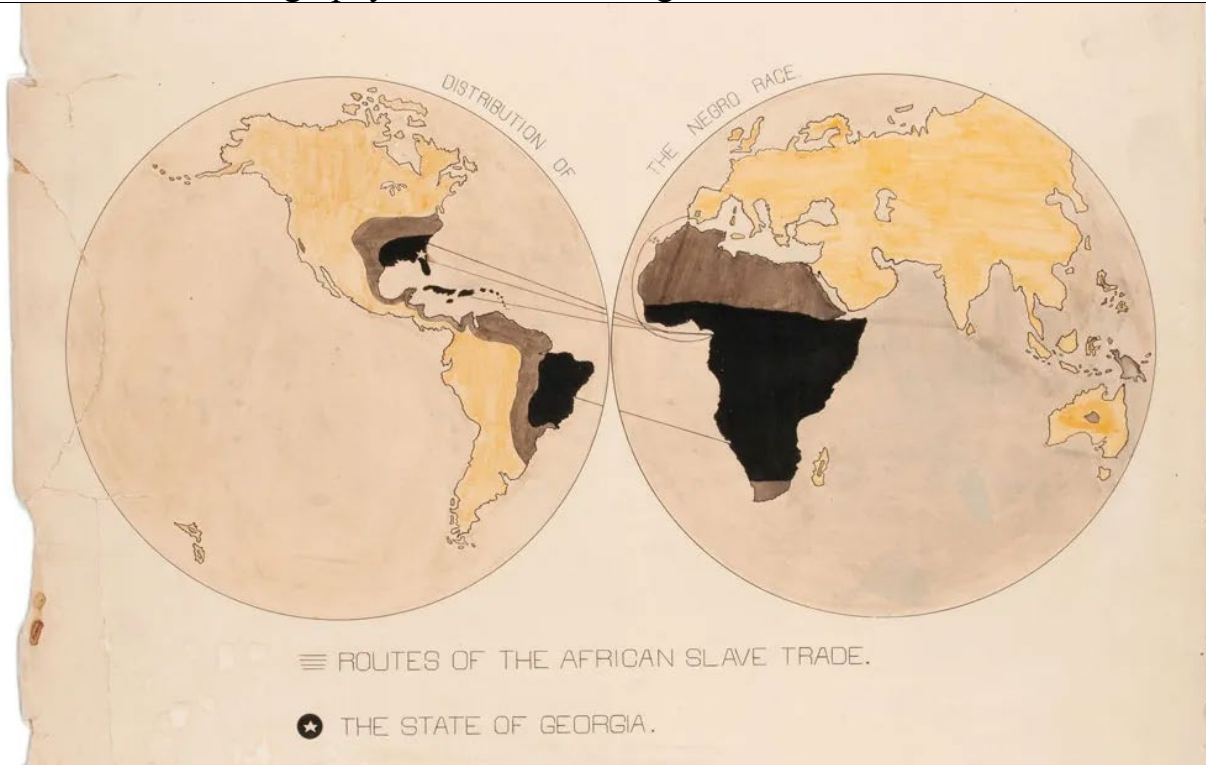


## Geography 3701: The Making of the Modern World



Course Information	
Course Time	MWF 1:50pm – 2:45pm
Course Location	Pomerene Hall 260
Credit Hours	3
Mode of Delivery	In-person *See University COVID-related accommodation requests <a href="#">here</a>
Instructor	Professor Theresa Hice-Fromille
Email	<a href="mailto:Hice-fromille.1@osu.edu">Hice-fromille.1@osu.edu</a>
Office Location	Derby Hall 1156
Office Hours	Mondays 3:15pm-4:15pm; Wednesdays 12pm-1pm; By Appointment <a href="#">Sign Up</a> for 15-minute time slots – Meetings in-person at Derby Hall #1156 or on <a href="#">Zoom</a> Meeting ID: 965 9406 2593; Password: 689227
Teaching Assistant	Kat Finneran
Email	<a href="mailto:Finneran.57@osu.edu">Finneran.57@osu.edu</a>
Office Location	Derby Hall 1155
Office Hours	Wednesdays 3pm-5pm and By Appointment

GEOG 3701 (The Making of the Modern World) critically investigates the spatial formations and transformations of our world. We will examine the ideas that inspired modernization and continue to influence our (re)construction of social and material tools that uphold systems of engagement around the globe. Specific topics covered in this class include: coloniality and colonialism; empire and imperialism; plantations and slave labor; race, class, and power; states and citizenship; politics of gender; global energy extraction and consumption; war and geopolitics; the transformation of natures; science and technology; modernization and globalization; global communications; and geographies of uneven development.

#### 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 for course enrollment.

#### General Education Requirement Satisfaction

This course satisfies the Social Science General Education requirement (3 credit requirement). The goal of courses in this category is to help students analyze and apply theoretical and empirical approaches within the social and behavioral sciences, critically, including modern principles, theories, methods and modes of inquiry and to enable students to recognize the implications of social and behavioral scientific findings and their potential impacts. For students who enrolled at OSU between summer 2012 and summer 2022, this course satisfies the Social Science General Education requirement (6 credit hour requirement) under the category “Organizations and Politics”.

#### What 3 credit hours means

This is a 3 credit-hour course. According to Ohio State bylaws on instruction ([go.osu.edu/credithours](http://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 (ex: completing the assigned readings) to receive an average/passing grade (“C”).

#### Learning Objectives

1. Describe the philosophical shifts in Western philosophy that led to the emergence of modernity
2. Explain the impact of modern processes including enslavement, settler colonialism, and imperialism on various societies over the past several centuries
3. Analyze the use of exhibition to reinforce modern ideas and evaluate the ways in which mundane forms of exhibition are performed
4. Develop a critical awareness of space and place, and the technologies we use to locate ourselves in the world
5. Accurately define and apply key terms identified throughout the course
6. Articulate course themes and their significance in contemporary society
7. Engage in respectful and conscientious dialogue about complex issues and socio-geographic challenges that continue to impact communities
8. Collaborate effectively with peers

### Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and many other Indigenous peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. As a land grant institution, we want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

### Instructor Responsibility

As the instructor, I will facilitate student growth by:

- Facilitating a space of critical engagement and generosity
- Presenting material in coherent ways
- Practicing pedagogical reflexivity and valuing student feedback
- Providing students with encouraging and generative written and verbal feedback

**Your Success Matters to Me!** Your success in this class is very important to me. If this course is inaccessible to you in any way, please let us know as soon as possible. I will work with you to develop strategies that will enable you to succeed in this course and at this university.

### Attendance Policy

Class attendance is important, but I will leave it up to you to manage your multiple priorities. While daily attendance will not be taken, I will grade participation weekly by considering the following: frequency of participation, quality of comments, and listening skills. Missing multiple classes in a row or regularly missing one or more classes per week will greatly impact your participation grade. If you are concerned about your ability to attend class regularly, contact me to discuss if you can effectively meet the course's learning goals.

### Missed Assignment Policy

You may make up one quiz **or** activity during the semester (unless you have an extenuating circumstance that you communicate with me within 14 days from the start of the semester). Missed quizzes need to be rescheduled with the instructor (not the TA) and completed within one week of the original date (during office hours or instructor-provided timeslot). Quizzes not made-up within one week will be graded Incomplete (0%). Missed activities can be replaced with alternative assignments selected at the instructor's discretion and must be submitted within one week of the original date. Extensions on makeup activities are at the instructor's discretion. No makeup times will be permitted for the midterm assignment, but students may coordinate alternative responsibilities within their assigned group if a member has an absence planned for the date of the presentation. Such changes should be accounted for in the absent student's critical reflection paper.

### Required Materials

- 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 (roughly 4 hours of reading/week).
- There are no required textbooks for this class.
- You will need basic computer and web-browsing skills for this course
- CarmenCanvas
  - You will need to use BuckeyePass (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 (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 (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) and IT support staff will work out a solution with you.
  - For more information on navigating CarmenCanvas please visit 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: [www.go.osu.edu/it](http://www.go.osu.edu/it)
- Phone: 614-688-4357 (HELP)
- Email: [servicedesk@osu.edu](mailto:servicedesk@osu.edu)

### Instructor Feedback and Response Time

- If you have a question, please contact me first through my Ohio State email address. I will reply to emails within 2 business days. Please do not message me through Canvas.
- Students will receive all important class-wide messages through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- For assignments submitted by the due date, the course TA and I will try our best to provide feedback and grades within 7 days. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

### Disability Statement

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process ([slds.osu.edu/covid-19-info/covid-related-accommodation-requests/](https://slds.osu.edu/covid-19-info/covid-related-accommodation-requests/)), managed by Student Life Disability Services. 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. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

### Academic Conduct

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, 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.**

### Religious Accessibility

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. Students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations **within 14 days after the first instructional day of the course.**

Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential. For more information about religious accommodations at Ohio State, visit [www.odi.osu.edu/religious-accommodations](http://www.odi.osu.edu/religious-accommodations).

## 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 [www.equity.osu.edu](http://www.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.

## Diversity Statement

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

<https://odi.osu.edu/>

<https://odi.osu.edu/racial-justice-resources>

<https://odi.osu.edu/focus-on-racial-justice>



Counseling and Consultation Services/Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life's Counseling and Consultation Service (CCS)** by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center and 10th floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and **24 hour emergency help is also available through the 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.**

**Lyft Ride at Ohio State offers eligible students discounted rides, inside the university designated service area**, and has expanded service to the Short North area along High Street. Service runs from 7 p.m. to 7 a.m. Prices may be impacted by distance, traffic, time of day, special events and prime time surcharges. More information about the service and the Lyft App, and a link to get started using the Lyft Ride Smart services can be found at: <https://ttm.osu.edu/ride-smart>.

Content Warning

Some content in this course may involve media that may elicit a traumatic response in some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a confidential Sexual Violence Advocate 614-267-7020, or Counseling and Consultation Services at 614-292-5766 and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Consistent failure to demonstrate respect to peers and instructor/TA may result in dismissal from the class.

**Assignments**

**Participation 10%**

- Regular attendance will not be recorded but the instructor will assign participation grades weekly based on student engagement in the course. Asking questions during or after class, answering questions posed to the class, volunteering to report-back during small group work, attending instructor and/or TA office hours, remaining attentive during the class, and refraining from posing a distraction to other students are all indicators of positive participation. Regular absence, lack of engagement with peers during small group and peer activities, falling asleep, using electronic devices for unrelated course tasks, disinterest in class conversations, and disrespectful interactions with peers and instructor/TA are indicators of negative participation or a lack of

participation which will result in a lower assignment grade. Participation may also be assessed through the completion of ungraded quizzes.
<b>Quizzes 20%</b>
<ul style="list-style-type: none"> <li>Four quizzes will be administered throughout the semester and may include questions in the form of multiple choice, fill-in-the-blank, matching, and/or map and photo labeling, etc. Students with accommodations will need to schedule alternative testing times through the Office of Student Life and Disability Services (SLDS).</li> </ul>
<b>Graded Activities 20%</b>
<ul style="list-style-type: none"> <li>Four graded activities will be administered throughout the semester and may require students to collaborate during class within small, assigned groups.</li> </ul>
<b>Midterm – Exhibition Group Project (25%)</b>
<ul style="list-style-type: none"> <li>The class will be divided into small groups and assigned a World’s Fair exhibition. Groups will collaboratively research the exhibition, design a promotional pamphlet, and present their findings to the class during Week 10. Each student will submit a critical reflection paper explaining the relevance of the exhibition to course topics and concepts and reflecting on the successes and challenges of completing groupwork.</li> </ul>
<b>Final Exam (25%)</b>
<ul style="list-style-type: none"> <li>A comprehensive exam that may include fill-in-the-blank, short answer questions, and/or short essay questions will be administered at the end of the semester. Students with accommodations will need to schedule an alternative testing time through the Office of Student Life and Disability Services (SLDS).</li> </ul>
<b>Extra Credit</b>
<ul style="list-style-type: none"> <li>The instructor may award up to 3% in extra credit for the completion of additional coursework or participation in relevant campus events. The instructor will present extra credit opportunities to the whole class – extra credit work is not assigned individually.</li> </ul>

[Ohio State Academic Calendar](#)

Course Schedule					
Wk	Day	Module	Readings	Lecture Topic	Due
1	W 8.21			Course Introduction	
<b>I. Ideas that Shape the Modern World</b>					
	F 8.23	i. Western Philosophy		Renaissance	
2	M 8.26		Berman, M. 1982. “Introduction: Modernity-Yesterday, Today, Tomorrow” in <i>All That is Solid Melts into Air: The experience of modernity</i> . New York: Penguin Press, pp. 15-36.	Enlightenment	
	W 8.28	ii. Power	Foucault, M. 1982. “The Subject and Power.” <i>Critical Inquiry</i> . 8(4), pp. 777-795.	Class	



	F 8.30		Massey, D. 1994. "A Global Sense of Place." In <i>Space, Place, and Gender</i> . Minneapolis: University of Minnesota Press. Pp. 146-156.  <b>Recommended:</b> Robinson, C. 1983. <i>Black Marxism: The making of the Black radical tradition</i> . [Excerpts]	Race and Gender	<b>Syllabus quiz due on Canvas</b>
3	M 9.2	iii. Discourse and Representation	<b>Labor Day – No Class</b>		
	W 9.4		Hall, S. 1992. "The West and the Rest: Discourse and Power." <b>Read p. 201-208</b>	Making Others, Globally	
	F 9.6				<b>Activity #1</b>
4	M 9.9		Haraway, D. 1988. "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective." <i>Feminist Studies</i> 14:3, 575-599.	Science and Objectivity	
	W 9.11		Mudimbe, V.Y. 1988. <i>The Invention of Africa: Gnosis, Philosophy, and the Order of Knowledge</i> . Indianapolis: Indiana University Press. <b>Read "Introduction" and "Conclusion"</b>	Cartography	
	F 9.13				<b>Quiz #1</b>
<b>II. The Things We Make</b>					
5	M 9.16	I. States and Citizens	Sherwood, Y. 2019. "The Political Bonds of Oil vs Tribes." <i>Open Rivers</i> 13.  <b>Recommended:</b> Reardon, J & Kim Tallbear. 2012. "'Your DNA is Our History' Genomics, Anthropology, and the Construction of Whiteness as Property." <i>Current Anthropology</i> 53(5), S233-S245.	Settler Colonialism	
	W 9.18		de Leeuw, S. 2009. "'If anything is to be done with the Indian, we must catch him very young': Colonial constructions of Aboriginal children and the geographies of Indian residential schooling in British Columbia, Canada." <i>Children's Geographies</i> 7(2),123-140.		
	F 9.20				
6	M 9.23		Trouillot, M. 2002. "North Atlantic Universals: Analytic Fictions, 1492-1945." <i>The South Atlantic Quarterly</i> 101(4), 839-858.  Woods, C. 2017. "The Socio-Spatial Construction of the Mississippi Delta." in <i>Development Arrested: The Blues and Plantation Power in the Mississippi Delta</i> . London: Verso, 40-71.  <b>Recommended:</b> More, A. 2022. "The Early Portuguese Slave Ship and the Infrastructure of Racial Capitalism." <i>Social Text</i> 40(4), 17- 41.	Plantation	

	W 9.25		<b>Recommended:</b> McKittrick, K. 2014. "Mathematics of Black Life." <i>The Black Scholar</i> 44(2), 16-28.	Slave Labor	
	F 9.27		McKittrick, K. 2010. "Science Quarrels Sculpture: The politics of reading Sarah Baartman." <i>Mosaic</i> 43(2), 113-130. *Bring text and notes to class*		<b>Activity #3</b>
7	M 9.30		Hoang, K. K. "Economies of Emotion, Familiarity, Fantasy, and Desire: Emotional Labor in Ho Chi Minh City's Sex Industry." <i>Sexualities</i> 13(2), 255-272.	Gendered Labor and Care Work	
	W 10.2		Parrenas, R. 2001. "The International Division of Reproductive Labor." In <i>Servants of Globalization: Migration and domestic work</i> . Palo Alto: Stanford University Press. 28-52.	Migrant Labor	
	F 10.4				<b>Quiz #2</b>
8	M 10.7	II. Empire	Luxemburg, R. (2003). "The Historical Conditions of Accumulation". <i>The Accumulation of Capital</i> . London: Routledge, pp. 310-447.	Imperialism	
	W 10.9				
	F 10.11		<b>Fall Break – No Class</b>		
9	M 10.14		McMichaels, P. 2017. "Instituting the Development Project" in <i>Development and Social Change: A Global Perspective</i> . Los Angeles: Sage, pp. 26-54.	(Under) Development	
	W 10.16		Guest speaker <b>TBD</b>		
	F 10.18				<b>Activity #4</b>
10	M 10.21		<i>Life and Debt (2003) (View on Kanopy)</i>		
	W 10.23		Group Work		
	F 10.25		Group Work		
11	M 10.28			<b>Groups 1, 2, 3, 4</b>	
	W 10.30			<b>Groups 5, 6, 7</b>	
	F 11.1			<b>Groups 8, 9, 10</b>	
12	M 11.4	III. Global Centers	Dillon, L. 2015. "War's Remains: Slow Violence and the Urbanization of Military Bases in California." <i>Environmental Justice</i> 8(1), pp. 1-5.  <b>TBD</b>	Transportation and Fossil Fuels	

	W 11.6		Crawford, K. 2021. "Earth." In <i>Atlas of AI: Power, Politics, and the Planetary Costs of Artificial Intelligence</i> . Pp. 23-52.	Communication and Rare Earth Elements	
	F 11.8				<b>Quiz #3</b>
13	M 11.11		<b>Veteran's Day – No Class</b>		
	W 11.13		Sanchez-Lopez, D. 2019. "Sustainable Governance of Strategic Minerals: Post-Neoliberalism and Lithium in Bolivia." <i>Science and Policy for Sustainable Development</i> . 61(6) pp. 18-30.  <b>Recommended:</b> Sanchez-Lopez, M. D. 2019. "From a White Desert to the Largest World Deposit of Lithium: Symbolic meanings and materialities of the Uyuni Salt Flat in Bolivia." <i>Antipode</i> . 51(3), pp. 1033—65.	Communication and Rare Earth Elements	
	F 11.15		<b>KOI Symposium -- No Class (Extra Credit for Attendance)</b>		
<b>III. A Process of Un-Making</b>					
14	M 11.18	IV. Decolonization	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.	Anthropocene (?)	
	W 11.20		Daigle, M & Ramirez, M. 2018. "Decolonial Geographies." <i>Antipode</i> pp. 1-7.	Decoloniality, and Decolonization	
	F 11.22				<b>Quiz #4</b>
15	M 11.25		Gergan, Mabel D & Andrew Curley. 2023. "Indigenous Youth and Decolonial Futures: Energy and Environmentalism among the Dine in the Navajo Nation and Lepchas in Sikkim, India." <i>Antipode</i> 55(3), pp. 749-769.  Bruno, T. 2023. "Ecological Memory in the Biophysical Afterlife of Slavery." <i>Annals of the American Association of Geographers</i> , 113(7), p. 1543-1553		
	W 11.27		<b>Fall Break – No Class</b>		
	F 11.29				
16	M 12.2			Exam Review	
	W 12.4			Exam Review	
17	W 12.11				<b>Final Exam 2pm-3:45pm</b>

\*This syllabus is subject to change. Please check it at least once a week.