, 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 2:46 p.m. on 10/08/2021. This means that if you are late with the exam, you should hold on to it 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 TA (khan.969@buckeyemail.osu.edu) to let us know.

I will waive midterm late penalty 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.

Take-home final exam

Description:

During class on 10/08/2021 I will unlock a 3-question final exam on Carmen. The final exam will be due no later than 5 p.m. on 12/10/2021 during my office hours. You will have a strict word limit of 700 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 midterm exam is open book, meaning that you can consult the readings, your lecture notes, 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.

Late handing in the final exam?

For the final exam, 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. on 12/10/2021. This means that if you are late with the exam, you should hold on to it 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 TA (khan.969@buckeyemail.osu.edu) to let us know.

I will waive final exam late penalty 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 complete assignments 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.**

Indoor mask requirement: In August 2021, **the university updated its COVID protocols based on guidance from the U.S. Centers for Disease Control and Prevention (CDC) to require everyone on campus to wear masks indoors, regardless of their vaccination status.** This means that **you must wear a mask in the lecture room, while traversing campus buildings, and during office hours.** Unlike last academic year, masks are not required outside if you are vaccinated.

You think wearing a mask during lecture cramps your style? Try lecturing in one. It's not fun but at least we get to meet in person.



Instructor Feedback and Response Time

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

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>

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 TA 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 TA 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 lecture:** I welcome your active participation during the lectures in the form of questions regarding the material at hand. However, because it is my responsibility to ensure that students' participation in class is orderly and respectful, **my core expectation is that students will, at all times and without any exceptions, act professionally and courteously in the classroom.** In particular, I am expecting that your engagement with me, with your TA, and especially with your peers, is not hostile or derisory, and that you respect social difference. **I will not tolerate language that is racist, sexist, patriarchal or homophobic.** If you use derisive or hateful language, or otherwise engage me, your TA or your peers in a hostile manner, I will remove you from the class.
- **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.

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://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 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](https://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)



Note page for important syllabus information/questions



Course schedule

Week	Day	Date	Topics, Readings, Assignments, Due Dates
1	W	08/25/2021	Syllabus review
	F	08/27/2021	Modernity is a broiler chicken 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> , Vol. 5, pp. 1-11.
2	M	08/30/2021	Modernity as maelstrom I BERMAN M (1982). "Modernity – Yesterday, Today, Tomorrow" in <i>All That Is Solid Melts Into Air</i> . New York: Penguin, pp. 15-36.
	W	09/01/2021	Modernity as maelstrom II 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.
	F	09/03/2021	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.
3	M	09/06/2021	LABOR DAY – NO CLASSES, OFFICES CLOSED
	W	09/08/2021	Settler colonialism I – land theft and elimination WOLFE P (2006). "Settler Colonialism and the Elimination of the Native". <i>Journal of Genocide Research</i> , Vol. 8 (4), pp. 387-409.
	F	09/10/2021	Settler colonialism II – residential schools in Canada BELL C & K SCHREINER (2018). "The International Relations of Police Power in Settler Colonialism: The



			<p>'Civilizing' Mission of Canada's Mounties." <i>International Journal: Canada's Journal of Global Policy Analysis</i>, Vol. 73 (1), pp. 111-128.</p> <p>Listen to the Canada Land podcast on the history of the RCMP @ https://www.canadaland.com/podcast/the-police-2-the-secret-history-of-the-rcmp/</p>
4	M	09/13/2021	<p>Slavery and the plantation economy I</p> <p>MCKITTRICK K (2011). "On Plantations, Prisons, and a Black Sense of Place." <i>Social & Cultural Geography</i>, Vol. 12 (8), pp.947-963.</p>
	W	09/15/2021	<p>Slavery and the plantation economy II</p> <p>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.</p>
	F	09/17/2021	<p>Slavery and the plantation economy III – reviewing McKittrick and Woods</p> <p>Bring your questions!</p>
5	M	09/20/2021	<p>Slavery and the plantation economy IV – the birth of policing</p> <p>SCOTT JULIUS S (2021). "'Negroes in Foreign Bottoms' – Sailors, Slaves and Communication". <i>The Common Wind</i>. London: Verso, pp. 38-75.</p>
	W	09/22/2021	<p>Industrial Revolution I – merchant capitalism, industrial capitalism</p> <p>HOBBSAWM 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.</p>
	F	09/24/2021	<p>Industrial Revolution II – enclosure</p> <p>No reading</p>
6	M	09/27/2021	<p>Modernity, difference, and representation – Chicago World's Fair (World's Columbian Exposition)</p> <p>http://www.encyclopedia.chicagohistory.org/pages/1386.html</p>



			https://buntegoetter.liebieghaus.de/en/
	W	09/29/2021	Phew! You made it this far! Time to take a breather and make sure you're caught up with the readings. No class on Wednesday and Friday but take both one-hour blocks (and the out-of-class credit hour time, i.e., an additional 4 hours) to review and re-read the readings we've done. Don't squander this chance. And if you're caught up and feel ok about it, then read ahead. Go to office hours if you have questions about the readings – we're here to help.
	F	10/01/2021	
7	M	10/04/2021	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.
	W	10/06/2021	Modernity and world-as-exhibition II Watch Coco Fusco and Guillermo Gómez-Peña's <i>The Couple in the Cage: Two Undiscovered Amerindians Visit the West</i> https://www.artandeducation.net/classroom/video/244623/coco-fusco-and-guillermo-gomez-pea-the-couple-in-the-cage-two-undiscovered-amerindians-visit-the-west
	F	10/08/2021	Modernity and world-as-exhibition III – Orientalism Watch lecture by Edward Said, based on his 1978 book, <i>Orientalism</i> https://www.youtube.com/watch?v=fVC8EYd_Z_g Your midterm exam is due in person during class hours.
8	M	10/11/2021	Evolution and <i>fin de siècle</i> anxiety I – Darwin SHELDON M P (2019). "Breeding Mixed-Race Women for Profit and Pleasure". <i>American Quarterly</i> , Vol. 71 (3), pp. 741-765.
	W	10/13/2021	Evolution and <i>fin de siècle</i> anxiety II – Lamarck and environmental determinism No reading
	F	10/15/2021	AUTUMN BREAK – NO CLASSES, OFFICES CLOSED
9	M	10/18/2021	Classical imperialism and the Berlin Conference No reading



	W	10/20/2021	Theories of imperialism LUXEMBURG R (2003). "The Historical Conditions of Accumulation". <i>The Accumulation of Capital</i> . London: Routledge, pp. 310-447.
	F	10/22/2021	Imperialism as primitive accumulation I – Rosa Luxemburg Continue Luxemburg reading
10	M	10/25/2021	Imperialism as primitive accumulation II – Rosa Luxemburg Continue Luxemburg reading
	W	10/27/2021	Halford Mackinder and the closure of global space No reading
	F	10/29/2021	Eugenics, genocide, and the birth of European nation-states, 1914-1945 GILHAM N W (2001). "Sir Francis Galton and the Birth of Eugenics". <i>Annual Review of Genetics</i> , Vol. 35, pp. 83-101.
11	M	11/01/2021	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	11/03/2021	U.S. in the global economy I – American lebensraum and Bretton Woods, 1945-1970 No reading
	F	11/05/2021	U.S. in the global economy II – Aug 15, 1971 and the collapse of Bretton Woods No reading
12	M	11/08/2021	U.S. in the global economy III – Fordism and the 'Great Acceleration' No reading
	W	11/10/2021	U.S. in the global economy IV – Fordist crisis No reading

	F	11/12/2021	U.S. in the global economy V – Israel, the Occupied Palestinian Territories, and oil crisis No reading
13	M	11/15/2021	U.S. in the global economy VI – 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	11/17/2021	U.S. in the global economy VII – oil wars HUBER M T (2009). "Enforcing Scarcity: Oil, Violence, and the Making of the Market". <i>Annals of the American Association of Geographers</i> , Vol. 101 (4), pp. 816-826.
	F	11/19/2021	U.S. in the global economy VIII – fracking and the new global geography of oil No reading
14	M	11/22/2021	U.S. in the global economy VIII – debt, China, and the T-bill economy No reading
	W	11/24/2021	THANKSGIVING BREAK STARTS – NO CLASSES, OFFICES CLOSED
	F	11/26/2021	INDIGENOUS PEOPLE'S DAY – NO CLASSES, OFFICES CLOSED
15	M	11/29/2021	U.S. in the global economy X – population anxieties, white supremacy and environmental geopolitics at the end of the Cold War 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	12/01/2021	U.S. in the global economy XI – undocumented migration https://www.pewresearch.org/topics/immigration/
	F	12/03/2021	Returning to the 'Anthropocene' I – plastic modernity GEYER R, JAMBECK J R, & LAW K L (2017). "Production, Use and Fate of all Plastics Ever Made." <i>Sciences Advances</i> , Vol. 3 (19 July), pp. 1-5. Watch Edward Burtynsky's <i>Anthropocene: the Human Epoch</i>



			https://osu.kanopy.com/video/anthropocene-human-epoch-0
16	M	12/06/2021	<p>Returning to the ‘Anthropocene’ II – racialized modernity</p> <p>PULIDO L (2018). “Racism and the Anthropocene.” In <i>The Remains of the Anthropocene</i>, eds. G. Mitman, R. Emmett and M. Armiero, pp. 116-128. Chicago: University of Chicago Press.</p> <p>CARNEY J A (2020). “Subsistence in the Plantationocene: Dooryard Gardens, Agrobiodiversity, and the Subaltern Economies of Slavery.” <i>The Journal of Peasant Studies</i>, Vol. X (Y), pp. 1-25.</p>
	W	12/08/2021	<p>Connecting the dots – open Q&A class</p> <p>Bring questions!</p>
<p>Final exam</p> <p>Final exam due in person during Professor Coleman’s office hours, Friday Dec 10, 2021 3:00pm – 5:00 p.m.</p>			