

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 6300
Course Title Critical Foundations: Cultural and Social Theory
Transcript Abbreviation Foundation-CultSoT
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.
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

- 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

Content Topic List

- cultural, social, theory, intersectionality, social difference, sex, gender, sexuality, disability, race, ethnicity, nation, class

Sought Concurrence

No

Attachments

- CS 6300 Critical Foundations (Cultural and Social Theory).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 3 of 8 new courses) *(by Vu,Elizabeth A on 10/11/2019 11:01 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Vu,Elizabeth A	10/11/2019 11:01 AM	Submitted for Approval
Approved	Shank,Barry	10/11/2019 11:39 AM	Unit Approval
Approved	Heysel,Garett Robert	10/11/2019 09:21 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/15/2019 08:43 AM	ASCCAO Approval
Submitted	Vu,Elizabeth A	10/15/2019 12:07 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

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

[1992] pp. 71-99; Ch. 11 “Notes on Deconstructing ‘the Popular’”
[1981] pp. 347-361
Stuart Hall, Stuart *Essential Essays Vol. 2*. Ch. 1 “Gramsci’s Relevance for the Study of Race and Ethnicity” [1986] pp. 21-54; Ch. 2 “Old and New Identities, Old and New Ethnicities” [1991] pp. 63-82
Benedict Anderson, “Introduction” and “Cultural Roots” in *Imagined Communities*, pp. 1-36

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