

## The Making of the Modern World

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This is a course in human geography that investigates the character of our modern world. We will examine the concepts and forces that define the modern world as such – the Enlightenment, globalization, capitalism, and nation-states – in order to build your capacity to understand modernity and its geographical expressions. The course is structured around five core themes:

1. Modernity, the Enlightenment, and globalization
2. The industrial revolution and the spread of capitalism
3. Empire and colonialism
4. Nation-states: the formation of the global polity
5. The transformation of nature

While many of our readings are theoretical, we will draw from case studies from different regions – Europe, the USA, Iraq, China, Korea, Belize, Egypt, and Mexico – to ground our studies. Our underlying aim is for you to develop a more rigorous and coherent conception of the world, and in this manner to advance the University’s mission: *disciplina in civitatem*.

For the lectures to be effective, you must come to class prepared. Read the material carefully before each class. This is your major responsibility for the course, as well as the key to your success. The readings are challenging and you will probably have questions. Dwell on them; discuss them with your class-mates; bring them to class.

### Course requirements

Exams (2 x 25%, 1 x 30%)	80 %
Writing assignment (1), 20%	20 %

Attendance is required but not graded. You will take three exams – on February 5, March 7, and April 25 – comprised of short essays. (I will show you sample questions in class so that you know what to expect.) The remainder of your grade will be earned by a writing assignment due April 18.

## Course Plan

class	day	date	topic / question	assigned reading
1	Tuesday	8-Jan	Course introduction	
2	Thursday	10-Jan	What is modernity? 1	S Amin
3	Tuesday	15-Jan	What is modernity? 2	E Dussel
4	Thursday	17-Jan	What is Enlightenment? 1	I Kant, What is Enlightenment?
5	Tuesday	22-Jan	What is Enlightenment? 2	J Locke, Second treatise
6	Thursday	24-Jan	What is Enlightenment? 3	TBD
7	Tuesday	29-Jan	What is globalization? 1	A Smith
8	Thursday	31-Jan	What is globalization? 2	K Marx
9	Tuesday	5-Feb	<b>Exam 1</b>	
10	Thursday	7-Feb	What is capitalism?	A Einstein
11	Tuesday	12-Feb	Pre-capitalism, colonialism, and slavery	R Luxemburg
12	Thursday	14-Feb	Case study 1: Iraq 1	D Gregory
13	Tuesday	19-Feb	Case study 1: Iraq 2	S Mourad
14	Thursday	21-Feb	Borromean rings: nation - state - capital 1	K Karatani, Preface + Part 3
15	Tuesday	26-Feb	Borromean rings: nation - state - capital 2	K Karatani, Preface + Part 3
16	Thursday	28-Feb	Borromean rings: nation - state - capital 3	I Kant, Perpetual Peace
17	Tuesday	5-Mar	Borromean rings: nation - state - capital 4	K Karatani, Toward World Republic
18	Thursday	7-Mar	<b>Exam 2</b>	
			Spring break	
19	Tuesday	19-Mar	Case study 2: Korea (part I)	B Cumings (two texts)
20	Thursday	21-Mar	Korea (part II) → case study 3: China (part I)	H Wang
21	Tuesday	26-Mar	Case study 3: China (part II)	C-K Lee
22	Thursday	28-Mar	Case study 4: Egypt	H Kandil
23	Tuesday	2-Apr	Case study 5: Belize	J Wainwright
24	Thursday	4-Apr	no lecture: TA writing workshop (papers)	write your papers
25	Tuesday	9-Apr	Cast study 5: climate change 1	IPCC AR5 SPM
26	Thursday	11-Apr	Cast study 5: climate change 2	N Klein
27	Tuesday	16-Apr	Case study 6: Chiapas	EZLN, Marcos
28	Thursday	18-Apr	Prospects for a different world / course review †	R Rosdolsky
	Wednesday	24-Apr	<b>Exam 3 (the final), 2:00 pm</b>	

All assigned texts will be available on Carmen.

## **The writing assignment**

You will write one critical reflection essay. It is due by the start of class on April 18. Your paper will discuss one or two of the texts assigned for reading in the course. Your essays should be ~900 words, double-spaced, 12-point font (this will come to around three pages). When you refer to a text, be sure to cite it properly. Your paper may be turned in to our TA – paper copies only, please – at any time before they are due.

Your essay must provide [1] a *concise analytic summary* of the text you discuss, as well as [2] your own *critical analysis* of the central argument of the text. Critical analysis requires thoughtful reflection. A strong essay is well written (and therefore entertaining) and provides ‘constructive criticism’, i.e., a critical analysis of the argument.

## **General Education goals & expected learning outcomes**

GEOG 3701 fulfills GE requirements in Social Science (2) Organizations and Politics, by focusing on the structures of human societies, cultures and institutions. Students who complete this course will: 1. understand theories and methods of social scientific inquiry as they apply to the study of organizations and politics; 2. understand the formation and durability of political, economic, and social organizing principles and their differences and similarities across contexts; and, 3. comprehend and assess the nature and values of organizations and politics 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 be expected to: 1. 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 2. recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

## **Additional notes**

No background in Geography is expected or required in order to enroll in this course.

Because many of us are easily distracted by student use of cell phones, computers, recording devices, and the like, such equipment must be turned off and placed out of sight during class.

The course syllabus, announcements, readings, notes, and other useful resources will be available at [www.carmen.osu.edu](http://www.carmen.osu.edu). Log in using your OSU Internet

Because our exams are essay-based and unique to each course-group, they cannot be taken late or made up. Exceptions are rare – emergencies only – and up to my discretion. Arrangements for a make-up exam should be made *before the exam is distributed*.

Grading options for the course are A, A-, B+, B, B-, C+, C, C-, D+, D, E. An 'I', or Incomplete, will only be given under special circumstances where the instructor has made a concrete arrangement with the student before the last week of the semester. If you wish to request an 'I', please write me with an explanation of [a] why an Incomplete is an appropriate grade and [b] when you will complete the course.

Late work loses ten percentage points per day (Saturday and Sunday count). For instance, a paper that is turned in six days late that receives a grade of 90/100 would be scored 30/100. Your paper should be turned in on paper (not via email). They are due at the start of class. If you arrive late for class of the day they are due, and thereby turn in your paper after lecture, your paper will be treated as one day late. If you wish to turn in work late, either [a] hand it to the professor or TA or [b] have your paper time-stamped in the Geography department front office and place your paper in my department mailbox.

### **Students with disabilities**

Ohio State 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 encouraged 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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Ave.

### **Academic misconduct**

Any academic misconduct (plagiarizing, e.g.) will be reported to Ohio State's Office of Academic Affairs, Committee on Academic Misconduct (COAM). It is the responsibility of COAM 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.) Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at <http://studentlife.osu.edu/csc/>. COAM have prepared a useful statement on academic integrity (see next page). Please read it carefully.

## **Ten Suggestions for Preserving Academic Integrity**

Ohio State Office of Academic Affairs, Committee on Academic Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, students are expected to complete all academic and scholarly assignments with fairness and honesty. The following suggestions will help you preserve academic integrity [...].

1. **ACKNOWLEDGE THE SOURCES THAT YOU USE WHEN COMPLETING ASSIGNMENTS:** If you use another person's thoughts, ideas, or words in your work, you must acknowledge this fact. This applies regardless of whose thoughts, ideas, or words you use as well as the source of the information. If you do not acknowledge the work of others, you are implying that another person's work is your own, and such actions constitute plagiarism. Plagiarism is the theft of another's intellectual property [...].

2. **AVOID SUSPICIOUS BEHAVIOR:** Do not put yourself in a position where an instructor might suspect that you are cheating or that you have cheated. Even if you have not cheated, the mere suspicion of dishonesty might undermine an instructor's confidence in your work. Avoiding some of the most common types of suspicious behavior is simple. Before an examination, check your surroundings carefully and make sure that all of your notes are put away and your books are closed. An errant page of notes on the floor or an open book could be construed as a 'cheat sheet'. Keep your eyes on your own work. [...]

3. **DO NOT FABRICATE INFORMATION:** Never make-up data, literature citations, experimental results, or any other type of information that is used in an academic or scholarly assignment.

4. **DO NOT FALSIFY ANY TYPE OF RECORD:** Do not alter, misuse, produce, or reproduce any University form or document or other type of form or document. Do not sign another person's name to any form or record (University or otherwise), and do not sign your name to any form or record that contains inaccurate or fraudulent information. Once an assignment has been graded and returned to you, do not alter it and ask that it be graded again. [...]

5. **DO NOT GIVE IN TO PEER PRESSURE:** Friends can be a tremendous help to one another when studying for exams or completing course assignments. However, don't let your friendships with others jeopardize your college career. Before lending or giving any type of information to a friend or acquaintance, consider carefully what you are lending (giving), what your friend might do with it, and what the consequences might be if your friend misuses it. [...]

6. **DO NOT SUBMIT THE SAME WORK FOR CREDIT IN TWO COURSES:** Instructors do not give grades in a course, rather students earn their grades. Thus, instructors expect that students will earn their grades by completing all course requirements (assignments) while they are actually enrolled in the course. If a student uses his/her work from one course to satisfy the requirements of a different course, that student is not only violating the spirit of the assignment, but he/she is also putting other students in the course at a disadvantage. Even though it might be your own work, you are not permitted to turn in the same work to meet the requirements of more than one course. [...]

7. **DO YOUR OWN WORK:** When you turn in an assignment with only your name on it, then the work on that assignment should be yours and yours alone. This means that you should not copy any work done by or work together with another student (or other person). [...]

8. **MANAGE YOUR TIME:** Do not put off your assignments until the last minute. If you do, you might put yourself in a position where your only options are to turn in an incomplete (or no) assignment or to cheat. [...]

9. **PROTECT YOUR WORK AND THE WORK OF OTHERS:** The assignments that you complete as a student are your "intellectual property," and you should protect your intellectual property just as you would any of your other property. [...]

10. **READ THE COURSE SYLLABUS AND ASK QUESTIONS:** Many instructors prepare and distribute (or make available on a web site) a course syllabus. Read the course syllabus for every course you take!