

Term Information

Effective Term Spring 2025
Previous Value Summer 2012

Course Change Information

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

Addition of GEN MMI Theme

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

The course has been updated to reflect the inherent nature of the MMI Theme

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)?

Increased enrollment, especially among students seeking to complete this Theme

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	Comparative Studies
Fiscal Unit/Academic Org	Comparative Studies - D0518
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	4597.02
Course Title	Global Culture
Transcript Abbreviation	Global Culture
Course Description	Examines contemporary global cultural flows, the concepts useful in analyzing them, and the questions they raise about power and cultural change.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
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
<i>Previous Value</i>	<i>Columbus, Marion, Newark</i>

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq: English 1110, or completion of GE Foundation Writing and informational Literacy course

[Previous Value](#)

[Prereq: Completion of Second Writing course.](#)

Exclusions

[Previous Value](#)

Not open to students with credit for 597.02.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

30.9999

Subsidy Level

Baccalaureate Course

Intended Rank

Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Global Studies (International Issues successors); Cross-Disciplinary Seminar (597 successors and new); Migration, Mobility, and Immobility
The course is an elective (for this or other units) or is a service course for other units

[Previous Value](#)

[General Education course:](#)

[Global Studies \(International Issues successors\); Cross-Disciplinary Seminar \(597 successors and new\)](#)
[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

- Explore the Atlantic slave trade, forced and voluntary migrations, and the limitations placed on mobility by borders and carceral state as primary drivers of global cultural, economy, identity, and nation.
- Engage with questions, concerns, and entanglements between empires and those who were colonized.
- Examine how race, class, and ethnicity have been shaped globally by processes and realities of migration, mobility, and immobility.
- Apply a comparative analysis of migration, mobility, and immobility, drawing upon various forms of scholarly and popular works.
- Understand the impacts of migration, mobility, and immobility on the cultural, political, economic, and environmental lives of people and their communities.

[Previous Value](#)

Content Topic List

- World systems theory and theories of globalization
- Effects of globalization
- Effects of globalization on the poor
- Changing role of nation-states in a globalizing world
- Globalization and national sovereignty
- Globalization and the media
- Global media and telecommunications and cultural change
- Religion and globalization
- Globalizaation and environmentalism
- Globalization and biopiracy
- Political resistance to globalization
- Globalization and social justice
- Race
- Gender
- Class
- Ethnicity
- Globalization.
- Culture
- Migration
- Mobility
- Immobility

Previous Value

- *World systems theory and theories of globalization*
- *Effects of globalization in Brazil and China*
- *Effects of globalization on the poor*
- *Changing role of nation-states in a globalizing world*
- *Globalization and national sovereignty*
- *Globalization and the media*
- *Global media and telecommunications and cultural change*
- *Religion and globalization*
- *Globalizaation and environmentalism*
- *Globalization and biopiracy*
- *Political resistance to globalization*
- *Globalization and social justice*
- *Race*
- *Gender*
- *Class*
- *Ethnicity*
- *Globalization.*
- *Culture*

COURSE CHANGE REQUEST
4597.02 - Status: PENDING

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

Sought Concurrence

No

Attachments

- CS 4597-02 Global Cultures Sample Syllabus (revised).pdf: Sample syllabus
(Syllabus. Owner: Arceno, Mark Anthony)
- COMPSTD 4597.02 MMI Theme Course Submission Form.pdf: MMI Form
(Other Supporting Documentation. Owner: Arceno, Mark Anthony)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Arceno, Mark Anthony	11/27/2024 11:03 AM	Submitted for Approval
Approved	Urban, Hugh Bayard	11/27/2024 11:54 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	12/03/2024 03:22 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 03:22 PM	ASCCAO Approval

Comparative Studies 4597.02, Global Culture

Spring XXXX

Tuesday & Thursday 9:35-10:55 AM

Caldwell Lab 137

Zachary R. Morgan

Office: Hagerty Hall, Rm. 475

Office Hours: Tuesday 11:00AM -12:30am, generally in my office, but by Zoom if needed. The link is on the Canvas page and I will notify you if I switch to Zoom). If this time does not work for you, we can meet by arrangement at a better time.

e-mail: morgan.1942@osu.edu

mailbox Hagerty Hall, Rm. 451

Course description: This course is designed as an interdisciplinary examination of global culture focusing on the issues and impacts of global capitalism; using the lenses of race, ethnicity, labor (both forced and wage), gender, colony/empire, and liberalism across a broad historical period; from pre-conquest to the contemporary period. Through weekly readings, lectures, film, and discussion (both in person and through discussion threads on Carmen Canvas) we will apply concepts of empire, slavery, capitalism, colonization, decolonization, nationalism, revolution, imperialism, tourism, global warming, international aid, policing, military intervention and media to gain insight into modern global cultures, globalism, and the role of nations, economic institutions, and NGOs in producing the social, economic, gender and racial hierarchies that exist today.

The course is roughly divided between colonial origins and modern outcomes and stresses the impact of various and global forms of enslavement on modern concepts of racial hierarchy and identity. Strong emphasis will be placed on identifying projects and methods that link the historical to contemporary culture and society.

We will interrogate how global cultures moves through the migration of people (migration), how it circulates (mobility), and how people and cultures are kept rooted in place (immobility) and the variety of consequences produced by the above.

GE Course Requirement Information

This course fulfills the *GE Themes* requirement for “Migration, Mobility, and Immobility” (MMI)

Goal 1: Successful students will analyze “Migration, Mobility, and Immobility” at a more advanced and in-depth level than in the Foundations component. Successful students will be able to:

- 1.1 Engage in critical and logical thinking about migration, mobility, and immobility.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of migration, mobility, and immobility.

Goal 2: Successful students will integrate approaches to understanding the issues involved in migration, mobility, and immobility 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. Successful students will be able to:

- 2.1 Identify, describe, and synthesize approaches or experiences as they apply to migration, mobility, and immobility.
- 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.

GOAL 3: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression. Successful students will be able to:

- 3.1 Explain environmental, political, economic, social, or cultural causes and effects of migration, mobility, and/or immobility.
- 3.2 Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.

GOAL 4: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns. Successful students will be able to:

- 4.1 Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.
- 4.2 Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.

This course also fulfills the **GE Legacy elective for *Diversity-Global Studies and Cross Disciplinary Seminar***

Diversity-Global Studies

Goal: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Successful students will be able to:

- 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.
- Recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Cross Disciplinary Seminar

Goal: Students demonstrate an understanding of a topic of interest through scholarly activities that draw upon multiple disciplines and through their interactions with students from different majors.

Successful students will be able to:

- Understand the benefits and limitations of different disciplinary perspectives.
- Understand the benefits of synthesizing multiple disciplinary perspectives.
- Synthesize and apply knowledge from diverse disciplines to a topic of interest.

We will meet the aforementioned goals and expected outcomes by:

- Exploring the Atlantic slave trade, forced and voluntary migrations, and the limitations placed on mobility by borders and carceral state as primary drivers of global cultural, economy, identity, and nation.
- Analyzing course materials and topics globally, with an emphasis on nation and empire: from the British, Spanish, Portuguese, and French empires to the United States' own negotiation with empire, as it formally absorbed land and manipulated people from French, Mexican, and Spanish colonies, in territories that would eventually become U.S. states, as well as those Caribbean and Pacific territories that still struggle within American imperialism.
- Examining how race, class, and ethnicity have been shaped globally by the G.E. Themes of Migration, Mobility, and Immobility. (MMI), and exploring how these themes serve as a lens to understand contemporary culture, nationalism, and economy.
- Applying a comparative analysis; examining the G.E. Themes of MMI through a broad range of scholarly articles, book chapters, films, artwork, and primary sources from diverse fields and disciplines across the Humanities and Social Sciences.
- Assessing students on a wide range of outputs, such as weekly informal writing, periodic synthetic and research essays, oral presentations, and student led discussions. Pushing students to think reflexively, not only examining how their understanding of these themes shift over the course of the semester, but also in their consideration of environments and practices that shaped their understandings prior to taking the course.
- Framing our thematic focus of Global Cultures within the G.E. Themes of Migration, Mobility, and Immobility, so as to better understand their cultural, political, economic, and environmental impacts.

Required Texts

All readings for the course will be available as pdfs on Carmen/Canvas. Students should bring printed or downloaded copies of the readings to class. Students who elect to access the readings electronically may use laptops and tablets but accessing texts in smart phones is not acceptable. They are listed below in the order we will use them, I will upload most readings to Canvas page.

- Nell Irvin Painter, *The History of White People*, Chaps. 3&4, “White Slavery” (pp. 34-42) & “White Slavery as Beauty Ideal” (pp. 43-58)
- Jennifer L. Morgan, “‘Some Could Suckle over Their Shoulder’: Male Travelers, Female Bodies, and the Gendering of Racial Ideology, 1500-1770, *The William and Mary Quarterly*, Vol. 54, No. 1 (Jan., 1997), (pp. 167-192)
- Laurent Dubois and Richard Lee Turits, “The indigenous Caribbean: Revolution, Emancipation, and Independence,” in *Freedom Roots: Histories from the Caribbean* (UNC Press, 2019) pp. 10-52
- Edward Baptist, Chaps I & 2, “Feet” (pp. 138) and “Head” (pp. 39-74), *The Half has Never Been Told: Slavery and the Making of American Capitalism* (Basic Books, 2014).
- *Slavery by Another Name* (PBS, 2012) (<https://www.pbs.org/video/slavery-another-name-slavery-video/>)
- Sidney Chalhoub, “The Precariousness of Freedom in a Slave Society (Brazil in the Nineteenth Century), *International Review of Social History*, Vol. 56, No. 3 2011, pp. 405-439
- José David Saldívar “Nuestra América’s Borders: Remapping American Cultural Studies” (pp. 26-33), and Susan Lee Johnson “Domestic Life in the Diggings” (pp. 135-144), in *American Studies: An Anthology* Edited by Janice A. Radway, Kevin Gaines, Barry Shank and Penny Von Eschen

- Daniel Immerwahr, Introduction pp. 1-20, Chap. 4 “Teddy Roosevelt’s Very Good Day,” (59-72), Chap. 7 “Outside the Charmed Circle,” (pp. 08-122), Chap. 9 “Doctors Without Borders,” (pp.137-153), & Chap. 15 “Nobody Knows in America, Puerto Rico’s in America,” (242-262). And notes in *How to Hide and Empire: A History of the Greater United States* (Picador, 2019)
- George Lipsitz, “The Possessive Investment in Whiteness,” *American Quarterly*, Vol. 47, No. 3 (Sept., 1995), pp. 369-389
- *Life & Debt* Can be screened through Library on Kanopy.
- Ruth Wilson Gilmore “The Prison Fix” (pp. 486-493), *American Studies, An Anthology*
- Andrew Brooks, “Cotton is the Mother of Poverty” from *Clothing Poverty: The Hidden World of Fast Fashion and Second-Hand Clothes*, Minh-Ha T. Pham, “How to Fix the Fashion Industry’s Racism,” *The New Republic*, 2019, (<https://newrepublic.com/article/153596/fix-fashion-industrys-racism>), & “The High Cost of High Fashion,” *Jacobin*, 2017, and (<https://jacobin.com/2017/06/fast-fashion-labor-prada-gucci-abuse-designer>)

Assignments: Comparative Studies 4597.02 is an upper-level seminar with a significant reading load. My intention in the design of this course is two-fold. You should complete this course with a better understanding of the various overlapping phenomena that comprise Global Culture. By the end of the semester, you should have a clearer picture of the various disciplinary models that are applied to Cultural Studies, in both the United States and globally. You should also leave here with a clearer understanding of what it means to read and write critically and analytically and be better acquainted with the various techniques scholars use to research and interpret Cultural Studies.

This course is designed to stress scholarly essay writing. You have a series of short written assignments due over the course of the semester. You will each complete two short (~ 5 page) response papers, as well as a longer research paper (8-10 pages, topics to be discussed individually with the instructor).

These assignments are designed to support classroom and recitation work and must be handed in on time. It goes without saying that all written work must be original, any plagiarism will result in an “F” in the course.

Especially given the impact of AI technology these days, papers must be based on clearly cited evidence. Not only quotes, but arguments and evidence on which you draw to build and argument, whether from our course readings or outside research, must be clearly cited following some standard citation form. Personally, as a historian, I like Chicago Manual of Style, also known as Turabian but any accepted form with which you are familiar is fine. Any paper that doesn’t follow standard citation guidelines will be returned to you without a grade. Citation format is quite specific, even if you believe that you know how to construct your citations I strongly suggest that you examine the citation guides linked to the Canvas page for the class.

Attendance Policy: Attendance is *mandatory* (much of the material will not be found outside the classroom). Unexcused absences will be noted and three absences will lower your grade by one-half letter grade (e.g., from A to A-, B to B-, etc.). Five unexcused absences will lower your grade by a full grade, and with more than six, you should not expect to pass the class. I can make exceptions in the case of medical issues (mental or physical) and you should reach out as soon as is convenient if you are experiencing such issues.

COVID/illness Policy: In case you test positive or suspect you have COVID or other documentable infectious disease, please do not come to class. If you feel well enough to participate, I will make arrangements for Zoom attendance/participation. (See below for additional information regarding Disability Services.)

Participation, and Presentation: All members of the class are expected to attend regularly and to participate in discussions. Each Thursday we have the privilege of participating in a seminar-style class, meaning that we will meet solely to discuss the readings/assignments on that day. For a class of this format to work, everyone needs to come to class prepared, having done and thought about the readings, and ready to discuss them. The class is too small to get away with lax preparation, and participation is both graded and required. There are two pieces required to fulfill the participation requirement, described below. Unexcused absences will jeopardize your grade in the course. If you have a valid reason for missing class, please let me know. Otherwise, I expect you there, especially for Thursday discussion sections. Depending on enrollment size, each of you will be responsible to lead one discussion section, either alone or in a small group. I will circulate a calendar.

Discussion Posts (ten posts required, out of 12 weeks of class during which we have no papers due, so you can skip 2 at your discretion): Ideally by Wednesday night before class, but no later than 8:00 am on Thursday mornings, you must write a thoughtful discussion question of at least 150 words for each class session directly analyzing the text we've read. Most weeks I will post questions/topics I hope to address in class. Your post should include at least two possible discussion questions. You can raise a question or concern you had with an aspect/idea in the reading, you might point to something you did not understand or something with which you disagree. If the latter, your critique should be just that, a critique. It should be well supported, sustained with argument and example rather than just a more visceral response to what you read. It's also useful to start drawing connections between the reading and previous class reading we've done. Your post can stand alone or build on someone else's post and should be approximately 150-200 words long. **Posts are due by 8:00am on the day of class. Late posts don't count**, and each post is a significant part of your grade. There will be no on-line discussion on the days that short papers are due (**Weeks 6 and 12**), instead we will base discussions those days on your papers, you should be prepared to present your general argument.

Papers (x3): This course is designed to stress scholarly essay writing. You have a series of short written assignments due over the course of the semester (again, **papers are due by Canvas weeks 6, 12, and a final during exam week**). You will each complete two short (~ 5 page) response papers to reading, as well as a longer (~10 page) research paper due during finals week.

These short response papers will be responses to specific prompts I will circulate two weeks before each is due. It should go without saying that all written work must be original, any plagiarism will result in a score of zero on the assignment and can result in an F in course. All papers will be submitted through a Turnitin.com window on Canvas, and an originality report will be visible to you before final submission.

We will come up with your final research paper in conjunction, we will discuss topics, share annotated bibliographies, and submit a draft during the week of presentations.

For the short papers, the goal is for you to develop an *argument/thesis*. This is different from repeating the details of the reading, and is different from "I do/don't like it." An argument is based around a thesis, which addresses the question asked in the prompt, and it should be placed

in your introductory paragraph. You then need to support that thesis with clearly interpreted evidence from the reading.

If you have any questions, (and even if you don't it can't hurt) consult the writing guides linked to the course's Canvas page, or you can consult the manual below.

Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6th rev. ed. (Chicago: University of Chicago Press, 1996). O'Neill Reference: LB2369.T8 1996

Essays will be graded with the following general standards in mind:

- A essay: is clearly written with no grammatical lapses or major stylistic infelicities; it has an interesting and original argument, which is supported consistently by well-integrated and well-chosen evidence; it demonstrates a comfortable command over the course material.
- B essay: adequately answers the assigned question or topic. It might be marred by problems of presentation, a weak or lackluster argument, or evidence that is used inconsistently or poorly.
- C essay: has some significant flaw. There is no argument; evidence is used poorly; the argument is not proven; the essay ignores obvious and important sources; the argument is unbalanced; there are some major writing problems.
- D essay: might have a good and interesting argument but makes insufficient use of evidence. A D essay might be so encumbered by grammatical lapses that it is impossible to evaluate the prose.
- F essay: disaster has struck.

Appealing a grade:

If you feel you have been graded unfairly, you are invited to discuss your grade with me provided that you write a paragraph in which you explain how you feel your work has been unfairly evaluated and hand that paragraph, with the original paper, to me for consideration **before** your conference. This paragraph should NOT address the process of writing your paper (your hard work, your overall GPA, how well you thought you had done on the paper), it is not possible to grade effort. Rather, your paragraph should focus on your paper: its thesis, structure, and evidence.

The Writing Center: The Writing Center offers free help with writing at any stage of the writing process for any member of the university community. During our sessions, consultants can work with you on anything from research papers to lab reports, from dissertations to résumés, from proposals to application materials. Appointments are available in-person at 4120 Smith Lab, as well as for online sessions. You may schedule an in-person or online appointment by visiting WCOOnline or by calling 614-688-4291. Please note that the Writing Center also offers daily walk-in hours—no appointment necessary—in Thompson Library. You do not have to bring in a piece of writing in order to schedule a writing center appointment. Many students report that some of their most productive sessions entail simply talking through ideas. Please check out our Individual Writing Support (<https://cstw.osu.edu/writing-center/individual-writing-support>) and

Group Writing Support (<https://cstw.osu.edu/writing-center/group-writing-support>) pages for the types of consultations we provide. We also maintain a [Writing Resources](#) page with writing handouts and links to online resources.

<https://cstw.osu.edu/writing-center>

Grading Scale:

93-100 = A

90-93 = A-

87-89 = B+

84-86 = B

80-83 = B-

77-79 = C+

74-76 = C

70-73 = C-

67-69 = D+

64-66 = D

60-63 = D-

00-59 = E

Class /University Policies

Technology Policy: Volume on your phones should be turned down, and they should not be visible or used during class. I understand if there is an emergency (however you may define that), but if you need to use your phone, please do not make a habit of it.

Please behave civilly, in-class and on-line: Address people by their preferred pronouns and be gracious when people make mistakes, treat each other with respect, refrain from personal attacks, disagree in ways that make your point without trashing the other person or his/her/their opinion.

Email and In-Person Etiquette: See this url: <https://bit.ly/2v2Ethk> and feel free to include it in your syllabi and TA pages if you are inclined. Unless/until told otherwise, address all professors with Prof. [Insert Last Name], get to the point quickly, make sure you've looked at the syllabus to see if the question has been answered there, and wait at least 24 hours before sending a follow-up email if you haven't received a response. You will likely need to wait until the next weekday if you've emailed on a weekend. Many, many students get these things wrong, especially when addressing faculty of color and/or women faculty.

Statement on Academic Integrity: 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.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee ([Faculty Rule 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

Please note that any student found handing in plagiarized work, from the internet, resubmitting previously graded work submitted by you or another student, otherwise, **will fail the assignment with a numeric grade of 0 (not an F)**, and I will refer the case to the Office of Academic Integrity. You may not copy an author's phrases or sentences without placing the words in quotation marks and citing the source of terms with endnotes or footnotes. You also must cite historical ideas and/or arguments. If you are at all unsure of the definition of plagiarism, or of the

proper format for citations and/or footnotes, please see me and ask. Remember that plagiarism is a very serious violation of OSU's rules, and submitting plagiarized work can lead to severe penalties.

Turnitin.com: All written work submitted through Canvas/Carmen will be tested through an anti-plagiarism/originality screening. The results of that examination will be visible to you and me. I do not expect 100% originality. Your quotes and your citation will turn up as "unoriginal." The concern is when the writing within your essay mirrors other unattributed sources.

Disability Services: The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

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

Mental Health and Consultation Services: 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](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing **988 to reach the Suicide and Crisis Lifeline**.

Policy on Children in Class (Borrowed with permission from Dr. Melissa Cheyney's Syllabus): It is my belief that if we want women in academia, that we should also expect children

to be present in some form. Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student, staff and faculty parents. As possible it applied to both fathers and mothers.

- 1) All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in class anytime.
- 2) For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.
- 3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.
- 4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.
- 5) Finally, I understand that often the largest barrier to completing your coursework once you become a parent is the tiredness many parents feel in the evening once children have *finally* gone to sleep. The struggles of balancing school, childcare and at times another job are exhausting! I hope that you will feel comfortable disclosing your student-parent status to me. This is the first step in my being able to accommodate any special needs that arise. While I maintain the same high expectations for all student in my classes regardless of parenting status, I am happy to problem solve with you in a way that makes you feel supported as you strive for school-parenting balance. Thank you for the diversity you bring to our classroom!

Canvas: This course has an on-line component through Canvas. To avoid lost paperwork on both ends the syllabus, assignments, review maps, etc. will be available on-line. You will also submit all written assignments on-line. Assignments need to be submitted before class begins on the day they are due, or they will be marked as late.

Religious Accommodations: Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to

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

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

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

Class Cancellation: Should in-person classes be canceled, I will notify you as to which alternative methods of teaching will be offered to ensure continuity of instruction for this class. Communication will be via CarmenCanvas and email.

Campus Free Speech Policy: Our [Shared Values](#) include a commitment to diversity and innovation. Pursuant to these values, the university promotes a culture of welcoming differences, making connections among people and ideas, and encouraging open-minded exploration, risk-taking, and freedom of expression. As a land-grant institution, the university takes seriously its role in promoting and supporting public discourse. To that end, Ohio State is steadfastly committed to protecting the First Amendment right to free speech and academic freedom on its campuses, and to upholding the university's academic motto — "Education for Citizenship." The [Freedom of Expression at Ohio State policy](#) supports this commitment.

Inclusive Language

"Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender identity and expression, and nationalities. Class rosters are provided to the instructor and may include the student's legal name unless changed via the University Name Change policy. I will gladly honor your request to address you by another name or gender pronoun. Please advise me of this early in the semester so that I may make appropriate changes to my records."

The course grades will be weighted as follows*:

Short papers (15% x 2)	30%
Research Paper (30%)	30%
Participation (in class and online)	30%
Presentation and leading discussion.	10%

*Please note that the grades are not weighed on Canvas. The "number" is churns out includes attendance as graded, and everything is weighed equally. It tracks completion of

requirements in the class, but its percentage will not be the same number as your grade in the class. Use the above weights for your grades to estimate your grade.

Calendar: Please note I reserve the right to make changes to, or correct errors in, the syllabus throughout the semester as needed. If such a change is made, I will notify the class of the change by email and will post an updated syllabus to Canvas with the date of the most recent change in the document title.

Week 1: Syllabus review and why it matters that “Race is a Social Construct”

Read: Nell Irvin Painter, *The History of White People*, Chaps. 3&4, “White Slavery” (pp. 34-42) & “White Slavery as Beauty Ideal” (pp. 43-58).

Week 2: The invention of Africans, “race” and “civilization”

Read: Jennifer L. Morgan, “‘Some Could Suckle over Their Shoulder’: Male Travelers, Female Bodies, and the Gendering of Racial Ideology, 1500-1770, *The William and Mary Quarterly*, Vol. 54, No. 1 (Jan., 1997), (pp. 167-192)

Week 3: Caribbean Indigeneity

Read Laurent Dubois and Richard Lee Turits, “The indigenous Caribbean: Revolution, Emancipation, and Independence,” in *Freedom Roots: Histories from the Caribbean* (UNC Press, 2019) pp. 10-52.

Week 4: The U.S. Domestic Slave Trade

Read: Edward Baptist, Chaps I & 2, “Feet” (pp. 138) and “Head” (pp. 39-74), *The Half has Never Been Told: Slavery and the Making of American Capitalism* (Basic Books, 2014).

Week 5: “Freedom” in the United States

Watch: *Slavery by Another Name* (PBS, 2012) (<https://www.pbs.org/video/slavery-another-name-slavery-video/>)

Week 6: Neither Free nor Slave in the Americas

Read Sidney Chalhoub, “The Precariousness of Freedom in a Slave Society (Brazil in the Nineteenth Century), *International Review of Social History*, Vol. 56, No. 3 2011, pp. 405-439.

****Paper #1 due to Canvas before class on Thursday****

Week 7: Re-Making America

Read: José David Saldívar “Nuestra América’s Borders: Remapping American Cultural Studies” (pp. 26-33), and Susan Lee Johnson “Domestic Life in the Diggings” (pp. 135-144), in *American Studies: An Anthology* Edited by Janice A. Radway, Kevin Gaines, Barry Shank and Penny Von Eschen (from here forward, *American Studies, An Anthology*)

Week 8: U.S. Imperialism: Puerto Rico

Read: Daniel Immerwahr, Introduction pp. 1-20, Chap. 4 “Teddy Roosevelt’s Very Good Day,” (59-72), Chap. 7 “Outside the Charmed Circle,” (pp. 08-122), Chap. 9 “Doctors Without Borders,” (pp.137-153), & Chap. 15 “Nobody Knows in America, Puerto Rico’s in America,” (242-262). And notes in *How to Hide and Empire: A History of the Greater United States* (Picador, 2019)

Week 9: Re-Inventing Whiteness

Read: George Lipsitz, “The Possessive Investment in Whiteness,” *American Quarterly*, Vol. 47, No. 3 (Sept., 1995), pp. 369-389

*****Spring Break*****

Week 10: Modern Empire

Read: Jamaica Kincaid, *A Small Place* (Farrar, Straus and Giroux, 1988)

Week 11: Anti-Colonialism

Watch: *Life & Debt* available through Kanopy. There is also a DVD copy the library, and it can be rented from Amazon Prime. Authors are Jamaica Kincaid and Stephanie Black.

****Paper #2 due to Canvas before class on Thursday****

Week 12: Prisons and Sweat Shops

Ruth Wilson Gilmore “The Prison Fix” (pp. 486-493), *American Studies, An Anthology* and **an additional reading to be determined.**

Week 13: Fast Fashion and global supply chains

Read: Andrew Brooks, “Cotton is the Mother of Poverty” from *Clothing Poverty: The Hidden World of Fast Fashion and Second-Hand Clothes* and Minh-Ha T. Pham, “How to Fix the Fashion Industry’s Racism,” *The New Republic*, 2019, (<https://newrepublic.com/article/153596/fix-fashion-industrys-racism>), & “The High Cost of High Fashion,” *Jacobin*, 2017, and (<https://jacobin.com/2017/06/fast-fashion-labor-prada-gucci-abuse-designer>)

Week 14. April 16 & 18: Student Presentations

****In class presentations on April 18****

****Exam Week April 24-30 (Wednesday to Tuesday)****

****Research Papers Due Thursday April 25.****

Paper Topic # 1

Comparative Studies 4597.02, Global Culture

Prof. Zachary Morgan

morgan.1942@osu.edu

Due on Carmen/Canvas before discussion section starts on Thursday February 15.

Our readings so far relate to power, capitalism, and European justifications for the exploitation of African and Indigenous labor and sex. In the sources for week 5 (the film *Slavery by Another Name* (PBS, 2012)) and week 6 (Sidney Chalhoub, “The Precariousness of Freedom in a Slave Society (Brazil in the Nineteenth Century)”) we see two different plantation societies (the U.S. and Brazil) negotiating their transitions from enslaved to “free” labor. Drawing on these sources (feel free to also draw on earlier readings and lecture) describe the importance/impact of freedom/abolition on global capitalism in these two independent nations. In what ways are U.S. and Brazilian policies of exploitation in the face of freedom similar, and in what ways different? How does the abolition of slave labor (which is different from the African slave trade) shape to our understanding of global capitalism?

Be sure to draw on specific cited evidence and examples to support your argument.

These are ~5 page responses, you do not need to summarize all applicable points to any question. Draw on examples from the readings to clearly respond to the prompt, but you do not have to address each part of the prompt equally. Develop and support an argument...and **be sure to write a thesis statement in your opening paragraph!**

You may use outside information (though you do not need to) if it helps you support an argument based on our sources, but don't replace the evidence from our material with other things you have read. Please be sure it is cited correctly. **You need to cite more than your quotes, you need to attribute evidence and arguments that you draw on to support your argument.**

These papers are assigned so I can evaluate your writing and to ensure that people keep up with the reading, or in some cases, the reading and a film. Remember that these are short papers, try to be clear and concise. Identify your argument in your opening paragraph, then take a few paragraphs with 3 or 4 specific references to the reading to support that argument and then conclude. Citations are required to pass the assignment and they should be in the form of (*author, p. #*). Thus to cite DuBois and Turits' analysis of the Garifuna from pages 43 to 46, you would simply put (Dubois & Turits, 43-46).¹ Outside sources must be formally cited. Please do not borrow arguments, language or evidence without citation (see Plagiarism section in Syllabus). All assignments will be submitted on Carmen/Canvas through turnitin.com, and you will have the opportunity to look at your Originality Report. Do not be concerned by a limited percent of your essay being “un-original,” your quotes, titles, and citations will correctly be flagged.

¹ I will also happily accept (*Freedom Roots*, 97)...as long as I can track the citation, I am fine, you will not be penalized for any form of citation you opt to use.

If you have any questions, feel free to contact me by e-mail (top of this page), or see me in my office hours (Tuesday, from 11:00am-12:30pm or by arrangement).

Paper 2

Comparative Studies 4597.02, Global Culture

Prof. Zachary Morgan
morgan.1942@osu.edu

Due on Carmen/Canvas before discussion section starts on Thursday March 28, 2024

Despite the fact that the assigned film *Life & Debt* by Stephanie Black is based on, and includes direct quotes from, Jamaica Kincaid's *A Small Place* these two documents are about two quite different Caribbean islands, Jamaica and Antigua respectively. Jamaica's economy is more than ten times the size of Antigua's which theoretically should give Jamaica more autonomy, but both documents follow similar structures. Besides the difference in media (film vs. book) how are these works different. Be specific, draw on direct evidence that is cited. Comparing the two, which did you find more compelling?

In addition, analyze the relationship described in each work between formal empire and the ties between these independent nations and neo-imperial powers in the post-colonial nationalist era.

Be sure that your essay shows that you've read and understood all of the book, not just the weeks reading assignment.

These are ~5 page responses, you do not need to summarize all applicable points to any question. Draw on examples from the readings to clearly respond to the prompt, but you do not have to address each part of the prompt equally. Develop and support an argument...and **be sure to write a thesis statement in your opening paragraph!**

You may use outside information (though you do not need to) if it helps you support an argument based on our sources, but don't replace the evidence from our material with other things you have read. Please be sure it is cited correctly. **You need to cite more than your quotes, you need to attribute evidence and arguments that you draw on to support your argument.**

These papers are assigned so I can evaluate your writing and to ensure that people keep up with the reading, or in some cases, the reading and a film. Remember that these are short papers, try to be clear and concise. Identify your argument in your opening paragraph, then take a few paragraphs with 3 or 4 specific references to the reading to support that argument and then conclude. Citations are required to pass the assignment and they should be in the form of (*author, p. #*). Thus to cite DuBois and Turits' analysis of the Garifuna from pages 43 to 46, you would simply put (Dubois & Turits, 43-46).² Outside sources must be formally cited. Please do not borrow arguments, language or evidence without citation (see Plagiarism section in Syllabus). All assignments will be submitted on Carmen/Canvas through turnitin.com, and you will have the opportunity to look at your Originality Report. Do not be concerned by a limited percent of your essay being "un-original," your quotes, titles, and citations will correctly be flagged.

If you have any questions, feel free to contact me by e-mail (top of this page), or see me in my office hours (Tuesday, from 11:00am-12:30pm or by arrangement).

² I will also happily accept (*Freedom Roots*, 97)...as long as I can track the citation, I am fine, you will not be penalized for any form of citation you opt to use.

GE Theme course submission documents: Migration, Mobility, and Immobility

Zachary R. Morgan, Assoc. Prof.

morgan.1942@osu.edu

Comparative Studies 4597.02 Global Culture

Tuesday/Thursday, hours TBD

Office hours: 11-1 or by arrangement

Course description: This course is designed as an interdisciplinary examination of global culture focusing on the issues and impacts of global capitalism; using the lenses of race, ethnicity, labor (both forced and wage), gender, colony/empire, and liberalism across a broad historical period; from pre-conquest to the contemporary period. Through weekly readings, lectures, film, and discussion (both in person and through discussion threads on Carmen Canvas) we will apply concepts of empire, slavery, capitalism, colonization, decolonization, nationalism, revolution, imperialism, tourism, global warming, international aid, policing, military intervention and media to gain insight into modern global cultures, globalism, and the role of nations, economic institutions, and NGOs in producing the social, economic, gender and racial hierarchies that exist today.

The course is roughly divided between colonial origins and modern outcomes and stresses the impact of various and global forms of enslavement on modern concepts of racial hierarchy and identity. Strong emphasis will be placed on identifying projects and methods that link the historical to contemporary culture and society.

We will interrogate how global cultures moves through the migration of people (migration), how it circulates (mobility), and how people and cultures are kept rooted in place (immobility) and the variety of consequences produced by the above.

Overview

Each category of the General Education (GE) has specific learning goals and Expected Learning outcomes that connect to the big picture goals of the program. Expected Learning Outcomes (ELOs) describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course.

The prompts below provide the goals of the GE Themes and seek information about which activities (discussions, readings, lectures, assignments) provide opportunities for students to achieve the ELO's associated with that goal. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not

necessary to reiterate them within this form.

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.

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.

For each of the ELOs below, please identify and explain course assignments, readings, or other activities within this course that provide opportunity for students to attain the ELO. If the specific information is listed on the syllabus, it is appropriate to point to that document. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

<p>ELO 1.1 Engage in critical and logical thinking.</p>	<p>This class develops students’ critical and logical thinking about “Migration, Mobility, and Immobility” (MMI) through analysis of the relation between people, place, and culture in a global context by:</p> <ul style="list-style-type: none"> • Analyzing scholarly articles, book chapters, films, and primary sources from diverse fields that interrogate questions of race, reproduction, civilization, conquest, slavery, settler colonialism, colonization, industrialization, ownership (of land, people, commodities, and production), migration, Liberalism (both economic and political), paid and forced labor, and patterns of domestic and international policing, incarceration, and military intervention. Students will engage in critical, logical and comparative thinking about how global capitalism has shaped global cultures—both historically and contemporarily. • Writing weekly analytical responses (10 weeks required) to each text and offering questions for class discussion. • Engaging in student-led discussions of the materials to form critical and logical opinions on the authors arguments and claims as well as to hone critical and logical oral presentation skills. (depending on enrollment students will lead discussion individually or in small groups) • Engaging in regular whole-class evaluations of the critical and logical conclusions arrived at through classroom discussion. • Writing synthesizing essays that allow students to strengthen their critical and logical written presentation skills by placing individual texts in conversation. (weeks 6 & 12) • Identifying, researching, and writing a final paper topic that more deeply engages a theme or topic discussed in the class.(due during “finals week”)
<p>ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met.</p>	<p>This class engages in an advanced, in-depth examination of the relations between global culture and global capitalism through the lens of MMI by interrogating four interrelated topics:</p> <ol style="list-style-type: none"> 1) the effect of the Age of Discovery/Conquest and how European monarchies used technology, transportation, and new interpretations of civilization, race, gender, crime, and reproduction to construct and populate profitable global empires. (Theme of weeks 1-3, assessed through assigned readings and lectures, weekly on-line written responses, and in class discussion) 2) the comparative effects of Atlantic slavery and abolition. We examine the cultural impact of various forms and aspects of slave labor: the creation and explosive growth of plantation economies of sugar, cotton, and coffee; the establishment of mineral extraction, especially gold mining in Brazil, Colombia, and California: the ongoing importance of urban and domestic slavery throughout the Atlantic world; the various patterns of emancipation and abolition throughout the Americas and regional and national differences between methods of labor extraction from free and freed Black populations during slavery and in the post-abolition era; and

finally through a comparative analysis of the role of gender and reproduction, we examine the methods by which the US South became the sole plantation economy able to radically increase its enslaved population, from fewer than one million in 1800 to nearly four million in 1860, largely after the close of the African slave trade in 1808 as well as the resultant domestic slave trade in which the Upper South supplied as many as one million enslaved African Americans to the expanding cotton economy in the Lower South. (Theme of weeks 4-6; assessed through weekly readings and lectures, on-line written responses, in class discussion, and first comparative essay due week 6.)

- 3) the cultural impact of the various models of modern empire building during the nineteenth and twentieth centuries. This assessment builds on student knowledge of earlier models of European colonization and conquest in the Americas, Africa, and Asia, and engages with outcomes for both the colonizer and the colonized cultures. We examine traditional models of empire, such as the Scramble for Africa, Dutch and British Occupation in South Africa, events in the Belgian Congo, and the cultural and economic impact of the “Second British Empire” in Asia, Africa, the Americas, and in the Pacific. Students will also apply the lens of empire building and neo-colonialism to the United States, examining U.S. growth: the idea of annexation; the concept of Manifest Destiny; the acquisition and occupation of the sovereign Mexican territories of Texas, California, Nevada, Utah, New Mexico, most of Arizona and Colorado, and parts of Oklahoma, Kansas, and Wyoming through the Treaty of Guadalupe Hidalgo; the acquisition of territories that include Puerto Rico, Hawaii, Alaska, Guam, and the Philippines; we will examine the cultural impact of the U.S. military occupation of Haiti, the Dominican Republic, Cuba, and Nicaragua; and finally we will consider both the motivations and cultural impacts of U.S. military interventions throughout Latin America and the Caribbean, such as U.S. involvement in Panama’s separation from Colombia in order to build and operate a trans-oceanic canal, the establishment of U.S. naval bases throughout the Caribbean, and the willingness of the U.S. to use its military to protect global investment rather than respecting the democratic decisions of the populations of independent nations. (Theme of weeks 7-10; assessed through assigned readings and lectures, weekly on-line written responses, and in class discussion.)
- 4) the impact of Liberal free trade, free markets, and global supply chains on global population and cultures; both those in the United States and those

	<p>of the post-colonial independent nations that broke from the imperialism of the 19th and 20th centuries. We will analyze how the modern global economy had driven many millions to international migration—both authorized and undocumented—and its impact on the people, cultures, and economies of those left behind. We will analyze and assess various economic models and policies (e.g. tourism, the carceral state, agriculture, oil, socialism, nationalism, dictatorship) applied within developing nations since independence (Theme of weeks 11-14; assessed through weekly readings, on-line written responses, in class discussion, and second comparative essay due week 12).</p> <p>Students analyze multiple scholarly interpretations of historians, anthropologists, geographers, sociologists, cultural and ethnic studies scholars, writers, film makers, and artists. They participate in regular in-class discussion activities and complete advanced writing assignments, such as:</p> <ul style="list-style-type: none"> • weekly written summaries and discussion questions • leading at least one discussion section, individually or in a group, depending on enrollment • two argument-driven response essays • a final research project developed in consultation with the instructor and briefly presented during the final week of class.
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each weekly topic through a combination of framing lectures, readings, discussions, and written assignments.</p> <ul style="list-style-type: none"> • <u>Framing Lectures</u> provide the larger intellectual and real-world context for the issues being taken up in class. • <u>Readings/films</u> are selected to challenge students to engage in the complex nature of cultural production, where issues are entangled and not easily decided. • <u>Discussions</u> (in-class) require students to both lead and actively participate, decentering the teacher as expert. The teacher is then free to observe, offer feedback, and synthesize the intellectual achievements of the group. Learning from practice, students will develop their skills and increase the quality of discussion throughout the course. • <u>Written assignments</u> are critical and synthetic in nature; they ask students to contextualize one or several readings while bringing various issues into conversation, around course identified theme. Students are judged by the sophistication of their ideas and their facility in managing the skills of correctly presenting content, connecting disparate arguments, challenging underlying paradigms, and developing new ways of understanding the phenomena under examination. <p>For example, when studying the establishment of plantation slavery in the Americas, students</p> <ul style="list-style-type: none"> • Learn about the establishment of race and racism to

	<p>justify the relocation of approximately 11 million Africans as forced laborers, and the multi-generation forced labor and forced reproduction of Afro-descendant people in the Americas. (identify)</p> <ul style="list-style-type: none"> • Examine the expansion of plantation economies across empires (Portuguese, English, French, Spanish, and in the Southern United States) and its ties to the industrial revolution in Europe. (identify) • Comparatively discuss real world case studies in class (describe and analyze) • Compare cases to determine underlying patterns (analyze) • Connect this topic to other issues related to the movement of people, labor, and culture beyond the institution of slavery (synthesize)
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<p>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.</p>	<p>Students taking this class</p> <ul style="list-style-type: none"> • read intensely (one or more academic article, chapter, or film per week, which must be summarized and questions prepared); • discuss rigorously (the class explicitly teaches discussion as a means to learning); • write regularly (there is weekly written work); • complete two synthetic response essays to demonstrate evolving understanding of the key issues covered by this class, as well as identifying and producing a longer final research project in consultation with the instructor. <p>The end result is a rigorous, critical and self-aware engagement with questions of culture, empire, nation, capitalism, slavery, land-rights/access, reproduction, activism, and alienation on a global stage that is also a place of unequal influence and mobility. Some examples of how students would use this knowledge include:</p> <ol style="list-style-type: none"> 1) When thinking about race, students can recognize how its “social construction” has been linked to movement, labor extraction, access to land, citizenship, and reproduction. 2) When thinking about liberalism and rights, students can analyze the links between human rights, civil rights, rights held by citizens and/or migrants, and the rights of corporations and property. 3) When examining the influence of migration on cultural identities and practices, students recognize the causes of human and cultural movement as well as their consequences. 3) When examining colonial, post-colonial, and free market, students understand the similarities and differences between these models, and how they have been reinforced through mobility, and immobility. 4) When exploring intercultural interaction, students recognize underlying relations of power and privilege 5) When exploring activism, students recognize both the ties and the differences between individual action, the political actions of nations, and those of corporations, banks, and international agencies.
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Goals and ELOs of “Migration, Mobility, and Immobility”

GOAL 1: Successful students will explore and analyze a range of perspectives on migration, mobility, and immobility, including causes and effects, personal or group experiences, or artistic expression.

GOAL 2: Successful students will explain a variety of scholarly or artistic approaches to understanding mobility and immobility, and analyze how texts, perceptions, representations, discourses, or artifacts represent these concerns.

For each ELO, please identify and explain course assignments, readings, or other activities within this course that provide opportunity for students to attain the ELO. If the specific information is listed on the syllabus, it is appropriate to point to that document. The number of activities or emphasis within the course are expected to vary among ELOs. Examples from successful courses are shared below.

<p>ELO 1.1 Explain environmental, political, economic, social, or cultural causes of migration, mobility, and/or immobility.</p>	<p>This class examines MMI as central concepts in our understanding of culturally distinctive traditions in the modern world.</p> <ol style="list-style-type: none"> 1) Environmental: How have “peoples” with distinctive “cultures” been mapped onto discrete “places/positions” in contemporary society and how does shifting our understanding of racial and ethnic hierarchy result in new ways to think about culture? 2) Political: How did the forced movement of people, following distinct and various patterns (the criminalization of free poor Europeans, the enslavement of Africans, the relocation/labor extraction/demographic devastation of Indigenous populations, and the contractual migration of international labor) allow for the establishment of trans-continental empires and how have they continued to shape the modern political world. 3) Economic: How have both forced movement and barriers to the free movement of people shaped modern nations, their economies, and the global economy. 4) Social: How has the voluntary and involuntary migration of people led to social and racial hierarchies in the U.S. and globally? 5) Cultural: How have barriers to the free movement of people distorted and or transformed culture and practice? <p>Examples:</p> <ol style="list-style-type: none"> 1) Week 1 & 2: Painter and Morgan present how travel guides and popular writing allow for the reconstruction of race and civilization, allowing Europeans to moralize kidnapping, relocation, rape, and perpetual multi-generational enslavement, of millions of Africans in a plantation economy. anthropological construct. 2) Week 4 & 6: Baptist examines how the expansion of cotton production after the closure of the Atlantic slave trade to the US reshapes race and reproduction in the US, as the internal trade disrupts African American lives, culture, and family as millions of enslaved African Americans are sent from the Upper South (the Chesapeake) to the serve the cotton economy in deep South. Week 6, Blackman looks at the
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	<p>criminalization of poverty and vagrancy in the post-abolition South, and how it is used to forcibly extract unpaid labor from free African Americans and to restrict them from leaving the South.</p> <p>3) Week 7: Saldívar and Johnson examine how culture is targeted, distorted, and reshaped in the face of U.S. territorial expansion in the Southwest and how racial hierarchy is reformed among migrant workers to the California during the nineteenth century goldrush.</p> <p>4) Film analyses, Weeks 5 and 11 examine different historic/geographic moments, capitalist coercion at both the end of Caribbean empire and U.S. slavery, and how these structures limit mobility, and distort local cultures and economies.</p>
<p>ELO 1.2 Describe and analyze diverse experiences or portrayals of migration, mobility, or immobility (e.g. migration, incarceration, disability, or flight) and the complex effects of these phenomena on individuals, societies, institutions, and/or places.</p>	<p>As evident from the topics described under ELO 1.1., the class covers <u>diverse experiences</u> of MMI:</p> <ol style="list-style-type: none"> 1. Diaspora (weeks 2, 4, 5, 6, 10) 2. Expansion, colony, empire (weeks 3, 7, 8, 10) 3. Migration, supply chain, and the carceral state (weeks 5, 8, 10, 12, 13) 4. Culture (weeks 7, 9, 10) <p><u>The effects</u> of these phenomena are tackled at different levels that students describe and analyze in class discussion and in writing:</p> <p>For instance, in Week 5, students view a documentary on the use of convict leasing in the post-abolition South, that examines how vagrancy becomes a way to penalize African American men into unpaid labor, and how the threat of state violence restricts families from moving away from regions where they had been enslaved.</p> <p>In week 7, students read about how traditional race, gender, and labor hierarchies are reconstructed among the migrant populations of the mid-nineteenth century California goldfields.</p> <p>In week 13, students read about labor and the supply-chain in the context of global fashion, leaning about the women who make clothes globally, as well as migrants working in similar conditions in the United States. We focus on the development of cultures of activism driven by social media.</p> <p>***The prompts for all relevant assignments and the full citations of the readings are included in the syllabus.</p>

ELO 2.1 Discuss how migration, mobility, or immobility have shaped attitudes, beliefs, behaviors, and values of individuals and/or institutions.

Representative aspects of attitudes, beliefs, behaviors, and values related to MMI that students examine in this class include:

- 1) Colonialism and its production of the “other”
Week 10: British schooling in Antigua and how it shapes the consciousness of Black Antiguan even after the Caribbean island was granted its “freedom”.
Week 8: The U.S. role in Puerto Rico, and the unregulated use of that population for medical experimentation in the development of contraception and hook worm treatment.
- 2) Nationalism and national cultural forms: anti-Black racism, chauvinism, anti-immigrant sentiment, hypermasculinity, whiteness, and racialized “tough on crime” beliefs that allow for a massive expansion in prisons as actual crime rates dropped during the final decades of the twentieth century. Weeks 11 and 13.

ELO 2.2 Describe how people (e.g. scholars, artists, scientists, etc.) perceive or represent migration, mobility, or immobility and critique conventions, theories, and/or ideologies that influence such perceptions or representations.

The analysis and critique of conventions, theories, and ideologies related to MMI is at the center of this class. It is organized around how intellectuals, politicians, and capitalists have invented and exploited concepts of race, civilization, criminality, and uplift to justify the exploitation of land, produce, and labor in a global context. The various sources we analyze in the class allow us to deconstruct simplistic understandings of the relation between specific people, places and forms of expression. The syllabus is designed to engage with the outdated, but still relevant ideas drawn on and reintroduced by Rudyard Kipling in his 1899 poem “The White Man’s Burden.” We examine race and racism not as a side effect of slavery and colonization, but analyze how it was used as a justification for centuries of exploitation. The messy processes of cultural interaction across various lines of difference reveal the ways that colonial era and nationalist understandings of cultural groups must be rethought in the contemporary context. Students are tasked with considering the ethical implications of any theory of cultural difference.

The texts we explore in this course introduce students to a variety of socio-historical-geographic contexts of diaspora, migration, mobility (circulation) and immobility (rootedness) of people, narratives, capital, and commodities. As we explore films, documentaries and scholarly articles on global cultural phenomena, we are attentive to the ways these authors present the recurring questions surrounding nation, race, empire, citizenship, freedom, gender, capitalism, and cultural creativity.