

# Geography 3701

## The Making of the Modern World

Spring 2016

Course 19001

Tu-Th 2:20-3:40 pm in Journalism Bldg 300

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### Course catalog description:

This course includes the geographies of modernity and their formation: the world market, the global polity, diasporas and constructing difference, colonialism, the transformation of nature, Eurocentricity, post-modernity.

How has our world changed? Does globalization explain everything? Who will the winners and losers be in the twenty-first century? This course surveys the geography behind the history – and the history behind the geography – of our modern world. Specific topics include: the formation and mechanisms of capitalism as an economic system; changes in the governance of cities, nations, and the world; migration, diasporas, diversity and otherness; colonialism; the transformation of nature; science and technology; Eurocentricity; modernization and globalization; and geographies of uneven development.

### General Education Goals & Expected Learning Outcomes

Geog 3701 meets General Education requirements in two areas: Social Science: Organizations and Politics and Global Studies.

This class fulfills GE requirements in **Social Science (2) Organizations and Politics**, by focusing on the structures of human societies, cultures and institutions.

*Expected Learning Outcomes:*

1. Students understand the theories and methods of social scientific inquiry as they apply to the study of organizations and politics.
2. Students understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts.
3. Students comprehend and assess the nature and values of organizations and politics and their importance in social problem solving and policy making.

This course focuses on relevant organizations, such as transnational corporations and non-governmental organizations (NGOs) and relevant politics, such as nation-states and municipalities. Countries are foci of political, economic, and social organizing principles, seen in human population flows through migration, foreign direct investment by corporations, state regulation of people and corporations, and the networked organization of societies, economies and politics. Relevant collectives for social problem solving and policy include international organizations (governmental, non-governmental, and corporate) assembled for specific purposes.

This class fulfills GE requirements in **Global Studies**, by focusing on non-western countries and global issues.

*Expected Learning Outcomes:*

1. Students 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.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

This course examines the global system of institutions, governments, and industries in the world and primarily those outside the United States. The historical, political, economic, cultural, physical, social specificities of each country are prominent. Taken together, the countries and their settings comprise a highly diverse and international backdrop for us as global citizens to understand the world.

### **Academic Misconduct**

**Plagiarism is the representation of another's works or ideas as one's own. You must acknowledge others' work when you quote them or paraphrase their ideas and words. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on 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 3335-5-487). If you have questions about this or other rules of conduct for students, see the student affairs webpage concerning code of conduct at [http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp).

This means that if you copy-and-paste material published on the Internet or elsewhere, you must cite the source – not only the web link, but also the author and organization which created or published it.

### **Disability Services**

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

### **Textbooks:**

Tom Standage (2009) *An Edible History of Humanity*. New York: Walker.

Robert Guest (2011) *Borderless Economics: Chinese Sea Turtles, Indian Fridges and the New Fruits of Global Capitalism*. New York: Palgrave

These books are on reserve at Thompson Library, along with Niall Ferguson's *Civilization: The West and the Rest* (2011), which is the basis of several videos.

A few additional readings are assigned, as noted on the course schedule (last page of syllabus):

1. James D. Sidaway (2012) Geographies of development: new maps, new visions? *The Professional Geographer* 64: 49-62 [on Carmen]
2. Rob Gifford (2014) Essay: China's future. *The Economist*, August 23, 43-48, <http://www.economist.com/news/essays/21609649-china-becomes-again-worlds-largest-economy-it-wants-respect-it-enjoyed-centuries-past-it-does-not>
3. Jacob Bunge (2015) Tastes Like Chicken: How to Satisfy the World's Surging Appetite for Meat. *The Wall Street Journal*, December 4, 2015, <http://www.wsj.com/articles/how-to-satisfy-the-worlds-surging-appetite-for-meat-1449238059?tesla=y>

4. Raymond Zhong (2015) Manufacturing Bust: For Poor Countries, Well-Worn Path to Development Turns Rocky. *The Wall Street Journal*, November 24, 2015, <http://www.wsj.com/articles/for-poor-countries-well-worn-path-to-development-turns-rocky-1448374298?tesla=y>
5. Drew Hinshaw (2015) Promise of Youth: For a Growing Africa, Hope Mingles With Fear of the Future. *The Wall Street Journal*, November 27, 2015, <http://www.wsj.com/articles/for-a-growing-africa-hope-mingles-with-fear-of-the-future-1448632865?tesla=y>
6. Kathy Chu and Bob Davis (2015) End of Cheap Labor: As China's Workforce Dwindles, the World Scrambles for Alternatives. *The Wall Street Journal*, November 23, 2015, <http://www.wsj.com/articles/as-chinas-workforce-dwindles-the-world-scrambles-for-alternatives-1448293942?tesla=y>
7. Jacob M. Schlesinger and Alexander Martin (2015) Aging Gracefully: Graying Japan Tries to Embrace the Golden Years. *The Wall Street Journal*, November 29, 2015, <http://www.wsj.com/articles/graying-japan-tries-to-embrace-the-golden-years-1448808028?tesla=y&alg=y>
8. Geeta Anand (2015) Girl's Life: Countries Try to Raise Fertility—and Empower Women. *The Wall Street Journal*, November 25, 2015, <http://www.wsj.com/articles/countries-try-to-raise-fertilityand-empower-women-1448460202?tesla=y>
9. Geeta Anand And Jaeyeon Woo (2015) Gender Gap: Asia Struggles for a Solution to Its 'Missing Women' Problem. *The Wall Street Journal*, November 26, 2015, <http://www.wsj.com/articles/asia-struggles-for-a-solution-to-its-missing-women-problem-1448545813?tesla=y>
10. Kim Mackrael and Charles Forelle (2015) Taming Immigration: Some Countries See Migrants as an Economic Boon, Not a Burden. *The Wall Street Journal*, December 23, 2015, <http://www.wsj.com/articles/some-countries-see-migrants-as-an-economic-boon-not-a-burden-1450881706?tesla=y>
11. Greg Ip (2015) Population Implosion: How Demographics Rule the Global Economy. *The Wall Street Journal*, November 22, 2015, <http://www.wsj.com/articles/SB11320193184231214715604581317243395045766?alg=y>

### Assessment (details below):

Evaluation is spread out over the semester.

Attendance and participation:	15%
Comments on day's readings and videos:	15%
News item critique:	10%
Article reviews:	30% (2 @ 15% each)
Final paper:	30%

#### 1. Attendance and participation 15%

Course Format: This course meets twice a week, and will be run primarily as a lecture but with frequent class discussions and exercises. Critical and interesting class discussion requires that you come to class with the readings completed. Being there in class has advantages for which there is no online substitute.

#### 2. Comments on readings and videos 15%

Students will provide an assessment (1-5 scale) and brief but substantive comments on the required readings for the day. Your comments are due in the Carmen Surveys **no later than one hour before class (1:20 pm** on Tuesdays and Thursdays – or the night before); late comments will not be accepted. Getting your input on the readings helps me to guide class discussion and ensures that you get credit for having done the reading. Due whenever there are required readings; see Course Schedule.

Videos: When we watch a long video, submit your comments to Carmen Surveys after class and by 1:20 pm on the next class day.

### 3. News Item Critiques (10%)

Choose an important event in the news and compare its coverage by two different news outlets. The articles must:

- have international or global relevance (that is, not a US domestic topic)
- be long enough to sustain critique
- be recent (from within the previous three months)
- be from an established news source (print or on-line, e.g., Al-Jazeera, Associated Press, BBC, Christian Science Monitor, CNN, The Guardian, Huffington Post, New York Times, Reuters)

Evaluate the articles according to the seven criteria laid out in Media Accuracy on Latin America's "Media Analysis Guidelines" (to be posted on Carmen). Use a heading for each criterion. The write-up should not exceed 1,000 words (about 4 pages double-spaced). Your printed critique is **due on March 3 in class**. Hard copies *required* (your paper and ink, not ours).

Write-ups will be evaluated according to the appropriateness of the articles chosen, the rigor of the analysis, the clarity and quality of your writing (please proof-read your work), and the degree to which you reference course content (readings, class discussion). In arguing for bias (or balance) in the articles you find, please use specific examples and/or brief quotes from the news source to clearly demonstrate your point. Please provide references for the news articles and any other materials you cite directly. The analysis is worth 10% of final grade. **Your news item critique is due March 3**, printed, turned in during class.

### 4. Article Reviews (2 @ 15% each – 30% total):

Choose an article that will lead toward your final paper topic. An article you liked and learned from will result in a good review, unlike an article that you have chosen because it has few pages.

- I expect a 2-3 page (1000-1200 words) review to include:
  - a full bibliographic *citation*,
  - no more than 1 page (double-spaced) of *summary* of the article in a section with the heading *Summary*, and
  - more than 1 page (i.e. 1 to 2 pages) of *critique* – that is, your thoughts and reactions that resulted from having read the article, in a section with the heading *Critique*.
- Any review may be turned in early. Hard copies *required* (your paper and ink, not ours).

Reviews of two (2) articles (the minimum length of the article must be 5 pages; otherwise, any article, any issue, any year) from any of the following journals (all available as electronic journals in OSU Libraries. If you are off-campus, you should sign in to the OSU Library from off campus):

- *Economic Geography*
- *Global Networks*
- *Review of International Political Economy*
- *Third World Quarterly*
- *World Development*

**Reviews are due February 4 and April 7.**

The best reviews are both informative and entertaining. The summary is succinct and well written, and the critique brings in information not found in the article itself. In general, your critique should bring perspectives from outside the article, rather than to criticize or praise specific aspects of the article. Citing those other sources explicitly supports your case and shows evidence of research. To write a critique does not mean to find fault with the article; a good critique builds upon the article, as in constructive criticism.

Your critique should identify why you chose the article and should show that the article you have chosen to review made you *think*. You might know something about the article's topic – from personal travel, work experience, stories from parents, friends or relatives, other reading, or other courses, so cite those sources. On the other hand, the article might have been on a topic that is entirely new to you, and your critique can show what reading it made you think about on a subject about which you have knowledge and/or passion.

Your critique should not agree or disagree with the author(s), unless you have some strong evidence – not only opinion – to back up your agreement or disagreement. Do not criticize the style of the article (e.g. too many tables, too many equations), but feel free to suggest – with reasons – what was missing or what might have enhanced the article. In general, it's best not to use the first person too much; it's better to make a point based on evidence and references.

To repeat: The best reviews are entertaining and informative, and demonstrate scholarship, citing a source or two to back up and provide evidence for your opinion. I require hard copy – your paper and ink rather than mine – and no e-mail attachments, please. Try to beat, rather than merely to meet, deadlines. I accept reviews early – not only in class on the day they are due.

### **5. Final Paper – 30%**

The project paper is worth 30% of the course grade. The **final paper is due** by 12:00 noon on **Friday, April 29 (graduating students)** and by 12:00 noon on Monday, **May 2 (all others)**.

The project must be on an issue or country/region and its confrontation with one or more of the forces of modernization depicted in the themes for the course: the world market, the global polity, diasporas and constructing difference, colonialism, the transformation of nature, Eurocentricity, and post-modernity.

Your project should be framed in terms of a research question –such as, to what extent something works and why, or why something does not work as well as it could. The final project should be 8-10 pages (2500-3000 words, plus appendices if appropriate). Evaluation is based on scholarly content, citation of at least ten sources, the quality of the sources, evident organization (including sections with section headings), correct spelling, grammar and punctuation, completeness of your description of your research, and complete references (i.e. author, date, publication details, and not only web links or URLs). Please use Harvard citation style, not MLA. See complete Guidelines to be posted on Carmen.

**Geog 3701 Spring 2016 CLASS SCHEDULE (subject to change) Tu-Th 2:20-3:40 pm in Journalism Bldg 300**

<b>Week</b>	<b>Date</b>	<b>Topic/Theme</b>	<b>Readings for the day's class</b>	<b>Assignments due</b>
1	Jan 12	Introduction to The Making of the Modern World	No readings	
	Jan 14	The invention of farming – and of cities	Standage chapters 1-2	
2	Jan 19	Geographies of Uneven Development	Standage chapters 3-4	
	Jan 21	Global Highways of Food and Their Consequences	Standage chapters 5-6	
3	Jan 26	Competition and urban autonomy (video: Ferguson 1)	No readings	
	Jan 28	Making a Capitalist World: Food, Energy, Industry	Standage chapters 7-8	
4	Feb 2	Nation-Building: Warfare, Corruption, and Competitiveness	Standage chapters 9-10	
	Feb 4	Science, Knowledge, and Warfare (video: Ferguson 2)	Bunge “Tastes Like Chicken”	Journal article review 1 due
5	Feb 9	Uneven Development: Capitalism and the Great Divergence	Standage chapters 11-12	
	Feb 11	Global Flows: Migration and Diasporas (Video: Ferguson 3)	Guest Introduction and Sidaway “Geographies of Development”	
6	Feb 16	Migrationomics	Guest chapter 1 and Zhong “Manufacturing Bust”	
	Feb 18	The Chinese Diaspora	Guest chapter 2	
7	Feb 23	Migration and the Future of China	Guest chapter 3 and Chu and Davis (2015) “End of Cheap Labor”	
	Feb 25	Migration and Innovation	Guest chapter 4	
8	Mar 1	Mexico and the United States (Video: The Golden Door)	No readings	
	Mar 3	Reasons to Leave (Video: The Art of Departure)	Schlesinger and Martin “Aging Gracefully”	News Item Critique due
9	Mar 8	Brain Drain and Reducing Global Poverty	Guest chapter 5	
	Mar 10	Medicine and reducing global poverty (Video: Ferguson 4 (Medicine))	Hinshaw “Promise of Youth”	
	Mar 15 & 17	<b>Spring Break</b>		
10	Mar 22	Terrorism, Crime, and Hate	Guest chapter 6	
	Mar 24	Religion and Migration (Video: The Earth Is the Lord's)	No reading	
11	Mar 29	<b>No Class: Work on your final paper</b>		
	Mar 31	<b>No Class: Work on your final paper</b>		
12	Apr 5	Diasporas and Transnationalism	Guest chapter 7	
	Apr 7	Global Markets: Closed and Open (Video: Ferguson 5 (Consumption))	Mackrael and Forelle “Taming Immigration”	Journal article review 2 due
13	Apr 12	Is American supremacy over?	Guest chapter 8	
	Apr 14	Global Values (Video: Ferguson 6 (Work))	Ip “Population Implosion”	
14	Apr 19	Pirates, Failed States and Global Governance	Gifford: China	
	Apr 21	Women and Global Development (Video: Breaking Free)	Anand “Girl's Life” and Anand and Woo “Gender Gap”	
15	Apr 29	Final paper due: Graduating seniors		Final papers due
	May 2	Final paper due: Everyone else		