

## Term Information

Effective Term Autumn 2020

## General Information

Course Bulletin Listing/Subject Area Comparative Studies  
Fiscal Unit/Academic Org Comparative Studies - D0518  
College/Academic Group Arts and Sciences  
Level/Career Graduate  
Course Number/Catalog 8100  
Course Title Interdisciplinary Learning Laboratory I  
Transcript Abbreviation InterdisLab1  
Course Description The Comparative Studies Interdisciplinary Learning Laboratories are two-part 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. Expect to enroll in COMPSTD 8200 subsequent to this course.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable Yes  
Allow Multiple Enrollments in Term Yes  
Max Credit Hours/Units Allowed 36  
Max Completions Allowed 6  
Course Components Seminar  
Grade Roster Component Seminar  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites Plan to enroll in COMPSTD 8200 subsequent to this course.  
Exclusions  
Electronically Enforced No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 24.0103  
Subsidy Level Doctoral Course

Intended Rank

Masters, Doctoral

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

## Course Details

### Course goals or learning objectives/outcomes

- Intellectual Community
  - a. Recognize and reflect on the production of knowledge in multiple spaces
  - b. Engage dialogically with distinct and/or intersecting intellectual communities in order to develop the scope of your inquiry
- c. Negotiate intercultural learning spaces
  - d. 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.
- Collaboration
  - a. Demonstrate familiarity with scholarship and debates on collaboration
  - b. Recognize and reflect on the value, effectiveness, and ethics of collaboration in different settings and situations
- c. Participate in, develop, and pursue collaborations
  - d. Articulate contributions to a collaborative project accurately and effectively, using means well-suited to the nature of the work.
- Interdisciplinary Knowledge
  - a. Compare social and historical phenomena to yield new insights
  - b. Identify vital questions in your area of expertise and the ethical and practical elements involved in pursuing answers to those questions
- c. Produce new knowledge by working at the intersection of multiple disciplines and interdisciplinary fields
  - d. Articulate an ongoing research agenda in ways that make clear the intellectual stakes of your work.

Content Topic List  
Sought Concurrence

- Interdisciplinary, collaboration, community, public-facing
- No

## Attachments

- COMPSTD 81008200 Interdisciplinary Learning Laboratory (1).docx: syllabus 1  
*(Syllabus. Owner: Vu, Elizabeth A)*
- COMPSTD 81008200 Interdisciplinary Learning Laboratory (2).docx: syllabus 2  
*(Syllabus. Owner: Vu, Elizabeth A)*

## Comments

- please make repeatable *(by Shank, Barry on 10/15/2019 12:30 PM)*
- Part of a graduate program revision (part 6 of 8 new courses) *(by Vu, Elizabeth A on 10/15/2019 12:24 PM)*

**COURSE REQUEST**  
8100 - Status: PENDING

Last Updated: Heysel,Garett Robert  
10/22/2019

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Vu,Elizabeth A	10/15/2019 12:25 PM	Submitted for Approval
Revision Requested	Shank,Barry	10/15/2019 12:30 PM	Unit Approval
Submitted	Vu,Elizabeth A	10/15/2019 12:43 PM	Submitted for Approval
Approved	Shank,Barry	10/15/2019 03:15 PM	Unit Approval
Approved	Heysel,Garett Robert	10/22/2019 10:11 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	10/22/2019 10:11 PM	ASCCAO Approval

**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*

- a. Recognize and reflect on the production of knowledge in multiple spaces
- b. Engage dialogically with distinct and/or intersecting intellectual communities in order to develop the scope of your inquiry
- c. Negotiate intercultural learning spaces
- d. 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*

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

#### *3. Interdisciplinary Knowledge*

- a. Compare social and historical phenomena in order to yield new insights
- b. Identify vital questions in your area of expertise and the ethical and practical elements involved in pursuing answers to those questions
- c. Produce new knowledge by working at the intersection of multiple disciplines and interdisciplinary fields
- d. 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  $\frac{1}{2}$  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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> 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](http://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](http://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](mailto: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: Culture, Religion, and Medicine

Read: “The Hippocratic Oath”  
“The Twelve Vows of the Medicine Buddha”

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#### 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.

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#### 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.

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#### 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 DelVecchio 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.

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### **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.

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### **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).

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### **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.
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## 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.

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## 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.

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## 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.

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## 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

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### **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.

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### **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.

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### **Week 14-15: Class Presentations of Abstracts**

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

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**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)**

**&**

**Derrik 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*

- a. Recognize and reflect on the production of knowledge in multiple spaces
- b. Engage dialogically with distinct and/or intersecting intellectual communities in order to develop the scope of your inquiry
- c. Negotiate intercultural learning spaces
- d. 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*

- a. Demonstrate familiarity with scholarship and debates on collaboration
- b. Recognize and reflect on the value, effectiveness, and ethics of collaboration in different settings and situations
- c. Participate in, develop, and pursue collaborations
- d. Articulate contributions to a collaborative project accurately and effectively,

using means well-suited to the nature of the work.

### *3. Interdisciplinary Knowledge*

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

## **Assignments and Requirements**

### **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.
- 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.
- 3) 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.
- 4) 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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> 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](http://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](http://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](mailto: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*, Vol11, 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, 3<sup>rd</sup> 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, 3<sup>rd</sup> 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, 3<sup>rd</sup> 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**

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## **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**