

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 6100
Course Title Critical Foundations: Comparative Analysis
Transcript Abbreviation Foundation-CompAna
Course Description This course prepares students to begin to approach their research interests and questions from a comparative perspective. The function of comparison is not to discover differences and similarities, but to understand more comprehensively the political, social, economic, and aesthetic dimensions of the various discourses and practices that constitute social and individual life.
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

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

Content Topic List

- Comparative, Interdisciplinary, Social, Historical, Socio-historical

Sought Concurrence

No

Attachments

- CS 6100 Critical Foundations (Comparative Analysis).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 a larger graduate program revision (1 of 8 new course requests) *(by Vu,Elizabeth A on 10/11/2019 10:47 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Vu,Elizabeth A	10/11/2019 10:47 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 12:05 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 6100
Autumn 2019
“Critical Foundations: Comparative Analysis”
3 credits, Seminar
Wednesday 2:00-4:45

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

Course Description

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

Required Texts

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

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

Course Objectives/Learning Outcomes

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

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

Requirements and Assignments

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

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

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

- MakeItFit—whatever “seems important” but limited to 1 page

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

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

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

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

Grading

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

Grading Scale

93-100 = A	90-93 = A-	87-89 = B+
84-86 = B	80-83 = B-	77-79 = C+
74-76 = C	70-73 = C-	67-69 = D+
64-66 = D	60-63 = D-	00-59 = E

Class Attendance Policy

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

Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Disability Services:

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health Statement:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach

an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Sexual Misconduct/Relationship Violence:

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

Diversity:

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

Plagiarism:

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

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Course Outline

Week 1 1. Cultural Analysis and Comparison

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

Week 2 Ibn Khaldun, *Muqaddima* (on Carmen)
Clifford Geertz, “Thick Description” (on Carmen)

Week 3 Al-Biruni, *Book on India*

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

Week 4

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

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

Week 5

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

Week 6

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

Week 7

3. Decentering Europe: Comparative Modernities

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

Week 8

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

Week 9

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

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

Week 10

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

Week 11

Michael Barnett and Thomas G. Weiss, “Humanitarianism: A Brief History of the Present” (on Carmen)

Linda Polman, *The Crisis Caravan* (on Carmen)
Julie Hearn, “The 'NGO-isation' of Kenyan Society: USAID & the
Restructuring of Health Care”
Vanessa Liston, “Microcosms of Democracy? A Study of the Internal
Governance of International NGOs in Kenya”

Week 12

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

Week 13

5. Entanglements, Complexity

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

Week 14

Lisa Lowe, *The Intimacies of Four Continents*

Week 15

Final Observations: Proposals for A Comparative Cultural Analysis