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	6400
Course Title	Critical Foundations: The Humanities and Collaborative Practices
Transcript Abbreviation	Foundation-HumColl
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. 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 within the seminar community.
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	No
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	
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

- • 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

Content Topic List
- humanities, collaboration, community, dialogue, interpretive frameworks, inquiry, research

Sought Concurrence   No

Attachments

- CS 6400 Critical Foundations (The Humanities and Collaborative Practices).pdf: syllabus

  (Syllabus. Owner: Vu,Elizabeth A)

Comments

- The College is ASC, not the Graduate School. Please change. I cannot change that field for you. *(by Vankeerbergen,Bernadette Chantal on 10/15/2019 08:43 AM)*

- Part of a graduate program revision (part 4 of 8 new courses) *(by Vu,Elizabeth A on 10/11/2019 11:14 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Vu,Elizabeth A	10/11/2019 11:14 AM	Submitted for Approval
Approved	Shank,Barry	10/11/2019 11:39 AM	Unit Approval
Approved	Heysel,Garett Robert	10/11/2019 09:19 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/15/2019 08:43 AM	ASCCAO Approval
Submitted	Vu,Elizabeth A	10/15/2019 12:08 PM	Submitted for Approval
Approved	Shank,Barry	10/15/2019 12:09 PM	Unit Approval
Approved	Heysel,Garett Robert	10/22/2019 10:12 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	10/22/2019 10:12 PM	ASCCAO Approval

"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

<u>**Course Description**</u>
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.

<u>**Required Texts**</u>

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: <u>http://public.imaginingamerica.org/archive/</u>

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

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. 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 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.eduor 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

Readng: "Principles of Community-Based Participatory Research" in Hacker, Karen *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**