

Geography 3701

THE MAKING OF THE MODERN WORLD

Autumn 2019

CLASS LOCATION	MCPHERSON LAB 1015
CLASS DAY/TIME	MWF 1:50PM-2:45PM

Instructor: Professor Mat Coleman

Office: 1156 Derby Hall

Email: coleman.373@osu.edu

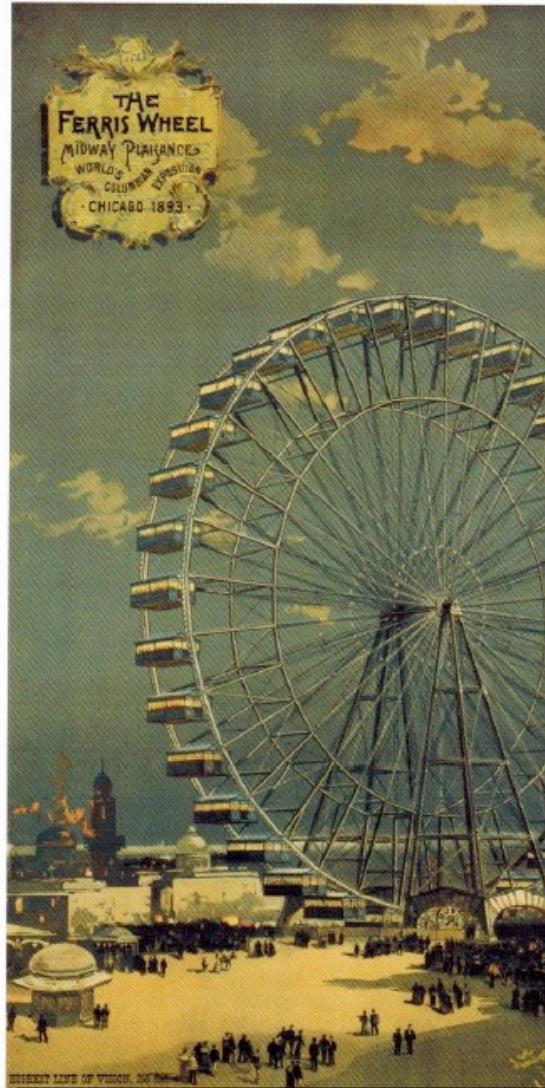
Office hours: MWF 3:00-4:00PM

TA: Bernard Hayman

Office: 1155 Derby Hall

Email: hayman.288@osu.edu

Office hours: M 3:00PM-4:30PM, Th 1:30PM-3:00PM



Ferris Wheel at the 1893 Chicago World's Exhibition. From *The White City: Chicago World's Columbian Exhibition of 1893*. Chicago: Chicago History Museum (2008).

Students with disabilities

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. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. 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; 614-292-3307;
slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

COURSE DESCRIPTION

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

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

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 do not have a background in Geography.

GENERAL EDUCATION GOALS & EXPECTED LEARNING OUTCOMES

GEOG 3701 fulfills GE requirements in **Social Science (2) Organizations and Polities**, by focusing on the structures of human societies, cultures and institutions. Students who complete this course will:

- understand theories and methods of social scientific inquiry as they apply to the study of organizations and polities;
- 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 polities and their importance in social problem solving and policy making.

GEOG 3701 also fulfills GE requirements in **Global Studies**, by focusing on non-western countries and global issues. Students who complete the course will:

- 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.

COURSE WEBSITE

I will post the course syllabus, announcements, readings, notes, exam review guides, lectures and other useful resources on the class website at www.carmen.osu.edu. It is required that you regularly check the web site to keep up with lectures and readings, and for updates and news.

READINGS

The class readings comprise peer-reviewed journal articles and/or book chapters. Some weeks have more readings than others, but you should schedule time carefully to read every week for class. The readings I've assigned will require your focus and concentration. My expectation is that students will complete the readings prior to coming to class. My expectation is also that students visit with the TA to review the readings if the material is unclear or if further references are desired.

GRADING SCALE

A	93-100	C	73-76.9
A-	90-92.9	C-	70-72.9
B+	87-89.9	D+	67-69.9
B	83-86.9	D	60-66.9
B-	80-82.9	E	0-59.9
C+	77-79.9	EN	Too many absences to pass

COURSE GRADE

Grade item	Details	Weight
Attendance	Per class	10%
Writing assignment		20%
Midterm exam	In class	35%
Final exam	DATE	35%

COURSE GRADE DETAILS

The midterm and final exams will comprise short essay-style answers to a choice of questions. I will post comprehensive exam reviews on the Carmen site one week before the exams, as well as an example of a possible question you might encounter. The exam grading key will be uploaded to the class website subsequent to the exam.

In addition to your exams, you will be responsible for completing a writing assignment for the class. **The writing assignment will be a critical reflection essay focused on select readings from the syllabus.** The essay

must provide a concise and accurate summary of the readings as well as a well-defended critical analysis. Detailed expectations regarding the written assignment will be discussed in class.

The written assignment will comprise 1,000 words, @ roughly 250 words per double-spaced page at Times New Roman 12-point font. The assignment must be properly cited, and include an abstract as well as a bibliography. The essay must also include an accurate word count. Neither the abstract nor the title will be included in your word count.

The essays will be turned in to your T.A. through the Carmen website, and will be checked for plagiarism through TurnItIn. See below for details on academic integrity.

See the syllabus outline below for due date details.

I will take attendance during each class, worth 10% of your overall grade.

OFFICE HOURS

Your Teaching Assistant (T.A.) will be offering 3 hours of office hours every week. I am expecting that you will visit the T.A. regularly for office hours, primarily to answer questions related to lectures and especially the readings.

I also expect you to visit with your T.A. to discuss your written assignment.

Your TA will be doing the grading for the class.

Please also visit me during my weekly office hours, listed on the first page of the syllabus. I am happy to go over lecture material, readings, exams, and your written assignments.

LATE PENALTIES

If you miss the midterm exam or the final exam, and wish to write a make-up, you must have documentation demonstrating that you were legitimately and unavoidably absent from class. The documentation must include a name and a telephone number for someone who can explain your absence.

Legitimate excused absences include: participation in a scheduled activity of an official University organization, verifiable confining illness, verifiable family emergencies, subpoenas, jury duty, and military service.

A make-up exam must be written within seven days of the original exam date. If you do not write the missed exam within the seven-day grace period, you will receive a 0% grade for the quiz or exam. If you do not complete the final exam prior to the grade-posting deadline (this may be sooner than a week after the final exam), and if you have a valid excuse for having missed the exam (see above), you will be awarded an "INC" grade which I will later change based on your final exam grade.

An absence related to either the midterm or final must be explained directly in person to me, and then communicated to me clearly via email.

Please note that if you miss an exam and do not write a make-up, it is likely that you will fail the class.

ACADEMIC INTEGRITY AND PLAGIARISM

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research and other educational and scholarly activities. The Ohio State University and the Committee on Academic Misconduct (COAM) expects 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 in this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) (oaa.osu.edu/coam/home.html) 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 COAM**. 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. If you have any questions about this policy or what constitutes academic misconduct in this course, please contact me.

CLASS PROTOCOLS

This will be a rewarding and engaging class, but before we get started please read the following protocols which hold, without exception, for all enrolled students. These are designed to make your learning experience more enjoyable. I take teaching seriously, and I would like you to take learning equally so.

- **The use of cell phones, smart phones and other mobile communication devices in class is disruptive to your colleagues' learning.** The use of these devices is prohibited during class. Please **turn off your cell phone ringer** before the class starts, and please refrain from messaging your friends while class is in session. If you use your mobile device in class, or if your cell rings in class, I will take your name, give you a 1st warning, and remind you of the class policy. **If you violate this policy a 2nd time, I will ask you to leave the classroom for the remainder of the lecture period and meet with me in office hours to discuss whether or not you should continue in the class.** There will be no exceptions to this rule.
- If you are using a laptop, tablet or another portable computing device to take notes my expectation is that you are using it for that purpose only. Using your **portable devices** for other reasons (surfing, email, videos, social media) is a distraction for you and

your peers. If I detect that you are using your tablet and/or laptop for non-class related activities, I will take your name, give you a 1st warning, and remind you of the class policy. **If you violate this policy a 2nd time, I will ask you to leave the classroom for the remainder of the lecture period and meet with me in office hours to discuss whether or not you should continue in the class.** There will be no exceptions to this rule.

- **I welcome your active participation during the lectures** in the form of questions regarding the material at hand . 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, 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 miss a class, I strongly recommend that you get a full set of notes from a colleague. The exams are designed explicitly for students who attend class regularly, and who have created a comprehensive set of notes based on our class discussions.

LECTURE AND READING SCHEDULE

	TOPIC	DATE	READINGS
1	SYLLABUS REVIEW	8.21.2019	Bring a copy of the syllabus and be prepared to take notes
2	MODERNITY AS MAELSTROM	8.23.2019	BERMAN M (1982). "Modernity – Yesterday, Today, Tomorrow" in <i>All That Is Solid Melts Into Air</i> . New York: Penguin, pp. 15-36.
3	MODERNITY AS MAELSTROM (CON'T)	8.26.2019	
4	MODERNITY AND MOBILITY	8.28.2019	CRESSWELL T (2006) "The Production of Mobilities: An Interpretive Framework" in <i>On the Move: Mobility in the Modern Western World</i> . London: Routledge, pp. 1-24.
5	MODERNITY AND MOBILITY (CON'T)	8.30.2019	CRESSWELL T (2006) "The Metaphysics of Fixity and Flow" in <i>On the Move: Mobility in the Modern Western World</i> . London: Routledge, pp. 24-56.
6	**LABOR DAY**	9.2.2019	No classes, offices closed
7	TRIANGULAR TRADE, SLAVERY AND THE PLANTATION ECONOMY	9.4.2019	HARTMAN S (2007) "Prologue: The Path of Strangers" and "Afrotopia" in <i>Lose Your Mother: A Journey Along the Atlantic Slave Route</i> . New York: Farrar, Strauss & Giroux, pp. 3-18, 19-48.
8	TRIANGULAR TRADE, SLAVERY AND THE PLANTATION ECONOMY (CON'T)	9.6.2019	HARTMAN S (2007) "Markets and Martyrs" in <i>Lose Your Mother: A Journey Along the Atlantic Slave Route</i> . New York: Farrar, Strauss & Giroux, pp. 49-75.
9	SLAVERY AND THE POLICE POWER	9.9.2019	N/A
	EXTRA CREDIT EVENING EVENT! SCREENING OF THE MOVIE 'UNDETERRED', INCLUDING Q&A SESSION WITH THE FILMMAKER, EVA LEWIS (DERBY HALL 1080 6PM)	9.9.2019	This event is not mandatory but the material is highly relevant to the class. Students who attend the event and complete a brief one-page commentary on the film, will receive 5% credit towards either the midterm or the final exam. This means that a possible midterm or final exam score could tally 105%. Write-ups will be due within a week of the screening, and must be given to me in person during office hours.

10	THE INDUSTRIAL REVOLUTION	9.11.2019	HOBSBAWM E (1968). "Britain in 1750", "Origin of the Industrial Revolution", <i>The Industrial Revolution, 1780-1840</i> ", "The Human Results of the Industrial Revolution 1750-1850". <i>Industry and Empire</i> . London: Penguin Books, pp. 34-96.
11	THE INDUSTRIAL REVOLUTION (CON'T)	9.13.2019	
12	MODERNITY AND REPRESENTATION: CHICAGO WORLD'S FAIR	9.16.2019	
13	MODERNITY AND REPRESENTATION: CHICAGO WORLD'S FAIR (CON'T)	9.18.2019	N/A
14	MODERNITY AND WORLD-AS-PICTURE	9.20.2019	
15	MODERNITY AND WORLD-AS-PICTURE (CON'T)	9.23.2019	MITCHELL T (1989). "The World as Exhibition". <i>Comparative Studies in Society and History</i> , Vol. 31 (2), pp. 217-236.
16	ORIENTALISM	9.25.2019	SAID E (1978). <i>Orientalism</i> . New York: Random House, pp. 1-110.
17	EVOLUTION AND <i>FIN DE SIECLE</i> ANXIETY	9.27.2019	
18	EVOLUTION AND <i>FIN DE SIECLE</i> ANXIETY (CON'T)	9.30.2019	N/A
19	CLASSICAL IMPERIALISM AND THE BERLIN CONFERENCE	10.2.2019	
20	THEORIES OF IMPERIALISM	10.4.2019	LUXEMBURG R (2003). "The Historical Conditions of Accumulation". <i>The Accumulation of Capital</i> . London: Routledge, pp. 310-447.
21	LUXEMBURG AND PRIMITIVE ACCUMULATION	10.7.2019	
22	THE CLOSURE OF GLOBAL SPACE, HALFORD MACKINDER AND THE MODERN GEOPOLITICAL IMAGINATION	10.9.2019	N/A
23	**AUTUMN BREAK**	10.11.2019	No classes, offices closed
24	EUGENICS AND GENOCIDE	10.14.2019	*Brief review of written assignment, due 11/25/2019 at 5pm
25	EUGENICS AND GENOCIDE (CON'T)	10.16.2019	
26	SETTLER COLONIALISM	10.18.2019	WOLFE P (2006). "Settler Colonialism and the Elimination of the Native". <i>Journal of Genocide Research</i> , Vol. 8 (4), pp. 387-409.

27	**MIDTERM EXAM**	10.21.2019	In class
28	BORDERS AND AREA STUDIES, 'TOPOGRAPHIC' MODERNITY IN THE EARLY COLD WAR	10.23.2019	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.
29	U.S. GEOECONOMICS AND ISAIAH BOWMAN	10.25.2019	N/A
30	U.S. IN THE GLOBAL ECONOMY 1945- 1970: FORDISM	10.28.2019	DAVIS M (1997). "Sunshine and the Open Shop: Ford and Darwin in 1920s Los Angeles". <i>Antipode</i> , Vol. 29 (4), pp. 365-382.
31	U.S. IN THE GLOBAL ECONOMY 1945- 1970: FORDISM (CON'T)	10.30.2019	
32	U.S. IN THE GLOBAL ECONOMY 1945- 1970: BRETON WOODS	11.1.2019	N/A
33	U.S. IN THE GLOBAL ECONOMY 1971: THE COLLPASE OF BRETON WOODS	11.4.2019	
34	U.S. IN THE GLOBAL ECONOMY AFTER BRETON WOODS: FORDIST CRISIS	11.6.2019	DOUSSARD M, PECK J, THEODORE N (2009). "After Deindustrialization: Uneven Growth and Economic Inequality in Postindustrial Chicago". <i>Economic Geography</i> , Vol. 85 (2), pp. 183-207.
35	U.S. IN THE GLOBAL ECONOMY AFTER BRETON WOODS: DEINDUSTRIALIZATION, NEOLIBERALISM	11.8.2019	
36	**VETERAN'S DAY**	11.11.2019	No classes, offices closed
37	U.S. IN THE GLOBAL ECONOMY: ALIENATION, POPART, AND REPRESENTATION	11.13.2019	https://www.warhol.org/andy-warhols-life/
38	U.S. IN THE GLOBAL ECONOMY: 1990- 2000S: DEBT AND THE CHINESE-U.S. TREASURY BILL ECONOMY	11.15.2019	N/A
39	U.S. IN THE GLOBAL ECONOMY: OIL AND WAR	11.18.2019	JHAVERI N (2004). "Petroimperialism: U.S. Oil Interests and the Iraq War". <i>Antipode</i> , Vol. 36 (1), pp. 2-11.

40	U.S. IN THE GLOBAL ECONOMY: FRACKING AND THE NEW GLOBAL GEOGRAPHY OF ENERGY	11.20.2019	HOWARTH RW, INGRAFFEA A, ENGELDER T (2011). "Should Fracking Stop?" <i>Nature</i> , Vol. 477, pp. 271-275.
41	POPULATION GROWTH AND ENVIRONMENTAL GEOPOLITICS	11.22.2019	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.
43	DRUG TRAFFICKING	11.25.2019	MCSWEENEY K, RICHANI N, PEARSON Z, DEVINE J & WRATHALL D J (2017). "Why Do Narcos Invest in Rural Land?" <i>Journal of Latin American Geography</i> , 16, 3-29. Guest: Professor Kendra McSweeney, Department of Geography, Ohio State University *Written assignment due at 5pm via Carmen link
44	**THANKSGIVING**	11.27.2019	No classes, offices closed
45	**THANKSGIVING**	11.29.2019	No classes, offices closed
46	UNDOCUMENTED MIGRATION	12.2.2019	https://www.pewhispanic.org/2019/06/03/facts-on-u-s-immigrants/
47	CLIMATE CHANGE	12.4.2019	BENNET, C. E., THOMAS, R., WILLIAMS, M., ZALASIEWICZ, J., EDGEWORTH, M., MILLER, H., COLES, B., FOSTER, A., BURTON, E. J. & MARUME, U. 2018. The Broiler Chicken as a Signal of a Human Reconfigured Biosphere. <i>Royal Society Open Science</i> , 5, 1-11. WATERS, C. N., ZALASIEWICZ, J. A., WILLIAMS, M., ELLIS, M. A. & SNELLING, A. M. 2014. A stratigraphical basis for the Anthropocene? <i>Geological Society, London, Special Publications</i> , 395, 1-21.
48	**FINAL EXAM**	12.11.2019	Wednesday December 11 2:00PM-3:45PM McPherson Lab 1015