

Term Information

Effective Term Autumn 2025

Previous Value Autumn 2022

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

New course description

Course goals and topics

Change GEN from Foundations (SBS) to Theme: Citizenship

What is the rationale for the proposed change(s)?

The Department of Geography currently offers GEOG 3701 (The Making of the Modern World), which is in the GEL (Social Science AND Global Diversity) and GEN: Foundations (Social and Behavioral Science). The course is also part of several majors in the Geography department. This course change proposal is for a 3-credit GEN Citizenship course. As a GEL Global Diversity course, 3701 already addresses many aspects of citizenship. In this redesign, we have used backward learning design to provide a unique geographic perspective on building global citizenship for a more just and diverse world.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

We seek to maintain the 3-credit version of the course to minimize programmatic implications, in the new GE categorization. The Lived Environments theme aligns well with the geographic perspectives of the department in human geography. We seek to retain the GEL designation.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Geography
Fiscal Unit/Academic Org	Geography - D0733
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3701
Course Title	The Making of the Modern World
Transcript Abbreviation	Making Mdrn Wrld
Course Description	Critically investigates the spatial formations of geographies and transformations of modernization that influence our (re)construction of social and material tools that uphold systems of engagement and citizenry. We'll examine the world market, geopolitics, diasporas, identities and power, colonialism, transformation of nature, energy, science and technology, globalization, and uneven development.
<i>Previous Value</i>	<i>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.</i>
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade

COURSE CHANGE REQUEST
3701 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
12/03/2024

Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

[Previous Value](#)

Not open to students with credit for qtr. crs. GEOG 450

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

45.0701

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Organizations and Politics; Global Studies (International Issues successors); Citizenship for a Diverse and Just World

The course is an elective (for this or other units) or is a service course for other units

[Previous Value](#)

General Education course:

Organizations and Politics; Global Studies (International Issues successors); Social and Behavioral Sciences

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

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

Previous Value

Content Topic List

- Geographies of modernity
- World market and the global polity
- Colonialism, empire and imperialism
- Plantations and slave labor
- Race, class, and power
- States and citizenship
- Politics of gender
- Global energy extraction and consumption
- War and geopolitics
- Transformation of natures and environment
- Modernization and globalization
- Geographies of uneven development

Previous Value

- *Geographies of modernity*
- *World market and the global polity*
- *Eurocentricity*
- *Post-modernity*

Sought Concurrence

No

Previous Value

COURSE CHANGE REQUEST
3701 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
12/03/2024

Attachments

- GEOG 3701_Cover Letter.pdf: GEOG 3701 Cover Letter
(Cover Letter. Owner: Godfrey,Ryan B)
- GEOG 3701_ GE Theme Citizenship_Proposal.pdf: GEOG 3701 GE Theme Proposal and ELOs
(GEC Model Curriculum Compliance Stmt. Owner: Godfrey,Ryan B)
- GEOG 3701_ Syllabus.pdf: GEOG 3701 Syllabus
(Syllabus. Owner: Godfrey,Ryan B)
- GEOG 3701_Summary of Assignments and Grading.pdf: GEOG 3701 Assignment Descriptions and Rubrics
(Other Supporting Documentation. Owner: Godfrey,Ryan B)
- GEOG 3701- Midterm Description, Instructions, and Rubrics.pdf: GEOG 3701 Midterm Description and Rubrics
(Other Supporting Documentation. Owner: Godfrey,Ryan B)
- Curriculum Map SEG_ GEOG 3701.pdf: GEOG 3701 Curriculum Map
(Other Supporting Documentation. Owner: Godfrey,Ryan B)

Comments

- All campuses now checked off per OAA request for the GEN. *(by Godfrey,Ryan B on 11/22/2024 12:55 PM)*
- Please check off all campuses (per an OAA request for the GEN). *(by Vankeerbergen,Bernadette Chantal on 11/22/2024 12:50 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Godfrey,Ryan B	11/21/2024 04:44 PM	Submitted for Approval
Approved	Coleman,Mathew Charles	11/21/2024 04:48 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/22/2024 12:50 PM	College Approval
Submitted	Godfrey,Ryan B	11/22/2024 12:55 PM	Submitted for Approval
Approved	Coleman,Mathew Charles	11/22/2024 12:59 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	12/03/2024 02:59 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	12/03/2024 02:59 PM	ASCCAO Approval

April 3, 2024

Curriculum committee members,

The Geography department is seeking to add the GE Theme: Citizenship for a Just and Diverse World to the existing course GEOG 3701.10 (The Making of the Modern World).

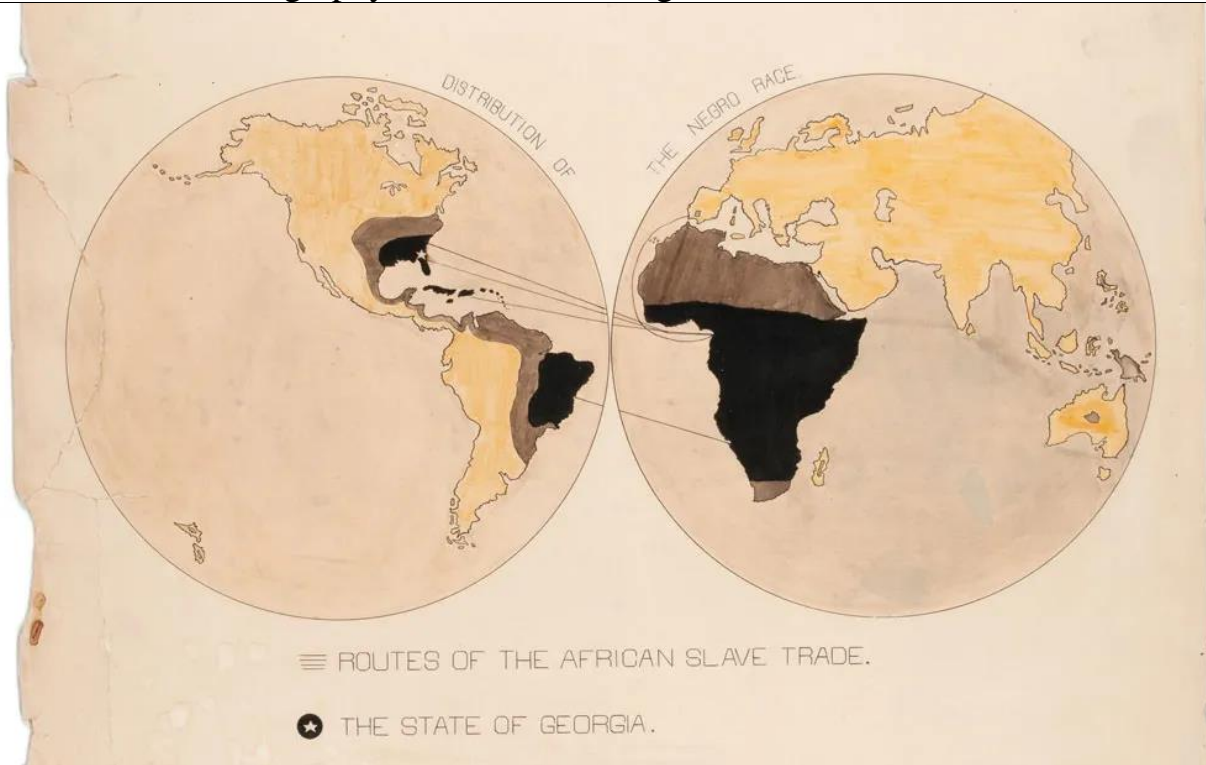
Within the GE Legacy, Geography 3701.10 is an approved course for Social Science - Organization and Politics and Global Studies. The course focus on intercultural competency across local, national, and global settings and attention to diverse individual and group efforts for social change meets the requirements of this new GE Theme.

The following documents are included in this application:

- GE Theme Course Submission Worksheet: Citizenship for a Just and Diverse World
- Course Syllabus
- Summary of Assignments
- Midterm Assignment document (World's Fair Group Project)
- Quiz 1, 2, and 3
- Graded Activities 1-4
- Extra Credit Instructions

Sincerely,
Theresa Hice-Fromille
Assistant Professor of Geography

Geography 3701: The Making of the Modern World



Course Information	
Course Time	MWF 1:50pm – 2:45pm
Course Location	Pomerene Hall 260
Credit Hours	3
GE Theme	Citizenship for a Just and Diverse World
Mode of Delivery	In-person *See University COVID-related accommodation requests here
Instructor	Professor Theresa Hice-Fromille
Email	Hice-fromille.1@osu.edu
Office Location	Derby Hall 1156
Office Hours	
Teaching Assistant	
Email	
Office Location	
Office Hours	

GEOG 3701 (The Making of the Modern World) critically investigates the spatial formations and transformations of our world. We will examine the ideas that inspired modernization and

continue to influence our (re)construction of social and material tools that uphold systems of engagement around the globe. Specific topics covered in this class include: coloniality and colonialism; empire and imperialism; plantations and slave labor; race, class, and power; states and citizenship; politics of gender; global energy extraction and consumption; war and geopolitics; the transformation of natures; science and technology; modernization and globalization; global communications; and geographies of uneven development.

Course Prerequisites

There are no prerequisites for this class. Although we will use geographical terminology and engage debates in the discipline, no background in geography is expected or required for course enrollment.

Goals and Expected Learning Outcomes (GLOs)

This course is part of the **Citizenship for a Just and Diverse World** theme in the University's **General Education (GE)** program.

Engaged citizenship requires intercultural competency across local, national, and global settings. In this course, students will establish a strong foundation for engaged citizenship by analyzing how contemporary conditions reflect the spatial, economic, and social processes initiated by 15th century European expansion. In conceptualizing modernity as a “maelstrom of disintegration and renewal, of struggle and contradiction, of ambiguity and anguish” (Berman 1982 p. 15), students will draw connections between global re/dis-ordering, geopolitical asymmetries, and trans/international collaborations for justice. This course prompts students to think about identity and belonging, and relationality, beyond the ‘container space’ of nation-states by exploring the connections students have with peoples and places across the world, both spatially and across time.

Course-based Goals

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

How does this course address GE Goals and ELOs?

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the

subject matter, among other possibilities.

ELO 1.1 Engage in critical and logical thinking

This course will build skills needed to engage in critical and logical thinking about modern articulations of space and power through:

- Regular in-class activities (active learning strategies) that guide students in practicing critical and logical thinking through low-stakes questions and peer discussion;
- Graded Activities (4 total) throughout the semester that requires students to collaborate on a worksheet to analyze local, national, or global events using knowledge learned in the course;
- Quizzes (4 total) throughout the semester that require students to identify and articulate modern processes and concepts (such as nation-state building and consolidation, capital accumulation, economic underdevelopment, resource extraction, etc.) and the ways that they impact diverse lived experiences around the world;
- A midterm group project in which students collaborate to explain and socially, politically, geographically and economically contextualize a World's Fair exhibition using course themes;
- A final exam that requires students to synthesize significant socio-geographic processes between the 15th and 21st centuries and the consequences they have had on people's lived experiences; and critically analyze diverse strategies for addressing these consequences.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

Students will explore sophisticated social scientific inquiries into and critiques of historical events and resulting socio-geographical outcomes through their reading of approximately 40 assigned pages of academic, peer-reviewed texts each week.

Quizzes will be used to evaluate students' understanding of assigned readings by asking them to identify concepts and significant components of theoretical arguments and apply these to unique situations.

In the midterm group project, students will learn about the significance of World's Fairs in the strategic performance of citizenship. By identifying the strategies employed in exhibition curation and contextualizing exhibition themes within geopolitical histories, students will interrogate the inclusive and exclusionary capacities of citizenship in the modern world. Students will use library databases to find descriptions of World's Fair exhibitions and social, political, geographic, and economic events that shaped the time in which exhibits were constructed and displayed. Students will collaboratively summarize their findings in a written assignment (brochure) and oral presentation and individually analyze a recent event of their choosing as an example of mundane exhibition.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of- classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Students identify, describe, and synthesize various modern processes, including (settler) colonialism, urbanization, imperialism, nationalism (Unit 2), and decolonization (Unit 3) as they are expounded on and reject Western philosophies (Unit 1).

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

For the midterm, students will work with 5-6 peers to research an exhibition displayed at an 18th- or 19th century World's Fair. The instructor will assign one exhibition to each group to ensure that various exhibits are examined in the class. Each group will research the exhibition using reputable academic and public sources and present their research in Week 11 by addressing how the exhibition reflects one or more of the course themes from the first half of the semester. Each individual student will submit a 300-word reflection paper in which they articulate what they learned through this research and evaluate their individual contributions to the group's success. (See document "GEOG3701: Midterm Description, Instructions, and Rubrics".) Examples of World's Fairs: World Cotton Centennial (New Orleans, 1884), Panama-Pacific International Exposition (San Francisco, 1915), Century 21 Exposition (Seattle, 1962).

Citizenship Goals and ELOs

GOAL 3: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

In this course, students will be guided to think about citizenship as a concept that is constructed, embodied, experienced, performed and understood in different spaces and places and at different scales. Taking Christopher Columbus' arrival in the Caribbean in 1492 as the starting point of modernity, this curriculum positions students to think about citizenship as grounded in and yet exceeding the conceptual and physical boundaries of the nation-state. Students will be asked to consider how citizenship shapes and is shaped by race/racialization (Unit 2), labor and economies (Unit 2), and political struggle (Unit 2 and Unit 3). Special attention will be given to the relational capacity of citizenship. In other words, students will understand citizenship as both inclusive and exclusionary. For example, readings and lectures during Weeks 5 and 6 will guide students to consider the ways that racialization in the U.S. accompanies the construction of individual and community rights, structuring the realities through which claims to political rights are embodied (See p. 12 of the course syllabus for Weeks 5 and 6 reading assignments and lecture topics). Besides the U.S. context, students will learn about citizenship in Canada (Week 5), Vietnam (Week 7), Jamaica (Week 9), Ireland (Week 8), the Middle East (Weeks 3 and 8), South Africa (Week 8), Bolivia (Week 13), India (Week 15), and global citizenship as it pertains to the divisions between the global North and South (Unit 2 and Unit 3).

ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

Students demonstrate intercultural competence when they apply their knowledge of the social and physical world in their interactions with people whom they perceive to be from different cultural backgrounds and in addressing global issues, or problems that affect people around the world. In this course, students will build their capacity for intercultural competence by learning the geopolitical context within which people become citizens, are denied citizenship, and leverage different conceptions of citizenship to enact change.

For example, in Week 8 students will study Rosa Luxemburg's critique of capital accumulation within the context of Western nations and apply this critique in their study of British imperialism in Ireland, Palestine, and South Africa and the effects of contemporary globalization in Jamaica (See p. 12-13 of the course syllabus for details on these reading assignments). At the end of Week 12, students will demonstrate their understanding of capital accumulation, imperialism, underdevelopment, and globalization (and what connects them) in their completion of Quiz #3. The midterm assignment also provides an opportunity for students to practice intercultural competence as a global citizen by utilizing knowledge and skills gained in the course to analyze exhibits from World's Fairs (See "GEOG3701: Midterm Description, Instructions, and Rubrics" for assignment details). World's Fairs illustrate the strategic performance of citizenship. During these massive events, participating nations produced curated expressions of technological innovation, cultural sophistication, political stability, economic superiority, and social well-being. Through this assignment, students will reach beyond their own perspectives of citizenship to identify different individual and group characteristics and contributions that nations highlighted within the curated exhibits and consider the exclusionary effects of this curation.

GOAL 4: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

This course takes socially constructed geographic space as the primary analytic through which various expressions and implications of diversity, equity, and inclusion and a variety of lived experiences may be examined, critiqued, and evaluated. Central to this critical spatial analysis is a commitment to interrogating power as it is leveraged by specific actors at specific times. The course offers many opportunities for students to consider issues of diversity, equity, and inclusion and contextualize these within systems of power. Students will consider how certain economic, cultural and political processes are enacted within specific geographic spaces and affect the participation of actors as they represent different races, genders, epistemologies, and ontologies. Interrogating power serves to denaturalize classificatory systems such as race and gender and explicate how these are ordered within particular ways of knowing (epistemologies) and being (ontologies). As such, the class will discuss citizenship as involving diverse processes that serve to order the world in specific ways. In Weeks 14 and 15, students will reflect on future planetary engagements as they read and discuss scholarly literature from decolonial geographies (See p. 14 of the course syllabus for reading assignments). Perspectives from decolonial geographies exemplify the ordering of the social and natural world in unique ways. By studying these perspectives, students are prompted to apply critiques of contemporary applications of diversity, equity, and inclusion to imagine more just models of citizenship

ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

Each course module addresses the unique intersection of justice, difference, and citizenship as experienced through the personal lens of individuals or specific groups. Particular attention will be given to the ways that the state mediates these for its own survival and the ways that impacted groups advocate for change. To prepare students to engage with these themes, the course begins with a historical discussion of the emergence of the state from feudal Europe and a review of the characteristics that signify the state as a modern concept. From there, students will review the role of the state in processes such as settler colonialism (Unit 2: Module 1), African enslavement (Unit 2: Module 1), and technological advancement (Unit 2: Module 3). Through class activities, quizzes, and the final exam, students will be challenged to analyze the ways in which national citizenship at different moments has worked to arrest and advance justice and consider how groups with differing claims to citizenship have coordinated efforts toward either ends. For example, the readings and lectures organized within Unit 2: Module 1 will assist students in understanding the contrasting positions of African-descended people and the U.S. Southern planter class (See p. 12 of the course syllabus for reading assignments). The readings assigned in Week 6 (See p. 12 of the course syllabus for details), in particular, draw students' attention to the ways that African cultural practices, represented by blues music, inspired a definition of justice that contrasted with the conditions of enslavement. Students will be asked in in-class activities to reflect on the implication of this "blues epistemology" for mid-20th and 21st century social justice movements and the contemporary concerns about citizenship that they seek to address.

What 3 credit hours means

This is a 3 credit-hour course. According to Ohio State bylaws on instruction (go.osu.edu/credithours), students should expect 3 hours per week of time spent on direct instruction (sitting in lecture) in addition to 6 hours of homework (ex: completing the assigned readings) to receive an average/passing grade ("C").

Land Acknowledgement

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

Instructor Responsibility

As the instructor, I will facilitate student growth by:

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

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

Attendance Policy

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

Missed Assignment Policy

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

Required Materials

- The class readings comprise peer-reviewed journal articles and/or book selections (i.e. chapters). In total, you will be responsible for roughly 600 pages of reading over 15 weeks, which averages out at ~40 pages per week (roughly 4 hours of reading/week).
- There are no required textbooks for this class.
- You will need basic computer and web-browsing skills for this course
- CarmenCanvas
 - o You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the Following:
 - ♣ Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device (go.osu.edu/add-device) help article for step-by-step instructions.
 - o 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.
 - o Install the Duo Mobile application (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

- o If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.
- o For more information on navigating CarmenCanvas please visit go.osu.edu/canvasstudent

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- Self Service and Chat: www.go.osu.edu/it
- Phone: 614-688-4357 (HELP)
- Email: servicedesk@osu.edu

Instructor Feedback and Response Time

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

Disability Statement

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process (slds.osu.edu/covid-19-info/covid-related-accommodation-requests/), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Academic Conduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic

misconduct as: Any activity that tends to compromise the academic integrity of the University, or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Religious Accessibility

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

Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential. For more information about religious accommodations at Ohio State, visit

www.odi.osu.edu/religious-accommodations.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation. To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at www.equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Diversity Statement

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

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

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

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

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

<https://cbssc.osu.edu>

Counseling and Consultation Services/Mental Health Statement

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

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

Lyft Ride at Ohio State offers eligible students discounted rides, inside the university designated service area, and has expanded service to the Short North area along High Street. Service runs from 7 p.m. to 7 a.m. Prices may be impacted by distance, traffic, time of day, special events and

prime time surcharges. More information about the service and the Lyft App, and a link to get started using the Lyft Ride Smart services can be found at: <https://ttm.osu.edu/ride-smart>.

Content Warning

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

Assignments
Participation 10%
<ul style="list-style-type: none"> Regular attendance will not be recorded but the instructor will assign participation grades weekly based on student engagement in the course. Asking questions during class, answering questions posed to the class, attending instructor and/or TA office hours, remaining attentive during the class, and refraining from posing a distraction to other students are all indicators of positive participation. Regular absence, lack of engagement with peers during small group and peer activities, falling asleep, using electronic devices for unrelated course tasks, disinterest in class conversations, and disrespectful interactions with peers and instructor/TA are indicators of negative participation or a lack of participation which will result in a lower assignment grade. Participation may also be assessed through the completion of ungraded quizzes.
Quizzes 20%
<ul style="list-style-type: none"> Four quizzes will be administered throughout the semester and may include questions in the form of multiple choice, fill-in-the-blank, matching, and/or map and photo labeling, etc. Students with accommodations will need to schedule alternative testing times through the Office of Student Life and Disability Services (SLDS).
Graded Activities 20%
<ul style="list-style-type: none"> Four graded activities will be administered throughout the semester and may require students to collaborate during class within small, assigned groups.
Midterm – Exhibition Group Project (25%)
<ul style="list-style-type: none"> The class will be divided into small groups and assigned a World’s Fair exhibition. Groups will collaboratively research the exhibition, design a promotional pamphlet, and present their findings to the class during Week 10. Each student will submit a critical reflection paper explaining the relevance of the exhibition to course topics and concepts and reflecting on the successes and challenges of completing groupwork.
Final Exam (25%)
<ul style="list-style-type: none"> A comprehensive exam that may include fill-in-the-blank, short answer questions, and/or short essay questions will be administered at the end of the semester. Students

with accommodations will need to schedule an alternative testing time through the Office of Student Life and Disability Services (SLDS).

Extra Credit

- The instructor may award up to 3% in extra credit for the completion of additional coursework or participation in relevant campus events. The instructor will present extra credit opportunities to the whole class – extra credit work is not assigned individually.

Ohio State Academic Calendar

Course Schedule					
Week	Day	Module	Readings	Lecture Topic	Due
1	W 8.21			Course Introduction	
I. Ideas that Shape the Modern World					
	F 8.23	i. Western Philosophy		Renaissance	
2	M 8.26		Berman, M. 1982. "Introduction: Modernity-Yesterday, Today, Tomorrow" in <i>All That is Solid Melts into Air: The experience of modernity</i> . New York: Penguin Press, pp. 15-36.	Enlightenment	
	W 8.28	ii. Power	Foucault, M. 1982. "The Subject and Power." <i>Critical Inquiry</i> . 8(4), pp. 777-795.	Class	
	F 8.30		Massey, D. 1994. "A Global Sense of Place." In <i>Space, Place, and Gender</i> . Minneapolis: University of Minnesota Press. Pp. 146-156. Recommended: Robinson, C. 1983. <i>Black Marxism: The making of the Black radical tradition</i> . [Excerpts]	Race and Gender	Syllabus quiz due on Canvas
3	M 9.2	iii. Discourse and Representation	Labor Day – No Class		
	W 9.4		Hall, S. 1992. "The West and the Rest: Discourse and Power." Read p. 201-208	Making Others, Globally	
	F 9.6				Activity #1
4	M 9.9		Haraway, D. 1988. "Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective." <i>Feminist Studies</i> 14:3, 575-599.	Science and Objectivity	
	W 9.11		Mudimbe, V.Y. 1988. <i>The Invention of Africa: Gnosis, Philosophy, and the Order of Knowledge</i> . Indianapolis: Indiana University Press. Read "Introduction" and "Conclusion"	Cartography	
	F 9.13				Quiz #1
II. The Things We Make					

5	M 9.16	I. States and Citizens	Sherwood, Y. 2019. "The Political Bonds of Oil vs Tribes." <i>Open Rivers</i> 13.	Settler Colonialism	
	W 9.18		Recommended: Reardon, J & Kim Tallbear. 2012. "'Your DNA is Our History'" Genomics, Anthropology, and the Construction of Whiteness as Property." <i>Current Anthropology</i> 53(5), S233-S245.		
	F 9.20		de Leeuw, S. 2009. "'If anything is to be done with the Indian, we must catch him very young': Colonial constructions of Aboriginal children and the geographies of Indian residential schooling in British Columbia, Canada." <i>Children's Geographies</i> 7(2),123-140.		Activity #2
6	M 9.23		Trouillot, M. 2002. "North Atlantic Universals: Analytic Fictions, 1492-1945." <i>The South Atlantic Quarterly</i> 101(4), 839-858.	Plantation	
	W 9.25		Woods, C. 2017. "The Socio-Spatial Construction of the Mississippi Delta." in <i>Development Arrested: The Blues and Plantation Power in the Mississippi Delta</i> . London: Verso, 40-71.		
	F 9.27		Recommended: More, A. 2022. "The Early Portuguese Slave Ship and the Infrastructure of Racial Capitalism." <i>Social Text</i> 40(4), 17- 41.		Activity #3
7	M 9.30		Recommended: McKittrick, K. 2014. "Mathematics of Black Life." <i>The Black Scholar</i> 44(2), 16-28.	Slave Labor	
	W 10.2		McKittrick, K. 2010. "Science Quarrels Sculpture: The politics of reading Sarah Baartman." <i>Mosaic</i> 43(2), 113-130.		
	F 10.4		*Bring text and notes to class*		Quiz #2
8	M 10.7	II. Empire	Hoang, K. K. "Flirting with Capital: Negotiating perceptions of pan-Asian ascendancy and Western decline in global sex work." <i>Social Problems</i> , 61(4) pp. 507-529.	Gendered Labor and Care Work	
	W 10.9				Quiz Review
	F 10.11		Le Blanc, P. 2010. "Rosa Luxemburg and the Global Violence of Capitalism" in <i>Socialist Studies</i> , 6(2) pp. 160-172.		Quiz #2
			Miller, R. 2010. "'An Oriental Ireland': Thinking about Palestine in Terms of the Irish Question during the mandatory era" in <i>Britain, Palestine and Empire: The Mandate Years</i> , ed. Rory Miller. Taylor and Francis, pp. 157-176.		
			Fall Break – No Class		

9	M 10.1 4		McMichaels, P. 2017. "Instituting the Development Project" in <i>Development and Social Change: A Global Perspective</i> . Los Angeles: Sage, pp. 26-54.	(Under) Development	
	W 10.1 6		Guest speaker TBD Recommended: Lewis, J. S. 2018. "Structural Readjustment: Crime, Development, and Repair in the Jamaican Lottery Scam" in <i>Anthropological Quarterly</i> , 91(3), pp. 1029-1048.		
	F 10.1 8				Activity #4
10	M 10.2 1		Intro to the World's Fair	(Legacies of) Exhibition	
	W 10.2 3		Group Work		
	F 10.2 5		Group Work		
11	M 10.2 8		Midterm Presentations	Groups 1, 2, 3, 4	
	W 10.3 0		Midterm Presentations	Groups 5, 6, 7	
	F 11.1		Midterm Presentations	Groups 8, 9, 10	
12	M 11.4	III. Global Centers	Daggett, C. 2019. "The Imperial Organism at Work" in <i>The Birth of Energy: Fossil fuels, thermodynamics and the politics of work</i> , pp. 132-161. Dillon, L. 2015. "War's Remains: Slow Violence and the Urbanization of Military Bases in California." <i>Environmental Justice</i> 8(1), pp. 1-5. Recommended: Mitchell, T. 2011. "Machines of Democracy" in <i>Carbon Democracy: Political power in the Age of Oil</i> , pp. 12-42.	Transportation and Fossil Fuels	
	W 11.6		Crawford, K. 2021. "Earth." In <i>Atlas of AI: Power, Politics, and the Planetary Costs of Artificial Intelligence</i> . Pp. 23-52.	Communication and Rare Earth Elements	
	F 11.8				Quiz #3
13	M 11.1 1		Veteran's Day – No Class		
	W 11.1 3		Sanchez-Lopez, D. 2019. "Sustainable Governance of Strategic Minerals: Post-Neoliberalism and Lithium in Bolivia." <i>Science and Policy for Sustainable Development</i> . 61(6) pp. 18-30.	Communication and Rare Earth Elements	

			Recommended: Sanchez-Lopez, M. D. 2019. "From a White Desert to the Largest World Deposit of Lithium: Symbolic meanings and materialities of the Uyuni Salt Flat in Bolivia." <i>Antipode</i> . 51(3), pp. 1033—65.		
	F 11.1 5		No Class		
III. A Process of Un-Making					
14	M 11.1 8	IV. Decolonization	Pulido, L. 2018. "Racism and the Anthropocene." In <i>The Remains of the Anthropocene</i> , eds. G. Mitman, R. Emmett and M. Armiero, pp. 116-128. Chicago: University of Chicago Press.	Anthropocene (?)	
	W 11.2 0		Daigle, M & Ramirez, M. 2018. "Decolonial Geographies." <i>Antipode</i> pp. 1-7.	Decoloniality, and Decolonization	
	F 11.2 2				Quiz #4
15	M 11.2 5		Gergan, Mabel D & Andrew Curley. 2023. "Indigenous Youth and Decolonial Futures: Energy and Environmentalism among the Dine in the Navajo Nation and Lepchas in Sikkim, India." <i>Antipode</i> 55(3), pp. 749-769.		
	W 11.2 7		Bruno, T. 2023. "Ecological Memory in the Biophysical Afterlife of Slavery." <i>Annals of the American Association of Geographers</i> , 113(7), p. 1543-1553		
	F 11.2 9		Fall Break – No Class		
16	M 12.2			Exam Review	
	W 12.4			Exam Review	
17	W 12.1 1				Final Exam 2pm- 3:45pm

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

GE Theme course submission worksheet: Citizenship for a Just & Diverse World

Geography 3701.10 (3 credits)
The Making of the Modern World
Citizenship Theme Goals and ELO Rationale

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)

Engaged citizenship requires intercultural competency across local, national, and global settings. In GEOG 3701, students will establish a strong foundation for engaged citizenship by interrogating geopolitical processes and diverse lived experiences with an attention to justice. The curriculum forefronts a critical analysis, which students engage to investigate contemporary socio-political conditions at local, national, and international scales. The course takes up citizenship as simultaneously functioning to include and exclude individuals and groups from geographic spaces and social relationships (including political decision-making and economic activities) and affecting the scales at which individuals/groups successfully enact social change.

Connect this course to the Goals and ELOs shared by *all* Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

ELO 1.1 Engage in critical and logical thinking

This course will build skills needed to engage in critical and logical thinking about modern articulations of space and power through:

- Regular in-class activities (active learning strategies) that guide students in practicing critical and logical thinking through low-stakes questions and peer discussion;
- Graded Activities (4 total) throughout the semester that requires students to collaborate on a worksheet to analyze local, national, or global events using knowledge learned in the course;
- Quizzes (4 total) throughout the semester that require students to identify and articulate modern processes and concepts (such as nation-state building and consolidation, capital accumulation, economic underdevelopment, resource extraction, etc.) and the ways that they impact diverse lived experiences around the world;
- A midterm group project in which students collaborate to explain and socially, politically, geographically and economically contextualize a World’s Fair exhibition using course themes;
- A final exam that requires students to synthesize significant socio-geographic processes between the 15th and 21st centuries and the consequences they have had on people’s lived

experiences; and critically analyze diverse strategies for addressing these consequences.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

Students will explore sophisticated social scientific inquiries into and critiques of historical events and resulting socio-geographical outcomes through their reading of approximately 40 assigned pages of academic, peer-reviewed texts each week.

Quizzes will be used to evaluate students' understanding of assigned readings by asking them to identify concepts and significant components of theoretical arguments and apply these to unique situations.

In the midterm group project, students will learn about the significance of World's Fairs in the strategic performance of citizenship. By identifying the strategies employed in exhibition curation and contextualizing exhibition themes within geopolitical histories, students will interrogate the inclusive and exclusionary capacities of citizenship in the modern world. Students will use library databases to find descriptions of World's Fair exhibitions and social, political, geographic, and economic events that shaped the time in which exhibits were constructed and displayed. Students will collaboratively summarize their findings in a written assignment (brochure) and oral presentation and individually analyze a recent event of their choosing as an example of mundane exhibition.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of- classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Students identify, describe, and synthesize various modern processes, including (settler) colonialism, urbanization, imperialism, nationalism (Unit 2), and decolonization (Unit 3) as they are expounded on and reject Western philosophies (Unit 1).

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

For the midterm, students will work with 5-6 peers to research an exhibition displayed at an 18th- or 19th century World's Fair. The instructor will assign one exhibition to each group to ensure that various exhibits are examined in the class. Each group will research the exhibition using reputable academic and public sources and present their research in Week 11 by addressing how the exhibition reflects one or more of the course themes from the first half of the semester. Each individual student will submit a 300-word reflection paper in which they articulate what they learned through this research and evaluate their individual contributions to the group's success. (See document "GEOG3701: Midterm Description, Instructions, and Rubrics".) Examples of World's Fairs: World Cotton Centennial (New Orleans, 1884), Panama-Pacific International Exposition (San Francisco, 1915), Century 21 Exposition (Seattle, 1962).

Goals and ELOs unique to Citizenship for a Just & Diverse World

GOAL 3: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

In this course, students will be guided to think about citizenship as a concept that is constructed, embodied, experienced, performed and understood in different spaces and places and at different scales. Taking Christopher Columbus' arrival in the Caribbean in 1492 as the starting point of modernity, this curriculum positions students to think about citizenship as grounded in and yet exceeding the conceptual and physical boundaries of the nation-state. Students will be asked to consider how citizenship shapes and is shaped by race/racialization (Unit 2), labor and economies (Unit 2), and political struggle (Unit 2 and Unit 3). Special attention will be given to the relational capacity of citizenship. In other words, students will understand citizenship as both inclusive and exclusionary. For example, readings and lectures during Weeks 5 and 6 will guide students to consider the ways that racialization in the U.S. accompanies the construction of individual and community rights, structuring the realities through which claims to political rights are embodied (See p. 12 of the course syllabus for Weeks 5 and 6 reading assignments and lecture topics). Besides the U.S. context, students will learn about citizenship in Canada (Week 5), Vietnam (Week 7), Jamaica (Week 9), Ireland (Week 8), the Middle East (Weeks 3 and 8), South Africa (Week 8), Bolivia (Week 13), India (Week 15), and global citizenship as it pertains to the divisions between the global North and South (Unit 2 and Unit 3).

ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

Students demonstrate intercultural competence when they apply their knowledge of the social and physical world in their interactions with people whom they perceive to be from different cultural backgrounds and in addressing global issues, or problems that affect people around the world. In this course, students will build their capacity for intercultural competence by learning the geopolitical context within which people become citizens, are denied citizenship, and leverage different conceptions of citizenship to enact change.

For example, in Week 8 students will study Rosa Luxemburg's critique of capital accumulation within the context of Western nations and apply this critique in their study of British imperialism in Ireland, Palestine, and South Africa and the effects of contemporary globalization in Jamaica (See p. 12-13 of the course syllabus for details on these reading assignments). At the end of Week 12, students will demonstrate their understanding of capital accumulation, imperialism, underdevelopment, and globalization (and what connects them) in their completion of Quiz #3. The midterm assignment also provides an opportunity for students to practice intercultural competence as a global citizen by utilizing knowledge and skills gained in the course to analyze exhibits from World's Fairs (See "GEOG3701: Midterm Description, Instructions, and Rubrics" for assignment details). World's Fairs illustrate the strategic performance of citizenship. During

these massive events, participating nations produced curated expressions of technological innovation, cultural sophistication, political stability, economic superiority, and social well-being. Through this assignment, students will reach beyond their own perspectives of citizenship to identify different individual and group characteristics and contributions that nations highlighted within the curated exhibits and consider the exclusionary effects of this curation.

GOAL 4: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

This course takes socially constructed geographic space as the primary analytic through which various expressions and implications of diversity, equity, and inclusion and a variety of lived experiences may be examined, critiqued, and evaluated. Central to this critical spatial analysis is a commitment to interrogating power as it is leveraged by specific actors at specific times. The course offers many opportunities for students to consider issues of diversity, equity, and inclusion and contextualize these within systems of power. Students will consider how certain economic, cultural and political processes are enacted within specific geographic spaces and affect the participation of actors as they represent different races, genders, epistemologies, and ontologies. Interrogating power serves to denaturalize classificatory systems such as race and gender and explicate how these are ordered within particular ways of knowing (epistemologies) and being (ontologies). As such, the class will discuss citizenship as involving diverse processes that serve to order the world in specific ways. In Weeks 14 and 15, students will reflect on future planetary engagements as they read and discuss scholarly literature from decolonial geographies (See p. 14 of the course syllabus for reading assignments). Perspectives from decolonial geographies exemplify the ordering of the social and natural world in unique ways. By studying these perspectives, students are prompted to apply critiques of contemporary applications of diversity, equity, and inclusion to imagine more just models of citizenship

ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

Each course module addresses the unique intersection of justice, difference, and citizenship as experienced through the personal lens of individuals or specific groups. Particular attention will be given to the ways that the state mediates these for its own survival and the ways that impacted groups advocate for change. To prepare students to engage with these themes, the course begins with a historical discussion of the emergence of the state from feudal Europe and a review of the characteristics that signify the state as a modern concept. From there, students will review the role of the state in processes such as settler colonialism (Unit 2: Module 1), African enslavement (Unit 2: Module 1), and technological advancement (Unit 2: Module 3). Through class activities, quizzes, and the final exam, students will be challenged to analyze the ways in which national citizenship at different moments has worked to arrest and advance justice and consider how groups with differing claims to citizenship have coordinated efforts toward either ends. For

example, the readings and lectures organized within Unit 2: Module 1 will assist students in understanding the contrasting positions of African-descended people and the U.S. Southern planter class (See p. 12 of the course syllabus for reading assignments). The readings assigned in Week 6 (See p. 12 of the course syllabus for details), in particular, draw students' attention to the ways that African cultural practices, represented by blues music, inspired a definition of justice that contrasted with the conditions of enslavement. Students will be asked in in-class activities to reflect on the implication of this "blues epistemology" for mid-20th and 21st century social justice movements and the contemporary concerns about citizenship that they seek to address.

Summary of Assignments (GEOG3701)

This document provides a summary of all graded course components

Assignment Category	Percent of final grade
Class Participation	10%
Graded Activities (4)	20%
Quizzes (4)	20%
Midterm (Group Project/Presentation)	25%
Final	25%
Extra Credit	+5%
Total	100%

Class Attendance and Participation

Regular attendance will not be recorded but the instructor will assign participation grades weekly based on student engagement in the course. Asking questions during class, answering questions posed to the class, attending instructor and/or TA office hours, remaining attentive during the class, and refraining from posing a distraction to other students are all indicators of positive participation. Regular absence, lack of engagement with peers during small group and peer activities, falling asleep, using electronic devices for unrelated course tasks, disinterest in class conversations, and disrespectful interactions with peers and instructor/TA are indicators of negative participation or a lack of participation which will result in a lower assignment grade. Participation may also be assessed through the completion of ungraded quizzes.

Graded Activities (Total of 4)

Four graded activities will be administered throughout the semester and may require students to collaborate during class within small, assigned groups, and/or watch relevant videos as a class. See the documents, “Activity 1,” “Activity 2,” “Activity 3,” and “Activity 4” for further details of these assignments.

Quizzes (Total of 4)

A total of 4 quizzes will be issued throughout the semester. These 20-point assignments will consist of a mixture of multiple choice and fill-in-the blank questions. Quiz content will be drawn from assigned readings, lectures, graded activities, and group presentations and require students to identify, articulate, and apply theoretical arguments and concepts to previously reviewed case studies. Successful quizzes will demonstrate an ability to contextualize the abstract principles of modernity.

Quiz 1 covers material from Unit 1, including assigned readings and videos, and lectures. **Quiz 2** covers material from Unit 2: Module 1, including assigned readings and videos, and lectures. **Quiz 3** covers material from Unit 2: Module 2, including student presentations, assigned readings and videos, and lectures. **Quiz 4** covers material from Unit 2: Module 3, including assigned readings and videos, and lectures. Each quiz will present 10-15 questions in fill-in-the-blank, short-answer, or multiple-choice format.

Sample Fill-in-the-Blank Question: Since the Cold War, World’s Fair exhibits shifted from being sponsored by state governments to being sponsored by what? _____

Sample Multiple Choice Question: According to Berman (1982), modernity is foremost characterized by...

- a. Dialecticism
- b. Machinery
- c. Stability
- d. Invention

See the documents, “Quiz 1,” “Quiz 2,” and “Quiz 3” for further details of these assignments.

Midterm – Group Project/Presentation

During week 10, the instructor will deliver a lecture introducing the World’s Fair and the legacies of exhibition. During week 5, each student will be assigned to a group of 5-6 and each group will be assigned to a World’s Fair. Two class times during Week 10 are reserved for group work. Groups will submit a pamphlet detailing exhibit descriptions. During Week 11, each group will deliver a 10-12-minute presentation analyzing their assigned World’s Fair. Each student is responsible for independently writing a critical reflection paper in which they select and analyze an example of mundane exhibition that relates to their assigned World’s Fair; account for their contributions to the group project; and evaluate the extent to which their group completed the project successfully. See the document, “GEOG3701: Midterm Description, Instructions, and Rubrics” for further details of this graded assignment.

Extra Credit Assignment

Students will design and record a 3–5-minute presentation about data bodies within the context of this course. See the document, “GEOG3701: Data Bodies Extra Credit Assignment” for further details of this assignment.

Final Exam

The final exam covers material from the entire semester, including all assigned readings and videos, student presentations, and lectures. The exam will consist of quiz-style questions about

Unit 3 (total of 20 points) and two short essay questions (40 points each). Up to 12 extra credit points will be awarded to students who incorporate relevant and accurate details from recommended course readings into their short essay. Short essays should be answered in approximately 300 words and include the following elements: a thesis statement, introduction paragraph, body paragraphs, and conclusion statement.

Sample essay question: ““Plantationocene” as a descriptor of this ongoing environmental epoch has the potential to center racial capitalism in understanding environmental crises, while drawing attention to the liberatory potential of Black ecologies” (Davis et al., 2019). Discuss this statement by forefronting the significance of nation and/or national citizenship in your analysis.

Command Term	Description
Explain	Give a detailed account that includes reasons.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Analyze	Break down in order to bring out the necessary elements or structure.

Rubric:

	Excellent	Adequate	Inadequate	Total
Thesis 6pts	5.5-6pts Thesis is 2-3 sentences in length and easily identifiable in the first paragraph. Thesis provides an appropriate and arguable response to the prompt. Essay adheres to the thesis.	4.5-5pts Thesis is a bit long or short or difficult to locate. Thesis diverges from the prompt and/or is lacking in sufficient detail to provide the reader with a preview of the essay. The essay diverges from the argument presented in the thesis.	0-4pts No thesis is provided or thesis greatly diverges from the prompt. The essay does not adequately address the points stated in the thesis.	
Course Concepts 9pts	8.5-9pts At least 3 relevant course concepts are accurately defined.	6.5-8pts Essay includes 3 course concepts but one or more are	0-6pts Essay includes fewer than 3 course concepts. Concepts	

		lacking in relevance to the topic or inaccurately defined.	are lacking in relevance and/or inaccurately defined.	
Examples/ Case Studies 10pts	9-10pts At least 2 relevant examples from the course are thoroughly explained (who, what, where, when).	7-8.5pts At least 2 relevant examples from the course are explained, but necessary details are missing.	0-6.5pts Fewer than 2 relevant examples or 2 examples that lack relevance and/or adequate details.	
Analysis 10pts	9-10pts All aspects of the prompt are addressed, and the response meets the requirements of the command term. Detailed evidence (examples/case studies) are integrated in sentences and paragraphs, and connections between evidence and the prompt are explained and relevant.	7-8.5pts All aspects of the prompt are at least partially addressed and the response meets the requirements of the command term. The significance of the evidence (why, how) is not thoroughly expressed. Connections between case studies are listed but not thoroughly explained (analysis).	0-6.5pts The prompt is not addressed in its entirety. The response does not meet the requirements of the demand term. Significance of the evidence is not addressed. Case studies are not connected to each other or the prompt. Overall, lacks analysis.	
Organization 5pts	4.5-5pts Paragraphs focus on a relevant point of the argument and integrate the supporting evidence. Paragraphs are linked and support the logical flow of the argument and response. A brief conclusion summarizes the main points.	3-4pts A series of standalone paragraphs each addressing a specific element of the question but lacking clear links connecting them all into a coherent whole. The conclusion may contain new information not explored in the essay.	0-2.5pts Information is listed but is not grouped together in paragraphs, or paragraphing is erratic. The conclusion diverges from the prompt.	
Extra Credit	6pts Significant parts of both case studies are drawn from recommended course	3pts Significant parts of one case study (or brief details about both case studies)	1.5pts Brief details about one case study are drawn from	

	readings. Must be relevant.	are drawn from recommended course readings. Must be relevant.	recommended course readings.	
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GEOG3701: Midterm Description, Instructions, and Rubrics

Assignment Learning Objectives:

1. Describe how western philosophies of the Renaissance and Enlightenment were embedded in the purpose and construction of the fair(s)
2. Explain how modern processes and projects (ex: enslavement, industrialization) of the era were displayed at the fair and construct an argument addressing the purpose of these displays particular to the host country and/or city
3. Use examples from the exhibitions to identify and examine mundane examples of exhibition within the past 2 years and articulate the relevance of exhibition to the goals and processes of contemporary imperialism
4. Collaborative effectively with peers

The class will be divided into small groups and assigned a World's Fair (exhibition). Groups will collaboratively research the exhibition, design a promotional pamphlet, and present their findings to the class during Week 10. Each student will submit a critical reflection paper explaining the relevance of the exhibition to course topics and concepts and reflecting on the successes and challenges of completing groupwork.

Group outputs: 1 promotional pamphlet for assigned exhibition; 1 oral presentation (10-12 minutes) (Total of 40 points)

Individual outputs: 1 critical reflection paper; 2 peer review submissions (Total of 30 points)

Promotional Pamphlet (Group) (20 points)

Each group will create and submit a trifold pamphlet that summarizes the main events of their exhibition. Think of this document as a brief guide to the significant exhibits at your assigned fair that you may discuss in further detail during your presentation and critical reflection paper. This should be a visually inviting but informative document. Each group will submit a separate document consisting of all sources referenced in the pamphlet.

To create their pamphlets, groups can use a free digital site such as Canva or Snappa, or manually cut and paste photos and written blurbs on a single sheet of paper. All pamphlets must be submitted as pdfs via Carmen by 10/27. For manual creations, documents must

be scanned and converted to pdfs for submission. Late submissions will be docked 10% each day.

There is ample secondary research available for each of the assigned exhibitions. Please refer to the suggested references included below (See p.8) for starting points for your investigation. Only reputable sources (such as academic publications) should be referenced. If you find a resource for which information about the author cannot be found or the author does not possess the professional qualifications to share information about the topic, you should not use the source. Each group must submit a reference list (ASA, APA, MLA, or Chicago format) containing all referenced sources with the promotional pamphlet.

World's Fair Pamphlet				
Requirements	Excellent	Adequate	Inadequate	Points
Organization and Clarity 5pts	Visually appealing and creative in design with full sentences and no spelling or grammatical errors.	Professional in design with mostly full sentences and little to no spelling or grammatical errors.	Messy in design with little attempt at full sentences and/or many spelling and grammatical errors.	
	Comments:			
Relevance 5pts	The images and text included are carefully selected to reflect the course and unit/module.	Most images and texts reflect the course and unit/module, but additional context is needed to make the pamphlet "legible" within the class.	Images are mostly irrelevant to the course and the text is not adequately descriptive. Much clarification is required to understand the correlation between the pamphlet and course and unit/module.	
	Comments:			
Description 7pts	The pamphlet descriptions are both creative and informative. Rich in detail about the <i>what</i> , <i>who</i> , and <i>where</i> of Fair exhibits	Descriptions are informative but lack creativity. Much detail is included.	Lack of detail and creativity. Descriptions are basic, uninteresting, and unconnected.	
	Comments:			

References 3pts	All references documented correctly	Some references missed or do not meet format requirements	Many references missed or do not meet format requirements	
	Comments:			
Total:				

Presentation (Group) (20 points)

Each group will design a presentation to teach the rest of the class about their assigned fair. Presentations should emphasize the connection between the fair and the construction of empire as it relates to the events taking place at the time and the country and city in which the fair was held. Whereas the pamphlet is largely descriptive, presentations should include analysis of specific exhibits and the overarching fair theme. Each presentation must remain within a 10–12-minute time limit and include any references cited for the presentation. Presentations must include some sort of visual aid, such as a series of pictures or a PowerPoint, and must be submitted via Carmen by 10/27. Late submissions of visuals will be docked 10% each day. There are no makeup dates for presentations. Groups may divide the labor of the presentation in any way that they wish but should account for these details in critical reflection papers. For example, one or two students may prefer to present meaning that they put more work into presentation design and less work into pamphlet design.

Presentation (Instructor Rubric)				
Requirement	Excellent	Adequate	Inadequate	Points
Preparation and Organization 5pts	Presentation is delivered within 10-12 minute limit; Slides/visual aids submitted by 10/17; Presentation is organized and demonstrates group understanding of the topics	Presentation is delivered within 10-12 minute limit; Slides/visual aids submitted by 10/17; Presentation is fairly well-organized; There is some question about how well the group understands the topics covered based on omissions, inaccuracies, etc.	Presentation is too long or too short; Disorganized presentation; Obvious that there is confusion about the relevance of the things presented on to the course	
Comments:				

Delivery 5pts	Presenters hold the audience's attention; Visual aids are high-quality, helpful, and relevant; Transition between slides and speakers is smooth	Presenters hold the audience's attention pretty well; Visual aids are no completely relevant; Transition between slides and speakers is somewhat smooth	Presenters do not hold the audience's attention well; Visual aids are largely absent or irrelevant; Poor transition between slides and/or speakers	
	Comments:			
Content 7pts	Presentation has a clear purpose with relevant examples and facts to support the group's conclusions about the connection between the fair and the construction of empire; The fair is contextualized within the events of the time and specific information about the city/country	Presentation somewhat lacks focus; Examples are included but not well-explained or analyzed in relationship to empire; Important information about the city/country are omitted or not well-explained	Presentation lacks focus; Overall lacking examples and explanation; Relationship to empire is unclear or not mentioned; Little to no information about the city/country is included and/or explained	
	Comments:			
Citations 3pts	All references documented correctly	Some references missed or do not meet format requirements	Many references missed or do not meet format requirements	
	Comments:			
Extra Credit Up to 3 points				
Total Score:				
Additional Comments:				

Critical Reflection Paper (Individual) (20 points)

Each student is responsible for submitting a critical reflection paper within three days after their group presents (10/31, 11/2, or 11/4). This part of the assignment is intended to gauge

individual comprehension and contributions. The first and most substantial part of the paper (300-500 words) should be dedicated to analyzing the mundane examples of exhibition (i.e., events that are related to the themes of exhibition at the focus of midterm assignments but occurred outside of exhibitionary spaces). Select at least one example that is related to your group's fair and has occurred anywhere in the world within the past 2 years. Explain how the event supports imperialist goals and processes. A reference list in an academic citation format must be included. The second part of the paper should include a short description (100-200 words) of the distribution of labor within the group and a brief evaluation of the extent to which the group collaborated effectively. (Don't forget to account for your own contributions to the project.) Please remain within the word limit. Late submissions will be docked 10% each day.

Based on group member reflections, the instructor will award up to 5 points to each person for their participation in the project.

Critical Reflection Paper				
Requirements	Excellent	Adequate	Inadequate	Points
Organization and Clarity 3pts	Paper is well-organized with subheadings, full sentences, and paragraphs; No substantial spelling/grammatical errors	Paper is organized with full sentences and structure to the flow of content; Few to no substantial spelling/grammatical errors	Paper is messy and difficult to follow without appropriate breaks in sentences or paragraphs and substantial spelling and grammatical errors	
Comments:				
Relevance of mundane exhibition 5pts	The example was carefully selected, occurred within the past 2 years, and is immediately relevant to the student's assigned fair and contemporary imperialism; Example description is creative and informative	The example is not immediately relevant to the student's assigned fair and/or contemporary imperialism, and/or did not occur within past 2 years; Example description lacks detail	The example is irrelevant to the students' assigned fair and/or contemporary imperialism, and/or did not occur within the past 2 years; Almost no description of the example is provided or there are fundamental errors in the example description	
Comments:				
Analysis of mundane exhibition 5pts	Student eloquently and/or creatively articulates how the example relates to	Student attempts to explain how the example relates to the assigned fair and	Student does not explain how the example relates to the assigned fair and/or contemporary	

	the assigned fair and thoroughly explains and specifies how the imperialist goals and processes it supports by incorporating terms and information from the course	makes at least one good point about how the example supports contemporary imperialist goals and processes; Little from the course is incorporated or wrong information is incorporated	imperialism; Nothing from the course is included or it is wrongly included	
Comments:				
References 2pts	All cited sources are reputable; References are documented correctly	Some sources are questionable and/or some references missed or do not meet format requirements	Irreputable sources used and/or many references missed or do not meet format requirements	
Comments:				
Group evaluation 5pts	Student accounts for and provides relevant detail about the labor taken on by each member of the group including themselves. Student reflects on the overall effectiveness of the group in completing the pamphlet and presentation.	Student gives an overall impression of the distribution of labor and group effectiveness but lack of details necessitates clarification.	Student does not provide information about the group's division of labor and/or an evaluation of the group's effectiveness.	
Comments:				
Group Mate Evaluation 5pts	All group mates corroborate student's narrative of group evaluation; Group mates largely corroborate student's role in the project.	Some group mates corroborate (parts of) student's evaluation narrative and role but there are substantial discrepancies.	All or most group mates present evaluation narratives that verge substantially from student's and/or indicate that student had few or inadequate contributions.	
Comments:				
Total Points:				

Peer Reviews (Individual) (10 points)

Each student will be assigned two presentations to review and receive up to 5 points for each review. Students will complete the included rubric by assigning points for each category and writing a brief explanation of their grading decision. Students who submit incomplete rubrics (ex: without explanations) will receive lower scores. Please be respectful of your classmates – Students who submit rubrics containing inappropriate or mean-spirited/unconstructive comments will receive lower scores. Rubrics are due the day of presentations. No late rubrics will be accepted. Students must notify the instructor by 10/18 if they will be absent from class during one or more of the presentation days and need to find a peer to swap review assignment dates. Students with unexcused absences the week of presentations forfeit their points for this part of the midterm assignment. Peer review scores will be added up and the presentations with the highest score average will be awarded bonus points toward their grade. Groups with the highest-scored presentations will receive bonus points (1st = 3 bonus points, 2nd = 2 bonus points, 3rd = 1 bonus point) on their presentation grade. If multiple groups receive equal peer review scores for the best presentation, the top scoring groups will each receive 2 bonus points, and no points will be awarded for 2nd or 3rd place.

Presentation (Peer Rubric)				
Requirement	Excellent	Adequate	Inadequate	Points
Preparation 5pts	Presentation is delivered within 10–12-minute limit; Presentation is organized and demonstrates group confidence in the topics	Presentation is delivered within 10–12-minute limit; Presentation is fairly well-organized; Group seems somewhat lacking in confidence about the topics	Presentation is too long or too short; Disorganized presentation; Obvious that the group lacks confidence in the topics	
	Comments:			
Delivery 5pts	Presenters hold the audience’s attention; Visual aids are high-quality, helpful, and relevant; Transition between slides and speakers is flawless	Presenters hold the audience’s attention pretty well; Visual aids are no completely relevant; Transition between slides and speakers is somewhat flawed	Presenters do not hold the audience’s attention well; Visual aids are largely absent or irrelevant; Poor transition between slides and/or speakers	
	Comments:			
Content 5pts	Presentation has a clear purpose with relevant examples	Presentation somewhat lacks focus; Examples are included	Presentation lacks focus; Overall lacking examples and	

	and facts to support the group's conclusions about the connection between the fair and the construction of empire; The fair is contextualized within the events of the time and specific information about the city/country	but not well-explained or analyzed in relationship to empire; Important information about the city/country are omitted or not well-explained	explanation; Relationship to empire is unclear or not mentioned; Little to no information about the city/country is included and/or explained	
Comments:				
Total Score:				
Additional Comments:				

Reference Suggestions

World's Fairs 1850-1950:

https://otis.libguides.com/world_fairs/timeline#:~:text=From%20Wikipedia%3A%20The%20Paris%20Colonial,resources%20of%20France's%20colonial%20possessions.

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Timothy Mitchell, "Orientalism and the Exhibitionary Order," in *Colonialism and Culture*, ed. Nicholas B. Dirks (Ann Arbor: University of Michigan Press, 1992), 289-317.

Robert W. Rydell, *All the World's a Fair: Visions of Empire at American International Expositions, 1876-1916* (Chicago: University of Chicago Press, 1984).

Robert W. Rydell, *World of Fairs: The Century-of-Progress Expositions* (Chicago: University of Chicago Press, 1993).

Robert W. Rydell and Nancy E. Gwinn, eds., *Fair Representations: World's Fairs and the Modern World* (Amsterdam: VU University Press, 1994).

Robert W. Rydell, John E. Findling, and Kimberly D. Pelle, *Fair America: World's Fairs in the United States* (Washington, DC: Smithsonian Institution Press, 2000).

Andrew Garn, Paola Antonelli, Udo Kulturmann, and Stephen Van Dyk, eds., *Exit to Tomorrow: World's Fair Architecture, Design, Fashion 1933-2005* (New York: Universe Publishing, 2007).

Lawrence Samuel, *The End of Innocence: The 1964-65 NY World's Fair* (Syracuse, NY: Syracuse University Press, 2007).

Nancy J. Parezo & Don D. Fowler, *Anthropology goes to the fair: the 1904 Louisiana Purchase Exposition* (Lincoln, NE and London: University of Nebraska Press, 2007).

George Brown Goode, *First Draft of a System of Classification for the World's Columbian Exposition* (Chicago: Privately printed for the World's Columbian Commission, 1890).

Reports on the Philadelphia International Exhibition of 1876 (London: Eyre and Spottiswoode, 1877).

