

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 6200
Course Title Critical Foundations: Interdisciplinarity & Methods
Transcript Abbreviation Foundation-IntMeth
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 pressing global issues.
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

- 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

Content Topic List

- interdisciplinary, methodology, comparative, politics, economics, technology, aesthetics, psychology, and interrelation

Sought Concurrence

No

Attachments

- CS 6200 Critical Foundations (Interdisciplinarity and Methods).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 08:42 AM)*

(by Vankeerbergen,Bernadette Chantal on 10/15/2019 08:42 AM)

- part of larger graduate program revision (part 2 of 8 new courses) *(by Vu,Elizabeth A on 10/11/2019 10:55 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Vu,Elizabeth A	10/11/2019 10:55 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 08:42 AM	ASCCAO Approval
Submitted	Vu,Elizabeth A	10/15/2019 12:06 PM	Submitted for Approval
Approved	Shank,Barry	10/15/2019 12:08 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 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:

- 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 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.

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.

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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**