

Comparative Studies
Graduate Program Revisions Proposal

Faculty Approved: 10/7/2019

Submitted: 10/23/2019

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- 1) Cover letters from the unit and its dean verifying that this proposal has been approved at the department and college level.**



October 22, 2019

Alicia L. Bertone
Dean of the Graduate School and Vice Provost for Graduate Studies
Ohio Stadium
1961 Tuttle Park Place
CAMPUS

Dear Alicia:

On behalf of the College of Arts and Sciences, I write to express enthusiastic support of the Comparative Studies Graduate Program Revisions Proposal. The revised program is an improvement in a number of respects. In particular, the program offers transparency and focus of program goals, the clear articulation of expected learning outcomes for courses and exams in the program, the creation of rubrics for evaluating Master's and Doctoral exams and theses, and the emphasis on student reflection about the program and the trajectory the program establishes for the student after completion of the program.

We look forward to the growth and improvement of our graduate offerings to better position our students for success throughout the program and following completion of the program.

Sincerely,

Peter L. Hahn
Professor of History
Dean, Arts and Humanities



October 14, 2019

Review Committee
Various Levels of Curricular Approval
The Ohio State University

Dear Review Committee,

Following this letter is a proposal to fine-tune and heighten the strengths of our graduate program in Comparative Studies. The proposal is the result of years of work, spurred by our departmental program review and guided by the report of our external review committee. The new program will retain our previous strengths while clarifying and highlighting particular aspects of our training that had been implicit before. The proposal has been thoroughly vetted by the faculty. It was approved unanimously by that faculty on October 7. We submit here for your approval.

Yours,

Barry Shank
Professor & Chair

2) Verification that the change to the program is less than 50% of the extant program with a corresponding rationale, usually in terms of credit hours (more than 50% necessitates review beyond the university level).

The existing M.A. in Comparative Studies requires 30 credit hours.

The existing PhD in Comparative Studies requires 80 credit hours.

(Note: Credits earned in the Comparative Studies M.A. program or credits earned in another M.A. program and approved by the Comparative Studies Graduate Studies Committee (up to 30) may count toward fulfilling the requirement of 80.)

Revisions include:

1. Replacing the existing COMPSTD 6390 (3 credits) and COMPSTD 6391 (3 credits) two course requirement (“Approaches to Comparative Cultural Studies”) to a four-course sequence titled:
 - COMPSTD 6100 “Critical Foundations: Comparative Analysis” (3 credits)
 - COMPSTD 6200 “Critical Foundations: Interdisciplinarity & Methods” (3 credits)
 - COMPSTD 6300 “Critical Foundations: Cultural and Social Theory” (3 credits)
 - COMPSTD 6400 “Critical Foundations: The Humanities & Collaborative Practices” (3 credits)

MA students choose two in their first year and so still take 6 credits of these required course in their first year. PhD students take all four over 2 years (12 credits) and so will take 6 more credits than the existing required courses.

2. Adding COMPSTD 6500 “Teaching Seminar in Interdisciplinary Studies” (3 credits), which all MA and PhD students in the program will be required to take at the first opportunity as a core support for teaching, in addition to existing faculty mentorship. Variations of the course have been taught in previous years but only intermittently and at different levels.
3. Adding COMPSTD 8100/COMPSTD 8200 “Interdisciplinary Learning Laboratory” seminar. The seminar will be team-taught as a sequence over two semesters, with faculty either within Comparative Studies or taught with faculty in another department. 1 COMPSTD 8100/COMPSTD 8200 sequence required for MA students (6 credits). 2 required of PhD students (12 credits).
4. Regularizing the COMPSTD 8990 “Dissertation Writing Workshop” (2 credits) that has been taught for several years (under COMPSTD 8890 “Colloquium, Workshops, and Departmental Seminars” (2 credits)) which is required each semester for all post-candidacy PhD students.

While the goals and some of the required classes for the program have changed, the overall structure, the amount of credit hours, and the major milestones remain unchanged. The majority of the courses

and credit hours that students are expected to take continue to be 5000/6000/7000/8000 level classes and seminars, exam preparation, and thesis hours. We remain in full compliance with graduate school standards as outlined in their handbook.

In terms of the guidelines provided by the CCGS, these revisions are thus not “a new program, degree, or specialization.” We have not changed the number of credits required to graduate and the majority of the courses that students are expected to take continue to be 7000 level seminars, exam preparation, and thesis hours. Taken together, these changes and refinements constitute considerably less than 50% of changes in credit hours needed for a “significant revision of an existing program” (according to CCGS guidelines).

3) A narrative rationale and motivation for the revision.

The “core mission” of the Department of Comparative Studies promotes comparative, interdisciplinary, and cross-cultural research and teaching. It offers an interdisciplinary graduate curriculum that encourages comparative perspectives on a wide range of cultural and historical discourses and practices—literary, aesthetic, folkloric, technological, scientific, religious, political, material—with particular attention to the construction of knowledge and the dynamics of power and authority. Questions of difference—racial, gender, sexual, class, ethnic, national—and the ways in which those categorizations inform and are informed by other discourses and practices are central to scholarship in comparative studies. Such an interdisciplinary, comparative approach to the study of culture assumes both flexibility and rigor in terms of theory, methodology, and object of study. The M.A. and Ph.D. in Comparative Studies are designed for students whose scholarly interests require them to call upon the resources of several academic disciplines. As a part of this process, students are encouraged to question the configuration of disciplinary boundaries and to place in historical context the development of disciplinary structures and their objects of study.

In 2016, the department began its preparation for its regular program review. The External Review committee delivered their Report in March 2017. The department’s “Action Plan” was submitted in May 2017. The External Review Report identified three primary intellectual and methodological strengths of the department:

- Activist model of the humanities
- Orientation towards public intellectualism and public humanities
- Professionalization of the humanities

The committee also raised several significant issues with our graduate program, which centered on the lack of understanding of our core mission for both graduate students within the program and for audiences outside the program. Given our strengths, the question was also raised about professional opportunities in an academic climate of retrenchment. In light of this larger background, the department acknowledged that review of our graduate program was a priority, and that a series of initiatives would be taken to put together a graduate program revision proposal.

The current proposal is thus based on the various documents produced by the Program Review and by various initiatives that have taken place over the last two years, including a series of department retreats, town-hall meetings and focus groups with graduate students organized through UCAT, faculty meetings, surveys, circulation of draft revisions, and extensive feedback. The material generated from these initiatives was then worked through in the bi-weekly meetings of the Graduate Studies Committee that took place over the last two years, which has resulted in the current proposal. It has also produced two significant documents, which should be read as accompanying this proposal:

- “Comparative Studies Proposed Learning Goals, Outcomes, and Proficiencies” (see **Appendix 1**)
- “Comparative Studies Graduate Program Curriculum Map” (see **Appendix 2**)

Lastly, a number of larger concerns have informed our proposal:

- A study of national trends in the study of interdisciplinary humanities, public humanities, and participatory and “outcome-based” research, which generated a stronger sense of where current research undertaken by faculty and graduate students in the department fits into the future of the humanities, with special attention to its stakes outside as well as inside academia
- An understanding that, if Comparative Studies is interdisciplinary in its core mission, it is also responsible for teaching students multi-disciplinary and disciplinary research method and approaches
- An increased promotion of collaborative practices and team teaching, including the possibility of collaborative possibilities with other departments
- An attention to the research skills needed for students seeking non-academic positions and career-paths
- The promotion of a sense of community and cohort-building among all graduate students, but especially among those not affiliated with one of the Centers most closely connected with our department
- Securing that time-to-degree by our students continues to excel in relation to other graduate programs (as demonstrated in the recent Dashboard data, which shows that the median time to degree in the department has shrunk from 7.2 to 5.9 since 2012.)
- The courses we are proposing will offer concrete opportunities to the wider College and the interdisciplinary initiatives of the University more broadly.

In light of this larger background and rationales, we have proposed four changes to the program and degree requirements:

1. "Critical Foundations" Courses

We are replacing the existing COMPSTD 6390 (3 credits) and COMPSTD 6391 (3 credits) two course requirement (“Approaches to Comparative Cultural Studies”)—which is required for all incoming MA and PhD students—to a four-course sequence titled:

COMPSTD 6100 “Comparative Analysis” (3 credits)

COMPSTD 6200 “Interdisciplinarity & Methods” (3 credits)

COMPSTD 6300 “Cultural and Social Theory” (3 credits)

COMPSTD 6400 “The Humanities & Collaborative Practices” (3 credits)

The four-course sequence will be taught in rotation over a two-year period. MA students choose two in their first year (6 credits), PhD students take all four over 2 years (12 credits). The existing COMPSTD 6390/6391 courses are already devoted to interdisciplinary and comparative cultural analysis, as well as an introduction to social theory and methods, and so already function for the department as “foundational” courses. The new sequence of courses will also include much of the material from the previous foundational courses. However, the new proposal will make these foundational courses more rigorous and precise in organization and purpose as well as directly introducing students to processes of collaborative research methods and public-facing inquiry. In addition, the sequence exposes PhD students to more faculty in their first two years and it functions more effectively for cohort building and collaborative inquiry. We anticipate that the new sequence of courses will increase enrollment from students outside the department, notably students interested in collaborative, interdisciplinary research methods.

2. “Teaching Seminar in Interdisciplinary Studies”

We are adding a COMPSTD 6500 “Teaching Seminar in Interdisciplinary Studies” (3 credits), which all MA and PhD students in the program will be required to take at the first opportunity as a core support for teaching, in addition to existing faculty mentorship. Variations of the course have been taught in previous years but only intermittently and at different levels. We also offer workshops around critical pedagogy, but again on an intermittent basis. Since all our students teach at some stage of their time in the program, whether as GTAs teaching “Sections” or as individual instructors designing their own courses—most of our students will have had extensive teaching before graduating from the program, and most of them have taught their own designed courses many times—the new course will prepare graduate students within the program for the types of courses they will be teaching in the department, emphasizing preparation for teaching interdisciplinary courses in the humanities. **The teaching course will also focus on the transferable skills gained by learning to teach, which will benefit students seeking a wide variety of future career paths. The course will make clear the nature of the skills being honed, and their value in various future careers.** The seminar will be open for any graduate students in the university interested in teaching interdisciplinary courses in the humanities.

3. “Interdisciplinary Learning Laboratory” Seminar

We are adding a COMPSTD 8100/COMPSTD 8200 “Interdisciplinary Learning Laboratory” seminar. The seminar will be team-taught as a sequence over two semesters, with faculty either within Comparative Studies or partnered with faculty in another department.

1 COMPSTD 8100/COMPSTD 8200 sequence required for MA students (6 credits).

2 COMPSTD 8100/COMPSTD 8200 sequences required of PhD students (12 credits)

The Interdisciplinary Learning Laboratory foregrounds and deepens an already existing commitment to interdisciplinarity and collaborative research practices in the program. **The Learning Laboratories are two-part year-long courses that seek to give participants opportunities to engage in sustained interdisciplinary research, to workshop their research projects in conversation with one another, and to share their projects with broader publics. In keeping with the model of the laboratory, the Learning Laboratory**

emphasizes the creation of shared spaces of experimental inquiry and the generation of knowledge as a collaborative endeavor. Based on collaborative faculty proposals, and taking into account cohort interests and critical engagements, there is strong emphasis in the second semester of the course to implementing collaborative class projects (i.e. a conference, exhibition, curatorial project, film documentary, public-facing event, public website). Syllabi have been included here offering examples of what the “Interdisciplinary Learning Laboratory” might look like for both faculty and students—one syllabus organized by two Comparative Studies faculty that focuses on “Religion, Medicine, and the Body” and another that is the outcome of an on-going collaboration between Comparative Studies and the Kirwan Institute for the Study of Race and Ethnicity, who have endorsed the current proposal (See **Appendix 3**).

Students are expected to commit to taking both COMPSTD 8100 and COMPSTD 8200 as a two-part sequence. In the case of rare extenuating circumstances, students can take COMPSTD 8100 without COMPSTD 8200, but COMPSTD 8100 is a pre-requisite for taking COMPSTD 8200. It is not possible to enroll in COMPSTD 8200 without completing COMPSTD 8100.

4. “Dissertation Writing Workshop”

Under COMPSTD 8990 “Dissertation Writing Workshop” (2 credits), we are regularizing the class that has been taught for several years under COMPSTD 8890 “Colloquium, Workshops, and Departmental Seminars” (2 credits). The class is required of all post-candidacy PhD students writing their dissertation. Combined with COMPSTD 8999 “Dissertation Research” (1 credit), the course makes up the 3 credits required each term for post-candidacy PhD students. On average, students take 4 semesters (8 credits) of the “Dissertation Writing Workshop” before graduating. As for the other courses proposed above, the emphasis on collaborative research is pivotal to the seminar’s ambitions and outcomes. It also fulfills a decisive function in improving time-towards-degree and graduation rates.

The most significant aspect of our revisions to the program is the outline and tabulation of the “learning goals,” “outcomes,” and “proficiencies” (see **Appendix 1**) that form the background to these specific changes, allowing the program to be with mapped out with considerably more precision (through the “backwards design” process). The proposal and accompanying documents also demonstrate our desire to be more lucid, coherent, legible, and focused concerning the program’s interdisciplinary initiatives and expected learning outcomes. We are not proposing “a new program, degree, or specialization.” We have not changed the number of credits required to graduate, and the majority of the courses that students are expected to take continue to be 7000 level seminars, exam preparation, and thesis hours. Instead, the goal of this revision is simply to achieve alignment of our training with the particular strengths of our program. The following side-by-side comparison illustrates this new alignment, the greater precision of our learning goals, and the heightened focus of our program on the future of the humanities.

The department’s Graduate Studies Committee will establish a review process of all the initiatives and course offerings after 3 years, and make recommendations to the rest of the department.

The Graduate Minor in Comparative Studies

The Graduate Minor is designed for doctoral students in any department at Ohio State. At present, the Graduate Minor requires 12 credit hours of coursework, which includes COMPSTD 6390 and 6391 and six additional credits in Comparative Studies at the 6000 level or above. The latter are chosen according to the specific interests of each student, upon consultation with the student's own advisor and the Minor Program advisor. With the discontinuation of the COMPSTD 6390/6391 courses, students taking the minor in Comparative Studies (COMPSTD-MN) will take two courses in the new foundation series (COMPSTD 6100/6200/6300/6400) plus six additional credits in Comparative Studies. This is not a substantive change to the existing minor.

4) A side-by-side comparison of the current curriculum and the revised curriculum, with all course numbers listed with the precise prefixes and numbers as used by the Registrar's Office

M.A. Credit Requirement Proposal

The M.A. in Comparative Studies requires **30 credit hours**. Specific requirements are as follows:

M.A. (present requirements)

M.A. (proposed requirements)

6 credits COMPSTD 6390/6391
(in 1st year)

6 credits 5000 to 8000 level/any dept.

15 credits 6000 to 8000 level
incl. **9 credits** in CS (3 at 7000 level)
incl. **6 credits** in any dept

3 credits COMPSTD 7999 Thesis*

6 credits COMPSTD 6100/6200/6300/6400
“Critical Foundations” sequence
Choice of two classes (in 1st year)

6 credits 5000 to 8000 level/any dept.

12 credits 6000-8000 level
incl. **6 credits** in COMPSTD 8100/8200 “Lab”
incl. **6 credits** in COMPSTD 7000 to 8000 level
(at least 3 credits in Comp Studies)

3 credits COMPSTD 7999 Thesis*

3 credits COMPSTD 6500 Teaching Seminar

30 credits

30 credits

* Students who are not taking a terminal M.A. or writing an M.A. thesis may instead take either an additional (3) Credits in coursework or (3) three credits in CS 8193 Individual Studies

* Students who are not taking a terminal M.A. or writing an M.A. thesis may instead take either an additional (3) Credits in coursework or (3) three credits in CS 8193 Individual Studies

PhD Credit Requirement Proposal
80 credits

PhD (present requirements)

a) Students who have *not* completed the M.A. in Comparative Studies must take the following in their first year of enrollment:

6 credits COMPSTD 6390/6391

If a student has transferred **30 credits** of a Master's Degree from either another university or another department at OSU then an additional **44 credits** are needed:

15 credits 6000 to 8000 level in Comp Studies
 incl. **9 credits** 7000-8000 level
 incl. **3 credits** at 7000 level

9 credits 6000 to 8000 level in Comp Studies or another Department

9 credits Up to 9 credits in COMPSTD 8998 Candidacy Exam Preparation

2 credits COMPSTD 8890 "Colloquium, Workshops and Departmental Seminars" *each* semester post-candidacy
(8 credits average taken)

1 credit COMPSTD 8999 "Dissertation Research" *each* semester post-candidacy
(4 credits average taken)

80 credits

PhD (proposed requirements)

a) Students who have *not* completed the M.A. in Comparative Studies must take the following in their first and second year of enrollment:

12 credits COMPSTD 6100/6200/6300/6400
 "Critical Foundations" sequence
 Two classes each year over two years

If a student has transferred **30 credits** of a Master's Degree from either another university or another department at OSU then an additional **38 credits** are needed:

12 credits 6000-8000 level
 incl. **6 credits** in CS at 7000-8000 level
 incl. **6 credits** at 6000-8000 level in any dept

12 credits CS 8100/8200 "Learning Lab" 2 semester course, 2 required

8 credits Up to 8 credits in COMPSTD 8998 Candidacy Exam Preparation

2 credits COMPSTD 8990 "Dissertation Writing Workshop" *each* semester post-candidacy
(8 credits average taken)

1 credit COMPSTD 8999 "Dissertation Research" *each* semester post-candidacy
(4 credits average taken)

3 credits COMPSTD 6500 "Teaching Seminar"

80 credits

b) Students who have completed the MA in Comparative Studies (**30 credits**) must complete an additional **50 credits** toward the PhD as follows:

15 credits 6000 to 8000 level in CS.
incl. **9 credits** 7000-8000 level
incl. **3 credits** at the 7000 level

14 credits 6000 to 8000 level in CS or another dept.

9 credits Upto 9 credits in CS 8998 Candidacy Exam Preparation (1 semester)

2 credits CS 8890 “Colloquium, Workshops, and Departmental Seminars”
each semester post-candidacy
(**8 credits** average taken)

1 credit CS 8999 “Dissertation Research”
each semester post-candidacy
(**4 credits** average taken)

80 credits

b) Students who have completed the MA in Comparative Studies (**30 credits**) must complete an additional **50 credits** toward the PhD as follows:

6 credits COMPSTD 6100/6200/6300/6400
“Critical Foundations” sequence
The two “Foundations” classes not taken as MA

12 credits 7000-8000 level in CS
incl. **6 credits 7000-8000**
incl. **6 credits** CS 8100/8200 “Learning Lab”
2 semester course, 1 required
(1 already taken as MA student)

12 credits 6000 to 8000 level in CS or another dept.

8 credits Upto 8 credits in CS 8998 Candidacy Exam Preparation (one semester)

2 credits CS 8990 “Dissertation Writing Workshop”
each semester post-candidacy
(**8 credits** average taken)

1 credit CS 8999 “Dissertation Research”
each semester post-candidacy
(**4 credits** average taken)

CS 6500 Teaching Seminar
(already taken as MA student)

80 credits

Comparative Studies Graduate Minor Proposal
12 credits

Present requirements

6 credits COMPSTD 6390/6391

6 credits 6000 to 8000 level in
 Comparative Studies

12 credits

Proposed requirements

6 credits COMPSTD 6100/6200/6300/6400
 “Critical Foundations” sequence
 Choice of two classes

6 credits 6000 to 8000 level in
 Comparative Studies

12 credits

5) A transition plan addressing how students currently enrolled in the program will be affected, and how they will be accommodated as the revised program initiates.

Students in post-candidacy will finish their programs under the guidelines of the 2019 Graduate Handbook.

Students still in course work (pre-candidacy) admitted prior to Autumn 2020 will have the option to transition to the new 2020 Handbook requirements, or finish out the requirements detailed in the 2019 Handbook.

-- Students matriculated prior to Autumn 2020 who opt to transition to the new 2020 Handbook requirements can petition to have their COMPSTD 6390 and 6391 courses count as replacements for COMPSTD 6100, 6200, 6300, or 6400 (one old course replacing one new course, up to 2 eligible). These students can also petition to be exempted from the COMPSTD 6500 teaching course requirement (in favor of any other relevant graduate course) with evidence of 1+ years of successful GTA teaching.

-- Students matriculated prior to Autumn 2020 who wish to continue on the old 2019 Handbook requirements are able to do so. Courses other than the COMPSTD 6390 and 6391 series (taken by all incoming students in the first year) will continue to be offered and will count toward the program requirements as detailed in the 2019 Handbook. New courses developed under the new program can be taken for credit under the guidelines established in the 2019 Handbook according to the criteria already established there, except in the case of the Foundations courses. Students planning to continue under 2019 Handbook guidelines should find courses other than the COMPSTD 6100/6200/6300/6400 Foundations courses to meet the remainder of their course requirements, except by permission of the Graduate Studies Chair.

All students admitted in Autumn 2020 and subsequently are subject to the guidelines detailed in this proposal.

Graduate Minor

Students with a Graduate Minor in Comparative Studies underway can complete the minor under their previously established plan in consultation with the Graduate Studies Chair. Minor students who have taken COMPSTD 6390 or 6391 will automatically have these applied to their “Critical Foundations” requirement in the minor (one course for one course). All other courses taken for the minor will be applied to the requirements as planned upon declaration of the minor. Students are eligible to complete courses in the new “Critical Foundations” series in addition to their previously taken COMPSTD 6390 and/or 6391 only in consultation with the Graduate Studies Chair, who will establish with the student if there is significantly new material covered in the proposed course.

6) Syllabi for all new courses OR courses that will be changing in delivery format or credit hours (if any). These can be “short form” syllabi that include only course title, number, credits, prerequisites, a course description, course objectives, and a content topic list. However, all courses must also be submitted in curriculum.osu.edu in their full format.

Please find sample syllabi attached in **Appendix 3**:

COMPSTD 6100 “Critical Foundations: Comparative Analysis”

COMPSTD 6200 “Critical Foundations: Interdisciplinarity & Methods”

COMPSTD 6300 “Critical Foundations: Cultural and Social Theory”

COMPSTD 6400 “Critical Foundations: The Humanities & Collaborative Practices”

COMPSTD 6500 “Teaching Seminar in Interdisciplinary Studies”

COMPSTD 8000 “Interdisciplinary Learning Laboratory:
Religion, Medicine, and the Body” (Example 1)

COMPSTD 8000 “Interdisciplinary Learning Laboratory:
“Engaged Research and Community-Centered Participatory
Theorizing” (Example 2)

COMPSTD 8990 “Dissertation Writing Workshop”

7) Advising sheets for student use tracking their progress through the program.

M.A. Advising Sheet

Evaluation for:

Email and alternate email:

US Status/Country of Origin _____

Year Entered _____ Years of funding promised _____ Years received _____

Funding Sources (year and type):

Year & Semesters	Planned / Completed	Type (UF, EF, Folklore, GTA, etc.)	Other Comments

Evaluating Advisors:

Committee, if known/necessary (also include P or M status, external, will be off campus, etc.):

***Milestones:* Please note the date on which these milestones were reached or will be reached.**

MA coursework completed (see worksheet below for verification or course planning):

GIS or graduate minor identified/completed (if applicable):

Thesis prospectus approved/thesis option selected:

Thesis defense date (if applicable):

Language proficiency requirement met:

Internal application to the PhD (same deadline as external applicants):

If milestones have been missed from last review, explain why:

MA COURSEWORK WORKSHEET

Core Courses (6 hours)

	Grade	Hours	Semester
CS 6100, 6200, 6300, 6400*	_____	<u> 3 </u>	_____
Must complete at least 2	_____	<u> 3 </u>	_____

*During implementation, can also count 6390, 6391, 710, or 711

CS 6500 Teaching Seminar _____

Additional Courses in Comparative Studies (6000-8000-level ---12 CREDITS)

Must include 1 "Interdisciplinary Learning Laboratory" and one 7000-8000-level seminar

_ Course #	_ Course Title			
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Additional Courses in Other Departments (5000-8000- level --- 12 CREDITS)

_ Course #	_ Course Title			
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

CS 7999 Thesis/Non-Thesis Writing (if applicable) _____

GIS or Graduate Minor _____

Comments:

Teaching:

Please list the courses the student has taught while at OSU.

Considerations for future planning: Please list courses the student could teach for the best preparation moving forward, and any other special considerations. _____

List of Teaching Mentors:

Semester/Year _____	Current teaching mentor _____	Letter on file _____
Semester/Year _____	Current teaching mentor _____	Letter on file _____
Semester/Year _____	Current teaching mentor _____	Letter on file _____
Semester/Year _____	Current teaching mentor _____	Letter on file _____

Learning Outcomes:

Proficiencies demonstrated (please discuss with student)	Excellent Progress	Satisfactory Progress	Unsatisfactory Progress
Engage and invite dialogue in the context of learning opportunities outside of your primary research area			
Engage and invite dialogue in the context of talks and/or conferences in interdisciplinary or discipline-adjacent contexts			
Engage and invite dialogue in the context of community conversations, talks, conferences, or gatherings outside of your research area(s)			
Participate in multiple learning communities			
Assess your own competencies (linguistic, methodological, theoretical) and the possibilities and limitations they present			
Evaluate the opportunities, requirements, and constraints that will shape your work			
Determine how best to take advantage of the opportunities and resources, working within requirements and acknowledging constraints			
Create strategic plans for completing projects, in conversation with mentors, colleagues, and stakeholders			
Situate the individual projects you have completed and are pursuing in coherent relation to one another			
Advocate for the merits of your past, present, and future work and the seriousness of the questions you are pursuing			
Identify ongoing collaborations—short-term or long-term, focused on research, pedagogy, or service—across campus and beyond campus in which you might participate			
Identify opportunities for faculty mentoring			
Gain knowledge of varied possible interdisciplinary or disciplinary applications or homes for your research and their unique demands			
Articulate a research trajectory that addresses varied and distinct professional contexts			
Articulate how your research project establishes ability or credibility in relation to desired professional context			
Map career goals and opportunities in multiple venues			

Demonstrate the capacity to engage in the dialogic process of writing, revising, and publishing			
Articulate the significance of research-based contribution to non-academic venue or audience			

Please comment on student's progress toward degree completion and whether the student intends to continue to the Ph.D. program. Student has made sufficient progress toward completion.

Yes/No?

(If no, please attach a progress agreement detailing what will be completed in the subsequent semester for continuation in the program.)

Other comments:

Student Signature

Date

Evaluating Advisor

Date

Evaluating Advisor

Date

Evaluating Advisor

Date

Ph. D. Advising Sheet

Evaluation for:

Email and alternate email:

US Status/Country of Origin _____

Year Entered _____ Years of funding promised _____ Years received _____

Funding Sources (year and type):

Year & Semesters	Planned / Completed	Type (UF, EF, Folklore, GTA, etc.)	Other Comments

Evaluating Advisors:

Committee, if known (also include P or M status, external, will be off campus, etc.):

Milestones:

Please note the date on which these milestones **were reached or will be reached.**

All admission contingencies met:

Language proficiency requirement met:

Second language proficiency requirement met (if applicable):

GIS or graduate minor (if applicable):

Coursework complete (see worksheet below for verification or course planning):

Exam areas defined, directors identified:

Area 1 _____ Area 2 _____ Area 3 _____

Reading list approved:

Candidacy Exam date:

Dissertation prospectus approved:

IRB submitted/approved (if applicable):

Dissertation Defense date:

Dissertation Title:

If milestones have been missed since the last review, explain why:

PHD COURSEWORK WORKSHEET

<u>Core Courses (6 hours)</u>	Completed as MA or PhD	Semester	Grade	Hours
CS 6100	_____	_____	_____	_____
CS 6200	_____	_____	_____	_____
CS 6300	_____	_____	_____	_____
CS 6400	_____	_____	_____	_____

*During implementation, can also count 6390, 6391, 710, or 711 for 2 of the 4 required courses

CS 6500 Teaching Seminar _____

CS 8100/8200 Interdisciplinary Learning Lab _____

CS 8100/8200 Interdisciplinary Learning Lab _____

*At least 2 required, one you took for your completion of a Comparative Studies MA can count

To be completed if you did your MA elsewhere:

Additional Courses in Comparative Studies (7000-8000-level ---6 CREDITS for incoming PhDs)

*** At least 6 credits at 7000-8000**

Course #	Course Title			
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Additional Courses in Other Departments or CS (6000-8000- level --- 6 CREDITS)

Course #	Course Title			
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

To be completed if you did your MA in Comparative Studies:

Additional Courses in Comparative Studies (7000-8000-level—9 CREDITS)

Course #	Course Title			
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Additional Courses in Other Departments or CS (6000-8000 ---15 CREDITS)

Course #	Course Title			
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

CS 8990 Post-Candidacy Writing Workshop	_____	_____	_____
CS 8999 Thesis/Non-Thesis Writing (if applicable)	_____	_____	_____

GIS or Graduate Minor _____

Comments: _____

M. A. Credits /Courses Transferred _____

Comments: _____

Teaching:

Please list the courses (with terms) the student has taught while at OSU.

Considerations for future planning: Please list courses the student could teach for the best preparation moving forward, and any other special considerations.

List of Teaching Mentors:

Semester/Year _____ Current teaching mentor _____ Letter on file _____
 Semester/Year _____ Current teaching mentor _____ Letter on file _____
 Semester/Year _____ Current teaching mentor _____ Letter on file _____
 Semester/Year _____ Current teaching mentor _____ Letter on file _____

Learning Outcomes

Proficiencies demonstrated (please discuss with student)	Excellent Progress	Satisfactory Progress	Unsatisfactory Progress
Engage and invite dialogue in the context of learning opportunities outside of your primary research area			
Engage and invite dialogue in the context of talks and/or conferences in interdisciplinary or discipline-adjacent contexts			
Engage and invite dialogue in the context of community conversations, talks, conferences, or gatherings outside of your research area(s)			
Participate in multiple learning communities			
Assess your own competencies (linguistic, methodological, theoretical) and the possibilities and limitations they present			
Evaluate the opportunities, requirements, and constraints that will shape your work			
Determine how best to take advantage of the opportunities and resources, working within requirements and acknowledging constraints			
Create strategic plans for completing projects, in conversation with mentors, colleagues, and stakeholders			
Situate the individual projects you have completed and are pursuing in coherent relation to one another			

Advocate for the merits of your past, present, and future work and the seriousness of the questions you are pursuing			
Identify ongoing collaborations—short-term or long-term, focused on research, pedagogy, or service—across campus and beyond campus in which you might participate			
Identify opportunities for faculty mentoring			
Gain knowledge of varied possible interdisciplinary or disciplinary applications or homes for your research and their unique demands			
Articulate a research trajectory that addresses varied and distinct professional contexts			
Articulate how your research project establishes ability or credibility in relation to desired professional context			
Map career goals and opportunities in multiple venues			
Demonstrate the capacity to engage in the dialogic process of writing, revising, and publishing			
Articulate the significance of research-based contribution to non-academic venue or audience			

Please comment on student’s progress toward degree completion. Student has made sufficient progress toward completion. Yes/No? *(If no, please attach a progress agreement detailing what will be completed in the subsequent semester for continuation in the program.)*

Additional Comments:

Student Signature Date

Evaluating Advisor Date

Evaluating Advisor Date

Evaluating Advisor Date

COMPSTD-MN Advising Sheet

COMPSTD-MN Advising form for: _____ Date: _____

Advisor: _____

Graduate Minor Form submitted to Graduate School: ___y/n___ (gradforms.osu.edu)

Student's overall goals for the minor: _____

The Comparative Studies Minor requires 12 semester credit hours of graduate-level coursework. Students must take at least 2 Foundations courses, and an additional 6 hours in Comparative Studies graduate coursework.

Required Foundations Courses: Comparative Studies 6100, 6200, 6300, 6400 (choose 2)

1) Course: _____ Term taken or planned to take: _____

2) Course: _____ Term taken or planned to take: _____

Additional 6 credit hours of Comparative Studies graduate courses

Course: _____ Term taken or planned to take: _____ Credits: ___

Course: _____ Term taken or planned to take: _____ Credits: ___

Expected Term of Completion: _____

Graduate Transcript Designation submitted to graduate school: ___y/n___ (gradforms.osu.edu)

Comments:

8) Learning goals and an assessment plan for all program objectives.

Comparative Studies MA and PhD Graduate Programs Assessment Plan:

Methods

The assessment plan for both the MA and PhD in Comparative Studies uses a three-prong approach: assessment of individual classes, assessment of student performance of Expected Learning Outcomes at milestones, and annual student performance reports.

Assessment of individual classes is designed to assess via indirect measure student perception of how well courses addressed program goals outlined for each course.

Assessment of how well students demonstrated expected learning outcomes at milestone moments in their graduate careers (MA thesis defense or exam, candidacy exam, and dissertation defense) directly measures a committee's understanding of how well their students met the series of prescribed goals.

Assessment of student performance via annual student report forms directly measures how well students are meeting the program goals outlined in our curricular map each year.

Schedule

Assessment of individual classes will be administered for every offering and compiled and analyzed every two years.

Assessment of milestones will be administered at every milestone and compiled and analyzed every three to five years, depending on volume of data.

Assessment of annual report forms will be administered every spring for every graduate student, to be discussed and analyzed at an April faculty meeting.

Criteria

A compilation of the forms for course evaluation will yield 75% agree or above in at least 75% of the measured areas as a *minimum* standard. *Excellence* will be defined as 100%, Agree or Strongly Agree in 90% of the measured areas.

Milestone assessment will reflect 75% good or better in all measured proficiencies to meet a *minimum* standard. *Excellence* will be defined as 90% or more of proficiencies demonstrated at good or excellent.

Annual report forms will reflect satisfactory progress toward degree for 90% of students in 90% of their measured proficiency areas to meet a minimum standard. Excellence will be defined as meeting or exceeding satisfactory progress for 95% or more of students in 95% or more of their measured proficiency areas.

Use of Information—Communication, Review, and Changes

Course evaluation information will be distributed to the graduate studies committee every two years by fall of the subsequent year for review and discussion. Clarification or adjustment of course goals in each category and/or changes to course staffing and content will be made and announced or discussed among the wider faculty as appropriate. This information will be included in Nuventive reports for distribution to the college and graduate school.

Assessment of milestone data will be distributed to the graduate studies committee by fall of the subsequent year of compilation. Clarification or adjustment of goals to be assessed at milestones will be made and announced or discussed among the wider faculty as appropriate. Rules and guidelines determining the acceptable range of activities and methods for defenses, theses, and exams will be discussed and updated based on the compiled and anonymized data.

Substantive changes will be discussed and voted on at Department Council meetings. Changes will be reflected in the Graduate Handbook.

Assessment of annual report forms begins with a meeting of the students and their committee.

Annual report forms reflect programmatic goals and ask for evidence they are being used for each student according to their time within the program and their committee's expectations and recommendations. All reports are collected into a Box folder accessible to all core faculty and the academic program coordinator. The core faculty and academic program coordinator then meet in April to discuss the annual reports. Each student's progress is discussed individually, with general comments about trends and possible adjustments to the program made as insights arise. Faculty recommendations for individual students are communicated back to the student by the students' advisor. General trends or areas of concern to be addressed at the programmatic level are made note of in the meeting and later discussed by the graduate studies committee, which then develops proposals and recommendations to be approved at a subsequent department council meeting. Some of these general insights will be reported to the graduate school and college via Nuventive. Substantive changes are voted on, then reflected in the following year's graduate handbook.

Details as to the nature of information collected for each method of assessment are reflected in the forms below:

Comparative Studies Graduate Course Assessment

“Critical Foundation” Courses (COMPSTD 6100/6200/6300/6400)

The “Critical Foundation” courses are designed to help students develop the following proficiencies. Please rate how well this course created opportunities for you to develop each of the following proficiency goals by checking one box for each. Space is provided for comments below.

Proficiency		Strongly Agree	Agree	Disagree	Strongly Disagree
Identify and assess the various social and institutional forces that constrain or enable your own production of knowledge and those produced among other knowledge-making communities.					
Identify distinct and/or intersecting intellectual communities with which to engage dialogically.					
Explore strategies for dialogic engagement with distinct and/or intellectual communities.					
Participate in multiple learning communities.					
Demonstrate knowledge of disciplinary, multidisciplinary, and interdisciplinary approaches to research.					
Engage multiple knowledge traditions and conceptual debates/conversations both closely related to and distinct from your research interests.					
Expand reading practices to effectively identify unexpected connections.					
Pursue disciplinary and interdisciplinary study of categorizations like sex, gender, sexuality, disability, race, ethnicity, nation, class.					
Recognize how the complexities and/or intersectionalities of e.g. sex, gender, sexuality,					

disability, race, ethnicity, nation, class inform and shape intellectual projects.				
Survey existing knowledge, histories of knowledge production, and research methods in your areas of interest.				
Survey existing theories and approaches in the disciplines and interdisciplinary fields related to your areas of interest.				
Bring existing theories and approaches to bear on new problems or new areas of investigation that you identify.				
Survey discussions of the practice of collaboration in current disciplinary and interdisciplinary literatures.				
Survey discussions of the ethics of collaboration in current disciplinary and interdisciplinary literatures.				
Survey existing approaches to measuring and describing individual contributions to collaborative projects.				
Explore the distinct rhetorics of social practice, community outreach, and/or online platforms.				

Comments:

Comparative Studies Graduate Course Assessment

COMPSTD 6500 “Teaching Seminar in Interdisciplinary Studies”

The “Teaching Seminar in Interdisciplinary Studies” is designed to help students develop the following proficiencies. Please rate how well this course created opportunities for you to develop each of the following proficiency goals by checking one box for each. Space is provided for comments below.

Proficiency	Strongly Agree	Agree	Disagree	Strongly Disagree
Participate in multiple learning communities.				
Review intercultural pedagogical strategies in current pedagogical literatures.				
Experiment with intercultural teaching and learning strategies.				
Self-assess and adjust teaching and learning strategies in relation to intercultural approaches.				
Identify opportunities for faculty mentoring.				
Identify different teaching strategies across a range of syllabi and course plans, as well as current scholarship on teaching and learning.				
Select appropriate technology for varied teaching and learning contexts.				
Drawing on the scholarship of teaching and learning, explore teaching practices that are inclusive and familiarize yourself with the range of possibilities for universal design, accommodation, and adaptation in the classroom, including university resources available to students and teachers.				
Reflect on the value of self-reflexivity and mindfulness in course planning.				
Develop a plan for professional development in teaching practices.				

Develop and share student-centered class activities with peers.				
Reflect on the value of student-centered learning.				
Design syllabi for courses that articulate goals and learning objectives, outline assignments, are responsive to wider curricular needs, and incorporate comparative perspectives.				
Assess and adjust your citational practices in relation to diversity and interdisciplinarity.				
Identify and develop strategies to support students in questioning and challenging normative discourses.				
Engage in conversations regarding transformative pedagogies.				

Comments:

Comparative Studies Graduate Course Assessment

COMPSTD 8100/8200 “Interdisciplinary Learning Laboratory” Seminar

The “Interdisciplinary Learning Laboratory” Seminars are designed to help students develop the following proficiencies. Please rate how well this course created opportunities for you to develop each of the following proficiency goals by checking one box for each. Space is provided for comments below.

Proficiency	Strongly Agree	Agree	Disagree	Strongly Disagree
Articulate the relationship between your immediate knowledge-making community and knowledge communities both within and outside the academy.				
Explore strategies for dialogic engagement with distinct and/or intellectual communities.				
Through dialogue determine and delineate various ways in which an inquiry can be expressed in the form of two or more questions.				
Design a shared inquiry or research question spanning more than one intellectual community and engage in conversation around this inquiry.				
Participate in multiple learning communities.				
Engage multiple knowledge traditions and conceptual debates/conversations from outside the academy.				
Analyze the affordances of different approaches to interdisciplinary research.				
Expand reading practices to effectively identify unexpected connections.				
Seek out potential conversation partners with a variety of perspectives, in a variety of settings.				
Cultivate practices of attending to material in sustained, concentrated ways, allowing multiple aspects of the material to be revealed and multiple questions to arise.				
Assess the possibilities and limitations of theories and approaches in particular disciplines and interdisciplinary fields.				
Articulate the originality and significance of your engagements with ongoing conversations in your areas of expertise.				

Stake out your own position in relation to debates regarding the practice and ethics of collaboration in areas that interest you.				
Articulate a set of practical and ethical principles that will guide your collaborative work.				
Identify and assess the various social and institutional forces that constrain or enable collaboration in a given setting or situation.				
Describe what you hope to gain from a given collaboration, what you hope your collaborators will gain, and what limitations collaboration might impose on a project.				
Articulate the relationship between your own investments and the investments of your collaborators and their knowledge communities.				
Seek out potential collaborators with a variety of perspectives, in a variety of settings.				
Participate in a collaborative project led by someone who can serve as an effective mentor in the practice of collaboration.				
Develop a collaborative project, bringing collaborators together in a new formation or orienting an existing group in a new direction and articulating a set of goals for the project.				
Conduct a collaborative project, generating new work that draws on and values the skills of each collaborator.				
Cultivate practices for tracking contributions to collaborative projects, in quantitative and qualitative terms.				
Quantify and describe qualitatively the contributions made by you and your collaborators to your projects.				
Describe the ways in which collaboration made it possible for your group to arrive at insights or achievements that would not have been possible individually.				

Comments:

Comparative Studies Graduate Course Assessment

COMPSTD 8990 “Dissertation Writing Workshop”

The “Dissertation Writing Workshop” is designed to help students develop the following proficiencies. Please rate how well this course created opportunities for you to develop each of the following proficiency goals by checking one box for each. Space is provided for comments below.

Proficiency		Strongly Agree	Agree	Disagree	Strongly Disagree
Initiate and build productive working relationships with mentors, advisors, colleagues, and peers.					
Deepen capacity for receiving and incorporating feedback from others in shaping your work and determining its goals.					
Demonstrate expertise in research methods appropriate to the questions you are pursuing.					
Assess the ethical commitments and responsibilities that attend the work you are doing.					
Articulate both for colleagues and for broader communities the stakes of the questions you are pursuing.					
Create strategic plans for completing projects, in conversation with mentors, colleagues, and stakeholders.					
Identify and articulate the unique contribution your project makes to knowledge of the object of your research, and to relevant disciplines and interdisciplinary fields.					
Test knowledge claims by sharing work-in-progress.					

Comments:

Comparative Studies Graduate Course Assessment

COMPSTD 5000/6000/7000/8000 Seminars

Comparative Studies 6000/7000/8000 level seminars are designed to help students develop the following proficiencies. Please rate how well this course created opportunities for you to develop each of the following proficiency goals by checking one box for each. Space is provided for comments below.

Proficiency		Strongly Agree	Agree	Disagree	Strongly Disagree
Expand reading practices to effectively identify unexpected connections.					
Articulate how categories of social differentiation are created and upheld by differentials of power.					
Identify questions you wish to pursue and their intellectual, ethical, and political stakes.					
Explore possible original lines of inquiry in pre-publication writing and conversation.					
Initiate original lines of inquiry.					

Comments:

Comparative Studies Graduate Co-Curricular Assessment

MA Thesis/Non-Thesis

Please rate the level at which the student demonstrated the following proficiencies in this MA Thesis/ Non-Thesis document and/or exam:

	Excellent	Good	Fair	Poor
Develop knowledge of the specific socio-historical phenomena and contexts that might inform your object of study.				
Analyze specific contingencies with respect to other times, locations, and ideas in order to articulate how the specifics of socio-historic context shape your study.				
Produce work in which social and historical phenomena are understood comparatively.				
Engage with the complexities and/or intersectionalities of e.g. sex, gender, sexuality, disability, race, ethnicity, nation, class in relation to research sites or topics.				
Identify questions you wish to pursue and their intellectual, ethical, and political stakes.				
Demonstrate expertise in research methods appropriate to the questions you are pursuing.				
Bring existing theories and approaches to bear on new problems or new areas of investigation that you identify.				
Identify and articulate the ways in which your research is made possible by your interdisciplinary and/or comparative approach.				

Comments:

Comparative Studies Graduate Co-Curricular Assessment

PhD Candidacy Exams

Please rate the level at which the student demonstrated the following proficiencies in this candidacy exam:

Proficiency	Excellent	Good	Fair	Poor
Identify and assess the various social and institutional forces that constrain or enable your own production of knowledge and those produced among other knowledge-making communities.				
Recognize the interpretive frameworks and investments informing dialogic engagements with distinct and/or intellectual communities.				
Demonstrate knowledge of disciplinary, multidisciplinary, and interdisciplinary approaches to research.				
Situate your research in relation to disciplinary formations.				
Develop knowledge of the specific socio-historical phenomena and contexts that might inform your object of study.				
Expand reading practices to effectively identify unexpected connections.				
Engage with the complexities and/or intersectionalities of e.g. sex, gender, sexuality, disability, race, ethnicity, nation, class in relation to research sites or topics.				
Identify questions you wish to pursue and their intellectual, ethical, and political stakes.				
Articulate both for colleagues and for broader communities the stakes of the questions you are pursuing.				
Identify resources available to support your work, intellectually and materially.				
Assess the possibilities and limitations of theories and approaches in particular disciplines and interdisciplinary fields.				

Comments:

Comparative Studies Graduate Co-Curricular Assessment

PhD Prospectus

Please rate the level at which the student demonstrated the following proficiencies in this prospectus:

	Excellent	Good	Fair	Poor
Articulate the relationship between your immediate knowledge-making community and knowledge communities both within and outside the academy.				
Articulate the relationship between your own scholarly investments and the investments of other knowledge communities both within and outside your own disciplinary location.				
Through dialogue imagine two or more methods for developing contingent answers to the questions that inform your inquiry.				
Design a shared inquiry or research question spanning more than one intellectual community and engage in conversation around this inquiry.				
Locate your research question in relation to field-specific debates and conversations, debates outside of your field, and conversations outside the academy.				
Situate your research in relation to disciplinary formations.				
Trace intellectual genealogies of a project.				
Analyze specific contingencies with respect to other times, locations, and ideas in order to articulate how the specifics of socio-historic context shape your study.				
Articulate intellectual rationale for specific comparative research foci and disciplinary and interdisciplinary approaches.				
Articulate how the categories of social differentiation inform and shape your intellectual projects.				

Deepen capacity for receiving and incorporating feedback from others in shaping your work and determining its goals.				
Identify questions you wish to pursue and their intellectual, ethical, and political stakes.				
Assess the ethical commitments and responsibilities that attend the work you are doing.				
Identify resources available to support your work, intellectually and materially.				
Assess your own competencies (linguistic, methodological, theoretical) and the possibilities and limitations they present.				
Evaluate the opportunities, requirements, and constraints that will shape your work.				
Determine how best to take advantage of the opportunities and resources, working within requirements and acknowledging constraints.				
Create strategic plans for completing projects, in conversation with mentors, colleagues, and stakeholders.				

Comments:

Comparative Studies Graduate Co-Curricular Assessment
PhD Dissertation

Please rate the level at which the student demonstrated the following proficiencies in this dissertation and defense:

	Excellent	Good	Fair	Poor
Trace the genealogy of your research question in relation to field-specific debates and conversations, debates outside of your field, and conversations outside the academy.				
Articulate the limits and possibilities of your research question in relation to field-specific debates and conversations, debates outside of your field, and conversations outside the academy.				
Trace intellectual genealogies of a project.				
Construct new analytical frameworks from the intersection of relevant approaches.				
Analyze specific contingencies with respect to other times, locations, and ideas in order to articulate how the specifics of socio-historic context shape your study.				
Produce work in which social and historical phenomena are understood comparatively.				
Identify questions you wish to pursue and their intellectual, ethical, and political stakes.				
Demonstrate expertise in research methods appropriate to the questions you are pursuing.				
Assess the ethical commitments and responsibilities that attend the work you are doing.				
Bring existing theories and approaches to bear on new problems or new areas of investigation that you identify.				

Identify and articulate the unique contribution your project makes to knowledge of the object of your research, and to relevant disciplines and interdisciplinary fields.				
Produce new knowledge by working at the intersection of multiple disciplines and interdisciplinary field.				
Articulate the originality and significance of your engagements with ongoing conversations in your areas of expertise.				
Identify and articulate the ways in which your research is made possible by your interdisciplinary and/or comparative approach.				
Identify and articulate the capacity of interdisciplinary research in the humanities to illuminate and inform critical problems.				

Comments:

9) Concurrences from any impacted programs outside of the proposer's College.

10) If the program revision is a move to online delivery, an MOU with OCIO via ODEE is necessary.

N/A

11) If the program revision involves the addition of an international inter-institutional cooperating degree, a completed, signed International Cooperating Degree Agreement (ICDA) based on the standard template (available from the Graduate School) is necessary.

N/A

Appendix 1

Comparative Studies Proposed Learning Goals, Outcomes, and Proficiencies

- (B) Basic
- (I) Intermediary
- (A) Advanced
- (S) Specialization

Learning Goal A: LEARNING DISPOSITIONS

The successful student will demonstrate an inquisitive scholarly identity and attitude sensitive to multiple sites and forms of knowledge, appreciate incompleteness and discomfort, and cultivate the capacity to negotiate different forms of scholarly inquiry, critique, and engagement.

Learning Outcomes:

1. Recognize and reflect on the production of knowledge in multiple spaces
 - a. Identify and assess the various social and institutional forces that constrain or enable your own production of knowledge and those produced among other knowledge-making communities (B)
 - b. Articulate the relationship between your immediate knowledge-making community and knowledge communities both within and outside the academy (I)
 - c. Articulate the relationship between your own scholarly investments and the investments of other knowledge communities both within and outside your own disciplinary location (A)
2. Engage dialogically with distinct and/or intersecting intellectual communities to develop the scope of your inquiry
 - a. Identify distinct and/or intersecting intellectual communities with which to engage dialogically (B)
 - b. Explore strategies for dialogic engagement with distinct and/or intersecting intellectual communities (B)
 - c. Recognize the interpretive frameworks and investments informing dialogic engagements with distinct and/or intersecting intellectual communities (I)
 - d. Through dialogue, determine and delineate various ways in which an inquiry can be expressed in the form of two or more questions (I)
 - e. Through dialogue, imagine two or more methods for developing contingent answers to the questions that inform your inquiry (I)
 - f. Design a shared inquiry or research question spanning more than one intellectual community and engage in conversation around this inquiry (A)

3. Cultivate the experience of being inexpert
 - a. Engage and invite dialogue in the context of learning opportunities outside your primary research area (B)
 - b. Engage and invite dialogue in the context of talks and/or conferences in interdisciplinary or discipline-adjacent contexts (A)
 - c. Engage and invite dialogue in the context of community conversations, talks, conferences, or gatherings outside of your research area(s) (A)

4. Locate yourself within multiple intellectual debates and conversations
 - a. Locate your research question in relation to field-specific debates and conversations, debates outside of your field, and conversations outside the academy (B)
 - b. Trace the genealogy of your research question in relation to field-specific debates and conversations, debates outside of your field, and conversations outside the academy (I)
 - c. Articulate the limits and possibilities of your research question in relation to field-specific debates and conversations, debates outside of your field, and conversations outside the academy (A)

5. Develop capacity to negotiate intercultural learning spaces
 - a. Participate in multiple learning communities (B)
 - b. Review intercultural pedagogical strategies in current pedagogical literatures (B)
 - c. Experiment with intercultural teaching and learning strategies (I)
 - d. Self-assess and adjust teaching and learning strategies in relation to intercultural approaches (A)
 - e. Engage multiple knowledge traditions and conceptual debates/conversations from outside the academy (S)

Learning Goal B: COMPARATIVE KNOWLEDGE AND INTERDISCIPLINARY KNOWLEDGE PRACTICES

The successful student will engage multidisciplinary and interdisciplinary knowledge practices to analyze social and historical phenomena comparatively.

Learning Outcomes:

1. Develop an interdisciplinary approach to research.
 - a. Develop knowledge of disciplinary, multidisciplinary, and interdisciplinary approaches to research (B)
 - b. Engage multiple knowledge traditions and conceptual debates/conversations both closely related to and distinct from your research interests (B)
 - c. Situate your research in relation to disciplinary formations (B)

- d. Engage multiple knowledge traditions and conceptual debates/conversations from outside your academic field (B)
 - e. Analyze the affordances of different approaches to interdisciplinary research (I)
 - f. Trace intellectual genealogies of a project (A)
 - g. Construct new analytical frameworks from the intersection of relevant approaches (A)
2. Compare social and historical phenomena in order to yield new insights.
- a. Develop knowledge of the specific socio-historical phenomena and contexts that might inform your object of study (B)
 - b. Expand reading practices to effectively identify unexpected connections (B)
 - c. Analyze specific contingencies with respect to other times, locations, and ideas in order to articulate how the specifics of socio-historic context shape your study (I)
 - d. Articulate intellectual rationale for specific comparative research foci and disciplinary and interdisciplinary approaches (A)
 - e. Produce work in which social and historical phenomena are understood comparatively (A)
3. Articulate how the complexities of social differentiation, including sex, gender, sexuality, disability, race, ethnicity, nation, class, et cetera, inform and shape your intellectual projects.
- a. Pursue disciplinary and interdisciplinary study of categorizations like sex, gender, sexuality, disability, race, ethnicity, nation, class (B)
 - b. Recognize how the complexities and/or intersectionalities of e.g. sex, gender, sexuality, disability, race, ethnicity, nation, class, inform and shape intellectual projects (B)
 - c. Engage with the complexities and/or intersectionalities of e.g. sex, gender, sexuality, disability, race, ethnicity, nation, class in relation to research sites or topics (I)
 - d. Articulate how the categories of social differentiation are created and upheld by differentials of power (I)
 - e. Articulate how the categories of social differentiation inform and shape your intellectual projects (A)

Learning Goal C: CREATING SCHOLARSHIP THROUGH RESEARCH

The successful student will develop a clear and achievable interdisciplinary research agenda that is original, skillful, significant, and judicious about its stakes and construction.

Learning Outcomes:

1. Cultivate relationships with mentors, advisors, and colleagues whose expertise or experience can assist in the development of your work, and who will both challenge and support you.
 - a. Seek out potential conversation partners with a variety of perspectives, in a variety of settings (B)

- b. Initiate and build productive working relationships with mentors, advisors, colleagues, and peers (I)
 - c. Cultivate generative and supportive relations in mentoring others (I)
 - d. Deepen capacity for receiving and incorporating feedback from others in shaping your work and determining its goals (A)
2. Identify vital questions in your area of expertise and the ethical and practical elements involved in pursuing answers to those questions.
- a. Survey existing knowledge, histories of knowledge production, and research methods in your areas of interest (B)
 - b. Cultivate practices of attending to material in sustained, concentrated ways, allowing multiple aspects of the material to be revealed and multiple questions to arise (B)
 - c. Identify questions you wish to pursue and their intellectual, ethical, and political stakes (I)
 - d. Demonstrate expertise in research methods appropriate to the questions you are pursuing (I)
 - e. Assess the ethical commitments and responsibilities that attend the work you are doing (I)
 - f. Articulate both for colleagues and for broader communities the stakes of the questions you are pursuing (A)
3. Determine an appropriate scope for your work, given opportunities, resources, requirements, and/or constraints.
- a. Identify resources available to support your work, intellectually and materially (B)
 - b. Assess your own competencies (linguistic, methodological, theoretical) and the possibilities and limitations they present (B)
 - c. Evaluate the opportunities, requirements, and constraints that will shape your work (I)
 - d. Determine how best to take advantage of the opportunities and resources, working within requirements and acknowledging constraints (I)
 - e. Create strategic plans for completing projects, in conversation with mentors, colleagues, and stakeholders (A)
4. Produce new knowledge by working at the intersection of multiple disciplines and interdisciplinary fields.
- a. Survey existing theories and approaches in the disciplines and interdisciplinary fields related to your areas of interest (B)
 - b. Bring existing theories and approaches to bear on new problems or new areas of investigation that you identify (B)
 - c. Assess the possibilities and limitations of theories and approaches in particular disciplines and interdisciplinary fields (I)

- d. Identify and articulate the unique contribution your project makes to knowledge of the object of your research, and to relevant disciplines and interdisciplinary fields (A)
 - e. Produce new knowledge by working at the intersection of multiple disciplines and interdisciplinary field (A)
5. Articulate an ongoing research agenda in ways that make clear the stakes of your intellectual work.
- a. Situate the individual projects you have completed and are pursuing in coherent relation to one another (B)
 - b. Articulate the originality and significance of your engagements with ongoing conversations in your areas of expertise (I)
 - c. Advocate for the merits of your past, present, and future work and the seriousness of the questions you are pursuing (I)
 - d. Identify and articulate the ways in which your research is made possible by your interdisciplinary and/or comparative approach (A)
 - e. Identify and articulate the capacity of interdisciplinary research in the humanities to illuminate and inform critical problems (A)

Learning Goal D: COLLABORATION

The successful student will engage in collaboration, recognizing the opportunities and possibilities it affords, as well as the challenges and limitations it entails.

Learning Outcomes:

1. Demonstrate familiarity with scholarship and debates on collaboration.
 - a. Survey discussions of the practice of collaboration in current disciplinary and interdisciplinary literatures (B)
 - b. Survey discussions of the ethics of collaboration in current disciplinary and interdisciplinary literatures (B)
 - c. Stake out your own position in relation to debates regarding the practice and ethics of collaboration in areas that interest you (I)
 - d. Articulate a set of practical and ethical principles that will guide your collaborative work (A)
2. Recognize and reflect on the value, effectiveness, and ethics of collaboration in different settings and situations.
 - a. Identify and assess the various social and institutional forces that constrain or enable collaboration in a given setting or situation (B)
 - b. Describe what you hope to gain from a given collaboration, what you hope your collaborators will gain, and what limitations collaboration might impose on a project (I)

- c. Articulate the relationship between your own investments and the investments of your collaborators and their knowledge communities (A)
3. Participate in, develop, and pursue collaborations.
 - a. Identify ongoing collaborations—short-term or long-term, focused on research, pedagogy, or service—across campus and beyond campus in which you might participate (B)
 - b. Seek out potential collaborators with a variety of perspectives, in a variety of settings (B)
 - c. Participate in a collaborative project led by someone who can serve as an effective mentor in the practice of collaboration (I)
 - d. Develop a collaborative project, bringing collaborators together in a new formation or orienting an existing group in a new direction and articulating a set of goals for the project (I)
 - e. Conduct a collaborative project, generating new work that draws on and values the skills of each collaborator (A)
 4. Articulate contributions to a collaborative project accurately and effectively, using means well suited to the nature of the work.
 - a. Survey existing approaches to measuring and describing individual contributions to collaborative projects (B)
 - b. Cultivate practices for tracking contributions to collaborative projects, in quantitative and qualitative terms (I)
 - c. Quantify and describe qualitatively the contributions made by you and your collaborators to your projects (I)
 - d. Describe the ways in which collaboration made it possible for your group to arrive at insights or achievements that would not have been possible individually (A)

Learning Goal E: TEACHING

The successful student will understand how to design learning experiences to maximize student learning and how to connect course design explicitly to desired outcomes. The student will develop a sense of teaching purpose informed by transformative pedagogies that problematize social reality and knowledge.

Learning Outcomes:

1. Use existing scholarship on teaching and learning to develop and adopt teaching strategies that are student-centered, mindful, adaptive, and inclusive.
 - a. Identify opportunities for faculty mentoring (B)
 - b. Identify different teaching strategies across a range of syllabi and course plans, as well as current scholarship on teaching and learning (B)
 - c. Select appropriate technology for varied teaching and learning contexts (B)
 - d. Seek out different teaching and learning opportunities (B)

- e. Draw on the scholarship of teaching and learning, explore teaching practices that are inclusive and familiarize yourself with the range of possibilities for universal design, accommodation, and adaptation in the classroom, including university resources available to students and teachers (I)
 - f. Reflect on the value of self-reflexivity and mindfulness in course planning (I)
 - g. Develop a plan for professional development in teaching practices (A)
2. Design learning opportunities that guide students toward learning objectives (while also allowing for the development of unexpected outcomes)
- a. Develop and share student-centered class activities with peers (B)
 - b. Develop and enact a range of student-centered learning activities (B)
 - c. Reflect on the value of student-centered learning (I)
 - d. Solicit and receive feedback regarding one's teaching and make adjustments where warranted (from students, peer observations, mentors, evaluations) (I)
 - e. Design syllabi for courses that articulate goals and learning objectives, outline assignments, are responsive to wider curricular needs, and incorporate comparative perspectives (A)
 - f. Assess and adjust your citational practices in relation to diversity and interdisciplinarity (A)
 - g. Identify and implement assessment strategies that enhance the class and meet the needs of the department and college's assessment reporting (A)
3. Host conversations that question and challenge normative discourses
- a. Identify and develop strategies to support students in questioning and challenging normative discourses (B)
 - b. Engage in conversations regarding transformative pedagogies (I)
 - c. Develop teaching practices that problematize social reality and knowledge (A)
 - d. Identify, implement, and assess transformative teaching practices (A)
 - e. Design helpful feedback practices for student discussions and projects (written and oral) (A)

Learning Goal F: CULTIVATING AN AUDIENCE AND A CAREER PATH

The successful student will be able to cultivate academic and non-academic audiences and will communicate complex ideas to both specialists and broad publics clearly and persuasively in order to engage in professional contexts.

Learning Outcomes:

- 1. Understand the demands of varied and distinct professional contexts.
 - a. Gain knowledge of how research-based work informs multiple professional contexts (B)

- b. Gain knowledge of varied possible interdisciplinary or disciplinary applications or homes for your research and their unique demands (I)
 - c. Articulate a research trajectory that addresses varied and distinct professional contexts (A)
 - d. Articulate how your research project establishes ability or credibility in relation to desired professional context (A)
2. Identify career and professional goals and opportunities.
- a. Map career goals and opportunities in multiple venues (B)
 - b. Determine material, skills, and development needs relevant to your contexts of interest (B)
 - c. Locate resources for identified career goals and opportunities (I)
 - d. Cultivate the ability to participate in scholarly and non-academic conversation (I)
 - e. Identify professional mentoring networks and possible interlocutors and constituencies, and foster collegial relationships (I)
 - f. Acquire familiarity with ethical and professional guidelines for chosen career paths (I)
 - g. Participate in appropriate professional associations or networks (A)
3. Develop work for publication in scholarly and/or non-academic venues, either independently or in collaboration with colleagues.
- a. Explore possible original lines of inquiry in pre-publication writing and conversation (B)
 - b. Initiate original lines of inquiry (B)
 - c. Test knowledge claims by sharing work-in-progress (I)
 - d. Research appropriate venues for publication (I)
 - e. Demonstrate the capacity to engage in the dialogic process of writing, revising, and publishing (A)
 - f. Persuasively make an original contribution for an intended audience (A)
4. Foster and circulate research-based work beyond the academy in ways that make specialized knowledge a benefit to general audiences
- a. Explore the distinct rhetorics of social practice, community outreach, and/or online platforms (B)
 - b. Demonstrate oral presentation skills (I)
 - c. Articulate the significance of research-based contribution to non-academic venue or audience (I)
 - d. Participate in programming that seeks a public audience, whether as a presenter, organizer, or in another capacity (A)

Appendix 2

“Comparative Studies Graduate Program Curriculum Map” (see attached Excel Sheet)

COMPSTD 6100
Autumn 2019
“Critical Foundations: Comparative Analysis”
3 credits, Seminar
Wednesday 2:00-4:45

Classroom: Hagerty 451
Instructor: xxx
Contact: email: xxx and phone: xxx
Office Location: Hagerty 451
Office hours: M/F 2:00-3:30 and by appointment

Course Description

The Department of Comparative Studies is an interdisciplinary program in which *comparison* is at the core of the work we do. In encouraging comparative perspectives on a wide range of cultural and historical discourses and practices—literary, aesthetic, folkloric, technological, scientific, religious, political, material—approaches to comparative cultural analysis assume both flexibility and rigor in terms of theory, methodology, and object of study. The element of comparison, both within and across cultures and borders, is thus a decisive aspect of research by graduate students in the program. Comparisons may be drawn among the several discourses and practices of a single society, group of people, geographical region, or historical era. Research projects may also involve the comparison of specific genres and media—textual, performative, material—across cultures. Both approaches to comparative work are encouraged in this department; most projects undertaken by students will involve elements of both, since contextualization is integral to all such studies. This course prepares students to begin to approach their research interests and questions from a comparative perspective. The function of comparison is not to discover differences and similarities, but to understand more comprehensively the political, social, economic, and aesthetic dimensions of the various discourses and practices that constitute social and individual life. Part of the “Critical Foundations” series that is required of all graduate students in the program, this course introduces students to a range of reflections upon theories and methods of comparative cultural analysis.

Required Texts

Al-Biruni, *Alberuni’s India*, trans. Edward C. Sachau; Rupa & Co/New Delhi/India
Bartolomé de Las Casas, *An Account, Much Abbreviated, of the Destruction of the Indies with Related Texts*; Hackett Pub Co
Aimé Césaire, *Discourse on Colonialism*; Monthly Review Press
Dipesh Chakrabarty, *Provincializing Europe*, Princeton UP
Enrique Dussel, *Twenty Theses on Politics*; Duke UP
Lisa Lowe, *The Intimacies of Four Continents*; Duke UP
Amartya Sen, *Development as Freedom*; Anchor

Books are available at OSU Bookstore. All other texts are available on CARMEN.

Course Objectives/Learning Outcomes

The course prepares students to engage different knowledge practices in order to analyze social and historical phenomena comparatively. These practices include:

- Comparing social and historical phenomena in order to yield new insights.
- Developing knowledge of the specific socio-historical phenomena and contexts that might inform your object of study
- Expanding reading practices to effectively identify unexpected connections
- Analyzing specific contingencies with respect to other times, locations, and ideas in order to articulate how the specifics of socio-historic context shape your study
- Articulating intellectual rationale for specific comparative research foci and disciplinary and interdisciplinary approaches
- Producing work in which social and historical phenomena are understood comparatively

Requirements and Assignments

1) Participation (20%): You are required to attend all class sessions having completed the reading, and you are required to thoughtfully participate in class discussion in a way that seriously engages the texts and others in the class.

2) Bi-weekly Response Papers (20%): You will be asked to respond in writing to one or more of the assigned readings: outline the main ideas, bring the texts into conversation with other material, and articulate your views on the reading/s. Length: ca. 600 words per paper. Your page of notes will be saved for your purposes and also uploaded to a designated location in Carmen by the evening before class for the reference and use of everyone else in the class. Below are some approaches to notetaking that students are encouraged to experiment with:

- The dialectical journal: a method for gathering quotations from a text and pairing them with your commentary
- Extended interpretative summary
- GUT analysis (as in, “gut the fish and leave everything but this aside”): quickly answer--
 - Who** is the author? (What is their location? What gives them “authority” to speak? How are they known?)
 - Where** is the audience for this piece? (what discipline is being addressed; what outlet for publication?)
 - What** are the key arguments? (state in a sentence per each)
 - How** does this text contribute to the conversation? (what legacy, what response, etc?)
 - So what?** How does it connect with, diverge from, or possibly shift YOUR current priorities?
- Visual notetaking/Sketchnotes: combination of text and drawing to enhance comprehension and retention of key ideas
- Coggle (graphic organizer) outline
- MakeItFit—whatever “seems important” but limited to 1 page

3) Preparation and Presentation of Reading (20%): You will be asked to prepare one of the assigned readings by contextualizing it, providing background, and composing questions that will guide our discussion of the text. The presentation must include an explanation of the overarching theme, an explanation of the text's main arguments, and exploration of issues for further discussion.

4) Final Synthesis Paper or Project (40%). The goal of the final synthesis paper or project is to synthesize some significant portion of your learning for the course in a context you care about. You will submit a proposal for your final synthesis piece **by Week 12** of the course. Your final synthesis can take a number of possible forms:

- **Incorporate material from the course into a paper you are writing for another seminar, for a conference, or for another scholarly audience.** The portion of your paper in which you engage or build on thinkers from the course should be equivalent to 8-10 pages double-spaced, and you should use footnotes or track changes to annotate this project and highlight connections to our explorations and, as relevant, to discuss constraints or challenges you experienced.
- **Draw on our readings and topics to develop a rationale and detailed syllabus for a course in Comparative Cultural Studies.** The course rationale (3-4 pages) should explain the texts chosen for each week as well as their relation to material from the course and the significance of the “conversations” between the texts.
- **Amplify your engagement with one or more of the weekly readings by writing a 8-10 page paper that locates it in relation to a broader critical context related to comparative analysis** (e.g., a book, a conference, an anthology, a school of thought). For example, how does one of the extracts we read relate to questions of comparison?
- **Propose another approach to fulfilling this requirement.** I welcome your sense of play and/or exploration; however, be aware that the onus is on you to articulate in your proposal how an alternate format best enables you to accomplish goals comparable to those outlined above while also aligning with your own interests or scholarly engagements.

Whatever option you choose, your final synthesis will be accompanied by a **course epilogue (3-4 pages)** in which you reflect on your trajectory through the course, your process in developing and executing your final synthesis project, and your thoughts on how you plan to build on or return to readings and experiences from the course. I hope you will also include reflections on the community of learners that emerged in the course as well as how non-traditional approaches impacted your learning.

Grading

Participation (20%); Bi-weekly Response Papers (20%); Preparation and Presentation of Reading (20%); Final Synthesis Paper or Project (40%).

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 Attendance Policy

Attendance is *mandatory* (much of the material will not be found outside the classroom). Absences will be noted and more than two absences will lower your participation grade by one-half letter grade (e.g., from A to A-, B to B-, etc.).

Academic Misconduct:

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 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Disability Services:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. 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.

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](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 through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Sexual Misconduct/Relationship Violence:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Diversity:

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential.

Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Plagiarism:

Students are responsible for understanding what plagiarism is and how to avoid it. Use of another's work without proper documentation is not acceptable. University Rule 3335-31-02 states "plagiarism is the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use and/or paraphrasing of another person's ideas." It is the obligation of this department and its instructors to report all cases of suspected plagiarism to the Committee on Academic Misconduct.

**

Course Outline

Week 1 1. Cultural Analysis and Comparison

Introduction; Karl Marx, "Theses on Feuerbach" (on Carmen); Categories of Analysis

Week 2 Ibn Khaldun, *Muqaddima* (on Carmen)

Clifford Geertz, "Thick Description" (on Carmen)

Week 3 Al-Biruni, *Book on India*

Tom Kasulis, *Intimacy or Integrity* (on Carmen)

Week 4 2. Power and Ideology; Empire, Race, and Nation

Michel de Montaigne, "Of Cannibals" (on Carmen)
Bartolomé de Las Casas, *Destruction of the Indies*

Week 5

Rabindranath Tagore, *Nationalism* (on Carmen)
Frantz Fanon, "The Pitfalls of National Consciousness" (on Carmen)

Week 6

Aimé Césaire, *Discourse on Colonialism*
Edmont W. Blyden, *Christianity, Islam and the Negro Race* (on Carmen)

Week 7

3. Decentering Europe: Comparative Modernities

Dipesh Chakrabarty, *Provincializing Europe*
Sebastian Conrad, "Enlightenment in Global History: A Historiographical Critique" (on Carmen)

Week 8

Takeuchi Yoshimi, "What is Modernity?" (on Carmen)
Adrienne Johnson Gosselin, *Beyond the Harlem Renaissance: The Case for Black Modernist Writers* (on Carmen)
Kris Manjapra, "From Imperial to International Horizons: A Hermeneutic Study of Bengali Modernism" (on Carmen)

Week 9

4. Comparative Economy and Ethics; Global Feminism; Humanitarianism; Critical Ecology

Amartya Sen, *Development as Freedom*
Enrique Dussel, *Twenty Theses on Politics*

Week 10

Chandra Talpade Mohanty, "Under Western Eyes: Feminist Scholarship and Colonial Discourses"; "Under Western Eyes" Revisited: Feminist Solidarity through Anticapitalist Struggles" (on Carmen)
Valentine M. Moghadam, "Islamic Feminism and Its Discontents: (on Carmen)

Week 11

Michael Barnett and Thomas G. Weiss, "Humanitarianism: A Brief History of the Present" (on Carmen)
Linda Polman, *The Crisis Caravan* (on Carmen)
Julie Hearn, "The 'NGO-isation' of Kenyan Society: USAID & the Restructuring of Health Care"

Vanessa Liston, "Microcosms of Democracy? A Study of the Internal Governance of International NGOs in Kenya"

Week 12

Tim Forsyth, *Critical Political Ecology: The Politics of Environmental Science* (on Carmen)
Paul Robbins, *Political Ecology: A Critical Introduction*

Week 13

5. Entanglements, Complexity

Johannes Fabian, *Time and the Other* (on Carmen)

Week 14

Lisa Lowe, *The Intimacies of Four Continents*

Week 15

Final Observations: Proposals for A Comparative Cultural Analysis

COMPSTD 6200
Autumn 2019
“Critical Foundations: Interdisciplinarity & Methods”
3 credits, Seminar
Wednesday 2:00-4:45

Classroom: Hagerty 451

Instructor: xxx

Contact: email: xxx and phone: xxx

Office Location: Hagerty 451

Office hours: M/F 2:00-3:30 and by appointment

Course Description

This course introduces interdisciplinarity as an approach to knowledge production that is problem and question driven and that therefore draws from varied approaches and methodologies. It considers a range of tools that scholars across humanities and social sciences disciplines use to critically analyze the most pressing issues that face us politically, economically, technologically, aesthetically, psychologically, and interrelationally across the most intimate (microbial, psychic, interpersonal) to the most expansive (national, global, planetary) scales. While disciplines such as Anthropology, Sociology, History, Literature, and Political Science each draw on the texts and ideas that we will discuss, here we are less concerned with how they intersect with and advance disciplinary debates, and more concerned with how they 1) provide possibilities of translation and collaboration across disciplines and 2) support question, problem, and topic-driven research that necessarily moves beyond and between disciplinary parameters. To this end, our reading combines a selection of twentieth-century texts that have been important across disciplines and that have opened up spaces of interdisciplinary inquiry with very recent work that represents the cutting edge of what comparative cultural studies makes possible.

Required Texts

Benjamin, Walter. 2019 [1968]. *Illuminations: Essays and Reflections*. New York: Mariner Books.

Ferreira da Silva, Denise. 2007. *Toward a Global Idea of Race*. Minneapolis: University of Minnesota Press

Mbembe, Achille. 2019. *Necropolitics*. Durham, NC: Duke University Press.

Murphy, Michelle. 2017. *The Economization of Life*. Durham, NC: Duke University Press.

Puar, Jasbir. 2007. *Terrorist Assemblages: Homonationalism in Queer Times*. Durham, NC: Duke University Press.

Rofel, Lisa. 1999. *Other Modernities: Gendered Yearnings in China after Socialism*.

Berkeley: University of California Press

Trouillot, Michel-Rolph. 2015 [1995]. *Silencing The Past: Power and the Production of History*.

Boston: Beacon Press

Weheliye, Alexander G. 2014. *Habeas Viscus: Racializing Assemblages, Biopolitics, and Black Feminist Theories of the Human*. Durham, NC: Duke University Press.

Books are available at OSU Bookstore. All other texts are available on CARMEN.

Course Objectives/Learning Outcomes

- The successful student will engage multidisciplinary and interdisciplinary knowledge practices to analyze social and historical phenomena comparatively.
- Develop an interdisciplinary approach to research.
- Demonstrate knowledge of disciplinary, multidisciplinary, and interdisciplinary approaches to research
- Engage multiple knowledge traditions and conceptual debates/conversations both closely related to and distinct from your research interests
- Recognize how the complexities and/or intersectionalities of e.g. sex, gender, sexuality, disability, race, ethnicity, nation, class inform and shape intellectual projects
- Survey existing theories and approaches in the disciplines and interdisciplinary fields related to your areas of interest
- Assess the possibilities and limitations of theories and approaches in particular disciplines and interdisciplinary fields

Requirements and Assignments

1) Participation (20%): You are required to attend all class sessions having completed the reading, and you are required to thoughtfully participate in class discussion in a way that seriously engages the texts and others in the class.

2) Bi-weekly Response Papers (20%): You will be asked to respond in writing to one or more of the assigned readings: outline the main ideas, bring the texts into conversation with other material, and articulate your views on the reading/s. Length: ca. 600 words per paper. Your page of notes will be saved for your purposes and also uploaded to a designated location in Carmen by the evening before class for the reference and use of everyone else in the class. Below are some approaches to notetaking that students are encouraged to experiment with:

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- Extended interpretative summary
- GUT analysis (as in, “gut the fish and leave everything but this aside”): quickly answer--

Who is the author? (What is their location? What gives them “authority” to speak? How are they known?)

Where is the audience for this piece? (what discipline is being addressed; what outlet for publication?)

What are the key arguments? (state in a sentence per each)

How does this text contribute to the conversation? (what legacy, what response, etc?)

So what? How does it connect with, diverge from, or possibly shift YOUR current priorities?

- Visual notetaking/Sketchnotes: combination of text and drawing to enhance comprehension and retention of key ideas
- Coggle (graphic organizer) outline
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3) Preparation and Presentation of Reading (20%): You will be asked to prepare one of the assigned readings by contextualizing it, providing background, and composing questions that will guide our discussion of the text. The presentation must include an explanation of the overarching theme, an explanation of the text’s main arguments, and exploration of issues for further discussion.

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- **Incorporate material from the course into a paper you are writing for another seminar, for a conference, or for another scholarly audience.** The portion of your paper in which you engage or build on thinkers from the course should be equivalent to 8-10 pages double-spaced, and you should use footnotes or track changes to annotate this project and highlight connections to our explorations and, as relevant, to discuss constraints or challenges you experienced.
- **Draw on our readings and topics to develop a rationale and detailed syllabus for a course in Interdisciplinary Studies in the Humanities.** The course rationale (3-4 pages) should explain the texts chosen for each week as well as their relation to material from the course and the significance of the “conversations” between the texts.
- **Amplify your engagement with one or more of the weekly readings by writing a 8-10 page paper that locates it in relation to a broader critical context related to interdisciplinary analysis** (e.g., a book, a conference, an anthology, a school of thought). For example, how does one of the extracts we read relate to questions of comparison?
- **Propose another approach to fulfilling this requirement.** I welcome your sense of play and/or exploration; however, be aware that the onus is on you to articulate in your proposal how an alternate format best enables you to accomplish goals comparable to those outlined above while also aligning with your own interests or scholarly engagements.

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Disability Services:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. 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.

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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 through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

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Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Diversity:

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Plagiarism:

Students are responsible for understanding what plagiarism is and how to avoid it. Use of another's work without proper documentation is not acceptable. University Rule 3335-31-02 states "plagiarism is the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use and/or paraphrasing of another person's ideas." It is the obligation of this department and its instructors to report all cases of suspected plagiarism to the Committee on Academic Misconduct.

**

Course Outline

Week 1 **Introduction: Interdisciplinary, Multi-disciplinary, Disciplinary Research**

Week 2 **Library Orientation; The Library as Interdisciplinary Environment**

Class will meet with librarian at Thompson Library

Week 3 **Interdisciplinary Histories/Narratives I**

Friedrich Nietzsche, "On the Uses and Disadvantages of History for Life" from *Untimely Meditations*
Michel Foucault, "Nietzsche, Genealogy, History" in *Language, Counter-Memory, Practice*, pp. 137-164.
Homi Bhabha, "Introduction: Narrating the Nation" in *Nation and Narration*, pp. 1-7.
Michel De Certeau, *The Writing of History*, "Introduction" (pp. 1-16) and Chapter 2 ("The Historiographical Operation", pp. 56-114).
Manuel De Landa, "Introduction" *A Thousand Years of Nonlinear History*, pp. 11-22.

Week 4**Interdisciplinary Histories/Narratives II**

Walter Benjamin, *Illuminations: Essays and Reflections*. "Introduction" by Hannah Arendt, pp. vii-lxiii; "The Task of the Translator" [1923] pp. 11-25; "The Storyteller: Reflections on the Works of Nikolai Leskov" [1936] pp. 26-55; "The Work of Art in the Age of Mechanical Reproduction" [1936] pp. 166-195; "Theses on the Philosophy of History" [1940/1950] pp. 196-209
Michael Taussig, *Walter Benjamin's Grave: "Walter Benjamin's Grave"* pp. 3-32

Week 5**Interdisciplinary Histories/Narratives II**

Michel-Rolph Trouillot, *Silencing The Past: Power and the Production of History*

Week 6**Interdisciplinary Modernities I**

Lisa Rofel, *Other Modernities: Gendered Yearnings in China after Socialism*

Week 7**Interdisciplinary Modernities II**

Walter D. Mignolo, "Delinking: The Rhetoric of Modernity, The Logic of Coloniality, and the Grammar of De-coloniality" in *Cultural Studies* 21:2 (2007): 449-514.
Emma Pérez, "Sexing the Colonial Imaginary: (En)gendering Chicano History, Theory and Consciousness" in *The Decolonial Imaginary: Writing Chicanas into History*, 3-27.

Week 8**Interdisciplinary Studies of Gender**

Simone De Beauvoir, *The Second Sex*, pp. 13-29
Luce Irigaray, *This Sex Which Is Not One*, Chapter 2 ("This Sex Which Is Not One") and 8 ("Women on the Market").
Saidiya Hartman, *Scenes of Subjection: Terror, Slavery, and Self-Making in Nineteenth-Century America*, Chapter 3 ("Seduction and the Ruses of Power")
Saidiya Hartman, "Venus in Two Acts", *Small Axe* 26: 1-14.

Week 9**Interdisciplinary Bodies**

Catherine Malabou and Judith Butler, "You Be My Body for Me: Body, Shape, and Plasticity in Hegel's *Phenomenology of Spirit*", in *A Companion to Hegel* edited by Stephen Houlgate and Michael Baur, pp. 611-640.

Zakiyyah Iman Jackson, "Losing Manhood: Animality and Plasticity in the (Neo)Slave Narrative," *Qui Parle* 25 (1/2): 95-136.

Hortense Spillers, "Mama's Baby, Papa's Maybe: An American Grammar Book," *Diacritics* 17 (2): 64-81.

Amber Jamilla Musser, *Sensational Flesh: Race, Power, and Masochism*, Chapter 4 ("Time, Race, and Biology: Fanon, Freud, and the Labors of Race").

Week 10**Race in Global Contexts**

Denise Ferreira da Silva, *Toward a Global Idea of Race*

Week 11**Biopolitics Between Disciplines**

Michelle Murphy, *The Economization of Life*

Week 12**Interdisciplinary Assemblages I**

Jasbir Puar, *Terrorist Assemblages: Homonationalism in Queer Times*

Week 13**Interdisciplinary Assemblages II**

Alexander G. Weheliye, *Habeas Viscus: Racializing Assemblages, Biopolitics, and Black Feminist Theories of the Human*

Week 14**Necropolitics**

Achille Mbembe, *Necropolitics*

Week 15**Final Observations and Reflections: The Challenges of Interdisciplinary Methodologies**

COMPSTD 6300
Autumn 2019
“Critical Foundations: Cultural and Social Theory”
3 credit, Seminar
Wednesday 2:00-4:45

Classroom: Hagerty 451

Instructor: xxx

Contact: email: xxx and phone: xxx

Office Location: Hagerty 451

Office hours: M/F 2:00-3:30 and by appointment

Course Description

This course offers an introduction to comparative cultural studies and social theory. It introduces students to a wide range of well-known thinkers, critical movements, and widely cited texts. Attention will be paid to the ways in which these thinkers, movements, and texts are situated within disciplinary and inter-disciplinary contexts, and to the ways in which the texts included in the course begin to constitute a “canon” they simultaneously refuse, reinvent, and continuously displace. Organized around six key fields—“Cultural Studies,” “Rethinking Rerepresentation and Narration,” “The Subject, Identity, Social Relations,” “(Post-) Colonialism and Culture,” “Power,” and “Cultural and Social Theory in a Global Context”—the readings should together begin to constitute a “toolbox” of concepts that places movements of thought and individual theorists in continual exchange with one another. As with any introductory course in cultural and social theory, far more is left out than included. This course, therefore, is not a core canon but rather an invitation to begin to assemble the cultural studies and critical theory toolkits that can best support the questions that motivate your own research.

Required Texts

Hall, Stuart. 2019. *Essential Essays Vol. 1: Foundations of Cultural Studies*. Durham, NC: Duke University Press.

Rabinow, Paul and Nikolas Rose. 2003. *The Essential Foucault: Selections from Essential Works of Foucault, 1954-1984*. New York: The New Press.

Gordan, Avery F. 2008 [1997]. *Ghostly Matters: Haunting and the Sociological Imagination*. Minneapolis: University of Minnesota Press.

Matory, J. Lorand. 2018. *The Fetish Revisited: Marx, Freud, and the Gods Black People Make*. Durham, NC: Duke University Press.

Books are available at OSU Bookstore. All other texts are available on CARMEN

Course Objectives/Learning Outcomes

The successful students will learn to:

- Pursue disciplinary and interdisciplinary study of categorizations like sex, gender, sexuality, disability, race, ethnicity, nation, class within cultural and social theory

- Recognize how the complexities and/or intersectionalities of e.g. sex, gender, sexuality, disability, race, ethnicity, nation, class, inform and shape intellectual projects
- Engage multiple knowledge traditions and conceptual debates/conversations in cultural and social theory both closely related to and distinct from your research interests
- Articulate how the categories of social differentiation are created and upheld by differentials of power
- Articulate how the categories of social differentiation inform and shape your intellectual projects
- Construct new analytical frameworks from the intersection of relevant approaches in cultural and social theory

Requirements and Assignments

1) Participation (20%): You are required to attend all class sessions having completed the reading, and you are required to thoughtfully participate in class discussion in a way that seriously engages the texts and others in the class.

2) Bi-weekly Response Papers (20%): You will be asked to respond in writing to one or more of the assigned readings: outline the main ideas, bring the texts into conversation with other material, and articulate your views on the reading/s. Length: ca. 600 words per paper. Your page of notes will be saved for your purposes and also uploaded to a designated location in Carmen by the evening before class for the reference and use of everyone else in the class. Below are some approaches to notetaking that students are encouraged to experiment with:

- The dialectical journal: a method for gathering quotations from a text and pairing them with your commentary
- Extended interpretative summary
- GUT analysis (as in, “gut the fish and leave everything but this aside”): quickly answer--

Who is the author? (What is their location? What gives them “authority” to speak? How are they known?)

Where is the audience for this piece? (what discipline is being addressed; what outlet for publication?)

What are the key arguments? (state in a sentence per each)

How does this text contribute to the conversation? (what legacy, what response, etc?)

So what? How does it connect with, diverge from, or possibly shift YOUR current priorities?

- Visual notetaking/Sketchnotes: combination of text and drawing to enhance comprehension and retention of key ideas
- Coggle (graphic organizer) outline
- MakeItFit—whatever “seems important” but limited to 1 page

3) Preparation and Presentation of Reading (20%): You will be asked to prepare one of the assigned readings by contextualizing it, providing background, and composing

questions that will guide our discussion of the text. The presentation must include an explanation of the overarching theme, an explanation of the text's main arguments, and exploration of issues for further discussion.

4) Final Synthesis Paper or Project (40%). The goal of the final synthesis paper or project is to synthesize some significant portion of your learning for the course in a context you care about. You will submit a proposal for your final synthesis piece **by Week 12** of the course. Your final synthesis can take a number of possible forms:

- **Incorporate material from the course into a paper you are writing for another seminar, for a conference, or for another scholarly audience.** The portion of your paper in which you engage or build on thinkers from the course should be equivalent to 8-10 pages double-spaced, and you should use footnotes or track changes to annotate this project and highlight connections to our explorations and, as relevant, to discuss constraints or challenges you experienced.
- **Draw on our readings and topics to develop a rationale and detailed syllabus for a course in Cultural and Social Theory.** The course rationale (3-4 pages) should explain the texts chosen for each week as well as their relation to material from the course and the significance of the “conversations” between the texts.
- **Amplify your engagement with one or more of the weekly readings by writing a 8-10 page paper that locates it in relation to a broader critical context related to cultural and social analysis** (e.g., a book, a conference, an anthology, a school of thought). For example, how does one of the extracts we read relate to questions of cultural and social theory?
- **Propose another approach to fulfilling this requirement.** I welcome your sense of play and/or exploration; however, be aware that the onus is on you to articulate in your proposal how an alternate format best enables you to accomplish goals comparable to those outlined above while also aligning with your own interests or scholarly engagements.

Whatever option you choose, your final synthesis will be accompanied by **a course epilogue (3-4 pages)** in which you reflect on your trajectory through the course, your process in developing and executing your final synthesis project, and your thoughts on how you plan to build on or return to readings and experiences from the course. I hope you will also include reflections on the community of learners that emerged in the course as well as how non-traditional approaches impacted your learning.

Grading

Participation (20%); Bi-weekly Response Papers (20%); Preparation and Presentation of Reading (20%); Final Synthesis Paper or Project (40%).

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 Attendance Policy

Attendance is *mandatory* (much of the material will not be found outside the classroom). Absences will be noted and more than two absences will lower your participation grade by one-half letter grade (e.g., from A to A-, B to B-, etc.).

Academic Misconduct:

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 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Disability Services:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. 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.

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](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 through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Sexual Misconduct/Relationship Violence:

Week 3**Situating Culture**

- Clifford Geertz, "Thick Description: Toward an Interpretive Theory of Culture" in *The Interpretation of Cultures: Selected Essays*, pp. 3-30.
- Raymond Williams, "Dominant, Residual, and Emergent" in *Marxism and Literature*, pp. 121-27.
- Stuart Hall, "The Emergence of Cultural Studies" in *October* 53 (1990): 11-23.
- James Clifford and George Marcus, "Introduction" in *Writing Culture*, pp. 1-26.
- Lila Abu-Lughod, "Locating Ethnography" in *Ethnography* 1:2 (2008): 261-67.
- Dick Hebdige, *Subculture: The Meaning of Style*

Week 4**Part II: "Rethinking Knowledge and Representation"**

- Michel Foucault, "Introduction" to *The Archeology of Knowledge*, pp. 3-17.
- Dipesh Chakrabarty, "The Idea of Provincializing Europe" in *Provincializing Europe: Postcolonial Thought and Historical Difference*, pp. 3-23

Week 5

- Avery Gordon, *Ghostly Matters: Haunting and the Sociological Imagination*

Week 6**Part III: "The Subject, Identity, Social Relations"****Social Relations/Kinship/Social Contract/Community**

- Pierre Bourdieu, "The Social Uses of Kinship" in *The Logic of Practice*, pp. 162-199.
- Monique Wittig, "On the Social Contract" in *The Straight Mind*, pp. 33-45.
- Carole Pateman and Charles W. Mills, "Contract and Social Change" from *The Contract and Domination*, pp. 10-34.
- Bruno Latour, "Introduction: How to Resume the Task of Tracing Associations" in *Reassembling the Social*, pp. 1-17.
- Elizabeth Povinelli, "The Child in the Broom Closet" in *Economies of Abandonment*, pp. 1-45.

Week 7**Identity and The Subject**

- Stuart Hall, "Introduction: Who Needs Identity?" in *Questions of Cultural Identity*, ed. Stuart Hall and Paul dy Gay, pp. 1-17.
- Michel Foucault, "The Subject and Power" in *Power: Essential Works of Foucault*, ed. Faubion, pp. 326-48.
- Gayatri Chakravorty Spivak, "Can the Subaltern Speak?" revised version in *Critique of Postcolonial Reason*, reprinted in *Can the Subaltern Speak?: Reflections on the History of an Idea*, ed. Rosalind Morris, pp. 21-78.

Patricia Hill Collins and Sirma Bilge, “What is Intersectionality?” in *Intersectionality (Key Concepts)*, pp. 1-21.

Judith Butler, “Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory” *Theatre Journal* 40:4 (1988): 519-32.

Week 8

Part IV: “(Post-)Colonialism and Culture”

Colonialism, and Anti-Colonial Politics

W.E.B. Du Bois, “Of Our Spiritual Strivings” from *The Souls of Black Folk*.

Frantz Fanon, *Black Skin White Masks*

Glen Sean. Coulthard, *Red Skin White Masks: Rejecting the Colonial Politics of Recognition*: “Introduction: Subjects of Empire” pp. 1-24 and “Conclusion: Lessons from Idle No More: The Future of Indigenous Activism” pp. 151-179

Week 9

Rethinking Social Theory through Colonial Encounter

J. Lorand. Matory, *The Fetish Revisited: Marx, Freud, and the Gods Black People Make*

Week 10

From Orientalism to Post-Colonialism

Edward Said, *Orientalism*, “Introduction” (pp. 1-30) and “The Scope of Orientalism” (pp. 31-112)

Homi Bhabha, *The Location of Culture*, “Introduction” (pp. 1-27); Chapter 3 (“The Other Question: Stereotype, Discrimination and the Discourse of Colonialism”) and Chapter 4 (“Of Mimicry and Man: The Ambivalence of Colonial Discourse”).

Week 11

Part V: “Power”

Max Weber, *From Max Weber: Essays in Sociology*, trans. and ed. by H.H. Gerth and C. Wright Mills, Chapter 6 (“Structures of Power”, pp. 159-179) and 8 (“Bureaucracy”, pp. 196-244).

Antonio Gramsci, *Selections from the Prison Notebooks*, pp. 5-14 (“The Formation of the Intellectuals”).

Week 12

Paul Rabinow and Nikolas Rose *The Essential Foucault* including Rabinow and Rose’s introduction pp. vii-xxxv and Foucault: “The Subject and

Power” pp. 126-144; “The Birth of Biopolitics” pp. 202-207; “Truth and Power” pp. 300-318

Michel Foucault, *Society Must Be Defended: Lectures at the Collège de France 1975-1976*. Ch. 11 “17 March 1976” pp. 239-264

Rey Chow, “The Protestant Ethnic and the Spirit of Capitalism” in *The Protestant Ethnic and the Spirit of Capitalism* pp. 19-49.

Week 13

Part VI: “Cultural and Social Theory in a Global Context”

Arjun Appadurai, “Disjuncture and Difference in the Global Cultural Economy” in *Modernity at Large*, pp. 27-47.

Stephen Collier and Aihwa Ong, “Global Assemblages, Anthropological Problems” in *Global Assemblages*, eds. Ong and Collier, pp. 3-21.

Week 14

Donna Haraway, “A Cyborg Manifesto: Science, Technology, and Socialist-Feminism in the Late Twentieth Century” in *Simians, Cyborgs and Women: The Reinvention of Nature*, pp. 149-181.

Rey Chow, *Writing Diaspora: Tactics of Intervention in Contemporary Cultural Studies* (“Introduction”).

Week 15

Concluding Observations and Reflections on Cultural and Social Theory

COMPSTD 6400
Autumn 2019
“Critical Foundations: The Humanities and Collaborative Practices”
3 credits, Seminar
Wednesday 2:00-4:45

Classroom: Hagerty 451

Instructor: xxx

Contact: email: xxx and phone: xxx

Office Location: Hagerty 451

Office hours: M/F 2:00-3:30 and by appointment

Course Description

The course introduces students to different forms of collaborative practices and participatory research in the humanities, recognizing the opportunities and possibilities it affords, as well as the challenges and limitations it entails. Engaging practice of collaboration in current disciplinary and interdisciplinary literatures, the course addresses a range of related topics, including: the ethics of collaboration in current disciplinary and interdisciplinary literatures; the value and effectiveness of collaboration in different settings and situations; and the various social and institutional forces that constrain or enable collaboration in a given setting or situation. The course also asks students to develop and pursue collaborations in practice—short-term or long-term, focused on research, pedagogy, or service—across campus and beyond campus, in which students demonstrate the capacity to negotiate intercultural learning spaces while bringing collaborators together in a new formation or orienting an existing group in a new direction. Finally, the course introduces students to approaches to measuring and describing individual contributions to collaborative projects; cultivating practices for tracking contributions to collaborative projects in quantitative and qualitative terms; and describing the ways in which collaboration makes it possible to arrive at insights or achievements that would not have been possible individually.

The course will also offer a space for critical reflection on how we engage other people’s ideas, both in terms of our research and in the unfolding intellectual community we will create in the seminar. As a learning community, we will examine and create knowledge by engaging in a range of scholarly and pedagogical practices, from “traditional” discussions and academic writing to more experimental interactive structures and forms of theorizing. Students should anticipate some deliberate departures from the set of habits that tends to find articulation in seminar settings.

Required Texts

Regina Bendix, Kilian Bizer, and Dorothy Noyes, *Sustaining Interdisciplinary Collaboration: A Guide for the Academy*.

Bruno Latour and Peter Weibel, *Making Things Public*

Bill Adair, Benjamin Filene, and Laura Koloski (eds.), *Letting Go: Sharing Historical Authority in a User-Generated World*

Public, The Journal of Imagining America: <http://public.imaginingamerica.org/archive/>

Janes Faubion and George Marcus, *Fieldwork Is Not What It Used to Be: Learning Anthropology's Method in a Time of Transition*

Lorraine Walsh and Peter Kahn, *Collaborative Working in Higher Education: The Social Academy*

Rey Chow, *Writing Diaspora: Tactics of Intervention in Contemporary Cultural Studies*

Otto Sharmer, *The Essentials of Theory U: Core Principles and Applications*

Books are available at OSU Bookstore. All other texts are available on CARMEN.

Course Objectives/Learning Outcomes

Engage dialogically with distinct and/or intersecting intellectual communities to develop the scope of your inquiry

- Identify distinct and/or intersecting intellectual communities with which to engage dialogically
- Explore strategies for dialogic engagement with distinct and/or intersecting intellectual communities
- Recognize the interpretive frameworks and investments informing dialogic engagements with distinct and/or intersecting intellectual communities
- Through dialogue, determine and delineate various ways in which an inquiry can be expressed in the form of two or more questions
- Through dialogue, imagine two or more methods for developing contingent answers to the questions that inform your inquiry
- Design a shared inquiry or research question spanning more than one intellectual community and engage in conversation around this inquiry

Requirements and Assignments

1) Participation (20%): You are required to attend all class sessions having completed the reading, and you are required to thoughtfully participate in class discussion in a way that seriously engages the texts and others in the class.

2) Bi-weekly Response Papers (20%): You will be asked to respond in writing to one or more of the assigned readings: outline the main ideas, bring the texts into conversation with other material, and articulate your views on the reading/s. Length: ca. 600 words per paper. Your page of notes will be saved for your purposes and also uploaded to a designated location in Carmen by the evening before class for the reference and use of everyone else in the class. Below are some approaches to notetaking that students are encouraged to experiment with:

- The dialectical journal: a method for gathering quotations from a text and pairing them with your commentary
- Extended interpretative summary
- GUT analysis (as in, “gut the fish and leave everything but this aside”): quickly answer--

Who is the author? (What is their location? What gives them “authority” to speak? How are they known?)

Where is the audience for this piece? (what discipline is being addressed; what outlet for publication?)

What are the key arguments? (state in a sentence per each)

How does this text contribute to the conversation? (what legacy, what response, etc?)

So what? How does it connect with, diverge from, or possibly shift YOUR current priorities?

- Visual notetaking/Sketchnotes: combination of text and drawing to enhance comprehension and retention of key ideas
- Coggle (graphic organizer) outline
- MakeItFit—whatever “seems important” but limited to 1 page

3) Preparation and Presentation of Reading (20%): You will be asked to prepare one of the assigned readings by contextualizing it, providing background, and composing questions that will guide our discussion of the text. The presentation must include an explanation of the overarching theme, an explanation of the text’s main arguments, and exploration of issues for further discussion.

4) Course Proposal and Final Presentation (40%). In lieu of a term paper you will be asked to develop a Collaborative Project, incorporating all the assignments throughout the quarter that build toward a final proposal. The Collaborative Project will be presented to the rest of the class at end of the semester. Proposals will consist of a description (about 2-4 pages), an annotated bibliography of key readings that have informed the project (15-20 titles), measuring and describing individual contributions, tracking contributions to collaborative projects in quantitative and qualitative terms, and a critical reflection on the achievements and challenges you faced in bringing the proposal to completion

Your final project will be accompanied by a **course epilogue (3-4 pages)** in which you reflect on your trajectory through the course, your process in developing and executing your final project, and your thoughts on how you plan to build on or return to readings and experiences from the course. I hope you will also include reflections on the community of learners that emerged in the course as well as how non-traditional approaches impacted your learning.

Grading

Participation (20%); Bi-weekly Response Papers (20%); Preparation and Presentation of Reading (20%); Final Project (40%).

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 Attendance Policy

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Academic Misconduct:

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Disability Services:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. 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.

Mental Health Statement:

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Sexual Misconduct/Relationship Violence:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been

sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Diversity:

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential.

Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Plagiarism:

Students are responsible for understanding what plagiarism is and how to avoid it. Use of another's work without proper documentation is not acceptable. University Rule 3335-31-02 states "plagiarism is the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use and/or paraphrasing of another person's ideas." It is the obligation of this department and its instructors to report all cases of suspected plagiarism to the Committee on Academic Misconduct.

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Course Outline

Week 1 Working in Community: Expectations and Challenges

Week 2 Introduction to Community Collaboration Partners and Learning Community Development

Regina Bendix, Kilian Bizer, and Dorothy Noyes, *Sustaining Interdisciplinary Collaboration: A Guide for the Academy*.

Week 3 Introduction to Open Space Technology

Reading: Bill Adair, Benjamin Filene, and Laura Koloski (eds.), *Letting Go: Sharing Historical Authority in a User-Generated World*

Week 4 Introduction to The World Café

Reading: Janes Faubion and George Marcus, *Fieldwork Is Not What It Used to Be: Learning Anthropology's Method in a Time of Transition*

Week 5 Participatory Research

Reading: *Public, The Journal of Imagining America*:
<http://public.imaginingamerica.org/archive/>,
(On different ways academics connect with publics).

Week 6 Collaboration Background Research Summary

Prepare and Present 3-5 pages for your Collaborative Project, including information about the organization itself. Draw on sources like reports, budgets, program descriptions, government documents, newspapers, etc. You should also briefly discuss challenges the organization seeks to address (drawing on sources like websites, wikis, blogs, databases, interviews, etc.).

Week 7 Assess your Progress and Making Adjustments.
Accountability Check in
Rey Chow, *Writing Diaspora: Tactics of Intervention in Contemporary Cultural Studies*

Week 8 The “Ethics” of Collaboration

Reading: Lorraine Walsh and Peter Kahn, *Collaborative Working in Higher Education: The Social Academy*

Week 9 Building a Web of Support
Accountability Check in

Reading: Bruno Latour and Peter Weibel, *Making Things Public*.

Week 10 Presentation of Community and Collaboration Project Portfolios

Your portfolio will include:

- A polished version of your Community and Collaboration Project Proposal
- A copy of any document you may have produced with your community partner
- Annotated Bibliography and Reflective Writing assignment

- A description how each member of your group contributed to the group's work

Week 11

Tracking Collaborative Projects in Quantitative and Qualitative Terms

Reading: "Principles of Community-Based Participatory Research" in Karen Hacker, *Community-Based Participatory Research*, Sage, 2013, 1-23

Week 12

Presentation of Collaboration Proposals

This proposal will indicate whether you will be producing a policy paper, grant proposal, fundraising campaign, curriculum, or a paper about your work with a Columbus-based community organization. 2-4 pages long. You will indicate:

- Who your target audience will be (funding organization, political entity, social agency, public, academy, etc.)
- What will be your final project's specific area of concern
- What your project contributes to the organization with which you will collaborate
- What might be some of your project's hypotheses

Week 13

Reading: Sharmer, Otto C., *The Essentials of Theory U: Core Principles and Applications*

Week 14

FINAL PRESENTATIONS of COLLABORATIVE PROJECTS

Week 15

FINAL PRESENTATIONS of COLLABORATIVE PROJECTS

COMPSTD 6500
Autumn 2019
“Teaching Seminar in Interdisciplinary Studies”
3 credits, Seminar
Wednesday 2:00-4:45

Classroom: Hagerty 451

Instructor: xxx

Contact: email: xxx and phone: xxx

Office Location: Hagerty 451

Office hours: M/F 2:00-3:30 and by appointment

Course Description

This Seminar is required for all MA and PhD students in the program, taken at the first opportunity as a core support for teaching in addition to existing faculty mentorship. It supports Graduate Teaching Assistants in meeting institutional responsibilities related to teaching and provides professional development for primarily academic careers as teachers of courses in Comparative Studies and interdisciplinary humanities. The seminar will also teach students to develop strategies to support students in questioning and challenging normative discourses while also developing teaching practices that problematize social reality and knowledge. The course topics focus on three areas: course content, methods of delivery, and issues related to in-class ‘compartment.’ In addition to reflecting on theoretical issues in critical pedagogy scholarship and discussing questions of diversity and embodiment in the classroom, students will also focus on practical concerns, including: identifying faculty mentoring, creating lesson plans, designing syllabi, leading discussions, learning appropriate technology for varied teaching and learning contexts, creating teaching portfolios, managing classroom interactions and student-centered class activities, and identifying and implementing assessment strategies that enhance the class and meet the needs of the department and college's assessment reporting. Finally, the seminar is to introduce students to possibilities of teaching in collaborative environments and different forms of community outreach. The focus on the transferable skills gained by learning to teach will benefit students seeking a wide variety of future career paths. The course will make clear the nature of the skills being honed, and their value in various future careers.

Required Texts

Ann Curzon and Lisa Damour, *First Day to Final Grade: A Graduate Student's Guide to Teaching*. 2nd Edition.

Jay Timothy Dolmage, *Academic Ableism: Disability and Higher Education (Corporealities: Discourses of Disability)*

Ken Bain, *What the Best College Teachers Do*

Peter Filene, *The Joy of Teaching: A Practical Guide for New College Instructors*

Henry Giroux, *Teachers as Intellectuals*

Books are available at OSU Bookstore. All other texts are available on CARMEN.

Course Objectives/Learning Outcomes

By the end of the course, students should possess:

- Knowledge of theoretical and applied scholarship in pedagogy that will support teaching in interdisciplinary humanities and Comparative Studies.
- Specific skills and approaches for effective teaching in interdisciplinary humanities and Comparative Studies courses
- An increased understanding of the challenges and possibilities of teaching interdisciplinary theories and methods of analysis
- An enhanced repertoire of capacities for teaching multi-sited and multi-disciplinary course material
- Increased awareness of the complexities associated with interdisciplinary and multicultural teaching in interdisciplinary humanities and Comparative Studies.

Requirements and Assignments

a) Engagement in Classroom Discussion

Because this is a seminar environment, it is essential that you fully engage the course materials, seminar discussions, and your colleagues each and every time we meet. It is important that you come to class having read and reflected upon the assigned readings, your observations notes, or evaluations your peers have provided you. One assumed goal of the course is that we will gradually shift from being a community of learners to also experiencing ourselves as a learning community. In order to facilitate this movement, we will need to come to our class sessions prepared to raise difficult questions and engage in meaningful discussion and conversation.

Because students in this class come with different levels of teaching experience and are being called upon to engage in different kinds of teaching (as first time GTAs teaching sections of introductory courses, as GTAs teaching writing courses, as GTAs teaching their own smaller versions of introductory courses, or as more advanced GTAs teaching their own upper-level courses), this course will seek to address teaching skills at several levels, using different levels of experience to foster a collaborative teaching environment.

The first weeks of the semester will focus on engaging theories of critical pedagogy, visiting classes, Teaching Mentor-Apprenticeship relations, and engaging challenges that emerge from the classes being taught during the semester. The last half of the semester will focus on course design, upcoming course development, teaching demonstration, ‘Talking Teaching’ conversation planning, developing the teaching statement, and portfolio completion.

b) Classroom Visit and Reflections

During several weeks of the semester, students will visit one class each week in addition to attending our regularly scheduled meetings (these should include observing your Teaching Mentor, an additional faculty member, a more advanced GTA, and someone you imagine to be at your level of teaching). Each week, following your observation, you will write a 500-word paper reflecting on the class you visited. In your observation, you might reflect on things like whether the lesson plan was evident in the class, or particular strategies the instructor used that were effective and useful, or how the class engaged interdisciplinary thinking, or perhaps the kinds of challenges that emerged in the classroom and how the instructor managed them. These are intended to be ‘appreciative inquiries.’ It’s easy to notice what was hard or was not working. In these observations, we want you to note what works and why. Just as importantly, pay attention to how you are able to tell that something is working (this is an analytic perspective that you will be able to apply to your own teaching as well).

c) In-Class Teaching Demonstration

The general trajectory for students teaching in our department is first to lead a recitation section, then to teach an independent version of the class for which the recitation was lead, and then to take on a writing or similar course. Some students are later selected to teach more advanced courses as well. Because this is the case, during the second half of the semester, you will be required to prepare a 20-30 minute module to use as a demonstration of your teaching. The format you choose is up to you (lecture, discussion, large and/or small group discussions, group activities, etc.), but should be conceptualized as part of the syllabus you will be producing for your teaching next semester (or your next teaching assignment). In addition to delivering your module in the form of a class activity, you will also be required to submit an accompanying lesson plan that outlines the learning goals of the activity and situates them in the context of your larger syllabus plan.

d) Course Syllabus and Justification

By the end of the semester, you will have to design a course syllabus related to interdisciplinary teaching in the humanities. Ideally, this syllabus will be for the course you will teach next semester. In addition to the syllabus, you will also write a 1000-1500 word 'justification' and reflection on the syllabus. In this justification you should discuss the goals and objectives of the course and their relationship to one another. Moreover, you should explain how your syllabus reflects your goals. The justification should also engage the materials, concepts, and topics that we have explored over the course of the semester which have found their way into your syllabus planning (this piece will help with the writing of your Statement on Teaching and Pedagogy, too).

e) Statement on Teaching and Pedagogy

One of the most important products of this course will be the Statement on Teaching and Pedagogy that you will develop throughout the semester (and throughout your career, in fact). Typically 5-7 pages in length, these evolving documents reflect your sense of the theoretical, political, practical, spiritual, and interpersonal stakes inherent in teaching. In addition to talking about how you like to teach and why, this statement should also talk about the important influences on your thinking about teaching. You might address what authors, colleagues, conversations, articles, and classroom experiences have shaped how you imagine teaching interdisciplinary courses in the humanities at the moment. Turn in your Statement on Teaching and Pedagogy as part of a larger "Teaching Portfolio" that also includes any syllabi you have produced (and/or revised), your lesson plans, course justifications, any teaching observations that were made of your teaching, teaching evaluations provided by students in your classes, and a bibliography of pedagogical and/or teaching related scholarship that has been important to you.

Grading

There are five criteria by which your performance in this class will be measured:

- 20% Engagement in Classroom Discussion
- 20% Written 'Classroom Visit' Reflections
- 20% In-Class Teaching Demonstration
- 15% Course Syllabus and Justification
- 25% Statement on Teaching and Pedagogy

As you might expect, your grade in this course will be determined by the quality of your written assignments, presentations, and the timeliness with which you present them. Assignments are to be polished and are due on the days specified in the syllabus. Any late assignment will have its grade reduced by ½ for every day it is overdue.

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 Attendance Policy

Attendance is *mandatory* (much of the material will not be found outside the classroom). Absences will be noted and more than two absences will lower your participation grade by one-half letter grade (e.g., from A to A-, B to B-, etc.).

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Academic Misconduct:

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Disability Services:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. 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.

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](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 through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

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Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Diversity:

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Plagiarism:

Students are responsible for understanding what plagiarism is and how to avoid it. Use of another's work without proper documentation is not acceptable. University Rule 3335-31-02 states "plagiarism is the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use and/or paraphrasing of another person's ideas." It is the obligation of this department and its instructors to report all cases of suspected plagiarism to the Committee on Academic Misconduct.

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Course Outline

Week 1	"Why Here Now?" Cultivating your Mentor
Week 2	Contextualizing our Labor as Teachers

Read: Edu-factory Collective, *Toward a Global Autonomous University*

Week 3

Theories of Interdisciplinary Critical Pedagogy

Read: Henry Giroux, *Teachers as Intellectuals*

Class Visit (1): Visit Teaching Mentor class
Hand in Teaching Reflection

Week 4

Diversity, Universal Design, Accommodation, and Embodiment in the Classroom

Read: Jay Timothy Dolmage, *Academic Ableism: Disability and Higher Education (Corporealities: Discourses of Disability)*

Class Visit (2): Visit Faculty Class
Hand in Teaching Reflection

Week 5

Designing Syllabi and Lesson Plans for Interdisciplinary Courses

Read: Ann Curzon and Lisa Damour, *First Day to Final Grade: A Graduate Student's Guide to Teaching*. 2nd Edition.

Class Visit (3): Visit Advanced GTA class
Hand in Teaching Reflection

Week 6

Lesson Plans and Course Justifications and Rationales

Read: Ken Bain, *What the Best College Teachers Do*

Class Visit (4): Visit Beginning GTA class or section
Hand in Teaching Reflection

Week 7

Leading Discussions and Teaching Observations

Read: Peter Filene, *The Joy of Teaching: A Practical Guide for New College Instructors*

Week 8

Teaching Demonstration (1)
Faculty Visit

Read: Dale M. Bauer, "Authority" in Robin Crabtree, David Sapp, and Adela Licona, eds., *Feminist Pedagogy: Looking Back to Move Forward*.

Week 9**Teaching Demonstration (2)**

Faculty Visit

Read: Gary Lemons, “Complicating White identity in the Classroom: Enter Color, Gender, Sexuality, and Class Difference(s) in *Black Male Outsider: Teaching as a Pro-Feminist Man*.”

Submit Draft of Course Syllabus

Week 10**Teaching Demonstration (3)**

Faculty Visit

Read: “Small Group Pedagogy: Consciousness-Raising in Conservative Times” in Robin Crabtree, David Sapp, and Adela Licona, eds., *Feminist Pedagogy: Looking Back to Move Forward*.

Hand in final version of Course Syllabus.

Week 11**Teaching Demonstration (4)**

Faculty Visit: Teaching in Collaborative Environments

Read: Berenice Malka Fisher, “No Angel in the Classroom: Exploring the Ethic of Care” in *No Angel in the Classroom: Teaching through Feminist Discourse*.

Bibliography of Pedagogical Teaching Scholarship

Week 12

Managing Classroom Interactions.

Read: bell hooks, *Teaching to Transgress: Education as the Practice of Freedom*.

Week 13

Teaching Evaluations

Read: William Westerman, “Folk Schools, Popular Education, and a Pedagogy of Community Action” in E. Thomas Ewing, ed, *Revolution and Pedagogy: Interdisciplinary and Transnational Perspectives on Educational Foundations*.

Submit Syllabus “Justification” and Reflection

Week 14

Classroom Technology

Read: Bill Readings, “The University without Culture?,” *New Literary History* 26:3 (*Higher Education*) (1995): 465-492.

Complete Draft of “Statement on Teaching and Pedagogy”

Week 15

Conclusions and Critical Reflections

Submit “Statement on Teaching and Pedagogy” in your final “Teaching Portfolio”

COMPSTD 8100/COMPSTD 8200
Interdisciplinary Learning Laboratory:
“Religion, Medicine, and the Body”
Autumn 2020 (3 Credits)/Spring 2021 (3 Credits)
Seminar
Thursday 2:00-4:45
Professors Melissa Curley & David Horn

Classroom: Hagerty 451
Contact: email: xxx and phone: xxx
Office Location: Hagerty 451
Office hours: M/F 2:00-3:30 and by appointment

Course Description

The Comparative Studies Interdisciplinary Learning Laboratories are two-part year-long courses that seek to give participants opportunities to engage in sustained interdisciplinary research, to workshop their research projects in conversation with one another, and to share their projects with broader publics. In keeping with the model of the laboratory, the Learning Laboratory emphasizes the creation of shared spaces of experimental inquiry and the generation of knowledge as a collaborative endeavor. Students are expected to commit to taking both COMPSTD 8100 and COMPSTD 8200 as a two-part sequence. In the case of rare extenuating circumstances, students can take COMPSTD 8100 without COMPSTD 8200, but COMPSTD 8100 is a pre-requisite for taking COMPSTD 8200. It is not possible to enroll in COMPSTD 8200 without completing COMPSTD 8100.

This year’s Learning Laboratory explores relations of medicine, religion, and the body in a variety of cultural and historical contexts. Topics include the cultural construction of health and disease, the boundaries of the religious and the medical, alternate geographies of the body, relations of the normal and the pathological and the orthodox and the heterodox, and the negotiation of the beginnings and ends of lives. The (inter)disciplines at play in the course include but are not limited to medical humanities; science and technology studies; bioethics; religious studies; cultural anthropology; and women’s, gender, and sexuality studies.

The first semester (COMPSTD 8100) will be conducted as a graduate seminar, focused on discussions of weekly reading assignments. During the first semester, students will, in conversation with one another, develop a common theme to explore during the second semester and propose individual research topics related to that theme. By the end of the first semester, students will have an approved title for their individual research projects, an abstract, and an annotated bibliography.

The second semester (COMPSTD 8200) will have three goals: the completion of the individual research project (which may take the form of a research paper or another form better suited to the student’s interests and goals); the collaborative organization of a symposium at which students present their work to a non-specialist audience; and the collaborative organization of a public-facing event or exhibit through which students share their work beyond campus. Each student will take a lead role in organizing one of these events and a support role in organizing the other;

these roles include soliciting additional presentations for the symposium, reviewing submissions, organizing and chairing panels, and leading discussion.

NOTE:

Required Texts

Regina Bendix, Kilian Bizer, and Dorothy Noyes, *Sustaining Interdisciplinary Collaboration: A Guide for the Academy* (Champaign: University of Illinois Press, 2017).

All other texts are available on Carmen

Expected Learning Outcomes

The learning objectives for the Interdisciplinary Learning Laboratories are grouped here under three major headings: intellectual community; collaboration; and interdisciplinary knowledge. Successful students will leave the course with a more robust intellectual network, a demonstrated ability to both design and lead collaborative projects, and a new set of tools to draw on in developing original research.

Upon completion of the course, you will be able to:

1. Intellectual Community

- Recognize and reflect on the production of knowledge in multiple spaces
- Engage dialogically with distinct and/or intersecting intellectual communities in order to develop the scope of your inquiry
- Negotiate intercultural learning spaces
- Cultivate relationships with mentors, advisors, and colleagues whose expertise or experience can assist in the development of your work, and who will both challenge and support you.

2. Collaboration

- Demonstrate familiarity with scholarship and debates on collaboration
- Recognize and reflect on the value, effectiveness, and ethics of collaboration in different settings and situations
- Participate in, develop, and pursue collaborations
- Articulate contributions to a collaborative project accurately and effectively, using means well-suited to the nature of the work.

3. Interdisciplinary Knowledge

- Compare social and historical phenomena in order to yield new insights
- Identify vital questions in your area of expertise and the ethical and practical elements involved in pursuing answers to those questions
- Produce new knowledge by working at the intersection of multiple disciplines and interdisciplinary fields
- Articulate an ongoing research agenda in ways that make clear the intellectual stakes of your work.

Requirements and Assignments

Fall Semester

- 1) Participation (25%): You are required to attend all class sessions having completed the reading, and you are required to thoughtfully participate in class discussion in a way that seriously engages the texts and others in the class. (Learning Outcome 1a, 1b)
- 2) Seminar Leadership (25%): You will be asked to prepare one of the assigned readings by contextualizing it, providing background, and composing questions that will guide our discussion of the text. The presentation must include an explanation of the overarching theme, an explanation of the text's main arguments, and exploration of issues for further discussion. (L.O. 1b, 1c)
- 3) Project Proposal (15%) and Project Abstract (15%): You will be asked to develop first an interdisciplinary research question and a reading list, and then a research plan and project abstract, bringing your own interests into conversation with those of your colleagues and considering how their strengths and capacities might complement your own (L.O. 1d, 2b, 3b,)
- 4) Symposium CFP First Draft (10%) and Final Draft (10%): You will be asked to collaborate with your colleagues in drafting a call for papers for the second semester symposium and circulating the call (L.O. 1d, 2c)

Spring Semester

- 1) Contribution to Bendix & Bizer & Noyes Discussion (5%): You will join with your colleagues in teaching each other the key principles discussed in *Sustaining Interdisciplinary Collaboration*, in order to set the stage for a successful semester of intense collaborative work (L.O. 2a, 2b)
- 2) Participation in Workshops (20%): You are required to attend all workshop sessions having read the pre-circulated papers from your colleagues; you will contribute to every session and will also take the role of timekeeper for one session and the role of discussant for one session (L.O. 3a)
- 3) Individual Project (30%): You will workshop a complete—but not final—draft of your interdisciplinary project with your colleagues, circulating it in advance and incorporating the feedback into the version of the project that you ultimately present at the symposium (L.O. 1d, 3a, 3c)
- 4) Contribution to Public-Facing Event (20%) and Contribution to Symposium (20%): You will participate in the ongoing effort of organizing these two events, experiencing collaborative work both from the standpoint of someone taking a lead role and from the standpoint of someone taking a supporting role, and you will reflect on your experience in the discussions that follow these events (L.O. 2b, 2c, 2d)
- 5) Statement of Professional Identity: Following the model suggested by Donald Hall, you will write a short statement of professional identity reflecting on the interests that drive your intellectual work, the communities with whom you work and to whom you understand yourself to be responsible, and the place of the scholarly and collaborative work you did this year in the larger trajectory of your professional life (L.O. 3d)

Grading

There are six criteria by which your performance in this class will be measured each semester:

Fall Semester

Participation (25%); Seminar Leadership (25%); Project Proposal (15%); Project Abstract (15%); Symposium CFP First Draft (10%); Symposium CFP Final Draft (10%)

Spring Semester

Contribution to Bendix & Bizer & Noyes Discussion (5%); Participation in Workshops (20%); Individual Project (30%); Contribution to Public-Facing Event (20%); Contribution to Symposium (20%); Statement of Professional Identity (5%)

Your grade in this course will be determined both by the effort you put into your own assignments and the care you demonstrate in the collaborative assignments. Assignments are to be completed and submitted on the days specified in the syllabus. Any late assignment will have its grade reduced by ½ for every day it is overdue.

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64-66 = D	60-63 = D-	00-59 = E

Class Attendance Policy

Attendance is mandatory. This course imagines its participants as a team, working in collaboration with one another throughout the year. Not only will it be impossible for any individual student to fulfill the learning objectives without regular, reliable attendance, but absences will make it more difficult for other students to successfully work toward fulfilling the learning objectives. Absences will thus be noted and any unexcused absence will lower your overall grade by one-half letter grade (e.g., from A to A-, B to B-, etc.).

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Schedule of Seminars and Readings

FIRST SEMESTER

Week 1: Culture, Religion, and Medicine

Read: "The Hippocratic Oath"
"The Twelve Vows of the Medicine Buddha"

Week 2: The Boundaries of the Medical and the Religious

Discussion of Common Theme for Second Semester

Read: Peregrine Horden, "What's Wrong with Early Medieval Medicine?" *Social History of Medicine* 24.1 (2011), 5–25.
Nancy Scheper-Hughes and Margaret M. Lock, "The Mindful Body: A Prolegomenon to Future Work in Medical Anthropology," *Medical Anthropology Quarterly* 1.1 (1987), 6–41.
Vincanne Adams, "The Sacred in the Scientific: Ambiguous Practices of Science in Tibetan Medicine," *Cultural Anthropology* 16.4 (2001), 542–575.

Week 3: Language and Medicine

Read: Susan Sontag, *Illness as Metaphor*, excerpts.
C. Pierce Salguero, "Mixing Metaphors: Translating the Indian Medical Doctrine *Tridoṣa* in Chinese Buddhist Sources," *Asian Medicine* 6 (2010), 55–74.
C. Pierce Salguero, "Fields of Merit, Harvests of Health: Some Notes on the Role of Medical Karma in the Popularization of Buddhism in Early Medieval China," *Asian Philosophy* 23.4 (2014), 341–349.

Week 4: Geographies of the Body: Seeing and Mapping **Selection of Common Theme for Second Semester**

Read: Michel Foucault, *Birth of the Clinic*, excerpts.

Glen Harcourt, "Andreas Vesalius and the Anatomy of Antique Sculpture," *Representations* 17 (1987), 28–61.

Byron J. Good and Mary-Jo DeVecchio Good, "'Learning Medicine': The Constructing of Medical Knowledge at Harvard Medical School," in *Knowledge, Power, and Practice: The Anthropology of Medicine and Everyday Life*, ed. Shirley Lindenbaum and Margaret M. Lock (Berkeley: University of California Press, 1993), 81–107.

Week 5: The Cultural Construction of Diseases

- Read: Margaret Lock, "The Politics of Mid-Life and Menopause: Ideologies for the Second Sex in North America and Japan," in Shirley Lindenbaum and Margaret Lock, *Knowledge, Power, and Practice: The Anthropology of Medicine and Everyday Life* (Berkeley: University of California Press, 1993), 330–63.
- Craig R. Janes, "Imagined Lives, Suffering, and Work of Culture: The Embodied Discourses of Conflict in Modern Tibet," *Medical Anthropology Quarterly* 13.4 (1999), 391–412.
- Rachel Aviv, "The Trauma of Facing Deportation," *New Yorker* (April 3, 2017), np.

Week 6: Psychopharmacologies: Drugs and Being

- Read: Gary Greenberg, "Manufacturing Depression," *Harper's Magazine* (May 2007), 35–46.
- Gananath Obeyesekere, "Depression, Buddhism, and the Work of Culture in Sri Lanka," in *Culture and Depression: Studies in the Anthropology and Cross-Cultural Psychiatry of Affect and Disorder*, eds. Arthur Kleinman and Byron Good (Berkeley: University of California Press, 1985), 134–152.
- Ann Cvetkovich, *Depression: A Public Feeling* (Durham: Duke, 2012).

Week 7: Minds and Bodies

- Read: Janice Boddy, "Spirits and Selves in Northern Sudan: The Cultural Therapeutics of Possession and Trance," *American Ethnologist* 15 (1988), 4–27.
- Thomas J. Csordas, "The Rhetoric of Transformation in Ritual Healing," *Culture, Medicine, and Psychiatry* 7.4 (1983), 333–375.
- Andrew Solomon, "Naked, Covered in Ram's Blood, Drinking a Coke, and Feeling Pretty Good," *Esquire* (Feb 28, 2014), np.

Week 8: Minds and Bodies II

Submission of Individual Project Proposals—Working Titles and Reading Lists

- Read: Susan Bordo, “Anorexia Nervosa: Psychopathology as the Crystallization of Culture,” in *Feminism and Foucault: Reflections on Resistance* (Boston: Northeastern University Press, 1988), 97–117.
- Yu-Chuan Wu, “A Disorder of *Qi*: Breathing Exercise as a Cure for Neurasthenia in Japan, 1900-1945,” *Journal of the History of Medicine and Allied Sciences* 71.3 (2016), 322–344.
- Diego Malara, “The Alimentary Forms of Religious Life: Technologies of the Other, Lenience, and the Ethics of Ethiopian Orthodox Fasting,” *Social Analysis* 62.3, 2018, 21–41.

Week 9: Deviant Bodies

- Read: Janet Gyatso, “One Plus One Makes Three: Buddhist Gender, Monasticism, and the Law of the Non-Excluded Middle,” *History of Religions* 43.2 (2003), 89-115.
- George Chauncey, “From Sexual Inversion to Homosexuality: Medicine and the Changing Conceptualization of Female Deviance,” *Salmagundi* 58 (1982), 114–146.

Week 10: Inhabiting Categories of Illness

Collaborative Draft of Symposium Call for Papers

- Read: Susan L. Burns, “Rethinking ‘Leprosy Prevention’: Entrepreneurial Doctors, Popular Journalism, and the Civic Origins of Biopolitics,” *Journal of Japanese Studies* 38.2 (2012), 297–323.
- Kathryn M. Tanaka, “Contested Histories and Happiness: Leprosy Literature in Japan,” *Health, Culture, and Society* 5.1 (2013), 99–118.
- Jennifer Terry, “Deviant Historiography,” *differences* 3 (1991), 53–71.
- Ian Hacking, “Looping Effects of Human Kinds,” in *Causal Cognition: A Multidisciplinary Debate*, ed. D. Sperber, D. Premack, and A. J. Premack (New York: Clarendon Press), 351–394.

Week 11: Beginnings and Endings

- Read: Katja Triplett, “For Mothers and Sisters: Care of the Reproductive Female Body in the Medico-Ritual World of Early and Medieval Japan,” *Dynamis* 34.2 (2014), np.

Meredith Underwood, "Strategies of Survival: Women, Abortion, and Popular Religion in Contemporary Japan," *Journal of the American Academy of Religion* 67.4 (1999), 739-768.

Margaret Lock, *Twice Dead: Organ Transplants and the Reinvention of Death* (California, 2002), selection

Week 12: Religion, Medicine, and Colonialism

Read: John and Jean Comaroff, "Medicine, Colonialism, and the Black Body," in *Ethnography and the Historical Imagination* (Boulder: Westview, 1992), 305–329,
David Hardiman, "Christian Therapy: Medical Missionaries and the Adivasis of Western India, 1880-1930," in *Healing Bodies, Saving Souls: Medical Missions in Asia and Africa*, ed. David Hardiman (Amsterdam: Rodopi, 2006), 137–168.
Shin K. Kim, "An Antiseptic Religion: Discovering a Hybridity on the Flux of Hygiene and Christianity," *Journal of Religion and Health* 47.2 (2008), 253–262.

Week 13: Variolation, Vaccination & Responsibility

Read: Frédérique Apfell Marglin, "Smallpox in Two Systems of Knowledge," in *Dominating Knowledge*, ed. Frédérique Marglin and Stephen Marglin (Oxford: Oxford University Press, 1990), 102–44
Eula Biss, *On Immunity: An Inoculation* (Minneapolis, MN: Graywolf, 2014), selections
Alexis Shotwell, "Shimmering Presences: Frog, Toad, and Toxic Interdependencies," in *Against Purity: Living Ethically in Compromised Times* (Minneapolis: University of Minnesota Press, 2016), 77–106.

Week 14-15: Class Presentations of Abstracts

**Final Draft of Symposium CFP
Selection of Roles and Responsibilities for Second Semester**

**

SECOND SEMESTER

Week 1: Toward a Successful Collaboration

Read: Regina Bendix, Kilian Bizer, and Dorothy Noyes, *Sustaining Interdisciplinary Collaboration: A Guide for the Academy* (Champaign: University of Illinois Press, 2017).

Week 2: Review of Symposium Abstracts

Weeks 3–8: Workshopping Individual Projects

- Everyone will have the opportunity to workshop their symposium presentations; the workshops will be run as a colloquium; discussion will be organized following the model of the Yale Agrarian Studies program, with participants submitting their papers one week in advance and each paper assigned a discussant who will open the discussion and a moderator who will run the discussion

Weeks 9–11: Public-Facing Event

- In the lead up to the public-facing event, lab time will be dedicated to taking care of the work necessary to support a successful event, to articulating our shared goals for the event, and to discussing what we learned from running the event

Weeks 12–14: Symposium

- In the lead up to the symposium, lab time will be dedicated to taking care of the work necessary to support a successful symposium, to articulating our shared goals for the symposium, and to discussing what we learned from running the symposium

Week 15: Closing the Laboratory

- Submission of two-page statement of professional identity, modeled on the statement described in Donald E. Hall, *The Academic Self: An Owner's Manual* (Columbus: Ohio State University Press, 2002), excerpts.

COMPSTD 8100/COMPST 8200
Interdisciplinary Learning Laboratory:
“Engaged Research and Community-Centered Participatory Theorizing”
Autumn 2020 (3 Credits)/Spring 2021 (3 Credits)
Seminar

Wednesday 2:00-4:45

Professor Maurice Stevens (Comparative Studies)

&

Derrick Hamilton (Executive Director), Kathy Lechman (Associate Director), and Glennon Sweeney (Senior Research Associate (Kirwan Institute for the Study of Race and Ethnicity))

Classroom: Hagerty 451

Contact: email: xxx and phone: xxx

Office Location: Hagerty 451

Office hours: M/F 2:00-3:30 and by appointment

Course Description

The Comparative Studies Interdisciplinary Learning Laboratories are two-part year-long courses that seek to give participants opportunities to engage in sustained interdisciplinary research, to workshop their research projects in conversation with one another, and to share their projects with broader publics. In keeping with the model of the laboratory, the Learning Laboratory emphasizes the creation of shared spaces of experimental inquiry and the generation of knowledge as a collaborative endeavor. Students are expected to commit to taking both COMPSTD 8100 and COMPSTD 8200 as a two-part sequence. In the case of rare extenuating circumstances, students can take COMPSTD 8100 without COMPSTD 8200, but COMPSTD 8100 is a pre-requisite for taking COMPSTD 8200. It is not possible to enroll in COMPSTD 8200 without completing COMPSTD 8100.

This year’s Interdisciplinary Learning Laboratory has three main goals:

- To develop shared understandings of *Engaged Research* and *Community-Driven Participatory Theorizing* practices
- To discern and enhance methodologies and practices of engaged and community-driven research, participatory leadership, and participatory theorizing
- To cultivate spaces that promote *Engaged Research* and *Community-Centered Participatory Theorizing*
- To develop relationships that will serve as mechanisms to share research and theorizing that has been collaboratively produced
- To create and execute a strategic plan for community facing programming that will share knowledge and skill sets that have been developed over the course of the year with the broader community

To do this, our year-long *Interdisciplinary Learning Laboratory* will be structured through a collaboration between the Kirwan Institute for the Study of Race and Ethnicity, the interdisciplinary Department of Comparative Studies, and a number of research-invested Community Partners/Leaders.

This year's Interdisciplinary Learning Laboratory explores various approaches to community-driven research and participatory theorizing. Topics will include the historical, theoretical, and practice roots of community-driven research and participatory leadership and theorizing as they have been and are engaged in various contexts. Participants in this course will explore topics like the development and execution of participatory principles, collaborative research design, ethics and equity in multi-constituent research, issue and asset determination in collaborative work, action research methods, and the role of engaged research in social advocacy. Additionally, participants in this Interdisciplinary Learning Laboratory will pursue practices associated with cultivating participatory leadership and participatory theorizing in community.

The first semester (COMPSTD 8100) will be conducted as a graduate seminar, focused on discussions of weekly reading assignments, and practices that cultivate participatory leadership and theorizing. During the first semester, students will, in conversation with one another and community partners, develop common themes to explore during the second semester and propose individual research topics related to those themes. By the end of the first semester, students will have an approved title for their individual research projects, an abstract, an annotated bibliography, and plan for the public forum they will co-host with organizational and community partners.

The second semester (COMPSTD 8100) will have three goals: the completion of the individual research projects (which may take the form of a research paper or another form better suited to the community partners' interests and goals); the collaborative organization of a public forum at which students present their work to a non-specialist audience; and the collaborative organization of a public-facing event or exhibit through which students share their work beyond campus.

In order to maximize the success of this class and the development of our shared Learning Community, it is essential that participants attend our class meetings and public activities and engage as fully as possible on any given day. These are some things participants in this class should know:

- The success of our learning community depends on everyone's success! Please let us know about your individual learning needs because *you have a right to have those met*. It is best to let us know as soon as possible if you have particular needs, but please share them at any time if adjustments need to be made (even if you discover it later in the semester or year)
- We will often create space for people to indicate what names and what pronouns they would like others in the learning community to use when referring to them. Disclosing your pronouns is, of course, optional (if you would like to share them privately, you may do that as well), but space will be made for that.
- We will hold one another in full dignity and respect in this class. *We will uphold one another's safety, belonging, choice, sense of being enough, and wholeness*. We are here to amplify and support one another's learning and growth

- Our Learning Community (LC) is a learning organism, an interrelated system of interaction and exchange, it will flourish to the degree to which we maximize access to information and expression in the classroom

Required Texts

Boal, Augusto *Theatre of the Oppressed*, Theatre Communications Group: Tcg ed. Edition, 1993

Sharmer, Otto C., *The Essentials of Theory U: Core Principles and Applications*, Berrett-Koehler Publishers, 2018

Bendix, Regina, Kilian Bizer, and Dorothy Noyes, *Sustaining Interdisciplinary Collaboration: A Guide for the Academy* (Champaign: University of Illinois Press, 2017).

All other texts are available on CARMEN.

Expected Learning Outcomes

The learning objectives for the Interdisciplinary Learning Laboratories are grouped here under three major headings: intellectual community; collaboration; and interdisciplinary knowledge. Successful students will leave the course with a more robust intellectual network, a demonstrated ability to both design and lead collaborative projects, and a new set of tools to draw on in developing original research.

Upon completion of the course, you will be able to:

1. Intellectual Community

- Recognize and reflect on the production of knowledge in multiple spaces
- Engage dialogically with distinct and/or intersecting intellectual communities in order to develop the scope of your inquiry
- Negotiate intercultural learning spaces
- Cultivate relationships with mentors, advisors, and colleagues whose expertise or experience can assist in the development of your work, and who will both challenge and support you.

2. Collaboration

- Demonstrate familiarity with scholarship and debates on collaboration
- Recognize and reflect on the value, effectiveness, and ethics of collaboration in different settings and situations
- Participate in, develop, and pursue collaborations
- Articulate contributions to a collaborative project accurately and effectively, using means well-suited to the nature of the work.

3. Interdisciplinary Knowledge

- Compare social and historical phenomena in order to yield new insights
- Identify vital questions in your area of expertise and the ethical and practical elements involved in pursuing answers to those questions
- Produce new knowledge by working at the intersection of multiple disciplines and

interdisciplinary fields

- Articulate an ongoing research agenda in ways that make clear the intellectual stakes of your work.

Assignments and Requirements

Fall Semester

- 5) Participation (25%): You are required to attend all class sessions having completed the reading, and you are required to thoughtfully participate in class discussion in a way that seriously engages the texts and others in the class.
- 6) Seminar Leadership (25%): You will be asked to prepare one of the assigned readings by contextualizing it, providing background, and composing questions that will guide our discussion of the text. The presentation must include an explanation of the overarching theme, an explanation of the text's main arguments, and exploration of issues for further discussion.
- 7) Project Proposal (15%) and Project Abstract with Bibliography (15%): You will be asked to develop first an interdisciplinary research question and a reading list, and then a research plan and project abstract, bringing your own interests into conversation with those of your colleagues and considering how their strengths and capacities might complement your own.
- 8) Public Forum Proposal (10%) and Final Draft (10%): You will be asked to collaborate with your colleagues in drafting a proposal for a Public Forum co-hosted with organizational and community partners.

Spring Semester

- 1) Collaborative organization of a Public Forum at the Kirwan Institute (20%). You will participate in the ongoing effort of organizing a Public Forum, experiencing collaborative work both from the standpoint of someone taking a lead role and from the standpoint of someone taking a supporting role
- 2) Presentation at Public Forum at Kirwan Institute to a non-specialist audience (20%). Based on the proposals and drafts prepared in the first semester, you will present a Public Forum at the Kirwan Institute.
- 3) Participation in Public Forums at the Kirwan Institute (20%). You are required to attend all forums and workshop sessions having read the pre-circulated proposals from your colleagues; you will contribute to every session and will also take the role of timekeeper for one session and the role of discussant for one session.
- 4) Based on your presentation at the Kirwan Institute, you will collaboratively organize and host a Public-facing Event through which students share their work beyond campus.
- 5) Written Reflection (2%). At the end of the semester, you will submit a written 10-15 page critical reflection on your Public Forum and Public-facing event (which may take the form of a research paper or another form better suited to the community partners' interests and goals).

Grading

Fall Semester

Participation (25%); Seminar Leadership (25%); Project Proposal (15%); Project Abstract with Bibliography (15%); Public Forum Proposal (10%); Public Forum Proposal Final Draft and Presentation (10%)

Spring Semester

Collaborative organization of a Public Forum at the Kirwan Institute (20%); Presentation at Public Forum at Kirwan Institute (20%); Participation in Public Forums at the Kirwan Institute (20%); Public-facing Event (20%); Final Written Reflection (20%)

Your grade in this course will be determined both by the effort you put into your own assignments and the care you demonstrate in the collaborative assignments. Assignments are to be completed and submitted on the days specified in the syllabus. Any late assignment will have its grade reduced by ½ for every day it is overdue.

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 Attendance Policy

Attendance is mandatory. This course imagines its participants as a team, working in collaboration with one another throughout the year. Not only will it be impossible for any individual student to fulfill the learning objectives without regular, reliable attendance, but absences will make it more difficult for other students to successfully work toward fulfilling the learning objectives. Absences will thus be noted and any unexcused absence will lower your overall grade by one-half letter grade (e.g., from A to A-, B to B-, etc.).

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Academic Misconduct:

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 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Disability Services:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately

discuss options. 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.

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](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 through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Sexual Misconduct/Relationship Violence:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

Diversity:

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential.

Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Plagiarism:

Students are responsible for understanding what plagiarism is and how to avoid it. Use of another's work without proper documentation is not acceptable. University Rule 3335-31-02 states "plagiarism is the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use and/or paraphrasing of another person's ideas." It is the

obligation of this department and its instructors to report all cases of suspected plagiarism to the Committee on Academic Misconduct.

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Schedule of Seminars and Readings

FIRST SEMESTER

Week 1: Introduction to Engaged and Participatory Research

Read: “Principles of Community-Based Participatory Research” in Hacker, Karen *Community-Based Participatory Research*, Sage, 2013, 1-23

Week 2: Introduction to Participatory Leadership

Read: “The Art of Participatory Leadership: A Tool for Social and Organisational Development and Change,” *Journal of Engineering Management and Competitiveness*, Vol1, No. 1/2, 2011, 21-26.

Week 3: Historical, Theoretical, and Practice Roots of Engaged Research

Read: “Theoretical, Historical, and Practice Roots of CBPR,” Chapter 2 of Wallerstine and Duran’s *Community-Based Participatory Research for Health*, Jossey-Bass, 3rd Edition, 2017, 17-31

Week 4: Historical, Theoretical, and Practice Roots of Participatory Leadership

Read: Sharmer, Otto C., *The Essentials of Theory U: Core Principles and Applications*, Berrett-Koehler Publishers, 2018

Week 5: Context of Community Partner’s Mission and Work

Knowledge sharing session with community partners

Week 6: Critical Issues in Community-Partnering

Read: “Critical Issues in Developing and Following CBPR Principles,” Chapter 3 of Wallerstine and Duran’s *Community-Based Participatory Research for Health*, Jossey-Bass, 3rd Edition, 2017, 31-47

Week 7: Power, Privilege, and Equity in CBPAR and Participatory Theorizing

Read: “Understanding Contemporary Racism, Power, and Privilege and Their Impacts on CBPR,” Chapter 4 of Wallerstine and Duran’s *Community-Based Participatory Research for Health*, Jossey-Bass, 3rd Edition, 2017, 47-61 & Appendix 1: “Challenging Ourselves: Critical Self-Reflection on Power and Privilege,” 337-345

Week 8: Roles and Impacts of Situated Scholars in the work

Read: “Defining the Community and Power Relationships,” Chapter 2 in Hacker, Karen A. *Community-Based Participatory Research*, Sage Publications, Inc. 2013, 23-41

Week 9: Games for Shared Knowledge Production I: Discerning Critical Questions

Read: Boal, Augusto *Theatre of the Oppressed*, Theatre Communications Group: Tcg ed. Edition, 1993

Building relational power in the Learning Community

Week 10: Games for Shared Knowledge Production II: Co-Developing Research Design

Read: Regina Bendix, Kilian Bizer, and Dorothy Noyes, *Sustaining Interdisciplinary Collaboration: A Guide for the Academy* (Champaign: University of Illinois Press, 2017).

Week 11: Games for Shared Knowledge Production III: Co-Developing Project Design

Read: Corrigan, Chris “From consultation to participatory engagement: a concept paper and design plan for creating ownership and activating leaders in community engagement initiatives” blog post/concept paper can be found [here](#)

Week 12: Doing the Work I:

In this session participants will engage in practices that will culminate in the formation of working groups.

Week 13: Doing the Work II:

In this session working groups will convene and be hosted in a process to help determine what emergent issues, concerns, desires, and goals will be the subject of each group’s collaborative work

Weeks 14-15: Praxis: Reflecting on Learnings and Making Adjustments in preparation for semester #2

- **Final Drafts and Presentations of Community Partnering Proposal**
- **Selection of Roles and Responsibilities for Second Semester**

SECOND SEMESTER

After forums devoted to weekly planning and circulating proposals, weeks 3-12 will be divided into 6 two-week blocks during which each of the working groups will develop and deliver a public forum hosted by the Kirwan Institute. Following each forum, the entire group will reflect on the event and suggest adjustments for the development and delivery of the following block's forum. Weeks 13-14 will include Public-facing events organized off-campus.

Week 1: Planning Weekly Forum

Week 2: Praxis: Reflecting on Learnings and Making Adjustments

Week 3: Public forum hosted by the Kirwan Institute

Week 4: Public forum hosted by the Kirwan Institute

Praxis: Reflecting on Learnings and Making Adjustments

Week 5: Public forum hosted by the Kirwan Institute

Week 6: Public forum hosted by the Kirwan Institute

Praxis: Reflecting on Learnings and Making Adjustments

Week 7: Public forum hosted by the Kirwan Institute

Week 8: Public forum hosted by the Kirwan Institute

Praxis: Reflecting on Learnings and Making Adjustments

Week 9: Public forum hosted by the Kirwan Institute

Week 10: Public forum hosted by the Kirwan Institute

Praxis: Reflecting on Learnings and Making Adjustments

Week 11: Public forum hosted by the Kirwan Institute

Week 12: Public forum hosted by the Kirwan Institute

Praxis: Reflecting on Learnings and Making Adjustments

Week 13: Public-facing Event

Week 14: Public-facing Event

Week 15: Closing the Laboratory with Praxis: Reflecting on Learnings

COMPSTD 8990
Autumn 2019
“Dissertation Writing Workshop”
2 Credits, Seminar
Thursday 10:15-12:15

Classroom: Hagerty 451

Instructor: xxx

Contact: email: xxx and phone: xxx

Office Location: Hagerty 451

Office hours: M/F 2:00-3:30 and by appointment

Course Description

The course is required of all PhD students who are post-candidacy and must be taken every semester until the dissertation defense and graduation. Since the dissertation is often your first effort to construct a complex, original, and extended argument, interpretation and/or analysis, this writing workshop will assist you in developing concrete strategies for tackling this major task, hold you accountable for making progress on the dissertation, and contribute to the creation of an intellectual community among Comparative Studies graduate students. As this course will focus on strategies that will support your success as faculty or other employment, we will be engaging in weekly ‘homework’ activities designed for this purpose. As OSU is an institutional partner with the National Center for Faculty Development and Diversity (<https://www.facultydiversity.org>), we will also be deriving homework experiments from those used in the Dissertation Success Curriculum. From week 4 on, each class will include a reflection on the homework from the previous week and our ‘accountability check-ins,’ as well as group engagement with the writing that has been submitted (at least 7 days before peer review session).

Required Texts

Romand Coles, *Visionary Pragmatism: Radical and Ecological Democracy in Neoliberal Times*. Duke University Press, 2016.

Susan Basalla & Maggie Debelius, “*So What Are You Going to Do with That?*” *Finding Careers Outside Academia*. 3rd Edition. University of Chicago Press, 2015

Joli Jensen, *Write No Matter What: Advice for Academics*. University of Chicago Press, 2017.

Books available at OSU Bookstore.

Course Objectives/Learning Outcomes

This writing workshop has six main goals:

- To support you in developing concrete strategies increasing writing productivity and enjoyment
- To support you in building and following through on accountability structures related to your research, writing, and personal goals
- To support the cultivation of an intellectual and social community among students in the course

- To cultivate academic and non-academic audiences and communicate complex ideas to both specialists and broad publics clearly and persuasively in order to engage in professional contexts.
- Articulate a research trajectory that addresses varied and distinct professional contexts
- Gain knowledge of varied possible interdisciplinary or disciplinary applications or homes for your research and their unique demands

Requirements and Assignments

a) Attendance and Participation 40%

- Discuss readings
- For some sessions, students will read an essay on some aspect of professionalization. These essays will be posted on CARMEN and each session students will read an essay or chapter about techniques for completing the dissertation and be prepared to discuss this in the workshop. Complete reading before our class session. If you don't find it useful for your own experience, consider how it might be useful for your peers.
- Provide typed 300-word commentaries on work of peers to be turned in at beginning of class in hard copy

b) Dissertation Pages 40%

- 5 pages due each session
- 20-25-page section due once in term for workshop/feedback
- Once each term, each student will also submit ~25 pages for peer review and comments by group. Students will read and comment on each other's work at each session. Students who are not the primary respondent for the submitted writing will read carefully and comment thoughtfully on each writing submission. Comments must be posted on the appropriate discussion board on the course Carmen site. Use the Guide to Reading and Responding to Interdisciplinary Scholarship on the Carmen Site to shape your comments.

c) Review/Feedback 20%

- Lead a peer review session once in the term where you provide detailed editing comments directly on text on assigned week focusing on questions author has identified as critical and/or argument/interpretation, structure, organization, method. Leave style comments out for now.

d) “Practice of the Profession” Workshops

All students enrolled in the Seminar should attend the “Practice of the Profession” workshops held at The Barnett Center each year, a series of professionalization workshops for graduate students led by faculty and members of UCAT/UTIL and The Humanities Center. The workshops are scheduled throughout the academic year. The workshops have been organized by the following Departments: African American and African Studies, Comparative Studies, East Asian Languages and Literature, French and Italian, Germanic Languages and Literatures, Near Asian Languages and Cultures, Slavic and East European Languages and Cultures, Spanish and Portuguese, Women’s, Gender, and Sexuality Studies. Workshops include:

- “Positioning Yourself on the Job Market”
- “Assembling the Teaching Portfolio”
- “Positioning Your Research & Finding Your Audience”
- “Funding Opportunities: Grants & Fellowships”
- “Research Statements”
- “Publishing in Journals”
- “CVs and Resumes for Careers Inside & Outside the Academy”
- “Choosing Your Service Carefully”

Grading

This workshop is graded on S/U basis. An S grade requires that you satisfy your writing contract, participate actively and productively in the discussion of your colleagues’ work, show evidence of careful attention to the nuances of interdisciplinary scholarship, show evidence of thinking deeply about the purpose and value of your work. An S grade requires at least 80% completion in each category of requirements.

Class Attendance Policy

Attendance is *mandatory*. More than 2 absences will result in a 10% deduction in Attendance and Participation requirement.

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Disability Services:

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Diversity:

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Plagiarism:

Students are responsible for understanding what plagiarism is and how to avoid it. Use of another's work without proper documentation is not acceptable. University Rule 3335-31-02 states "plagiarism is the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use and/or paraphrasing of another person's ideas." It is the obligation of this department and its instructors to report all cases of suspected plagiarism to the Committee on Academic Misconduct.

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Course Outline

Week 1 Course Organization and Writing "Contracts"

Initial Backward Planning, SMART Goal Setting
Introduction to Strategic Planning
Establishing Calendar for Peer-review Sessions

Week 2

Discussion of Alternative Careers (1): Co-creating Knowledge

Read: Romand Coles, *Visionary Pragmatism: Radical and Ecological Democracy in Neoliberal Times*.

Formulating a Strategic Plan for your Research

Week 3

Discussion of Alternative Careers (2): Questions of Audience

Read: Susan Basalla & Maggie Debelius, “*So What Are You Going to Do with That?*”: *Finding Careers Outside Academia*.

Reviewing our Strategic Plans

Schedule a meeting with your Advisor and one other trusted person to discuss your Strategic Plan

Week 4

Discussion of Alternative Careers (3): Writing for the Public

Read: Joli Jensen, “Writing for the Public”

Accountability Check in
Peer Review Session (1)

Week 5

Learning how to hold a Weekly Planning Meeting

Joli Jensen, “Demystifying Academic Writing”

Accountability Check in
Peer Review Session (2)

Week 6

Time Management and Tracking Use of Time

Joli Jensen, “Securing Time,” “Securing Space,” “Securing Energy”

Accountability Check in
Peer Review Session (3)

Week 7

Assess your Progress and Making Adjustments

Joli Jensen, “Challenging Writing Myths” and “The Magnum Opus Myth”

Accountability Check in
Peer Review Session (4)

Week 8

Overcoming Fear

Joli Jensen, “The Impostor Syndrome” and “The Hostile Reader Fear”

Accountability Check in
Peer Review Session (5)

Week 9

Maintaining Momentum

Joli Jensen, “Follow the Lilt,” “Beginnings and Endings,” “Finding the
Lost Trail”

Accountability Check in
Peer Review Session (6)

Week 10

Reflecting on Professional Intentions/Desires

Joli Jensen, “Effective Feedback” and “Handling Revisions and
Rejections”

Creating Revised Strategic Plans

Accountability check in
Peer Review Session (7)

Week 11

Overcoming Academic Perfectionism

Joli Jensen, “Letting Go of the Dream

Strategic Plan Review

Arrange meetings with Advisor and one other trusted person to discuss
your Strategic Plan

Accountability Check in
Peer Review Session (8)

Week 12

Building a Web of Support

Joli Jensen, “Building Writing Support,” “Creating Faculty Writing
Groups”

Reviewing and Recommitting to Weekly Planning Meetings

Accountability Check in
Peer Review Session (9)

Week 13

Committing to Self-Care

Joli Jensen, “Overcoming Isolation”

Accountability Check in
Peer Review Session (10)

Week 14

Creating an Extended Network of Mentors for Long-term Success

Reflections on Mentoring throughout the Semester

Accountability Check in
Peer Review Session (11)

Week 15

Final Class: Reflections on our Learning Community

Accountability Check in
Peer Review Session (12)



October 20, 2019

RE: Comparative Studies Graduate Program Revisions

I write on behalf of the Graduate Program in English to express our strong endorsement of the Department of Comparative Studies' revisions of their PhD program. Both the overall aims and the specific curricular changes that lie at the center of Comparative Studies' document are tremendously exciting. In our assessment, their graduate program has produced a model for how a humanities department can build upon core, established strengths while also proposing important, forward-looking strategies that will help them train new scholars for an economic and cultural environment that has considerably altered over the past few decades.

I would like to point out a few of what we consider the most compelling aspects of these revisions:

- **Concrete curricular changes that help ensure students' preparation and progress throughout their graduate career:** Comparative Studies' new set of course requirements clearly and rigorously trains students in the main skills necessary for their success in the program into their first jobs. These courses show students the methods, theoretical foundations, and interdisciplinary and collaborative orientation that distinguishes Comparative Studies' work from other humanities departments'. Moreover, their seminars and workshops that cover teaching skills and dissertation-writing will provide important concrete training in the work in which they are engaged at all stages of graduate study.
- **A focus on humanities in and out of the academy:** While it is no secret that the always-tight market for faculty positions in the humanities has become almost nonexistent in recent years, it has remained exceedingly difficult to determine how graduate programs should respond. In this proposal, Comparative Studies builds on its existing strengths in interdisciplinary, public-facing humanistic inquiry by, for instance, creating an "Interdisciplinary Learning Laboratory" course that explicitly aims to bolster "research skills needed for students seeking non-academic positions and career-paths," as the proposal puts it.



- **An affirmation and strengthening of Comparative Studies' position as a vital part of the community of humanities scholars at Ohio State.**

Throughout this document, Comparative Studies lays out a broad vision of how their department will strengthen the humanities at OSU, both through the specific work of their graduate students and through collaborations with other departments. As a department that profits tremendously with our regular partnerships with Comparative Studies, English is excited to see Comparative Studies' commitment to continuing their leadership in humanistic inquiry here at Ohio State.

Please let me know if there English's graduate program can provide more information or be of further assistance as these revisions make their way through the University's approval process.

Sincerely,

Amanpal Garcha
Director of Graduate Studies
Associate Professor



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23. October 2019

Dear Colleagues,

I am very happy to offer an enthusiastic endorsement of the remarkable redesign of the graduate curriculum in the Department of Comparative Studies. The new design moves the curriculum to a new level of organization that enhances both foundations and collaboration with non-CS students. Even more exciting, the innovations around collaborative research methods, the cutting-edge construction of a "Learning Laboratory," and the clear intentions to move Humanities research beyond the academy all place this curriculum in a leading position ready for emulation.

To be clear, I have not presented this curriculum to the faculty of WGSS, so I offer this endorsement only in my own name, but I do so with great enthusiasm and respect.

Sincerely,

Shannon Winnubst
Professor & Chair