

# The Making of the Modern World

GEOG 3701 Autumn 2022



## 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](mailto:coleman.373@osu.edu)
- **Office location:** 1062 Derby Hall or 1036 Derby Hall
- **Office hours:**
  - Tuesday 4:00 p.m. – 5:30 p.m. (weekly office hours are subject to change during the semester; please double check with updated office hours on the Carmen site)
  - If I cannot make my office hours on any given week, please visit with either of the two TAs for the class.
  - 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 Assistants

- **Name:** Anisa Kline (<https://geography.osu.edu/people/kline.285>)
- **Email:** [kline.285@osu.edu](mailto:kline.285@osu.edu)
- **Office location:** 1131 Derby Hall
- **Office hours:** Thursday 9-10 a.m. virtual; Friday 3-5 p.m. in person
- <https://osu.zoom.us/j/6718217410?pwd=ZDZHSDZWVkm4Q3JEWkZ3VVdUWXMvUT09>
- Meeting ID: 671 821 7410; Password: 419480
  
- **Name:** Rojika Sharma
- **Email:** [sharma.1214@osu.edu](mailto:sharma.1214@osu.edu)
- **Office location:** 1155 Derby Hall
- **Office hours:** Monday 4:30 p.m.-5:30p.m. virtual; Friday 10 a.m.-noon in person



## 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; 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 'sedentarist 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.
- **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](http://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](http://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](https://go.osu.edu/it)
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)

## How Your Grade is Calculated

Assignment Category	Percent of final grade
Weekly attendance (details below)	10%
Critical reading review (details below)	20%
Take home midterm exam (details below)	35%
Take home final exam (details below)	35%
	100%

# Descriptions of Major Course Assignments

## Class attendance

### Description:

**At the start of each class the TAs 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:

**You are responsible for handing in two critical reading reviews during the semester.**

**For the first critical reading review, you have the choice of either Joe Sacco's *Paying the Land* or Clyde Woods' *Development Arrested* and McKittrick's piece on plantation geographies (due 09/30/2022 at noon via Carmen). See schedule below for more details.**

**The second review is for Rosa Luxemburg's *The Accumulation of Capital* (due 11/04/2022 at noon via Carmen).**

**Each critical reading review will be worth 10% of your final grade, as outlined above.**

Your critical reading review must be **at least 4 full pages in length (~1,000 words), double-spaced with regular 1" margins, excluding bibliography.** I am not assigning an upper limit. However, please note that writing a lot doesn't always make for better or more compelling work; quantity is not the same thing as quality. I am assuming that the bulk of reviews will be 4-5 pages in length.

So, what is a critical reading review? A critical reading analysis is a focused and careful engagement with a specific reading. The goal of a reading analysis is twofold:



- to **unpack and review the core theme (or themes) in a selected reading**; and,
- to **evaluate or assess the reading with respect to other readings and/or material in the class (lecture material, lecture videos, etc).**

A critical reading review should be **detail-oriented**, and as such should take the form of a 'close reading'. Reading 'closely' means **digging into a text – often at the level of specific paragraphs or anchor points rather than the text as a whole – and extracting a core argument**. Reading 'closely' means **avoiding vague references to a text**, as well as generalizations or claims not based in the reading.

A critical reading review is not a blow-by-blow recap. However, you are going to need to **summarize specific elements of the article/book** to write your review. Be careful with the amount of time you dedicate to your summary! Summarize only what you need to summarize in order to assess the author's argument. As a rule of thumb, you should keep your review or summary to one page and reserve the remainder of your critical reading review, i.e., 2 pages+, for your assessment.

A good reading analysis will include a **focused thesis statement** that helps the reader follow your review and assessment.

I will upload a basic grading metric for the critical reading analyses to guide your work. Please consult that metric before you start writing your reading analysis.

### **Academic integrity and collaboration:**

The critical reading analysis 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.

**Your reading reviews will be checked on Carmen for plagiarism using a built-in TurnItIn application. You will receive a plagiarism score when you submit your reviews.**

The TurnItIn app will generate a 'similarity score' which finds matching or highly similar text in your submission – measured against a comprehensive bank of sources, including previously submitted material. The app will not count material that is properly cited, or bibliographic entries.

Your TurnItIn results will be returned according to a color code:

Blue: No matching text

Green: One word to 24% matching text

Yellow: 25-49% matching text

Orange: 50-74% matching text

Red: 75-100% matching text

**If you receive a yellow, orange, or red score you will be ineligible for a grade higher than a C for the assignment in question.**

### **Late handing in the critical reading review?**

For the critical reading reviews, there is a 10% penalty per 24-hour period after the due date. The 10% penalty applies the minute the deadline has been missed, and stands for the remaining 24 hours. This means that if you are late with the review, you should hold on to it for 24 hours to maximize your work time. Handing in a late review 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 review, please email me ([coleman.3737@osu.edu](mailto:coleman.3737@osu.edu)), Anisa Kline ([kline.285@buckeyemail.osu.edu](mailto:kline.285@buckeyemail.osu.edu)), and Rojika Sharma ([sharma.1214@buckeyemail.osu.edu](mailto:sharma.1214@buckeyemail.osu.edu)) to let us know before you hand it in.**

**I will waive critical reading review late penalties 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. 'Verifiable' means that you provide written documentation, including a name and phone number of someone the TA will call for verification.**

### **Take-home midterm exam**

#### **Description:**

**No later than three weeks before it is due (10/12/2022 at 2pm, via Carmen), I will unlock a 3-question midterm exam on Carmen.** You will have a strict word limit of 800 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. I strongly recommend that you consult that rubric prior to starting the midterm.

#### **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.

**Your exam will be checked on Carmen for plagiarism using a built-in TurnItIn application. You will receive a plagiarism score when you submit the exam.**

The TurnItIn app will generate a 'similarity score' which finds matching or highly similar text in your submission – measured against a comprehensive bank of sources, including previously submitted material. The app will not count material that is properly cited, or bibliographic entries.

Your TurnItIn results will be returned according to a color code:

Blue: No matching text

Green: One word to 24% matching text

Yellow: 25-49% matching text

Orange: 50-74% matching text

Red: 75-100% matching text

**If you receive a yellow, orange, or red score you will be ineligible for a grade higher than a C for the assignment in question.**

### 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 1:51 p.m. on 10/12/2022. 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 review, please email me ([coleman.3737@osu.edu](mailto:coleman.3737@osu.edu)), Anisa Kline ([kline.285@buckeyemail.osu.edu](mailto:kline.285@buckeyemail.osu.edu)), and Rojika Sharma ([sharma.1214@buckeyemail.osu.edu](mailto:sharma.1214@buckeyemail.osu.edu)) to let us know before you hand it in.**

**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. 'Verifiable' means that you provide written documentation, including a name and phone number of someone the TA will call for verification.**

### Take-home final exam

#### Description:

**No later than three weeks before it is due (12/14/2022 at 2pm, via Carmen), I will unlock a 3-question final exam on Carmen.** You will have a strict word limit of 800 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. I strongly recommend that you consult that rubric prior to starting the midterm.

#### 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.

**Your exam will be checked on Carmen for plagiarism using a built-in TurnItIn application. You will receive a plagiarism score when you submit the exam.**

The TurnItIn app will generate a 'similarity score' which finds matching or highly similar text in your submission – measured against a comprehensive bank of sources, including previously submitted material. The app will not count material that is properly cited, or bibliographic entries.

Your TurnItIn results will be returned according to a color code:

Blue: No matching text

Green: One word to 24% matching text

Yellow: 25-49% matching text

Orange: 50-74% matching text

Red: 75-100% matching text

**If you receive a yellow, orange, or red score you will be ineligible for a grade higher than a C for the assignment in question.**

### **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 2:01 p.m. on 12/12/2022. 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 review, please email me ([coleman.3737@osu.edu](mailto:coleman.3737@osu.edu)), Anisa Kline ([kline.285@buckeyemail.osu.edu](mailto:kline.285@buckeyemail.osu.edu)), and Rojika Sharma ([sharma.1214@buckeyemail.osu.edu](mailto:sharma.1214@buckeyemail.osu.edu)) to let us know before you hand it in.**

**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. 'Verifiable' means that you provide written documentation, including a name and phone number of someone the TA will call for verification.**

## 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. **Please note that this is an in-person class; no portion of the class is designated for online instruction, either synchronously or asynchronously. I will not be recording the lectures.**

**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 should contact me as soon as possible to talk about their situation.** Students 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

- **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 TAs 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](https://equity.osu.edu),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email [equity@osu.edu](mailto: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 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](http://slds.osu.edu)
- Email: [slds@osu.edu](mailto: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)

# Course schedule

Week	Day	Date	Topics, Readings, Assignments, Due Dates
1	W	08/24/2022	<b>Syllabus review and introduction</b>
	F	08/26/2022	<p><b>Modernity is a broiler chicken</b>            BENNET C E, THOMAS R, WILLIAMS M, ZALASIEWICZ J, EDGEWORTH M, MILLER H, COLES B, FOSTER A, BURTON E J &amp; 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. T</p> <p><b>This lecture will be available as a downloadable slide pack only. We will not meet in class, and there will be no accompanying lecture video to watch.</b></p>
2	M	08/29/2022	<p><b>Modernity, modernism, modernization I</b>            BERMAN M (1982). "Modernity – Yesterday, Today, Tomorrow" in <i>All That Is Solid Melts Into Air</i>. New York: Penguin, pp. 15-36.</p>
	W	08/31/2022	<p><b>Modernity, modernism, modernization II</b>            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.</p>
	F	09/02/2022	<p><b>Modernity and mobility</b>            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.</p>
3	M	09/05/2022	<b>LABOR DAY – NO CLASSES, OFFICES CLOSED</b>
	W	09/07/2022	<p><b>Settler colonialism I – land theft and elimination</b>            SACCO J (2020). <i>Paying the Land</i>. New York: Metropolitan Books.</p>





	F	09/09/2022	<p><b>Settler colonialism II – residential schools and land in Canada</b></p> <p>SACCO J (2020). <i>Paying the Land</i>. New York: Metropolitan Books.</p>
4	M	09/12/2022	<p><b>Settler colonialism III – boarding schools in the U.S., Q&amp;A session re Joe Sacco</b></p> <p>SACCO J (2020). <i>Paying the Land</i>. New York: Metropolitan Books.</p>
	W	09/14/2022	<p><b>Settler colonialism IV – Q&amp;A session for Sacco (2020)</b></p> <p><b>Bring questions for the Q&amp;A!</b></p>
	F	09/16/2022	<p><b>Slavery and the plantation economy I</b></p> <p>MCKITTRICK K (2011). “On Plantations, Prisons, and a Black Sense of Place.” <i>Social &amp; Cultural Geography</i>, Vol. 12 (8), pp.947-963.</p>
5	M	09/19/2022	<p><b>Slavery and the plantation economy II</b></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>
	W	09/21/2022	<p><b>Slavery and the plantation economy III – the birth of policing</b></p> <p>No reading</p>
	F	09/23/2022	<p><b>Slavery and the plantation economy IV – Q&amp;A session for McKittrick (2011) and Woods (2017)</b></p> <p><b>Bring questions for the Q&amp;A!</b></p>
6	M	09/26/2022	<p><b>Industrial Revolution I – merchant capitalism, industrial capitalism</b></p> <p>HOBSBAWM E (1968). “The Origin of the Industrial Revolution”, “The Industrial Revolution, 1780-1840”, “Industrialization: the Second Phase”. <i>Industry and Empire</i>. London: Penguin Books, pp. 34-55, 56-78, 109-133.</p>
	W	09/28/2022	<p><b>Industrial Revolution II – enclosure</b></p>

			No reading
	F	09/30/2022	<b>Industrial revolution III – circuit of capital</b> No reading <b>Critical reading review # 1 due via Carmen at noon; choice of either a) Sacco (2020) or b) Woods (2017) &amp; McKittrick (2011)</b>
7	M	10/03/2022	<b>Modernity, difference, and representation – Chicago World’s Fair (World’s Columbian Exposition)</b> <a href="http://www.encyclopedia.chicagohistory.org/pages/1386.html">http://www.encyclopedia.chicagohistory.org/pages/1386.html</a> <a href="https://buntegoetter.liebieghaus.de/en/">https://buntegoetter.liebieghaus.de/en/</a>
	W	10/05/2022	<b>Modernity and world-as-exhibition I</b> MITCHELL T (1988) “Egypt at the Exhibition” in <i>Colonising Egypt</i> . Berkeley: University of California Press, pp. 1-33.
	F	10/07/2022	<b>Modernity and world-as-exhibition II</b> Watch Coco Fusco and Guillermo Gómez-Peña’s <i>The Couple in the Cage: Two Undiscovered Amerindians Visit the West</i> <a href="https://www.artandeducation.net/classroom/video/244623/coco-fusco-and-guillermo-gomez-pea-the-couple-in-the-cage-two-undiscovered-amerindians-visit-the-west">https://www.artandeducation.net/classroom/video/244623/coco-fusco-and-guillermo-gomez-pea-the-couple-in-the-cage-two-undiscovered-amerindians-visit-the-west</a>
8	M	10/10/2022	<b>Modernity and world-as-exhibition III – Orientalism</b> Watch lecture by Edward Said, based on his 1978 book, <i>Orientalism</i>
	W	10/12/2022	<b>Evolution and <i>fin de siècle</i> anxiety I – Darwin</b> SHELDON M P (2019). “Breeding Mixed-Race Women for Profit and Pleasure”. <i>American Quarterly</i> , Vol. 71 (3), pp. 741-765. <b>Midterm due before the start of class via Carmen</b>
	F	10/14/2022	<b>AUTUMN BREAK – NO CLASSES, OFFICES OPEN</b>
9	M	10/17/2022	<b>Evolution and <i>fin de siècle</i> anxiety II – Lamarck and environmental determinism</b> No reading
	W	10/19/2022	<b>Classical imperialism and the Berlin Conference</b> No reading



	F	10/21/2022	<b>Theories of imperialism</b> LUXEMBURG R (2003). "The Historical Conditions of Accumulation". <i>The Accumulation of Capital</i> . London: Routledge, pp. 310-447.
10	M	10/24/2022	<b>Imperialism as primitive accumulation I – Rosa Luxemburg</b> Continue Luxemburg reading
	W	10/26/2022	<b>Imperialism as primitive accumulation II – Rosa Luxemburg</b> Continue Luxemburg reading
	F	10/28/2022	<b>Imperialism and primitive accumulation III – Q&amp;A session for Luxemburg (2003)</b> <b>Bring questions for the Q&amp;A!</b>
11	M	10/31/2022	<b>Halford Mackinder’s ‘heartland’ geopolitics and the closure of global space</b> No reading
	W	11/02/2022	<b>Eugenics, genocide, and European nation-state territoriality, 1914-1933</b> LEVINE P & BASHFORD A (2015). "Eugenics and the Modern World". In <i>The Oxford Handbook of the History of Eugenics</i> . Oxford: Oxford University Press, pp. 2-24.
	F	11/04/2022	<b>Eugenics, genocide, and European nation-state territoriality, 1933-1945</b> No reading <b>Critical reading review # 2 due via Carmen at noon; Luxemburg (2003)</b>
12	M	11/07/2022	<b>Area studies and topographic Cold War modernity</b> 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	11/09/2022	<b>U.S. in the global economy I – American lebensraum and Bretton Woods, 1945-1970</b> No reading

	F	11/11/2022	<b>VETERAN'S DAY – NO CLASSES, OFFICES CLOSED</b>
13	M	11/14/2022	<b>U.S. in the global economy II – Aug 15, 1971 and the collapse of Bretton Woods</b> No reading
	W	11/16/2022	<b>U.S. in the global economy III – Fordism and the 'Great Acceleration'</b> No reading
	F	11/18/2022	<b>U.S. in the global economy IV – Fordist crisis</b> No reading
14	M	11/21/2022	<b>U.S. in the global economy V – Israel, the Occupied Palestinian Territories, and oil crisis</b> PAINTER D (2014). "Oil and Geopolitics: The Oil Crises of the 1970s and the Cold War". <i>Historical Social Research</i> , Vol. 39(4), pp. 186-208.
	W	11/23/2022	<b>THANKSGIVING – CAMPUS CLOSED</b>
	F	11/26/2022	<b>INDIGENOUS PEOPLE'S DAY – CAMPUS CLOSED</b>
15	M	11/28/2022	<b>U.S. in the global economy VI – oil wars</b> No reading
	W	11/30/2022	<b>U.S. in the global economy VII – fracking and the new global geography of oil</b> No reading
	F	12/02/2022	<b>U.S. in the global economy VIII – debt, China, and the T-bill economy</b> No reading
16	M	12/05/2022	<b>U.S. in the global economy VIII – population anxieties, white supremacy and environmental geopolitics at the end of the Cold War</b> 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	12/07/2022	<b>Returning to the 'Anthropocene' – racialized modernity</b>

			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.
<b>Final exam due via Carmen, Wednesday December 14<sup>th</sup> @ 2pm</b>			





# NOTES

