

The Making of the Modern World

GEOG 3701 Autumn 2025



Course Information

- **Course times and location:** MWF 1:50 p.m. – 2:45 p.m., Jennings Hall 355
- **Credit hours:** 3
- **Mode of delivery:** In person only



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES
DEPARTMENT OF GEOGRAPHY

Instructor

- **Name:** Professor Mat Coleman
- **Email:** coleman.373@osu.edu
- **Office location:** 1036B Derby Hall
- **Office hours:** Monday 4:00 p.m. – 5:30 p.m. and Wednesday 4:00 p.m. – 5:30 p.m.
 - Office hours are not individualized; you can expect multiple visitors to 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 shorter questions by email, but please come to office hours with the longer, more difficult questions.
 - My class-wide communications will be sent via email. I will also frequently post announcements on CarmenCanvas.

Teaching Assistants

- **Name:** Kat Finneran
- **Email:** finneran.57@osu.edu
- **Office location:** 1155 Derby Hall
- **Office hours:** Wednesday 10:30 a.m. – 1:30 p.m.
 - Office hours are not individualized; you can expect multiple visitors to office hours, and a collective, group-style discussion.

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. Most students who take this class do not have a background in Geography.

Course Description

This course critically explores how the modern world has been shaped—and reshaped—through the spatial logics of modernity, modernism, and modernization. We investigate the engines of the modern world system to better understand how power, place, and possibility are organized globally—and what that means for where we live, how we live, and who we are.

We'll engage with key topics such as:

- Colonialism, empire, and the afterlives of imperialism
- Slavery, the plantation economy, and racial capitalism
- Capitalism's rise as an economic system and spatial project



- State formation, urban governance, and global institutions
- Migration, mobility, and displacement
- The U.S. in global circuits of trade, finance, and war
- Energy extraction, consumption, and climate crisis
- Science, technology, and the remaking of "nature"
- Globalization, uneven development, and the politics of representation

Special emphasis will be placed on how movement—of people, goods, images, and ideas—structures modernity itself. We'll pay close attention to the contested geographies that shape our everyday lives and to the representational practices through which modernity is imagined, narrated, and resisted.

Learning Outcomes

By the end of the course, students will be able to discuss modernity, modernism, and modernization in a variety of different contexts:

- **Modernity** refers to a historical condition—a way of organizing life, time, and space—that emerged out of the Enlightenment and the rise of capitalism, colonialism, and industrialization. In this class, we treat modernity not as a neutral or inevitable process, but as a contested and often violent project that reshaped social relations, landscapes, and forms of power.
- **Modernism** is about cultural and aesthetic responses to modernity. It encompasses art, architecture, literature, and cultural forms that sought to grapple with—or break from—the dislocations, alienations, and upheavals that modernity brought. Modernism is both celebratory and critical: it can express optimism about human innovation and urban life, but also anxiety, fragmentation, and loss. We will consider modernism's influence primarily in terms of how space is imagined, ordered, and represented.
- **Modernization** describes the process by which societies are transformed under the influence of modernity. Often associated with development theory and post-WWII geopolitical agendas, modernization has been promoted as a linear, staged process by which "traditional" societies are transformed through industrialization, urbanization, technological adoption, and capitalist market integration. In this course, we critically examine this narrative, highlighting its Eurocentrism and its entanglement with imperialism, racial hierarchy, and forced assimilation.

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 ‘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. 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.

Our core reading for this approach to 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. 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 are reading two graphic novels—Joe Sacco's *Paying the Land* (2020) and CLR James' *Toussaint Louverture: The Story of the Only Successful Slave Revolt in History* (2023). We also read Rosa Luxemburg's *The Accumulation of Capital* (1918) 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 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.

What 3 credit hours means

This is a 3 credit-hour course. According to [Ohio State bylaws on instruction](https://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

There is no textbook for this class. However, we will be reading two graphic novels—otherwise known as comics—which you are expected to purchase:

SACCO J (2020). *Paying the Land*. New York: Metropolitan Books.

JAMES, C.L.R. (2023) *Toussaint Louverture: The Story of the Only Successful Slave Revolt in History*. Illustrated by S Karimjee & N Watts. London: Verso.

These books can be purchased for less than \$20 each from prominent online book retailers. The remainder of the readings will be provided in PDF format on the CarmenCanvas website.

The reading requirements are light for most weeks, but heavier in others (see page count table below). Overall, you should be prepared to dedicate 4-6 hours of work weekly to the readings, on average. A large portion of the page count—excluding the graphic novels—comes from Rosa Luxemburg’s celebrated *The Accumulation of Capital*. This is the hardest reading for the semester, and will require preparation.

I will review reading strategies and expectations during the first lecture.

Week and date		Page count	Week and date		Page count
1	8/27	0	9	10/20	0
1	8/29	11	9	10/22	0
2	9/1	0	9	10/24	0
2	9/3	21	10-11	10/27-10/29-10/31-11/3	137
2	9/5	42	11	11/5	0
3	9/6	0	11	11/7	0
3	9/10	33	12	11/10	22
3	9/12	0	12	11/12	0
4	9/15-9/17-9/19	272	12	11/14	18
5	9/22-9/24-9/26	352	13	11/17	0
6	9/29	0	13	11/19	0
6	10/1	67	13	11/21	0
6	10/3	0	14	11/24	0
7	10/6	0	14	11/26	0
7	10/8	0	14	11/28	0
7	10/10	33	15	12/1	0
8	10/13	0	15	12/3	0
8	10/15	0	15	12/5	0
8	10/17	0	16	12/8	0
			16	12/10	0
Total		1,008 pages			
Graphic novels		624 pages (62%)			
Non-graphic novels		351 pages (38%)			
Pages per class		22 pages			



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	Due date	Percent of final grade
Weekly attendance	Ongoing throughout semester	10%
Graphic novel assignment	November 5, 2025 @1:50pm via Carmen Canvas Dropbox	20%
Letter to a future student assignment	December 10, 2025 @1:50pm via Carmen Canvas Dropbox	20%
Take home midterm exam	October 20, 2025 @ 1:50PM via Carmen Canvas Dropbox	25%
Take home final exam	December 17, 2025 @ 1:50PM via Carmen Canvas Dropbox	25%



Descriptions of Major Course Assignments

Class attendance (10%)

At the start of each class, we 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.

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

I will give you three chances to miss class without a penalty. After three classes are missed, I will not penalize you for a missed class if you provide documentation of a verifiable confining illness, a verifiable family emergency, jury duty, and/or military service. Otherwise, a missed class will count against your attendance grade. 'Verifiable' means that you provide written documentation, including a name and phone number of I will call for verification.

Take-home midterm exam (25%)

At the beginning of the semester, I will unlock a 3-question midterm exam on CarmenCanvas. Due date: OCTOBER 10, 2025 @ 1:50PM VIA CARMEN CANVAS DROPBOX.

You must write at least 800 words and no more than 1,000 in response to each question. Answers with less than 800 words will be considered incomplete and will not be graded.

This is a tight word limit. It means that editing will play a very important role in your answers. I will post a comprehensive grading rubric and a citation guide for the midterm on CarmenCanvas. You should consult the rubric carefully prior to starting the midterm.

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 CarmenCanvas for plagiarism using a built-in TurnItIn application. 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), or red (75-100% matching text). If you receive a yellow score, you will be ineligible for a grade higher than a C for the assignment in question. If you receive an orange



score, you will be ineligible for a grade higher than a D for the assignment in question. A red score will earn you an E on the assignment.

Late handing in the midterm? If you submit your exam after the deadline, you will lose 10% of the total points for every 24 hours it is late, starting the minute the deadline passes. If you miss the deadline, you've already lost 10%, so it's smart to use the full extra time (up to but not exceeding 24 hours) to improve your work before submitting. Turning it in 5 minutes late or 23 hours late results in the same 10% penalty—so make the most of the time you've effectively gained. Because you are getting the questions 8 weeks in advance, the late penalty will only be waived in rare, serious circumstances that prevent you from completing the midterm over an extended period of time. Acceptable reasons could include a verifiable confining illness, a verifiable family emergency, jury duty, and/or military service. Please note that although emergencies happen, short-term issues that arise in the final days before the deadline will not be considered valid reasons for an extension. If any of these situations applies to you, you must email me one full week before the due date so we can arrange an alternate deadline 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 I will call for verification.

Take-home final exam (25%)

After your midterm is turned in, I will unlock a 3-question final exam on Carmen. Due date: DECEMBER 17, 2025 @ 1:50PM VIA CARMEN CANVAS DROPBOX. The expectations, TurnItIn, and late policy rules governing the final exam are the same as those governing the midterm exam. See above.

Graphic novel assignment (20%)

This assignment asks you to critically analyze a graphic novel—specifically, its combination of visual and narrative elements—to explore any of its central themes. The two graphic novels are Joe Sacco's *Paying the Land* and Nic Watts and Sakina Karimjee's adaptation of CLR James' *Toussaint Louverture*. Due date: NOVEMBER 5, 2025 @ 1:50PM VIA CARMEN CANVAS DROPBOX.

In *Paying the Land*, Sacco blends graphic journalism, oral testimony, and documentary-style illustration to examine the legacies of settler colonialism in northern Canada. In *Toussaint Louverture*, Watts and Karimjee explore how enslaved Africans in Saint-Domingue, led by Toussaint Louverture, organized, fought, and ultimately overthrew French colonial rule to establish Haiti as the first free Black republic.

Step 1 – Choose one of the following central themes:

- Land and displacement (Sacco)
- Residential schools (Sacco)

- Extractive capitalism (Sacco)
- The politics of memory and oral testimony (Sacco)
- Environmental devastation and spiritual knowledge (Sacco)
- Colonial violence and slavery (Watts and Karimjee)
- Resistance and revolution (Watts and Karimjee)
- Racialized citizenship, racial justice, and universal rights (Watts and Karimjee)
- Leadership and the complexity of revolutionary movements (Watts and Karimjee)
- Freedom and self-determination (Watts and Karimjee)

Step 2 – Select a scene from either book that engages your chosen theme—typically 3–4 pages, although longer sequences are acceptable.

Step 3 – Write a critical analysis of your chosen scene that addresses some combination of:

- How the author(s) uses panel arrangement, body language, scale, and landscape detail (natural, built, symbolic) to develop the theme
- How the interplay of image and text deepens your understanding of your chosen theme as well as the larger problems explored in the novel
- What the graphic mode of representation reveals what prose alone might not, and why, for example details about the complexity of power relationships or the connection between individual experiences and broader geographical forces
- The ways that the author(s) may insert themselves into the narrative—visually, textually, or structurally—and how that affects the book's messaging

You are also free to explore other themes but please consult with the TA first.

You are responsible for a full four pages of analysis on your chosen scene, double-spaced in Times New Roman 12-point font. Your work should be between 1,000-1,200 words (i.e., ~250-300 words per double-spaced page). **Assignments less than 1,000 words will be considered incomplete and will not be graded.**

Cite relevant readings from the syllabus, in addition to the chosen book, as well as relevant lecture material. See the citation rules document for guidance.

Include a bibliography on a fifth page.

Paste a scan or photo of the scene you are analyzing into an appendix at the end of your assignment.

Please consult the rubric on Carmen but note that your review will be assessed based on analytical depth (interpretation over summary); insight into the interplay of form and content in the book (how visual and narrative elements work together); clarity in defining a core theme through your chosen scene; and the originality and creativity of your critical analysis.

You may choose to work in groups of up to three people, with the important caveat that the word count is 2x for groups of two and 3x for groups of three. If you work in a group, each member will receive the same grade.

Your assignment will be checked on CarmenCanvas for plagiarism using a built-in TurnItIn application. The same TurnItIn rules outlined above for the midterm apply to this assignment.

This assignment cannot be turned in late. Late assignments will receive 0%.

Letter to a future student assignment (20%)

At the end of the semester, you will hand in a four-page 'letter to a future student'. Due date: DECEMBER 10, 2025 @ 1:50PM VIA CARMEN CANVAS DROPBOX. This assignment is a reflective and communicative activity that asks you to write a letter to someone who will take this course in the future. The goal is to reflect on your own learning experience and to explain one specific concept from the course that was especially meaningful, surprising, or useful to you — in your own words. Your letter will both give the future student practical advice about the course and help them understand this key concept through your explanation and examples.

Your letter should include:

1. A greeting: Address your letter to “Dear Future Student” (or similar).
2. An introduction: Briefly describe how you felt coming into the course and what you hoped to get out of it.
3. Focus on a concept:
 - Choose one key concept, idea, or framework from the course that stood out to you.
 - Explain what it means, in your own words, as if you were teaching it to the future student.
 - Give an example of how the concept, idea, or framework came up in the course and how you understood or applied it.
 - Reflect on why it was important to you—how it helped you see something differently, solve a problem, or make sense of an experience.
4. Advice for success: Share some practical tips for succeeding in the course—what worked for you and what you wish you had known earlier.
5. A closing: End with encouragement or a final thought.

You can write your letter in a friendly and conversational tone, although avoid informal language.



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 assignment will be checked on CarmenCanvas for plagiarism using a built-in

TurnItIn application. The same TurnItIn rules outlined above for the midterm apply to this assignment.

This assignment cannot be turned in late. Late assignments will receive 0%.

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. You can find useful information on how to communicate via email at <https://u.osu.edu/studentwellnesscenter/2025/03/07/professional-email-dos-and-donts/>
- **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. Disagreement is fine, but let’s do so amicably and professionally.
- **Office hours:** Office hours are not individualized; you can expect multiple visitors. I expect all students to maintain a supportive learning community during my office hours.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all

instances of alleged academic misconduct to the committee ([Faculty Rule 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

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](#) (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](http://suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255](tel:1-800-273-8255)(TALK). [The Ohio State Wellness app](#) (go.osu.edu/wellnessapp) is also a great resource.

Religious accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation.

Under this new provision, **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.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic

requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the **Civil Rights Compliance Office**. (Policy: **Religious Holidays, Holy Days and Observances**).

Sexual misconduct

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <https://civilrights.osu.edu/title-ix> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

Ohio State's shared values

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.

Accommodations for Students with Disabilities

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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. If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Statement on Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.





THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES
DEPARTMENT OF GEOGRAPHY

COURSE SCHEDULE

Week and date		Topic	Reading
1	8/27 (W)	SYLLABUS REVIEW AND CLASS EXPECTATIONS	
		<i>A review of course expectations, key deadlines, grading policies, required materials, and the structure of assignments.</i>	n/a
1	8/29 (F)	BROILER CHICKENS	
		<i>The rise of modern industrial society—characterized by fossil fuel use, technological innovation, urbanization, and capitalist expansion—has profoundly reshaped Earth's systems, pushing the planet into a new geological epoch: the Anthropocene.</i>	BENNET C E ET AL. (2018). "The Broiler Chicken as a Signal of a Human Reconfigured Biosphere." <i>Royal Society Open Science</i> , Vol. 5, pp. 1-11.
2	9/1 (M)	LABOR DAY—NO CLASSES, OFFICES CLOSED	
2	9/3 (W)	KITCHENS	
		<i>The American National Exhibition of 1959—famous for the Kitchen Debate between Nixon and Khrushchev—is a powerful lens for understanding modernity as a cultural and political project. The exhibit turned domestic space into a global battleground of ideologies, equating modernity with Western liberalism, suburban domesticity, and Cold War capitalism. Modernity is not a neutral condition—it is deeply entangled with power, empire, and global competition.</i>	BERMAN M (1982). "Modernity – Yesterday, Today, Tomorrow" in <i>All That Is Solid Melts Into Air</i> . New York: Penguin, pp. 15-36.
2	9/5 (F)	HIGHWAYS	
		<i>Marshall Berman's seminal book All That Is Solid Melts Into Air (1982) explores modernity as a lived, geographical experience—exhilarating, disorienting, and destructive.</i>	BERMAN M (1982). "All That Is Solid Melts Into Air" in <i>All That Is Solid Melts Into Air</i> . New York: Penguin, pp. 87-129.



3	9/8 (M)	HOTEL LOBBIES	
		<i>A non-place refers to a site of transience that lacks identity, history, or meaningful social connection. Examples include airports, highways, hotel lobbies, chain stores, and online shopping platforms. These are spaces we pass through, but don't inhabit in a culturally rooted or relational way.</i>	n/a
3	9/10 (W)	MODERNITY IS MOBILITY	
		<i>Diego Rivera and Frida Kahlo explored modernity as the mobility of ideas, people, and capital. Rivera embraced modernity's grand narratives, depicting factories, workers, and technology in vast murals that celebrated Marxist ideals and industrial power. Kahlo, by contrast, explored modernity in less celebratory ways.</i>	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	9/12 (F)	BEFORE MACHINES: EMPIRE, COLONIALISM, AND SLAVERY	
		<i>Starting the study of modernity before the rise of industrial capitalism means looking at its deeper roots in empire, colonialism, and the global reordering of space, time, and power since 1492. Early modern developments—such as the transatlantic slave trade, settler colonialism, and the rise of states—laid the groundwork for capitalist modernity by transforming land into property, people into labor, and difference into hierarchy.</i>	n/a
4	9/15 (M)	SETTLER COLONIALISM	
		<i>Settler colonialism is foundational to modernity. It was a central mechanism through which modern states expanded, economies grew, and concepts of citizenship, property, and progress were constructed.</i>	SACCO J (2020). <i>Paying the Land</i> . New York: Metropolitan Books.
4	9/17 (W)	CANADA'S RESIDENTIAL SCHOOLS	
		<i>Residential schools were instruments of state-driven assimilation, discipline, and cultural erasure—core mechanisms of the modern colonial project. Framed as institutions of civilization, they were designed to transform Indigenous children into modern subjects by forcibly severing them from their languages, traditions, and families.</i>	SACCO (2020) (con't)



4	9/19 (F)	JOE SACCO ON CITIZENSHIP AND SETTLER COLONIALISM: Q&A SESSION	
		<i>In Paying the Land, Sacco residential schools, resource extraction, and assimilation policies as corrosive of Indigenous autonomy and self-determination in Canada, redefining Indigenous identities within the confines of state-recognized citizenship and marginalizing traditional forms of governance and community. Bring questions related to the book and participate in a group discussion.</i>	SACCO (2020) (con't)
5	9/22 (M)	THE PLANTATION ECONOMY	
		<i>Enslaved Africans, indentured laborers, and colonized peoples produced the raw materials—sugar, cotton, rubber, minerals—that fueled the Industrial Revolution and global capitalist expansion. This coerced labor underwrote the wealth of empires and enabled the rise of modern nation-states, industrial economies, and scientific-technological progress. Far from being a premodern relic, forced labor was integral to the structures of modern governance, economic rationality, and racial hierarchies that shaped the contemporary world.</i>	JAMES, C.L.R. (2023) <i>Toussaint Louverture: The Story of the Only Successful Slave Revolt in History</i> . Illustrated by S Karimjee & N Watts. London: Verso.
5	9/24 (W)	TRIANGULAR TRADE	
		<i>Triangular trade was a cornerstone of early modern global capitalism, linking Europe, Africa, and the Americas in a brutal but profitable exchange. Enslaved Africans were transported to the New World to labor on plantations producing sugar, tobacco, and cotton—commodities shipped to Europe for consumption and industrial use. European goods, in turn, were traded in Africa for more captives. This cycle generated immense wealth for European empires and colonial elites, fueling urban growth, financial institutions, and industrial expansion in the Old World, while shaping economies and societies in the Americas through forced labor and extractive agriculture.</i>	JAMES (2023) (con't)

5	9/26 (F)	C.L.R. JAMES ON CITIZENSHIP AND THE HAITIAN REVOLUTION: Q&A SESSION	
		Toussaint Louverture <i>explores the Haitian Revolution through the lens of the French Revolution's ideals—liberty, equality, and fraternity. It highlights how Louverture, a formerly enslaved man, seized upon revolutionary France's debates over citizenship, race, and human rights to argue for the emancipation of Black people. The story explores themes of resistance, freedom, and colonialism, as Louverture fights French, Spanish, and British forces to establish Haiti's independence. Bring questions related to the book and participate in a group discussion. We will also do a primer on the Haitian revolution.</i>	JAMES (2023) (con't)
6	9/29 (M)	SLAVE PATROLS	
		<i>Slave patrols reveal the dark underpinnings of modernity—how systems of surveillance, policing, and state power emerged not solely to protect liberty, but to enforce racialized control and economic exploitation. As some of the earliest forms of organized law enforcement in the Americas, slave patrols institutionalized violence, regulated spatial mobility, and upheld property relations rooted in human bondage. They exemplify how modern statecraft, far from being universally emancipatory, developed through mechanisms designed to secure capitalist order and white supremacy.</i>	n/a
6	10/1 (W)	MERCHANT CAPITALISM, GUILDS, AND INDUSTRIALIZATION	
		<i>Industrialization marks the shift from agrarian, handcraft-based economies to machine-driven manufacturing systems. Industrialization concentrated labor in urban centers, restructured time around the clock, and fueled global demand for raw materials—linking it inextricably to colonial extraction and capitalist expansion.</i>	HOBBSAWM 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.



6	10/3 (F)	ENCLOSURE AND PRIMITIVE ACCUMULATION	
		<i>Enclosure was a key engine of early capitalism, transforming common land into private property and pushing rural populations into wage labor. By fencing off shared fields, forests, and pastures, elites disrupted traditional forms of subsistence and communal life, creating a landless class that had little choice but to sell their labor.</i>	n/a
7	10/6 (M)	THE CIRCUIT OF CAPITAL	
		<i>The circuit of capital describes a planetary geography through which money becomes more money under capitalist relations of production. It reveals capitalism not as a static system, but as one driven by motion, extraction, the pursuit of accumulation, and global spread.</i>	n/a
7	10/8 (W)	THE CHICAGO WORLD'S FAIR	
		<i>The 1893 Chicago World's Fair—the World's Columbian Exposition—was a dazzling showcase of industrial power, technological innovation, and American nationalism. Framed as a celebration of progress, it projected a vision of modernity rooted in white supremacy, empire, and capitalist spectacle. It also boasted the world's first Ferris wheel.</i>	https://www.chicagohistory.org/chicago-worlds-fairs/
7	10/10 (F)	MODERNITY AS EXHIBITION	
		<i>So-called "human zoos" at the World's Fair showcased non-Western groups, often in demeaning, colonial contexts. These ethnographic displays featured people from Africa, Asia, the Americas, and the Arctic, depicted as primitive to contrast with Western civilization.</i>	MITCHELL T (1988) "Egypt at the Exhibition" in <i>Colonising Egypt</i> . Berkeley: University of California Press, pp. 1-33.
8	10/13 (M)	THE WORLD AS PICTURE	
		<i>In The World as Picture, Martin Heidegger explores how humans engage with the modern world. He argues that the modern world is not simply a collection of objects that can be naively represented but something that is 'pictured' in a way that lends authority to those doing the 'picturing'.</i>	Read about Cuco Fusco and Guillermo Gómez-Peña's <i>The Couple in the Cage: Two Undiscovered Amerindians Visit the West</i> at https://walkerart.org/magazine/guillermo-gomez-pena-and-coco-fusco-the-year-of-the-white-bear

8	10/15 (W)	ORIENTALISM	
		<i>Orientalism refers to the Western construction and portrayal of non-Western worlds as a mysterious, exotic, and inferior counterparts to the rational, civilized West. Said argues that the orientalist mindset, deeply embedded in Western literature, art, and scholarship, justifies colonialism and imperialism by creating a powerful dichotomy between the 'civilized' West and the 'barbaric' East.</i>	Watch Edward Said's lecture on the 1978 book at Watch lecture by Edward Said, based on his 1978 book, <i>Orientalism</i> at https://www.youtube.com/watch?v=fVC8EYd_Z_g
8	10/17 (F)	AUTUMN BREAK—NO CLASSES, OFFICES OPEN	
9	10/20 (M)	EVOLUTION, DARWIN AND MILLENIAL ANXIETY	
		<i>In On the Origin of Species (1859), Darwin proposed that species evolve over time through a process of survival and adaptation, suggesting humans share a common ancestry with animals. This undermined the notion of human exceptionalism. For Europeans, this provoked anxiety, as it destabilized their perceived supremacy and central role in the natural order.</i>	n/a
		MIDTERM EXAM DUE OCTOBER 20, 2025 @ 1:50PM VIA CARMEN CANVAS DROPBOX	
9	10/22 (W)	EVOLUTION, LAMARCK, AND ENVIRONMENTAL DETERMINISM	
		<i>Jean-Baptiste Lamarck is best known for his theory of inheritance suggesting that organisms pass on traits acquired during their lifetime to their offspring. This idea aligns with environmental determinism, which posits that the environment shapes and dictates the development of species.</i>	n/a
9	10/24 (F)	CLASSICAL IMPERIALISM AND THE BERLIN CONFERENCE	
		<i>The 1884-1885 Berlin Conference is where European powers divided Africa among themselves, formalizing the so-called Scramble for Africa. The Berlin Conference established the cartographic rules for European colonization of Africa, ensuring that European powers could expand their empires without war among themselves. It disregarded African</i>	n/a



		political boundaries and cultures, carving up the continent based on European interests.	
10	10/27 (M)	THEORIES OF IMPERIALISM	
		While empire is associated with colonial dominance and territorial expansion, its meanings are diverse, spanning political, economic, and cultural dimensions. Hobson, Kautsky, Hilferding, Marx, Bukharin, and Lenin were all critical thinkers who contributed to the theory and analysis of imperialism, capitalism, and global political economy.	LUXEMBURG R (2003). "The Historical Conditions of Accumulation". <i>The Accumulation of Capital</i> . London: Routledge, pp. 310-447.
10	10/29 (W)	ROSA LUXEMBURG ON EMPIRE I	
		Rosa Luxemburg's <i>The Accumulation of Capital</i> (1913) is a seminal work that challenges traditional Marxist views on imperialism. Contra Marx, she argued that capitalist expansion was dependent on the integration of non-capitalist regions into the global system to sustain their growth. Luxemburg contended that imperialism's drive to absorb these 'external' spaces was essential to the survival of capitalism.	LUXEMBURG (2003) (con't)
10	10/31 (F)	ROSA LUXEMBURG ON EMPIRE II	
		Review of key chapters in <i>The Accumulation of Capital</i> .	LUXEMBURG (2003) (con't)
11	11/3 (M)	ROSA LUXEMBURG ON EMPIRE III	
		Review of key chapters in <i>The Accumulation of Capital</i> .	LUXEMBURG (2003) (con't)
11	11/5 (W)	THE CLOSURE OF GLOBAL SPACE AND MACKINDER ON LAND POWER	
		In 1904 Sir Halford Mackinder posited that the key to global dominance was controlling the vast central region of Eurasia, which he called the "Heartland"—the area spanning from Eastern Europe to Central Asia. He argued that whoever controlled this region would dominate the "World Island" (Eurasia and Africa), and consequently, the world. Mackinder's thesis became influential in geopolitics, shaping Cold War geostrategy.	n/a
		GRAPHIC NOVEL ASSIGNMENT DUE NOVEMBER 5, 2025 @1:50PM VIA CARMEN CANVAS DROPBOX	

11	11/7 (F)	THE PANAMA CANAL AND MAHAN ON SEA POWER	
		<i>In The Influence of Sea Power upon History (1890), Alfred Mahan argued that nations with strong navies, controlling key maritime chokepoints, would dominate global trade and military strategy. His theories were pivotal in advocating for the construction of the Panama Canal, which would provide a crucial shortcut between the Atlantic and Pacific Oceans, enhancing U.S. naval mobility and economic reach. Mahan's vision of sea power helped justify the U.S. involvement in building and controlling the canal, cementing its role as a global maritime power.</i>	n/a
12	11/10 (M)	EUGENICS AND EUROPEAN NATION-STATE TERRITORIALITY, 1914-1933	
		<i>Between 1914 and 1933, the European nation-state system was profoundly reshaped by the upheavals of World War I, the collapse of empires, and the rise of totalitarian ideologies. The war dismantled empires like Austro-Hungary, Russia, and the Ottoman Empire, giving birth to new nation-states and redrawing borders, often arbitrarily, in the Treaty of Versailles (1919). Nationalism surged in the wake of these changes, but so did radical political movements. The interwar period saw the rise of fascism in Italy, Nazism in Germany, and communism in the Soviet Union, signaling a shift from liberal democratic nation-states to authoritarian regimes.</i>	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.
12	11/12 (W)	EUGENICS AND EUROPEAN NATION-STATE TERRITORIALITY, 1933-1945	
		<i>Between 1933 and 1945, Europe was defined by the rise of totalitarian regimes and the outbreak of World War II. In 1933, Adolf Hitler's Nazi Party seized power in Germany, ushering in fascism, aggressive expansion, and genocide. Across Europe, authoritarian regimes flourished, including Mussolini's Italy and Franco's Spain. The 1939 invasion of Poland by Nazi Germany triggered WWII, a conflict that devastated Europe and the world. The war led to the Holocaust, the destruction of entire cities, and the eventual defeat of Axis powers in 1945. The war's aftermath reshaped international relations, leading to the Cold War and the establishment of the United Nations.</i>	n/a



12	11/14	COLD WAR MODERNITY AND AREA STUDIES	
	(F)	<i>During the Cold War, area studies emerged as a key academic field, driven by the geopolitical rivalry between the U.S. and the Soviet Union. Scholars focused on regions such as Africa, Latin America, Asia, and the Middle East, seeking to understand local politics, economies, and cultures through a geostrategic prism.</i>	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.
13	11/17	THE U.S. AFTER 1945—AMERICAN LEBENSRAUN AND BRETTON WOODS	
	(M)	<i>After WWII, the U.S. sought to establish a global order that would secure its economic interests, exemplified by the Bretton Woods Conference (1944). This system established the IMF and World Bank, creating a stable, dollar-centered global economy that reinforced U.S. political and economic supremacy in the post-war world.</i>	n/a
13	11/19	THE U.S. AFTER 1945—THE COLLAPSE OF BRETTON WOODS	
	(W)	<i>The collapse of the Bretton Woods system in 1971 marked a pivotal moment in the global economic order. Originally designed to stabilize international currencies with the U.S. dollar pegged to gold, the Bretton Woods framework began to unravel due to mounting U.S. debt, inflation, and the inability to maintain gold reserves. When President Nixon abandoned the gold standard in August 1971, it led to a shift toward floating exchange rates and deregulated global finance. This collapse catalyzed the rise of neoliberal economic policies, paving the way for the deepening of globalization—the rapid expansion of international trade, investment, and the integration of markets.</i>	n/a



13	11/21 (F)	THE U.S. AFTER 1945—FORDISM AND THE GREAT ACCELERATION	
		<i>American Fordism, rooted in Henry Ford’s mass production techniques, transformed both manufacturing and society in the early-to-mid 20th century. Ford’s introduction of assembly line production and the \$5-a-day wage for workers set the stage for mass consumerism, as it enabled workers to afford the very products they made. This system of standardized production and high wages became a model for American economic dominance during the post-WWII period of rapid economic, technological, and industrial growth known as the ‘Great Acceleration’ (1945-1973).</i>	n/a
14	11/24 (M)	THE U.S. AFTER 1945—FORDIST CRISIS	
		<i>By the early 1970s the Fordist growth engine—built on standardized mass production, stable unionized wages, and state-backed demand management—began to seize up. Domestic markets for big-ticket consumer durables were reaching saturation just as intensified foreign competition, oil-price shocks, and stagflation squeezed profit rates. What followed was the gradual unravelling of the Fordist virtuous circle and the emergence of post-Fordist or ‘flexible accumulation’ regimes organized around just-in-time logistics, subcontracting, and niche marketing—ushering in a new geography of uneven development</i>	n/a
14	11/26 (W)	THANKSGIVING BREAK, NO CLASSES, OFFICES CLOSED	
14	11/28 (F)	INDIGENOUS PEOPLES’ DAY, NO CLASSES, OFFICES CLOSED	

15	12/1 (M)	THE U.S. AFTER 1945—THE MEXICAN MAQUILA ECONOMY	
		<i>During the 1980s Mexico's northern border cities became hubs of a rapidly expanding maquiladora economy. These export-oriented assembly plants, often foreign-owned, thrived on inexpensive labor, tariff exemptions, and geographic proximity to U.S. markets. As American manufacturers shuttered factories in the Rust Belt, they relocated production to maquilas, where components were imported duty-free, assembled at low cost, and re-exported. This shift reconfigured labor geographies on both sides of the border—hollowing out U.S. industrial towns while fueling precarious, low-wage employment in Mexico. The maquila model epitomized the logic of global flexible accumulation: fragmented supply chains, labor cost arbitrage, and spatially uneven development rooted in transnational corporate strategy.</i>	n/a
15	12/3 (W)	THE U.S. AFTER 1989—OIL WARS	
		<i>U.S. wars for oil have often been framed in terms of security, democracy, or counterterrorism, but beneath these narratives lies a deeper geopolitical logic: securing access to energy resources vital to the global capitalist order. From the Gulf War in 1991 to the 2003 invasion of Iraq, military interventions in oil-rich regions have served to stabilize markets, protect supply routes, and ensure U.S. dominance over the global energy regime. These wars reflect an effort to control the infrastructure, pricing, and political conditions under which oil circulates—tying military force to the maintenance of U.S. petrocapitalism.</i>	n/a



15	12/5 (F)	THE U.S. AFTER 1989—DEBT AND THE T-BILL ECONOMY	
		<i>The U.S. debt and Treasury bill (T-bill) economy sit at the heart of global finance, transforming government borrowing into a foundation of international monetary stability. U.S. debt—especially in the form of short-term, low-risk T-bills—is a highly sought-after asset. Central banks, corporations, and investors around the globe hold T-bills not just for returns, but for liquidity and security, anchoring everything from currency values to derivatives markets. This arrangement allows the U.S. to sustain large deficits with little penalty, effectively turning its debt into global money and reinforcing its geopolitical and financial dominance in the process.</i>	n/a
16	12/8	THE U.S AFTER 1989—ENVIRONMENT AND POPULATION	
		<i>In the age of environmental crisis, longstanding U.S. population anxieties have been recast through the lens of ecological limits. Concerns about overpopulation once directed abroad have increasingly turned inward, entwining fears of resource scarcity, climate migration, and urban crowding with racialized narratives about fertility, borders, and belonging. From debates over immigration and water use to moral panics about demographic change, population has become a proxy for deeper anxieties about consumption, sustainability, and national identity.</i>	n/a



16	12/10	THE U.S. AFTER 1989—UNDOCUMENTED IMMIGRATION TO THE U.S.
		<p><i>Undocumented migration to the U.S. is often portrayed as a crisis of border control, but it is more accurately understood as a product of economic entanglement, labor demand, and geopolitical intervention. Many migrants cross without authorization not out of choice, but out of necessity—fleeing poverty, violence, or displacement often rooted in U.S. trade policy, military involvement, or climate disruption. Despite being excluded from legal status, undocumented migrants form the backbone of sectors like agriculture, construction, and care work—essential yet politically marginalized. Their presence reveals the contradictions of a system that relies on their labor while denying them rights, sustaining an economy built on exclusion and precarity.</i></p> <p>LETTER TO A FUTURE STUDENT DUE DECEMBER 10, 2025 @ 1:50PM VIA CARMEN CANVAS DROPBOX</p>
	12/17	<p>FINAL EXAM DUE DECEMBER 17, 2025 @ 1:50PM VIA CARMEN CANVAS DROPBOX</p>



