



Office of the Executive Dean

Colleges of the Arts and Sciences
114 University Hall
230 North Oval Mall
Columbus, OH 43210-1319

Phone (614) 292-1667

Fax (614) 247-7498

<http://artsandsciences.osu.edu>

March 10, 2008

Dr. Kay Halasek
Chair, Council on Academic Affairs
421 Denney Hall
164 W. 17th Avenue
CAMPUS

Dear Kay:

On February 8, 2008, the Arts and Sciences Committee on Curriculum and Instruction (CCI) unanimously approved a proposal for a new **Interdisciplinary Minor in Cultural and Critical Theory**. The minor was developed over a period of approximately two years by a faculty development committee headed by Jim Phelan (English), Steve Melville (History of Art), and Sally Kitch (Women's Studies). The impetus for the minor comes from intellectual efforts in many disciplines within the arts, humanities, and social sciences that include scholarship reflecting upon the bases for analysis and interpretation, and on the assumptions about the objects of study. Rigorous study of cultural and critical theory has not been available in an organized way at Ohio State for undergraduates, owing to the broad interdisciplinary nature of this area. Because scholarship is so widely dispersed, students interested in learning about theories of interpretation and their intellectual foundations have had a difficult time attaining a good overview. This new minor will bring together opportunities for engagement with foundations of the study of Theory across different fields of study for our undergraduate students.

Prior to the CCI approval of the minor, it was vetted and endorsed by the CCI Interdisciplinary Subcommittee (Subcommittee "A"). Concurrences (attached) were solicited from interested departments across the Arts and Sciences. Requirements for the minor include completion of the core course (Arts and Sciences 331) and 20 additional credits from elective courses drawn from three categories: Disciplinary Theory, Theory in Practice, and Transdisciplinary Theory. Transcripts of the curriculum committee discussions are included with the attached materials.

I am happy to answer additional questions or help in any way I can with the process of CAA consideration for the minor.

Sincerely,

A handwritten signature in black ink, appearing to read "Edward Adelson".

Edward Adelson
Associate Executive Dean

Copies: Terry Gustafson, Associate Executive Dean, ASC
Randy Smith, Vice Provost, OAA
Kate Hallihan, Director, ASC Curriculum Office

**Proposal for an Interdisciplinary Minor in
Cultural and Critical Theory**

The Colleges of the Arts and Sciences

Development Committee:

Sally Kitch, formerly of Women's Studies

Stephen Melville, History of Art

James Phelan, English

History and Context for the Proposal for the Interdisciplinary Minor in Critical and Cultural Theory

This proposal arises from several developments in the intellectual work of scholars across many disciplines and from observations about the teaching of critical theory at OSU. Over the past twenty-five years or so, scholars in the arts, humanities, and social sciences began to focus considerable attention on the underpinnings of their work of analysis and interpretation, including the fundamental assumptions about their objects of study and their methods of approaching them. The result of these developments is a large body of work that has come to be called critical and cultural theory as well as a recognition in many fields that advanced research is not possible without some engagement with this body of work. At Ohio State, these developments have been reflected in the undergraduate curricula of many departments, but there has been no institutional structure within which students can think about critical and cultural theory in broad terms and no mechanism for them to get a broader cross-disciplinary view. This minor is designed to provide that opportunity for our students in the Arts and Sciences.

The work on this proposal began several years ago, and it was initiated by Sally Kitch, formerly of Women's Studies, who recruited Jim Phelan of English and Steve Melville of Art History to develop the proposal with her. Our work consisted largely of designing the core course and the capstone course and then of thinking about the best way to organize the large number of elective courses for the minor. At one point in the circulation of the draft proposal, we had a discussion with some members of the Colleges of the Arts and Sciences, including Tony Mughan of Political Science and Kevin Cox of Geography, about developing a distinct core course for students in SBS, but they eventually decided that we should go ahead with the proposal as we had planned it. Our recent work has been circulating the proposal and getting concurrences and making small revisions in response to comments.

Cultural and Critical Theory Minor Transmittal History (Chronological Order)

CCI Subcommittee A Minutes excerpts

6/1/07

2. Cultural and Critical Theory Minor- approved with changes
 - a. Targeted to Honors students
 - b. Purpose is to train students in theory
 - c. Minor statement needs to explain theory in the humanities
 - i. i.e. rooted in texts such as Freud, etc- these courses draw on this
 - ii. explain more clearly what cultural and critical theory is
 - d. Would 531 be better as a 600 level?
 - e. 331 and 531 approved

Sub-A Transmission Letter and response from Linda Schoen and Jim Phelan

Date: January 2, 2008

To: Kate Hallihan, Director ASC Curriculum and Assessment Office
From: Jim Phelan, Humanities Distinguished Professor in English
RE: Response to Questions about Critical Theory Minor

Now that I'm back from my FPL, I am responding to the questions that Linda Schoen and you have passed on to me about the proposed interdisciplinary minor in Critical Theory. Here's Linda's summary of the questions from subcommittee A:

"Subcommittee A reviewed the proposal for the minor in Cultural and Critical Theory. They would like to see some additional clarifications. I think it is fairly clearly understood from an arts or humanities perspective what the terms "cultural theory" and "critical theory" imply, but this is not universal. We were asked to more fully define these terms and perhaps include that it references a body of canonical texts. Also, we were asked to explain why this needs to be addressed in a separate curricular structure. Why students don't have the type of exposure and analysis you are seeking within their present majors. It also was suggested to include how this minor will really support undergraduate research in the humanities (and arts?). Lastly, it was suggested (but not required) that the capstone be offered at the 600-level so that graduate students could also benefit from the course."

1. "Critical theory" is the term used in the arts and the humanities to refer to a body of work concerned with the principles, assumptions, questions, and methods of artistic and humanistic inquiry. In other words, it is the term used to refer to the work that reflects on and informs the fundamental practices (e.g., the interpretation of art objects) of that inquiry. "Cultural theory" is a close cousin to "critical theory," used to refer to a similar body of work that takes as its focus the effects of the systems and practices of culture on art and other humanistic production, on society, and on the interrelations between them. In current usage, "critical theory" sometimes includes "cultural theory," and sometimes does not. Over the last thirty years or so, scholars in the arts, the humanities, and the social sciences have identified a general and extensive canon of critical and cultural theory that ranges from Aristotle's *Poetics* to Jacques Derrida's *Of Grammatology*, from Kant's *Critique of Judgment* to Theodor Adorno and Max Horkheimer's *The Dialectic of Enlightenment*, from Longinus's "On the Sublime" to Thomas Kuhn's *The Structure of Scientific Revolutions*, from Simone de Beauvoir's *The Second Sex* to Judith Butler's *Gender Trouble*. We regard the minor as complementary to rather than competitive with some other cultural studies minors recently approved such as those in disability studies and sexuality studies.
2. Critical theory deserves to be addressed in its own curricular structure because it is an interdisciplinary endeavor that both draws on work in multiple disciplines of the humanities and social sciences (philosophy, literary criticism, history of art, linguistics, sociology, political science, psychology, and more) and has implications for work in individual disciplines. Studying critical theory only within a single discipline necessarily limits the scope of inquiry to the concerns of that discipline and runs the risk of conveying the message to students that one discipline is the primary owner of critical . Furthermore, because critical theory has now developed such an extensive canon of work, it is not possible for students interested in it to do justice to that canon with only one or even two courses within a major.
3. This minor will support undergraduate research in the humanities and the arts precisely because it is concerned with the fundamental principles, assumptions and practices of such research. Whether those in the minor do research projects that seek to contribute to critical theory itself or to other artistic and humanistic inquiry, their knowledge of critical theory will enable them to be better informed about the rationales and the methods underlying their work—as well as about some of the challenges to it.
4. The reason for not proposing the capstone course at the 600-level is that we envisioned the course as one in which students who had some common and some different experiences as OSU undergraduates would be able to take what they'd learned in their other courses in the minor and reflect on those experiences. If the subcommittee thinks that adding graduate students would add to rather than take away from the experience

of the OSU undergraduates, we would be happy to accept listing the course at the 600-level as a friendly amendment to the proposal.

The other issue you asked me to address was the response to the proposal from Women's Studies about moving WS 550 History of Feminist Thought from Category A to Category C and adding WS 300 Introduction to Feminist Analysis to Category A as well as adding some other courses to Category B, namely WS 520 Women of Color and Social Activism, WS 527 Studies in Gender and Cinema, and WS 620 Topics in Feminist Studies. We are happy to accept the advice about WS 550 to Category C and adding WS 300 to Category A. We are open to considering the addition of the other courses to Category B, but right now we are concerned that at least some versions of these courses will be primarily concerned with doing work of interpretation and analysis rather than with the work of inquiring into the theoretical underpinnings of interpretation and analysis.

More generally, the Advisory Committee is open to discussing adding courses to the minor with any interested parties. We are not trying to carve out turf and protect it against others but rather to identify a set of courses that put theoretical work at the center and provide a mechanism for students to find those courses and the productive synergies among them.

CCI Committee Minutes

2-08-08

3. Interdisciplinary Minor in Cultural and Critical Theory (Guest: Jim Phelan) Unanimously Approved

A) History and Context (Jim Phelan): In 1980s English dept proposed courses in Critical Theory and at that time HUM CCC was concerned about "ownership" of critical theory. Then Dean G. Micheal Riley asked Phelan to chair a committee of faculty from different departments charged with developing a curricular solution that would address these concerns. That committee proposed two cross-listed courses which were subsequently approved. While this understanding of critical theory as an interdisciplinary activity is now widespread, the ASC curriculum does not reflect that understanding, and students who are interested in pursuing its study have no clear path. This proposal opens that path and invites the participation of all ASC formally departments with curricular interest in this topic.

B) Q: What is "Critical Theory?" A: Sustained attention to principles, assumptions, methodologies that underlie knowledge production within Hums and Soc Sci. It includes a broad canon of important texts from

Greek classical tradition up through the Frankfurt School and beyond. More generally, it is the habit of self-reflection about what, how, and why we do what we do in our disciplines.

C) Q: What is distinction between “Cultural Theory” and “Critical Theory”? A: No hard and fast distinction from cultural theory: interplay between foundation and object of study, but because the development and usage of “theory” itself is ideological and historical in nature, the cultural theory aspect to the concentration is a crucial part of the study of critical theory. In other words, Critical theory, as noted above, arises from a self-reflexive inquiry into the means and purposes of disciplinary work and since that disciplinary work is about cultural objects this self-reflexive inquiry includes a concern for such issues as why we study some objects rather than others or why we value some objects rather than others--and once we move to this concern we're in the realm of cultural theory.

D) Q: How were courses (not) chosen (ex. Psychology)? A: Letters were circulated to Dept Chairs in WI/SP 07, inviting departments to participate and submit syllabi. Psychology was contacted. List is not fixed or rigid and would be open to new additions.

i. Heavy concentration in Poli Sci implies many course submissions. Q: How were courses chosen? A: The minor’s development committee read each syllabus submission and considered carefully, “To what extent is reflection a part of this course?” If it was a significant component, the committee then decided which category the course would best fit into.

ii. It was noted that significant pockets from the Social Sciences were missing, namely Geography. Jim Phelan indicated that there was much discussion with Geography at the time of the development of the proposal, but that neither party could come to an accord so Geography chose to opt out of being included in the minor, although they did endorse its development. Associate Dean, Gene Mumy offered to follow up and collect information/syllabi for possible inclusion from this and other departments and pass it on to Jim Phelan. In particular, courses in Geography about Marxism may be available for inclusion.

E) Q: Use of “Transdisciplinary” in category C. What is distinction from B? A: Categorization was influenced by syllabi. A practical distinction could be made between courses within (and focused on) a particular discipline and those that were less so. In B, there is a particular issue to which the theory is being read, more application related. In C, there are broader approaches, such as survey courses.

F) In Category B, p.5 there is a lack of reference of Music, Dance, Theatre courses. Sample in Appendix C from FSU there are several arts and music courses – How can we include such offerings in our minor? A: Please send syllabi for inclusion to ASC Curriculum & Assessment Office.

H) Despite the fact that the estimate enrollment numbers are low (45), the proposers hope that the presence of a formalized minor increasing student/faculty awareness and interest in this area.

I) Q: Pre-requisite courses: Are any of the courses listed requirements elsewhere?
A; No This would therefore enable a student to set up this minor and a major program without conflicts/overlap.

J) Q: Why is the capstone course optional? A: Availability of offering (once per year) could be restrictive to student schedules and the capstone course is not as desirable for students to take as 331 (which is a requirement).

i. It was noted that the capstone course, however, seems to be the one that offers application under any circumstance, providing closure to experience.

ii. Proposers were concerned, however, that with a 25-hour minor, requiring 10 seemed restrictive already, although they certainly hope that students would elect to enroll in the capstone course.

iii. Several CCI committee members felt that requiring 10 hours to include the capstone was not restrictive and suggested reconsidering this.

iv. Suggestion: Include in the minor's assessment plan a mechanism by which student survey/comments could be used to monitor how many students are taking the capstone and their feelings about how it affected their experience. A decision could be made at a later date to revise the requirement based on that and other data (i.e. capstone project analysis as aligned with minor's learning objectives)

K) Students "should" declare on p.9, and please reflect retroactive nature of declaring a minor.

L) Committee and Jim will provide feedback on Minor Sheet to ASC Curriculum and Assessment Office

Move to approve: Berman (2nd – subcommittee approval)

No further comments or questions

Unanimously Approved

Proposal for an Interdisciplinary Minor in Cultural and Critical Theory

This proposal is to establish a new undergraduate minor in Cultural and Critical Theory. The Cultural and Critical Theory Minor will allow students to explore theories as mechanisms for organizing and advancing knowledge and human understanding of the world. This minor proposes to teach students to derive and evaluate generalizations drawn from careful observation, comparison, and analysis of human experience and interaction, ideas, social structures, political processes, texts, arts, and various cultural artifacts. It also encourages students to understand theory as a self-reflexive activity, one that is capable of questioning both received ideas and the way in which it goes about such questioning. The minor crosses a wide variety of disciplines, such as African and African-American Studies, Anthropology, Comparative Studies, Geography, Economics, English, History, History of Art, Linguistics, Philosophy, Political Science, Psychology, Sociology, and Women's Studies. It should serve students from similar disciplines.

The development of this minor arose out of the double recognition that (a) outgoing undergraduates and some incoming graduate students lacked the critical foundational understanding of theory and its role in knowledge production and analysis (b) the Arts and Sciences have a critical mass of faculty engaged in teaching and research on critical and cultural theory and that grouping their individual efforts under the umbrella of a minor would be beneficial to them and their students. The establishment of this minor will better prepare our undergraduate students to pursue graduate opportunities in a range of fields, as well as sharpen the critical thinking skills of students regardless of post-graduation plans. In addition, it will foster interdisciplinary connections among faculty working this area.

Development of the Minor

The development of this minor arose from faculty interest and concern. Initial work was done on the minor through an ad hoc committee formed through the College of Humanities Committee on Interdisciplinary Initiatives. It was expanded to include interested faculty from the wider Arts and Sciences. Information about the development of the minor was sent to chairs from a wide range of academic units from both Arts and Sciences and professional schools and appropriate elective coursework solicited.

Curriculum

The proposed minor requires students to complete the core course (Arts & Sciences 331) along with 20 additional credit hours of coursework drawn from a

list of approved elective courses, all at the 300-level or above, including the optional capstone course, Arts & Sciences 531. Students must take at least one course from the three categories below. **All elective courses must be taken from outside the student's major program. Courses may not be counted for both a student's major and this minor.** Courses counted for the minor may also count for GEC requirements as long as approved by the students' college.

Core Course:

Through the required core course, Arts & Sciences 331 Thinking Theoretically, students will develop and explore theories about everyday life, the self, language, cultural structures and symbols, politics, societies, and the academy while becoming familiar with texts by influential theorists of those topics. This is a new course developed for the minor. It will be taught once per year initially. This will be revised dependent on demand.

Optional Capstone Course:

The optional capstone course, Arts & Sciences 531 Theorizing Your Education (5 crs) invites students to theorize their own educations by exploring the nature of a liberal education, disciplines, pedagogy, and curricula. Initial plans are to offer this course once per year.

Electives:

Students must complete additional electives to satisfy a total of 20 hours. Prerequisites (listed in Appendix B) may be waived for minors, so students are advised to consult regularly with their advisor. Elective course offerings are categorized into three areas and students are expected to take at least one course from each category.

The three categories represent three common, yet distinctive ways in which the OSU curriculum distributes the study of critical and cultural theory. We believe that foregrounding these differences among the categories will itself help students become more aware of the way in which the university constructs and organizes knowledge. **Category A, Disciplinary Theory**, consists of courses that focus on the theory inherent to particular intellectual disciplines. For example, Women's Studies 550 History of Feminist Thought explores the long tradition of feminist theory, a tradition that is fundamental to the very concept of Women's Studies as a distinct discipline. **Category B, Theory in Practice**, consists of courses that link the study of theory with particular cultural or social issues or problems. To put it another way, these courses foreground the relation between theory and practice. For example, African and African American Studies/Philosophy 595 Theorizing Race explores the ways in which theory can help identify and think through the complex issues related to the way racial categories influence people's experience of the world. **Category C,**

Transdisciplinary Theory, consists of courses that focus on theory that cuts across disciplinary boundaries. For example, English 576.01 teaches Plato, Aristotle, Kant, Marx, and Freud (among others), but the work of these thinkers has relevance not just for English studies, but for most disciplines in the Humanities and Social Sciences.

N.B. Given the nature of the capstone course and in the interest of encouraging students to elect it, it can fulfill the requirement for Category B or Category C.

Category A: Disciplinary Theory

Anthro 525	History of Anthropological Theory (5 crs)
Comp Std 620	Approaches to the Study of Religion (5 crs)
Econ 348	Ethics and Social Responsibility in Economic Life (5 crs)
English 577.03	Issues and Methods in the Study of Folklore (5 crs)
History of Art 546	Classic Film Theories (5 crs)
Linguistics 601	Introduction to Linguistics (5 crs)
Philos 460	Introduction to Theory of Knowledge (5 crs)
Philos 473	Introduction to Philosophy of Language (5 crs)
Philos 638	Advanced Philosophy of Law (5 crs)
Philos 660	Advanced Theory of Knowledge (5 crs)
Poli Sci H567	Politics and Ethics (5 crs)
Wom Stds 550	History of Western Feminist Thought (5 crs)

Category B: Theory in Practice

Arts & Sci 531	Theorizing Your Education (5 crs)
AAAS 545	Intersections: Approaches to Race, Gender, Class, and Sexuality (5 crs) (Cross-listed in Comp Std and Wom Stds)
AAAS 595	Theorizing Race (5 crs) (Crossed-listed in Philosophy)
Comp Std 545	Intersections: Approaches to Race, Gender, Class, and Sexuality (5 crs) (Cross-listed in AAAS and Wom Stds)
Comp Std 535	Gender and Science (5 crs) (Cross-listed in Women's Studies)
English 573.02	Rhetorical Theory and Analysis of Social Action (5 crs)
Geog 652	Cities, Cultures, and the Political Geography of Difference (5 crs)
Philos 336	Philosophical Perspectives on Issues of Gender (5 crs)
Philos 595	Theorizing Race (5 crs) (Cross-listed in AAAS)
Poli Sci 547	Identity Politics (5 crs)
Wom Stds 535	Gender and Science (5 crs) (Cross-listed in Comp Std)
Wom Stds 545	Intersections: Approaches to Race, Gender, Class, and Sexuality (5 crs) (Cross-listed in AAAS and Comp Std)
Wom Stds 575	Issues in Contemporary Feminist Theory (5 crs)
Wom Stds 620	Gender and Disability (5 crs)

Category C: Transdisciplinary Theory

Arts & Sci 531	Theorizing Your Education (5 crs)
English 559	Introduction to Narrative and Narrative Theory (5 crs)
English 573.01	Rhetorical Theory and Analysis of Discourse (5 crs)
English 576.01	History of Critical Theory: Plato to Aestheticism (5 crs)
English 576.02	History of Critical Theory: 1900 to Present (5 crs)
English 576.03	Issues and Movements in Critical Theory (5 crs)
History of Art 600	Introduction to Contemporary Art Historical Theory (5 crs)
Philos 455	Philosophy of Science (5 crs)
Philos 640	Advanced Esthetic Theory (5 crs)
Philos 655	Advanced Philosophy of Science (5 crs)
Poli Sci H565	Power and Resistance (5 crs)
Poli Sci 571	Political Theories of Democracy (5 crs)
Poli Sci 572	Political Theories of Justice (5 crs)
Poli Si 670	Political Theory: Socrates to Machiavelli (5 crs)
Poli Sci 671	Political Theory: Machiavelli to Hume (5 crs)
Poli Sci 672	Political Theory: Hume to Marx (5 crs)
Poli Sci 673	Political Theory: 20 th Century (5 crs)
Soc 488	Introduction to Sociological Theory (5 crs)

Note: Students may not count courses for both their major and a minor. They must designate whether they will count a course for either the major or the minor.

See Appendix E for syllabi from both core and advanced elective courses.

Administration and Advising

The minor will be listed in the OSU Bulletin as “an interdisciplinary minor offered through The Colleges of the Arts and Sciences.” An interdisciplinary Faculty Advisory Committee will be formed with representatives from the major departments offering coursework within the minor and will include a representative from the university academic advising community. The Committee will be appointed by the Associate Executive Dean of the Colleges of the Arts and Sciences according to the guidelines approved for interdisciplinary programs by the Colleges of the Arts and Sciences Committee on Curriculum and Instruction (CCI). This committee will evaluate the minor curriculum and course offerings and meet at least once per year in order to make recommendations to the CCI Subcommittee A regarding policy rules, the addition of courses to the minor, student learning outcome assessment, and the status of the minor. The CCI will have curricular oversight of the program.

Advising will be done by professional departmental advisors, in conjunction with Arts and Sciences advisors, as well as participating faculty. Program materials

will be available through the Office of Interdisciplinary Programs within the Colleges of the Arts and Sciences, the Arts and Sciences Curriculum Office, and through the interdisciplinary program website of the Colleges of the Arts and Sciences. Advisors will be provided with any needed education re the requirements of the minor and the selection of courses. After completion of Arts and Sciences 331, students should declare the Cultural and Critical Theory Minor in the Arts and Sciences Advising Office of the Colleges of the Arts and Sciences. That office will provide a list of faculty advisors who must sign the student's plan of study. Students will have the option of changing advisors after that point from among faculty officially affiliated with the minor. To complete the Minor, students will file their completed theory minor form, signed by their final minor advisor, with the Arts and Sciences Advising and Academic Services.

Enrollment Projection

It is expected that this minor will be attractive to a wide variety of majors, but particularly those who are planning further graduate study. It is expected that the minor will initially attract a total of 15-20 students and grow to attract 30-45 students within five years. The Faculty Advisory Committee will monitor growth of student participation in the minor and make recommendations about possible increases in seat availability, if needed.

Resources and Expenses

Current facilities and staff resources are adequate to support this minor. The interdisciplinary cooperation of units allows students to benefit from the resources that exist in disparate units in such a way that enhances the networking amongst units.

As the majority of the minor curriculum can be delivered by existing coursework, current faculty levels are seen as adequate to staff the courses. The two new courses will be taught by a variety of faculty (see the list of affiliated faculty below) and initial staffing will be supported by seed grants from the Colleges of the Arts and Sciences. These courses are located in Arts and Sciences to emphasize their interdisciplinary nature and that they will be taught by faculty from different departments. The three members of the initial Advisory Committee, Clarissa Hayward (Political Science), Stephen Melville (History of Art), and James Phelan (English) would all be interested in teaching both the introductory and the capstone course, but other faculty will also have an opportunity to offer them. As the minor assists in connecting interested students to specific courses, it is expected that additional new courses may be developed as there will be a body of students to populate them. Our current budgetary system should reinforce the development of new courses as the interested student body grows. See Appendix A for a listing of faculty who regularly teach courses and conduct research in this area.

Competitiveness With Other Institutions

This minor would mark OSU as on the cutting edge of undergraduate curricula. Many undergraduate major programs in the humanities and social sciences across the country have recognized the importance of theory by requiring at least one critical theory course. To take just one of many examples, the English Department at Fordham University had adopted a “Junior Theory Requirement” for its majors. Even more graduate programs require an introduction course in theory for M.A. students. Some graduate programs also have structures to promote the study of interdisciplinary theory. For example, the University of Illinois, Champaign-Urbana has a Unit on Criticism and Interpretive Theory that sponsors courses and programs for graduate students in the humanities, and Penn State has a “Doctoral Minor” in Literary Theory, Criticism, and Aesthetics. At the undergraduate level, most institutions do not sponsor interdisciplinary minors, preferring instead to offer students the option of minoring within a disciplinary-based department. Since there are no departments of Critical Theory or Critical and Cultural Theory, there are few minors of the kind we propose here.

Our research has uncovered two roughly similar programs. The first, at Florida State, has as many differences as similarities. It is a required unit within a major program in the Humanities, and it stipulates that students must take at least one course in “Critical Theory and Appreciation” from Art History, English, and Music. Florida State does not offer freestanding minor program in critical theory. The second program, at Northwestern University, is much more similar to what we are proposing. Called “The Undergraduate Minor in Critical Theory,” the program requires a core course (Introduction to Critical Theory) and five additional semester courses, with at least one course in comparative literature to be taught by a Visiting Professor of Comparative Literature (NU has funds for such things), and then at least one in each of three areas: literary theory, political theory, and philosophy. We believe that our program’s principle of basing the distribution of courses not according to disciplinary home but according to kind of theoretical work done in the course is more in keeping with the interdisciplinary nature of critical theory. See Appendix C for a fuller description of the program at Northwestern as well as the requirements for the critical theory unit within the Humanities major at Florida State.

Administrative Support for the Minor

The establishment of this minor is supported at various levels. It has the support of the Executive Dean of the Colleges of Arts and Sciences, Jacqueline Royster. Additional program concurrence and support has been obtained from many academic units and administrators (see Appendix D).

**The Ohio State University
Colleges of the Arts and Sciences
College of Humanities**

Cultural and Critical Theory Minor (English, 181)

Professor James Phelan
Department of English
421 Denney Hall, 164 West 17th Avenue
Columbus, OH 43210-1370 614-292-6065
<http://english.osu.edu/>

While minor programs are not required for graduation, students are encouraged to complete them. They are especially useful for students to indicate a breadth of interest that goes beyond narrow specialization.

The Cultural and Critical Theory minor requires students to complete the 5-credit core course (ASC 331) along with 20 additional credit hours of course work drawn from a list of approved elective courses, all at the 300 level or above, including the optional capstone course, ASC 531.

Students must take at least one course from the three categories below.

Category A: Disciplinary Theory

Anthro 525
Comp Std 620
Econ 348
English 577.03
History of Art 546
Linguistics 601
Philos 460
Philos 473
Philos 638
Philos 660
Pol Sci H567
Wom Stds 550

Category B: Theory in Practice

Arts & Sci 531
AAAS 545 (Cross-listed in Comp Std and Wom Stds)
AAAS 595 (Crossed-listed in Philosophy)
Comp Std 545 (Cross-listed in AAAS and Wom Stds)
Comp Std 535 (Cross-listed in Women's Studies)
English 573.02
Geog 652
Philos 336
Philos 595 (Cross-listed in AAAS)
Pol Sci 547
Wom Stds 535 (Cross-listed in Comp Std)
Wom Stds 545 (Cross-listed in AAAS and Comp Std)
Wom Stds 575
Wom Stds 620

Category C: Transdisciplinary Theory

Arts & Sci 531
English 559
English 573.01
English 576.01
English 576.02
English 576.03
History of Art 600
Philos 455
Philos 640
Philos 655

Pol Sci H565
Pol Sci 571
Pol Sci 572
Pol Sci 670
Pol Sci 671
Pol Sci 672
Pol Sci 673
Soc 488

Note: Students may not count courses for both their major and a minor. They must designate whether they will count a course for either the major or the minor.

Cultural and Critical Theory minor program guidelines

The following guidelines govern this minor.

Required for graduation No

Credit hours required A minimum of 25

Transfer credit hours allowed A maximum of 10

Overlap with the GEC Permitted

Overlap with the major Not allowed and

- The minor must be in a different subject than the major.
- The same courses cannot count on the minor and on the major.

Overlap between minors Each minor completed must contain 20 unique hours.

Grades required

- Minimum C- for a course to be listed on the minor.
- Minimum 2.00 cumulative point-hour ratio required for the minor.
- Course work graded Pass/Non-Pass cannot count on the minor.

Filing the minor program form The minor program form must be filed at least by the time the graduation application is submitted to a college or school counselor.

Changing the minor Once the minor program is filed in the college office, any changes must be approved by:

- The academic unit offering the minor

Arts and Sciences Curriculum Office <http://artsandsciences.osu.edu>
The Ohio State University
4132 Smith Lab, 174 west 18th Avenue
KMH 2/1/08

Implementation Date

The minor in Cultural and Critical Theory is proposed for implementation in Spring Quarter 2007.

Student Learning Assessment

Learning Goals:

1. Students should be able to articulate an understanding of the key principles underlying the work of major theorists that they have studied.
2. Students should be able to articulate an understanding of the uses of theory in a range of activities such as interpretation of texts and the analysis of cultural phenomena.
3. Students should be able to articulate an understanding of the role of theory in at least one discipline and in theory's capacity to cut across disciplines.

Assessment Plan:

1. Enrollment will be evaluated, as possible, on both the program and course levels on a yearly basis. On a program level, the number of students enrolled in the minor will be tracked. Additional student information, such as student major, honors and scholar affiliation, course selection, and performance in the minor will be assessed. At a course level, enrollment and seat availability in specific minor courses will be evaluated. Possible barriers to completing the minor in a timely fashion may be shown by enrollment trends. As students may not declare their minor until application for graduation, retrospective data will be collected and compared to data collected on a quarterly and annual basis.
2. A focus group of graduating minors will be used, if available the second year as an assessment tool for evaluating mastery of the learning goals of the minor. This assessment will occur in the Spring Quarter. The focus group will explore student perceptions of: (1) the attainment of the above goals, and (2) the structure, availability, and sequencing of courses in the minor. Student mastery of the learning goals for the minor will be evaluated the second, third, and fourth year and then every 5th year.
3. As enrollments increase, assessment will move to a survey of graduating minors, again stressing of attainment of the above goals, and the structure, availability and sequencing of courses in the minor.

Dissemination:

The assessment will be supervised by the oversight committee for the minor and the results will be used for considering improvements in the minor program. The oversight committee also will summarize the results, along with any plans for changes and improvements in the minor, as a report to be distributed to the Arts and Sciences Curriculum Subcommittee A and to the faculty and academic units participating in the minor.

APPENDIX A: FACULTY

Faculty listed below have research and/or teaching interests in Cultural and Critical Theory or related disciplines at The Ohio State University. (This is not an exhaustive listing of all relevant faculty.)

Frederick Aldama	English
Mark Conroy	English
Jon Erickson	English
Richard Fletcher	Greek and Latin
Clarissa Hayward	Political Science
David Herman	English
Eugene Holland	Comparative Studies/French
Gregory Jusdanis	Greek and Latin
Ethan Knapp	English
Marlene Longenecker	English
Brian McHale	English
Stephen Melville	History of Art
Linda Mizejewski	Women's Studies
James Phelan	Department of English
Brian Rotman	Comparative Studies
Amy Shuman	English

APPENDIX B: Prerequisites for Courses

Prerequisites

AAAS 545	One course in AAAS or wom stds or comp std
AAAS 595	GEC 2 nd writing course or Phil 230 or jr standing or above or permission of instr
Anthro 525	Anthro 202 or permission of instr
Arts & Sci 331	English 110 or equivalent
Arts & Sci 531	Arts & Sciences 331 and senior standing
Comp Std 535	One course in Comp Std or Wom Stds
Comp Std 545	One course in AAAS or Wom Stds or Comp Std
Comp Std 620	Comp Std 270 or Engl 280 or Hebrew 273 or Phil 270 or permission of instr
Econ 348	None
English 559	None
English 573.01	None
English 573.02	None
English 576.01	None
English 576.02	None
English 576.03	None
English 577.03	None
Geog 652	None
History of Art 546	2 nd yr standing
History of Art 600	None
Linguistics 601	None
Philos 336	English 110
Philos 455	Phil 250 and either a major in philos or 15 cr hrs of philos course work exclusive of 150 or permission of instr
Philos 460	Philos major or 15 cr hrs of philos course work exclusive of 150 or permission of instr
Philos 473	Philos 250 and 10 cr hrs of philos course work exclusive of 150 or permission of instr
Philos 595	GEC 2 nd writing course or Phil 230 or jr standing or above or permission of instr
Philos 638	Philos 338 and 10 cr hrs of philos course work at the 200-level or above or permission of instr
Philos 640	15 cr hrs of philos course work at the 200-level or above or permission of instr
Philos 655	Philos 250 and 10 cr hrs of philos course work at the 300-level or above (preferably 455) or permission of instr
Philos 660	Philos 250 and 10 cr hrs of philos course work at the 300-level or above (preferably 460) or permission of instr
Poli Sci 547	None

Poli Sci H565	Rank 3 or higher; enrollment in honors program or permission of instr
Poli Sci H567	Membership in an honors program or permission of instr
Poli Sci 571	Poli Sci 210; or philosophy course work numbered 200 or higher; or permission of instr
Poli Sci 572	Poli Sci 210; or philosophy course work numbered 200 or higher; or permission of instr
Poli Si 670	Poli Sci 210 or 571 or 572 or 573; or philosophy course work numbered 300 or higher; or permission of instr
Poli Sci 671	Poli Sci 210 or 571 or 572 or 573; or philosophy course work numbered 300 or higher; or permission of instr
Poli Sci 672	Poli Sci 210 or 571 or 572 or 573; or philosophy course work numbered 300 or higher; or permission of instr
Poli Sci 673	Poli Sci 210 or 571 or 572 or 573; or philosophy course work numbered 300 or higher; or permission of instr
Soc 488	5 cr hrs in sociology
Wom Stds 535	One course in comp std or wom stds
Wom Stds 545	One course in AAAS or wom stds or comp std
Wom Stds 550	Wom Stds 101 or 201, or 110 or 210, and 367.01 or equiv
Wom Stds 575	10 cr hrs of wom stds course work or permission of instr
Wom Stds 620	Wom Stds 101 or 201, or 110 or 210, or at least 10 additional cr hrs in wom stds or permission of instr

APPENDIX C: SIMILAR PROGRAMS AT OTHER INSTITUTIONS

Florida State University—critical theory component of a humanities major

Critical Theory and Appreciation (9 hours)

(Six of these hours may/should apply to the Departmental or Time Period/Concentration requirements)

One course from each of the three (3) categories listed below (A, B, and C):

A. Art History

ARH 3056: History and Criticism of Art I

ARH 3057: History and Criticism of Art II

B. English Critical Theory

ENG 3014: Critical Issues in Literary Studies

ENG 4115: Film Theory and Criticism

ENL 3334: Introduction to Shakespeare

ENL 4333: Shakespeare

C. Music History/Theory

MUH 2011: Introduction of Music History

MUH 2012: Music in Western Culture, 19th and 20th Centuries

MUH 2051: Music Cultures of the World I

MUH 2052: Music Cultures of the World II

MUH 3053: Minority Music in North America

Six (6) of the above hours should be taken as part of the course requirements for either the Departmental or the Time Period/Concentration segments of the Program.

Three (3) hours in HUM 4935: Seminar.

This seminar can only be taken after advisor approval and after completion of the Humanities Core and Critical Theory and Appreciation.

Undergraduate Minor in Critical Theory

Minor Course Requirements (6 units)

-

1. Comp Lit 207, Introduction to Critical Theory.
2. 5 more courses designated as classes in critical theory distributed in the following manner: at least one course must be taught by one of the Visiting Professors in Critical Theory, generally offered as CLS 390 or CLS 397. And at least one course must be taken in each of the following three disciplines: literary theory, political theory, and philosophy. All courses designated by the Program in Critical Theory will be at the 300-level.

Examples of courses that fulfill the major are: Phil 390 (Special Topics in Philosophy: History of German Philosophy from Kant to Nietzsche); French 396 (Contemporary French Thought); Germ 314 (The Uncanny); Pol Sci 390 (Special Topics in Political Science: Moral Dilemmas). In general, 300-level courses taught by the affiliated faculty members can be applied to the minor requirements.

For more information about any matter concerning the undergraduate minor, please contact the co-director, Peter Fenves

<p-fenves@northwestern.edu>.

APPENDIX D:
Program Concurrence Forms

**The Ohio State University
Colleges of the Arts and Sciences Program Concurrence Form**

The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Information from the academic unit *initiating* the request

Colleges of the Arts and Sciences September 19, 2006
 Initiating Academic Unit Date

Cultural and Critical Theory
 Program Title

Minor Undergraduate
 Program Type (Major or Major Track/Minor or Minor Track/Certificate) Level

Type of Request (Circle): New Program Program Change

African American and African Studies
 Academic unit asked to review the request

October 16, 2006
 Date response is needed

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

*We strongly support the inclusion of AAC 545 at 595
 in the new interdisciplinary undergraduate minor
 Cultural and Critical Theory.*

Signatures

<i>Severin W. ...</i>	Chair	<i>ASAS</i>	10-9-06
1. Name	Position	Unit	Date
2. Name	Position	Unit	Date
3. Name	Position	Unit	Date

Please return this form to the ASC Curriculum Office, 105 Brown Hall, 190 W. 17th Avenue or fax to 688-5678. 08/09/05

**The Ohio State University
Colleges of the Arts and Sciences Program Concurrence Form**

The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Information from the academic unit *initiating* the request

Colleges of the Arts and Sciences April 17, 2007

 Initiating Academic Unit Date

Cultural and Critical Theory

 Program Title

Minor Undergraduate

 Program Type (Major or Major Track/Minor or Minor Track/Certificate) Level

Type of Request (Circle): New Program Program Change

Anthropology

 Academic unit asked to review the request

May 4, 2007

 Date response is needed

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

Looks great!

Signatures			
1. Name	Position	Unit	Date
W. Scott McGraw	Undergrad Studies Chair	Anthropology	4/17/07
2. Name	Position	Unit	Date
Clausen	Chair	Anthropology	4/17/07
3. Name	Position	Unit	Date

Please return this form to the ASC Curriculum Office, 105 Brown Hall, 190 W. 17th Avenue or fax to 688-5678. 08/09/05

**The Ohio State University
Colleges of the Arts and Sciences Program Concurrence Form**

The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Information from the academic unit *initiating* the request

Colleges of the Arts and Sciences	April 17, 2007
Initiating Academic Unit	Date
Cultural and Critical Theory	
Program Title	
Minor	Undergraduate
Program Type (Major or Major Track/Minor or Minor Track/Certificate)	Level

Type of Request (Circle): New Program Program Change

Comparative Studies
Academic unit asked to review the request
May 4, 2007
Date response is needed

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

The department supports the minor and the inclusion of CS 535, 515 & 620

Signatures

1.	David Horn	Chair	Comparative Studies	4/25/07
Name	Position	Unit		Date
2.				
Name	Position	Unit		Date
3.				
Name	Position	Unit		Date

Please return this form to the ASC Curriculum Office, 105 Brown Hall, 190 W. 17th Avenue or fax to 688-5678. 08/09/05

**The Ohio State University
Colleges of the Arts and Sciences Program Concurrence Form**

The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Information from the academic unit *initiating* the request

Colleges of the Arts and Sciences April 17, 2007

 Initiating Academic Unit Date

Cultural and Critical Theory

 Program Title

Minor Undergraduate

 Program Type (Major or Major Track/Minor or Minor Track/Certificate) Level

Type of Request (Circle): New Program Program Change

Geography

 Academic unit asked to review the request

May 4, 2007

 Date response is needed

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

Signatures

1.	Name <i>Kevin D. Kelly</i>	Position <i>Professor A. Char</i>	Unit <i>Geography</i>	Date <i>5/17/07</i>
2.	Name	Position	Unit	Date
3.	Name	Position	Unit	Date

Please return this form to the ASC Curriculum Office, 105 Brown Hall, 190 W. 17th Avenue or fax to 688-5678. 08/09/05

**The Ohio State University
Colleges of the Arts and Sciences Program Concurrence Form**

The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Information from the academic unit *initiating* the request

Colleges of the Arts and Sciences April 17, 2007

 Initiating Academic Unit Date

Cultural and Critical Theory

 Program Title

Minor Undergraduate

 Program Type (Major or Major Track/Minor or Minor Track/Certificate) Level

Type of Request (Circle): New Program Program Change

History of Art

 Academic unit asked to review the request

May 4, 2007

 Date response is needed

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

*The Dept of History of Art supports this proposal
 for an Interdisciplinary Minor in Cultural +
 Critical Theory*

Signatures

1. Name	Position	Unit	Date
<i>Shaw C. Shu</i>	<i>Chair</i>	<i>History of Art</i>	<i>4/18/07</i>
2. Name	Position	Unit	Date
3. Name	Position	Unit	Date

Please return this form to the ASC Curriculum Office, 105 Brown Hall, 190 W. 17th Avenue or fax to 688-5678. 08/09/05

**The Ohio State University
Colleges of the Arts and Sciences Program Concurrence Form**

The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Information from the academic unit *initiating* the request

Colleges of the Arts and Sciences April 17, 2007

 Initiating Academic Unit Date

Cultural and Critical Theory

 Program Title

Minor Undergraduate

 Program Type (Major or Major Track/Minor or Minor Track/Certificate) Level

Type of Request (Circle): New Program Program Change

Linguistics


 Academic unit asked to review the request

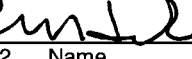
May 4, 2007

 Date response is needed

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

Signatures

 Detmar Houwers, Director of Undergraduate Studies in Linguistics April 30 2007
 1. Name Position Unit Date

 S. Hume, Chair Linguistics 5-2-07
 2. Name Position Unit Date

3. Name Position Unit Date

Please return this form to the ASC Curriculum Office, 105 Brown Hall, 190 W. 17th Avenue or fax to 688-5678. 08/09/05

**The Ohio State University
Colleges of the Arts and Sciences Program Concurrence Form**

The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Information from the academic unit *initiating* the request

Colleges of the Arts and Sciences April 17, 2007

 Initiating Academic Unit Date

Cultural and Critical Theory

 Program Title

Minor Undergraduate

 Program Type (Major or Major Track/Minor or Minor Track/Certificate) Level

Type of Request (Circle): New Program Program Change

Philosophy

 Academic unit asked to review the request

May 4, 2007


 Date response is needed

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

The Philosophy Department supports the development of a minor in Cultural and Critical Theory. It is a very

 interdisciplinary minor.

Signatures

1. Name	Position	Unit	Date
	Chair	Philosophy	4/17/2007
2. Name	Position	Unit	Date
3. Name	Position	Unit	Date

Please return this form to the ASC Curriculum Office, 105 Brown Hall, 190 W. 17th Avenue or fax to 688-5678. 08/09/05

The Ohio State University Colleges of the Arts and Sciences Program Concurrence Form

The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Information from the academic unit *initiating* the request

Colleges of the Arts and Sciences	April 17, 2007
Initiating Academic Unit	Date

Cultural and Critical Theory
Program Title

Minor	Undergraduate
Program Type (Major or Major Track/Minor or Minor Track/Certificate)	Level

Type of Request (Circle): New Program Program Change

Political Science
Academic unit asked to review the request

May 4, 2007
Date response is needed

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

Political Science concurs with this proposal.

Signatures			
1. <i>Herbert Weisberg</i>	Chair	Political Science	4/17/07
Name	Position	Unit	Date
2. Name	Position	Unit	Date
3. Name	Position	Unit	Date

Please return this form to the ASC Curriculum Office, 105 Brown Hall, 190 W. 17th Avenue or fax to 688-5678. 08/09/05

**The Ohio State University
Colleges of the Arts and Sciences Program Concurrence Form**

The purpose of this form is to provide a simple system of obtaining departmental and college reactions to proposed development of and changes to academic programs. A letter may be substituted for this form.

An academic unit initiating a request should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should be allowed two weeks for responses.

Academic units receiving this form should respond to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before this form and all other accompanying documentation may be forwarded to the Office of Academic Affairs.

A. Information from the academic unit *initiating* the request

Colleges of the Arts and Sciences April 17, 2007
Initiating Academic Unit Date

Cultural and Critical Theory
Program Title

Minor Undergraduate
Program Type (Major or Major Track/Minor or Minor Track/Certificate) Level

Type of Request (Circle): New Program Program Change

Women's Studies
Academic unit asked to review the request

May 4, 2007
Date response is needed

B. Information from the academic unit *reviewing* the request should include a reaction to the proposal, including a statement of support or non-support (continued on the back of this form or a separate sheet, if necessary).

SEE ATTACHED SHEET

Signatures

1.	<u>Joni Robinson</u>	<u>Chair</u>	<u>Women's Studies</u>	<u>5-8-07</u>
	Name	Position	Unit	Date
2.	<u>Tancy Moore</u>	<u>Chair, WGS</u>	<u>WOMEN'S STUDIES</u>	<u>5-8-07</u>
	Name	Position	Unit	Date
3.				
	Name	Position	Unit	Date

Please return this form to the ASC Curriculum Office, 105 Brown Hall, 190 W. 17th Avenue or fax to 688-5678.

08/09/05

Cultural and Critical Theory Minor
Department of Women's Studies Response
May 4, 2007

The Department of Women's Studies strongly supports the proposal for a Cultural and Critical Theory Minor. We do, however, have a few comments/suggestions.

First, we wonder if the language defining Category B, "Theory for Problem-Solving" could be more descriptive. Perhaps renaming the category "Theory in Practice," "Theory for Social Change," or "Theory and Social Action," would better express the characteristics of this category?

Our second suggestion concerns the Women's Studies courses listed in the three categories. We are extremely pleased to see the inclusion of WS courses, but after a careful review of the proposal, the Undergraduate Studies Committee believes that the minor would be better served if one of our courses were moved to a different category and if some WS courses that are not now included in the minor were added. Specifically, UGS suggests the following changes:

- 1) WS 550--move from Cat. A to Cat. C
- 2) WS 300, "Introduction to Feminist Analysis," (e.g., the Autumn, 2007 topic will be "Gender and Democracy")--add to Cat. A in place of WS 550
- 3) WS 520, "Women of Color and Social Activism"--add to Cat. B
- 4) WS 527, "Studies in Gender and Cinema"--add to Cat. B
- 5) WS 620, "Topics in Feminist Studies"--continue to list under Cat. B, but with all topics (e.g., "Pop Culture and the Body," "Chicana/Latina Feminisms") counting toward the theory minor

APPENDIX E:
Syllabi
(new courses only)

The Ohio State University Colleges of the Arts and Sciences New Course Request

Colleges of the Arts and Sciences

Academic Unit
Arts and Sciences

Book 3 Listing (e.g., Portuguese)
331 Thinking Theoretically

Number Thnknng Theoretically	Title U	Level 5
---------------------------------	------------	------------

18-Character Title Abbreviation Level Credit Hours

Summer Autumn X Winter Spring Year 2007

Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (*not to exceed 25 words*):

Study of fundamental texts and practices informing contemporary understandings of theory in the humanities and social sciences

Quarter offered: _____ Distribution of class time/contact hours: twice per week for one hour and 48 minutes

Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no): yes

Prerequisite(s): English 110 or equivalent

Exclusion or limiting clause:

Repeatable to a maximum of _____ credit hours.

Cross-listed with:

Grade Option (Please check): Letter X S/U Progress What course is last in the series?

Honors Statement: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	GEC: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Admission Condition
Off-Campus: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	EM: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Course: Yes <input type="checkbox"/> No <input type="checkbox"/>
Embedded Honors Statement: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		

Other General Course Information:

(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

B. General Information

Subject Code
P) B

We tried to figure this out + do not know. Jed, pls help?
Kate H.
ASC

If you have questions, please email Jed Dickhaut at dickhaut.1@osu.edu.

1. Provide the rationale for proposing this course:

Core foundational course for new interdisciplinary minor: Cultural and Critical Theory

2. Please list Majors/Minors affected by the creation of this new course. Attach revisions of all affected programs. This course is (check one): Required on major(s)/minor(s) A choice on major(s)/minors(s)

An elective within major(s)/minor(s) A general elective:

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.

Will apply for funding to seed initial teaching of course

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes No List: The Cultural and Critical Theory Minor

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: _____

6. Expected section size: enrollment capped at 25 Proposed number of sections per year: 1

7. Do you want prerequisites enforced electronically (see OAA manual for what can be enforced)? Yes No

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (*List units and attach letters and/or forms*):

Not Applicable

9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual and e-mail to asccurrofc@osu.edu.

Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

1. Academic Unit Undergraduate Studies Committee Chair Printed Name Date

2. Academic Unit Graduate Studies Committee Chair Printed Name Date

3.  LINDA G. SCHWAN 5/22/07
ACADEMIC UNIT CHAIR/DIRECTOR Printed Name Date

4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to asccurrofc@osu.edu. The ASC Curriculum Office will forward the request to the appropriate committee.

[Handwritten Signature] Neil Baker 5/1/07
5. COLLEGE CURRICULUM COMMITTEE Printed Name Date

[Handwritten Signature] Edward Adeln 2-12-08
6. ARTS AND SCIENCES EXECUTIVE DEAN Printed Name Date

7. Graduate School (if appropriate) Printed Name Date

8. University Honors Center (if appropriate) Printed Name Date

9. Office of International Education (if appropriate) Printed Name Date

10. ACADEMIC AFFAIRS Printed Name Date

Colleges of the Arts and Sciences Curriculum Office. 10/02/06

Course Proposal Arts and Sciences 331: Thinking Theoretically

Catalog description: Study of fundamental texts and practices informing contemporary understandings of theory in the humanities and social sciences

Rationale: The primary goal of this required core course for the theory minor is to prepare students for upper-division courses in contemporary theory offered by a wide-range of departments in the Arts, Humanities, and Social and Behavioral Sciences. The course is intended to give students ways to think about the various kinds of things “theory” might be as well as the various ways in which theory functions within the university. The course typically mixes a range of reflective texts that can be widely considered fundamental in relation to any thought about the scope and claims of contemporary theory and instances of concrete theoretical engagement with materials of broad interest to students in the arts, humanities, and social sciences.

The course aims to place a premium on careful reading and active written engagement with complex texts, so it orients the second week’s discussion of each text to student responses.

We expect the Kuhn reading and general range of topics to be fixed features of this course, and that it will always also include a unit strongly oriented to concrete instances of theoretical work, which may, depending on the instructor’s particular orientation, find its center in an engagement with the terms of contemporary lived experience or in a disciplinary practice (so long as it is approached in terms of its broadest interest). The exact sequence of topics will likely vary with the instructor. The unit on “institutions of theory” is linked within the minor to the elective capstone course.

Sample Syllabus

Weeks 1-2: Theories and Paradigms

T. S. Kuhn, The Structure of Scientific Revolutions.

Short paper due first class, week 2.

Weeks 3-4: Language and Action

J. L. Austin, How To Do Things With Words.

From Judith Butler, Gender Trouble.

Short paper due first class, week 4

Weeks 5-6: Theory at Work (Cultural Studies)

Meghan Morris, “Things to Do with Shopping Centers.”

Dick Hebdige, from Subculture: The Meaning of Style.

Roland Barthes, “The Garment System.”

Judith Williams, "Decoding Advertisements."
Ryamond Williams, "Advertising: The Magic System."

4-5 pp. mid term paper due last class, week 6.

Weeks 7-8: Agency

Michel Foucault, "Right of Death and Power Over Life," from The History of Sexuality, Vol. 1.
From Homi Bhabha, The Location of Culture.

Short paper due first class, week 8.

Weeks 9-10: Institutions of Theory

Bill Readings, "The Idea of Excellence" and "The Community of Dissensus," in The University in Ruins.
Laurie Finke, "The Pedagogy of the Depressed: Feminism, Poststructuralism, and Pedagogical Practice."

Short paper due last class, week 9.

Final paper due last class, week 10.

Assignments and Grading

Four 2-3 pp. papers written in relation to the primary theoretical readings (units 1, 2, 4, and 5). [30%]

A 4-5 pp. paper exploring the theoretical contrasts among the readings in unit 3. [20%]

An 8-10 pp. final paper actively exploring theoretical relations between at least two of the primary theoretical readings in the course. [50%]

Plagiarism: 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 work, and/or the inappropriate unacknowledged use of another person's ideas. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct.

Plagiarism via the internet is not only dishonest, it's also liable to be caught. The writing assignments in this class do not match well with what is available on the net, and search engines on the net make detection of plagiarism as easy as plagiarism itself. . The University provides guidelines for research on the web at <http://gateway.lib.ohio-state.edu/tutor>.

Disability Services: Students with disabilities that have been certified by the Office for Disability Services will be

appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

The Ohio State University Colleges of the Arts and Sciences New Course Request

Colleges of the Arts and Sciences

Academic Unit
Arts and Sciences

Book 3 Listing (e.g., Portuguese)
531 Theorizing Your Education

Number	Title	UG	5
Theorizing Ed		Level	Credit Hours

18-Character Title Abbreviation

Summer Autumn X Winter Spring Year 2007

Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the Flexibly Scheduled/Off Campus/Workshop Request form.

Description (*not to exceed 25 words*):

Study of principles underlying knowledge organization and curricula in higher education as well as students' experience of the structures of academia at OSU and elsewhere.

Quarter offered: _____ Distribution of class time/contact hours: twice a week for one hour and 48 minutes

Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no): yes

Prerequisite(s): Arts and Sciences 331, fourth-year standing

Exclusion or limiting clause:

Repeatable to a maximum of _____ credit hours.

Cross-listed with:

Grade Option (Please check): Letter S/U Progress What course is last in the series? _____

Honors Statement: Yes No X GEC: Yes No X Admission Condition
Off-Campus: Yes No X EM: Yes No X Course: Yes No
Embedded Honors Statement: Yes No

Other General Course Information:

(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

B. General Information

Subject Code _____ Subsidy Level (V, G, T, B, M, D, or P) B

If you have questions, please email Jed Dickhaut at dickhaut.1@osu.edu.

Tried to find
← + could not
figure out an
appropriate code.
Jed, pls help?
Kate

1. Provide the rationale for proposing this course:
Elective capstone course for new minor Cultural and Critical Theory

2. Please list Majors/Minors affected by the creation of this new course. Attach revisions of all affected programs. This course is (check one): Required on major(s)/minor(s) A choice on major(s)/minors(s)

X An elective within major(s)/minor(s) A general elective:

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.
Will apply for funding to seed teaching of initial offering

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes X No List: Cultural and Critical Theory

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: _____

6. Expected section size: enrollment capped at 25 Proposed number of sections per year: 1

7. Do you want prerequisites enforced electronically (see OAA manual for what can be enforced)? Yes
No

8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (List units and attach letters and/or forms):
Not Applicable

9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual and e-mail to ascurofc@osu.edu.

Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.



1. Academic Unit Undergraduate Studies Committee Chair Printed Name Date

2. Academic Unit Graduate Studies Committee Chair Printed Name Date

3. Linda G. Schoen LINDA G SCHOEN 5/22/07
ACADEMIC UNIT CHAIR/DIRECTOR Printed Name Date

5. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation

in an e-mail to asccurrofc@osu.edu. The ASC Curriculum Office will forward the request to the appropriate committee.

5. COLLEGE CURRICULUM COMMITTEE		Neil Baker	5/1/07
		Printed Name	Date
6. ARTS AND SCIENCES EXECUTIVE DEAN		Edward Adelman	2-12-07
		Printed Name	Date
7. Graduate School (if appropriate)		Printed Name	Date
8. University Honors Center (if appropriate)		Printed Name	Date
9. Office of International Education (if appropriate)		Printed Name	Date
10. ACADEMIC AFFAIRS		Printed Name	Date

Colleges of the Arts and Sciences Curriculum Office. 10/02/06

Course Proposal Arts and Sciences 531 Theorizing Your Education

Catalog description: Study of principles underlying knowledge organization and curricula in higher education as well as students' experience of the structures of academia; attention to multiple purposes within and among GEC, major, and minor programs at OSU.

Rationale: This **elective capstone course** for the theory minor seeks to engage students in a common theoretical project that also has a practical--and personal--dimension: theorizing their experiences of their majors and the OSU curriculum, including that in the theory minor. Students will draw on the skills developed in their other theory courses and apply them to the task of reflecting on their education. They will read some educational theory and will identify the principles guiding the curriculum and consider the extent to which their experience of the curriculum reflects those principles. Where there are gaps between theory and experience, they will consider the significance of those gaps and whether those in charge of the curriculum should make efforts to close such gaps. By the end of the course, students should have not only a significantly increased understanding of their educational experience but also a greater sense of the practical efficacy of theoretical analysis.

We expect every offering of this course to cover at least 3 of the 4 topics listed in first part of the sample syllabus, though individual instructors are free to choose their own readings: (1) the idea of a liberal education; (2) the curriculum as a means to an end; (3) pedagogy; (4) disciplinarity. We also expect every offering to cover the last 2 topics/activities: (5) how to read a curriculum; and (6) analyses by the students of their own education.

Sample Syllabus

Week 1 Introduction: The Idea of Liberal Education

March 29 Introduction to course; initial discussion of liberal education

March 31 Martha Nussbaum, "Socratic Self-Examination" (Chapter 2 of *Cultivating Humanity: A Classical Defense of Reform in Liberal Education*);
W. R. Connor "The Liberal Arts Education in the Twenty-First Century"

Week 2 The Curriculum: Problem or Solution?

April 5 Allen Bloom, *The Closing of the American Mind* (selection)

April 7 Gerald Graff, "Burying the Battlefield, or a Short History of How the Curriculum Became a Battlefield" (Chapter 7 of *Beyond the Culture Wars*)

Weeks 3-4 The Difference Pedagogy Makes

April 12 Paolo Freire, *Pedagogy of the Oppressed* (selections);

April 14 bell hooks, *Teaching to Transgress* (selections)

April 19 Jane Tompkins, "Pedagogy of the Distressed"; Jane Tompkins, *My Life in School* (selections)

April 21 Paula Rothenberg, "Integrating the Study of Race, Gender, and Class: Some Preliminary Observations"; Frances Maher and Mary Kay Tetreault, *The Feminist Classroom* (selections)

Week 5 Defining the Disciplines

Students will be assigned to investigate their own majors, including their history and the major intellectual strains and debates including in the contemporary form of that discipline. Class sessions will focus on comparing the information they gather, considering disciplinary boundaries and boundary crossing, and exploring the ramifications of disciplinary structures for learning and knowledge production.

Week 6 Theorizing Disciplines

April 28 Brian Martin, *Tied Knowledge: Power in Higher Education* (selections)

April 30 Julie Thompson Klein, *Crossing Boundaries: Knowledge, Disciplinarity, and Interdisciplinarity* (selections); Stanley Fish, "Being Interdisciplinary Is So Hard to Do";

Week 7 How to Read a Curriculum

OSU documents about the GEC, departmental majors, the theory minor. Attention to the structure and rationales (explicit or implicit) of these components of undergraduate education

Weeks 8-9: Student presentations: Critical Analyses of their educational experiences.

Each student will present a critical analysis of his/her trajectory through the curriculum with attention to both the apparent theoretical justification for that trajectory and the actual execution of the theory in his/her experience. Each presentation will be followed by a response from another student.

Week 10: Course Conclusion

Assignments and Grading

Reading Journal for weeks 1-6 (ten entries of 500 words each) 25%
Presentation 20%
Response to Presentation 10%
Final Paper 35%
Attendance and Participation 10%

Plagiarism: 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 work, and/or the inappropriate unacknowledged use of another person's ideas. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct.

Plagiarism via the internet is not only dishonest, it's also liable to be caught. The writing assignments in this class do not match well with what is available on the net, and search engines on the net make detection of plagiarism as easy as plagiarism itself. . The University provides guidelines for research on the web at <http://gateway.lib.ohio-state.edu/tutor>.

Disability Services: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Syllabi
Pre-existing Courses

Sample Syllabus

Comparative Studies/Women's Studies 545 Intersections: Approaches to race, gender, class, sexuality

Rationale:

This course is part of a sequence of courses being developed in the area of Comparative Ethnic and American Studies. Both comparative and interdisciplinary, this course is also conceived of as central to many of the intellectual missions of Comparative Studies. Through its focus on intersectionality, this course highlights the interaction of axes of social differentiation. It thereby encourages students to see aspects of race, class, gender, and sexuality not simply as abstract analytical terms or isolated forms of social experience, but instead in conjunction with each other. This course emphasizes a comparative method that brings to the foreground both specific intersections and a more generalized understanding of the social, political and cultural processes that shape lived experiences of difference. As an upper-division class, it will encourage students interested in difference to develop more sophisticated interdisciplinary approaches and more complex models than might be available in introductory level courses. While it will build on students' previous knowledge of communities of difference, this course will help raise students' awareness of and ability to conceptualize difference as a social reality with many different forms and causes.

This course can be taught by any of the new hires in Ethnic Studies—Professor Luz Calvo, Professor Thuy Linh Tu, and Professor Maurice Stevens—or in Women's Studies—Professor Catriona Rueda Esquibel, Professor Ruby Tapia, and Professor Rebecca Wanzo. This course will fulfill a requirement for the Latino/a Studies and Asian American Studies minors.

Course Description:

This course allows students to examine in depth the intersections of race, gender, class and sexuality in various sites within American culture. This syllabus presents a course focused on the intersection of race, gender, sexuality, and class in the legal system, civil rights discourse, and struggles for social justice. In this course, students will read critical race theory in relation to specific issues illustrated by historical events, including issues of state violence, the body, colonization, criminalization and social justice struggles. Students will consider the role of legal processes and institutions in the systematic production of, identification of, and oppression of communities of difference as well as the agentive roles played by those communities in the resistance to that oppression. In every version of the course, students will be taught to recognize the co-constitutive workings of race, class, gender, and sexuality.

Required Texts:

- Robert Gooding-Williams. 1993. Ed. *Reading Rodney King, Reading Urban Uprising*. New York: Routledge.
- Patricia J. Williams. 1991. *The Alchemy of Race and Rights: Diary of a Law Professor*. Cambridge: Harvard Univ. Press.
- Jael Silliman and Anannya Bhattacharjee. 2002. *Policing the National Body: Sex, Race and Criminalization*, afterword by Angela Y. Davis. Cambridge, Massachusetts: South End Press.
- Rena Fraden. 2001. *Imagining Medea: Rhodessa Jones and Theater for Incarcerated Women*. Chapel Hill: University of North Carolina Press.
- Course Packet*

Films:

Bread and Roses, Director Ken Loach (2000, 110 min)

La Operación Director Ana Maria Garcia (1982, 39 min)
Sa-I-Gu: From Korean Women's Perspectives, Director Dai Sil Kim-Gibson (1993, 36 min)
San Francisco State: On Strike (1969, 25 min)
Black Nations, Queer Nations? Director Shari Frilot (1995, 59 min)

Course Requirements:

- *Midterm and Final Exam: short answer and essay
- *12-15 page research paper: topic due week 3, bibliography due week 6, 100 word abstract of paper with argument clearly stated due week 7, rough draft due week 8 for peer evaluation, final draft due on last day of class
- *Brief Presentation of Research

Grades:

Participation	10%
Midterm	20%
Final Exam	25%
Research paper	40%
Presentation	5%

Students with Disabilities: Students who need an accommodation based on the impact of a disability should contact the instructor to arrange an appointment as soon as possible to discuss the course format, to anticipate needs, and to explore potential accommodations. The instructor relies on the Office of Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. Students who have not previously contacted the Office for Disability Services (614-292-3307; www.ods.ohio-state.edu), are encouraged to do so.

Weekly Syllabus

Week One

Introduction: Critical Legal Theory

Derrick A. Bell, Jr. "Brown v. Board of Education and the Interest Convergence Dilemma" in *A Reader on Race, Civil Rights, and American Law: A Multiracial Approach*. Edited by Timothy Davis, Kevin R. Johnson, George A. Martínez Durham, N.C.: Carolina Academic Press, 2001, 742-747.

Alan David Freeman, "Legitimizing Racial Discrimination through Antidiscrimination Law: A Critical Review of Supreme Court Doctrine" in *Critical Race Theory : The Key Writings that Formed the Movement* . Edited by Kimberlé Crenshaw [et al.], New York : New Press, 1995. 29-45.

Lani Guinier, "Groups, Representation, and Race-Conscious Districting: A Case of the Emperor's Clothes" In *Critical Race Theory : The Key Writings that Formed the Movement* . Edited by Kimberlé Crenshaw [et al.], New York : New Press, 1995. 205-234.

Brown V Board of Education (available on Lexis-Nexus)

Week Two: Race, Class, Gender
Intersectionality

Kimberlé Crenshaw, "A Black Feminist Critique of Antidiscrimination Law and Politics" in *The Politics of Law : A Progressive Critique*. Edited by David Kairys, New York : Basic Books, 1998, 356-380.

Kimberlé Crenshaw, "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics" in *Living with Contradictions : Controversies in Feminist Social Ethics*. Edited by Alison M. Jaggar, Boulder : Westview Press, 1994, 39-61.

Kimberlé Crenshaw, "Intersectionality and Identity Politics: Learning from Violence against Women of Color" in *Reconstructing Political Theory : Feminist Perspectives*. Edited by Mary Lyndon Shanley and Uma Narayan, University Park, PA : Pennsylvania State University Press, 1997, 178-193.

Eileen Boris, "Dialogue: Gender, Race, and Rights: Listening to Critical Race Theory" in *Journal of Women's History*, Summer94, Vol. 6 Issue 2, 111-124.

Melinda Chateauvert, "A Response to 'Gender, Race, and Rights'" in *Journal of Women's History*, Summer94, Vol. 6 Issue 2, 125-132.

Week Three: Race/Race

State Violence: Rodney King, the Beating and its Aftermath

Robert Gooding-Williams, ED. *Reading Rodney King, Reading Urban Uprising*. New York : Routledge, 1993.

Film: *Sa-I-Gu: From Korean Women's Perspective*

Week Four: Race and Gender

The Body I: Women of Color Reproductive Rights

Angela Y. Davis, "Outcast Mothers and Surrogates: Racism and Reproductive Politics in the Nineties" in *American Feminist Thought at Century's End: A Reader*. Edited by Linda S. Kauffman, Cambridge, MA : Blackwell, 1993, 355-366.

Angela Y Davis, "Racism, Birth Control, and Reproductive Rights" in *Moral Controversies: Race, Class, and Gender in Applied Ethics*. Edited by Steven Jay Gold, Belmont, Calif.: Wadsworth Pub. Co., 1993, 33-40.

Dorothy E. Roberts, "Punishing Drug Addicts Who Have Babies: Women of Color, Equality, and the Right of Privacy" in *Critical Race Theory : The Key Writings that Formed the Movement* . Edited by Kimberlé Crenshaw [et al.], New York : New Press, 1995. 384-425.

Iris Lopez, "Agency and Constraint: Sterilization and Reproductive Freedom Among Puerto Rican Women in New York City" in *Situated Lives : Gender and Culture in Everyday Life*. Edited by Louise Lamphere, Helena Ragone and Patricia Zavella, New York : Routledge, 1997, 157-174.

Cherrie Moraga, "Waiting in the Wings: Reflections on a Radical Motherhood" in *The Politics of Motherhood : Activist Voices from Left to Right*. Edited by Alexis Jetter, Annelise Orleck, and

Diana Taylor Hanover : University Press of New England [for] Dartmouth College, 1997, 288-310.

Week Five: Race and Sexuality
The Body II: Queer-of-Color

Elvia R. Arriola, "Gendered Inequality" in *Critical Race Theory : The Cutting Edge*. Edited by Richard Delgado and Jean Stefancic, Philadelphia : Temple University Press, 2000, 322-324.

Darren Lenard Hutchinson, "Out Yet Unseen: A Racial Critique of Gay and Lesbian Legal Theory and Political Discourse" in *Critical Race Theory : The Cutting Edge*. Edited by Richard Delgado and Jean Stefancic, Philadelphia : Temple University Press, 2000, 325-333.

Francisco Valdes, "Sex and Race in Queer Legal Culture: Ruminations on Identities and Interconnectivities" in *Critical Race Theory : The Cutting Edge*. Edited by Richard Delgado and Jean Stefancic, Philadelphia : Temple University Press, 2000, 334-342.

Andrew Koppelman, "The Miscegenation Analogy: Sodomy Law as Sex Discrimination" 98 *Yale Law Journal* 145 (1988).

Film: *Black Nations, Queer Nations?*

Midterm Examination

Week Six: Gender and Nation
Gendered Sovereignty

Rayna Green, "Native American Women" in *Readings In American Indian Law : Recalling the Rhythm of Survival*. Edited by Jo Carrillo, Philadelphia : Temple University Press, 1998, 215-225.

Wilma Mankiller, "Mankiller: A Chief and Her People" in *Readings In American Indian Law : Recalling the Rhythm of Survival*. Edited by Jo Carrillo, Philadelphia : Temple University Press, 1998, 242-251.

Genevieve Chato and Christine Conte, "The Legal Rights of American Indian Women" in *Readings In American Indian Law : Recalling the Rhythm of Survival*. Edited by Jo Carrillo, Philadelphia : Temple University Press, 1998, 252-263.

Gloria Valencia-Weber and Christine P, "Zuni Domestic Violence and Tribal Protection of Indigenous Women in the United States" in *Readings In American Indian Law : Recalling the Rhythm of Survival*. Edited by Jo Carrillo, Philadelphia : Temple University Press, 1998, 264-276.

Haunani-Kay Trask, "Kupa'a 'Aina: Native Hawaiian Nationalism In Hawaii," in *From a Native Daughter : Colonialism and Sovereignty in Hawaii*. Honolulu : University of Hawaii Press, 1999, 65-86.

Lilikala Kame'eleihiwa, "Na 'Wa' Hine Kapu: Divine Hawaiian Women" in *Women's Rights and Human Rights : International Historical Perspectives*. Edited by Patricia Grimshaw, Katie Holmes, and Marilyn Lake, Hampshire, [England] ; New York : Palgrave, 2001, 71-87.

Jeff Stewart, "The Wedding Luau-Who Is Invited?: Hawaii, Same-Sex Marriage, and Emerging Realities"

Week Seven: Race and Gender

The Prison Industrial Complex

Jael Silliman and Anannya Bhattacharjee, 2002. *Policing the National Body : Sex, Race and Criminalization ; A Project of the Committee on Women, Population, and the Environment.* afterword by Angela Y. Davis. Cambridge, Massachusetts : South End Press.

Angela Y. Davis, "Prison Abolition" in *Black Genius : African American Solutions to African American Problems.* Edited by Walter Mosley.[et al.] ; and with an introduction by Walter Mosley, New York : W.W. Norton, 1999, 193-214.

Recommended: Rena Fraden, 2001. *Imagining Medea: Rhodessa Jones and Theater for Incarcerated Women.* Chapel Hill: University of North Carolina Press.

Week Eight: Race/Class/Gender

Justice Movements I: The Mothers of East LA and Justice for Janitors

Mary Pardo, "Gendered Citizenship: Mexican American Women and Grassroots Activism in East Los Angeles, 1986-1992" in *Chicano Politics and Society in the Late Twentieth Century.* Edited by David Montejano, Austin : University of Texas Press, 1999, 58-82.

Jane Williams, "Restructuring Labor's Identity: The Justice for Janitors Campaign in Washington, D.C." in *The Transformation of U.S. Unions : Voices, Visions, and Strategies from the Grassroots.* Edited by Ray M. Tillman and Michael S. Cummings, Boulder, Colo. : Lynne Rienner Publishers, 1999, 203-218.

Film: *Bread and Roses*

Week Nine: Race, Gender, Sexuality

Justice Movements II: Ethnic Studies, Women's Studies, GLBT Studies

Karen Umemoto, "On Strike! San Francisco State College Strike, 1968-69: The Role of Asian American Students" In *Contemporary Asian America : A Multidisciplinary Reader.* Edited by Min Zhou and James V. Gatewood, New York : New York University Press, 2000, 49-79.

M. Annette Jaimes Guerrero, "Academic Apartheid: American Indian Studies and "Multiculturalism" in *Mapping Multiculturalism.* Edited by Avery F. Gordon and Christopher Newfield, Minneapolis : University of Minnesota Press, 1996, 49-63.

El Plan de Santa Barbara. Available online.

Orozco, Cynthia, "Sexism in Chicano Studies" In *Chicana Feminist Thought : The Basic Historical Writings.* Edited by Alma M. Garcia, New York : Routledge, 1997, 265-269.

Film: *San Francisco State: On Strike*

Week Ten

Conclusion and Research Presentations

Patricia Williams, 1991. *The Alchemy of Race and Rights.* Cambridge, Mass. : Harvard University Press.

AAAS 595 Theorizing Race
UH 086
MW 1:30-3:18

Instructor Information:

Professor Rebecca Wanzo

286 University Hall

(614) 292-2271

wanzo.1@osu.edu

Office Hours: MW 3:30 – 4:30 and by appointment

Course Description:

What is race? Most people assume that they understand the meaning of the word “race,” but the idea of race is highly contentious and many debates surrounding this concept have affected the way that nations, education policy, scientific discourses, and social relationships have been shaped. In this course, we shall look at influential thinkers from the enlightenment to the present in order to examine foundational narratives that have shaped thinking in the West about racial identity. We will examine texts written by those who link race to intellectual aptitude and behavior and look at the ways that understandings of race have shaped laws throughout the world. We will also read the work of scholars and writers who have explored the intersections between race, gender, sexuality, genetics, and politics. *Theorizing Race* is an interdisciplinary course that includes literature, sociology, philosophy, ethnic studies, and science studies.

While this is an interdisciplinary course, it is housed in African-American and African Studies and the primary focus of the course will be on racial discourses affecting black bodies and the responses black thinkers have made to discussions about black identity. However, many of the texts we read are not from Black Studies. This course is not exclusively about people of African descent, and every topic covered in the course will be useful in discussing topics outside of African-American and African Studies. Students are encouraged to bring their varied intellectual interests to class discussions.

All participants in this class should also be prepared to take on very difficult material--both emotionally and conceptually. No student should presume that the presence of a text on the syllabus means that the instructor embraces the content. Many of the texts are included because they have been important in the history of theorizing race in the West. Some of the texts may incite anger and disgust, some writings that trouble you may be valued by a classmate. Members of the class must be mature enough to discuss the controversial and troubling nature of some of the material and intellectual differences in the classroom. All participants in the seminar will demonstrate their respect by listening to all arguments and responding with thoughtful replies.

We all must keep in mind that the class is about “theory,” and that the language that theorists use is often very difficult. As a group with a common purpose, we will struggle

with the material together. We will master the content of the texts and learn how to concisely articulate the arguments of the texts and use these texts to discuss topics that are meaningful to us. As we struggle, we will always remember that every member in the classroom is also theorizing—we are all intellectuals participating in discussions that have been taking place long before us and will continue long after we are gone.

Required Texts:

Course Pack from Zip Notes

Octavia Butler *Dawn*

Aime Cesaire *Discourse on Colonialism*

Frantz Fanon *Black Skin, White Masks*

George Schuyler *Black No More*

(*Dawn*, *Discourse on Colonialism*, and *Black Skin, White Masks* may be available at greater discounts at bookfinder.com or from a used vendor on amazon.com.)

Primary Course Objectives:

1. The participants in this seminar will become familiar with important terms, histories, and thinkers who have influenced discourses around race.
2. The participants in this seminar will actively participate in class discussions and develop greater facility in discussing the issues related to conflicts about racial identity.
3. The participants in this seminar will develop their own informed positions on these debates and issues and be able to articulate their arguments in writing.

Course Requirements:

Paper 1 (3-5 Pages)	20%
Presentation	10%
Presentation Paper (4-5 pages)	20%
Final Paper (7-8 pages)	30%
Attendance and Participation	10%
Short Assignments	10%

Papers

Paper 1: The first paper in this course is your extended answer to the question, “What is race?” Students will demonstrate their ability to synthesize the material read thus far and also use an example from the news, history, or a fictional narrative to demonstrate how race functions. A handout outlines the instructions for this assignment.

Presentation Paper: The paper related to your presentation is due **one week** after your class presentation. This deadline is flexible if the presentation paper deadline is close to the deadline for Paper 1. With this assignment students will demonstrate their ability to

critique a critical essay and use it to discuss another text. A handout outlines the instructions for this assignment.

Final Paper: Both of the prior writing assignments are preparation for the final paper. The final paper topic is open. The only guidelines are that students relate the topic to theories of race and ethnicity, and use **2 scholarly sources** that were not used in class. **All students must meet with Professor Wanzo and discuss their paper topics.** Three short assignments--- an annotated bibliography, an introductory paragraph, and an outline--- will aid students in completing this assignment.

Presentation:

Students will select a presentation topic. Presenters will read the suggested essay for that topic and deliver a 10-15 minute presentation on the assigned day. In their presentations: students must:

1. successfully communicate the thesis and content of the essay
2. relate the essay to class reading(s)
3. provide a handout and/or visual aid
4. produce at least 3 questions, given the to the professor at the beginning of class, to prompt class discussion.

This is your chance to teach the class on a topic, and students are encouraged to be creative. Students who wish to do presentations for the last three class meetings are encouraged to turn in their papers early.

Short Assignments:

A limited number of short assignments will be completed over the course of the quarter--- 3 of which are designed to help you with writing the final paper. Other assignments will be given throughout the quarter as needed to help facilitate discussion or understanding of a class topic.

Policies and Procedures

Attendance and Participation:

I expect you to attend every class. After two **unexcused** absences (a doctor's note, death in the family, or other emergency constitutes an excuse), your grade will be dropped half of a letter grade. I also expect you to be on time. If you are tardy three times I will count that as an absence. If you have some problem getting to class from your previous class or work, please discuss this with me.

Attendance constitutes part of your participation grade. Being present is not enough to earn full credit for participation. Contributing to class discussion is a must as a course is only as good as its members and the community built in the classroom.

On Writing:

Learning how to write is a continuous exercise. As you work on your writing for this course, I encourage you to come to me for help. You are also fortunate to have a Writing Center at OSU that aids students of all skill levels. Please take advantage of the free tutoring if you feel the need. The OSU Writing Center is located in 475 Mendenhall Laboratory, on the south end of the oval. Their phone number is 688-4291, and their website is cstw.ohio-state.edu/writing_center/index.htm.

Plagiarism:

The following is my department's expanded statement of The Ohio State University's policy on plagiarism:

As defined by University Rule 3335-31-02, 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 work, and/or the inappropriate unacknowledged use of another person's ideas." Plagiarism is one of the most serious offenses that can be committed in an academic community; as such, it is the obligation of this department and its instructors to report all cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible punishment ranges from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in works that is not his or her own and plagiarism search engines make documenting the offense very simple. You should always cite your sources (I can help you with this if you are unfamiliar with proper styles of documentation). Always ask questions before you turn in an assignment if you are uncertain about what constitutes plagiarism. Always see your TA or professor if you are having difficulty with an assignment. To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE!**

Reading Schedule:

(Except for the required books, all class readings are in the course-pack unless otherwise indicated. All presentation essays are on reserve unless otherwise indicated.)

1/5 M Course Introduction and *Space Traders* from *Cosmic Slop*

"I know it when I see it"?: Defining race and ethnicity

1/7 W Werner Sollors "Beyond Ethnicity"
Michael Omi and Howard Winant "Racial Formation" (**ON RESERVE**)
Evelyn Brooks Higginbotham, "The Metalanguage of Race" 251-258
Recommended: *All* of "The Metalanguage of Race"; Angel R. Oquendo
"Re-Imagining the Latino/a Race"

No history and no future? Foundational theories in Race, Nation, and Citizenship
1/12 M Hume, "Of National Characters" from *Race and the Enlightenment* 29-33;
Thomas Jefferson, excerpt from *Notes on the State of Virginia*, 182-199; Kant, "On
National Characteristics" 49-58

Presentation AND Recommended: Adolf Hitler "Nation and Race" (CP)

1/14 W Georg Wilhelm Friedrich Hegel, *Lectures on the Philosophy of World
History* 173-190; W.E.B. Dubois, "The Conservation of Races" in *The Souls of Black
Folk* (Bedford Edition)

Presentation: Mary Lefkowitz, "Not Out of Africa" and Martin Bernal "A
Reply to 'Not Out of Africa'"

1/19 M Martin Luther King Holiday--No Class

"What do you mean 'we,' white man?": Theories of Whiteness

1/21 W Richard Dyer "The Matter of Whiteness" from *White* 1-40;
Peggy McIntosh "White Privilege: Unpacking the Invisible Knapsack" from *Race: an
anthology in the first person* 120-126

Recommended AND Presentation: David Roediger and James Barrett
"Inbetween peoples: race, nationality, and the 'new immigrant' working class"

Do you think Michael Jackson read this?

1/26 M *Black No More*

Presentation: "Jamie L. Wacks "Reading Race, Rhetoric, and the Female
Body in the Rhineland Case"

1/28 W *Black No More*

Presentation: Excerpts from *Composition in Black and White: The Life of
Philippa Schuyler*

Possible Film Showing: *Western Eyes*

1/29 F **First Paper Due**

Genetics or Social Construction?: Race, Biology, and IQ

2/2 M Excerpts from *The Mismeasure of Man*

2/4 W *The Bell Curve*, pgs 1-24; 269-315 ; 509-552

Presentation: Responses to *The Bell Curve*

Presentation: Responses to *The Bell Curve*

Mid-Term Evaluations

Is Justice Blind? If true, would that be a good thing?: Race and the Law

2/9 M Cheryl Wall "Whiteness as Property," Patricia Williams "On Being the Object of Property"

Presentation: Patricia Williams "The Pain of Word Bondage"

2/11 W Neil Gotanda "A Critique of 'Our Constitution is Color-Blind'" 257-275
Mari Matsuda "Looking to the Bottom: Critical Legal Studies and Reparations"
63-79

Presentation: Charles Mills "Overview" from *The Racial Contract*

2/13 F **Students must have discussed final paper topic with instructor by this date.**

Nobody knows the trouble I've seen: Race and the Psyche

2/16 M *Black Skin, White Masks*

Film Viewing: *Frantz Fanon: Black Skin, White Mask*

Presentation: Selection from Fanon anthology on reserve

Presentation: Selection from Fanon anthology on reserve

2/18 W *Black Skins, White Masks*

Recommended AND Presentation: Anne Anlin Cheng "The Melancholy of Race"* (very difficult material—2 presenters possible)

2/20 F **Annotated Bibliography of 2 sources for Final Paper topic due by 4:00 p.m.**

What, to the Negro, is the western flag?: Race and Nation

2/23 M Film: *Sugar Cane Alley*

2/25 W Aime Cesaire *Discourse on Colonialism*

Recommended AND Presentation: Edward Said "Imaginative Geography and Its Representations: Orientalizing the Oriental"

2/27 F **Introduction due by 4:00 p.m.**

3/1 M Chandra T. Mohanty "Cartographies of Struggle: Third World Women and the Politics of Feminism" (**ON RESERVE**); Homi K. Bhabha "Of Mimicry and Man" from *The Location of Culture* 85-92

Presentation: Stuart Hall "New Ethnicities"

Born to be Bad?: Race and Genetics

3/3 W *Dawn*

Presentation: Priscilla Wald "Future Perfect: Grammar, Genes, and Geography"

3/5 F Sentence Outline due by 4:00 p.m.

3/8 M *Dawn*

Presentation: Robyn Wiegman "Intimate Publics: Race, Property, and Personhood"* (very difficult material—2 presenters possible) (presentation paper due by 3/12)

3/10 W *Dawn*

Presentation: Nancy Jesser: "Blood, genes, and Gender in Octavia Butler's *Kindred* and *Dawn*" (presentation paper due by 3/12)

Final Paper due Monday March 15th by 3:00 p.m.

Anthropology 525

History of Anthropological Theory

Spring 2006

Dr. Amy Zaharlick
GTA: Erica Chambers

Course Time and Room: Monday & Wednesday 9:30-11:18, Lord Hall, Room 235

**Office and Phone: 113C Lord Hall, 292-9771, Zaharlick.1@osu.edu;
200 Lord Hall, 292-7206, chambers.166@osu.edu**

**Office Hours: Monday and Wednesday, 9:00-9:30, 11:30-12:30, and by
appointment**

Course Description and Purpose

This course considers the developmental history of the major “schools” of thought in sociocultural anthropology. It covers roughly the period of the late 19th and the 20th centuries and highlights the formation of sociocultural anthropology in the United States and Western Europe. “Theory” is treated as a tool for defining and solving intellectual problems. Thus the first step in defining a theory is to ask what question lies behind it. We examine the logical structure of theories, including their general premises and methodological assumptions, as well as the empirical evidence resulting from the application of theoretical concepts and ideas. The rationale for these considerations is that anthropological theory cannot be evaluated apart from its *raison d’être*, ethnography, the description of human culture. Similarly, ethnography cannot be reasonably read if the reader is ignorant of the theory structuring it. Thus, we will be examining the basic concepts and theoretical principles proposed by the different schools, the sociocultural context within which such ideas were developed, and the interrelationship among the different schools of thought.

Required Texts

Moore, Jerry D.

**2004 *Visions of Culture: An Introduction to Anthropological Theories and Theorists*.
Second Edition. Walnut Creek, CA: Altamira Press.**

McGee, R. Jon and Warms, Richard L.

**2003 *Anthropological Theory: An Introductory History*. Third Edition. New York:
N.Y.: McGraw-Hill Publishing Company.**

Class Format and Grades

The format will be lecture/discussion. Students are expected to participate actively in classroom discussions and will be assigned a grade for participation. It is, therefore, imperative that students keep up with the assigned readings and attend class regularly.

There will be no in-class examinations for this course. Instead, students will be given a set of questions to be answered for a total of six different schools of thought. Responses are required for four pre-selected schools and students will select two others. Students will provide responses to the required questions in regard to historical particularism, functionalism, structuralism and symbolic and interpretive anthropology. The required responses are due on the day, or second class day, the topic is discussed in class and are indicated on the class outline. In addition, students will respond to two other perspective of their choice, one for the first half of the course and one from the second half of the course. The first elective response is due at the beginning of class on April 26th and the second elective response is due at the beginning of class on May 24th. All six responses must be typed, double spaced, with one-inch margins and numbered pages. Each school is not to exceed 5 typed pages. Assignments lose 1/2 a letter grade for each day late starting from the end of the class period they are due.

In addition, each student will be a member of a 3-4-person presentation team that will be responsible for presenting to the class a summary and assessment of 2-4 articles related to each school of thought. Each team will meet outside of class to organize a 30-minute oral presentation to the class regarding the assigned readings for their theoretical perspective. The presentation should summarize the main theoretical points and include a discussion of how the assigned readings relate to those points. Use of visuals (e.g. handouts or overheads) is encouraged. Grades for the oral presentations will be assigned to the team as a whole with all members sharing in the oral presentation.

Grades: Instructors do not give grades; students earn grades. Your final grade is your responsibility. The only legitimate reason to change a grade is one due to a clerical error in determining the grade. The following are not legitimate reasons to request a grade change: (1) you need a higher grade to graduate, keep athletic eligibility or a scholarship or (2) you are only a point shy of a higher grade. The course grade will be based on the six written responses, the in-class team presentation, and class participation. These will be weighted as follows:

Six written responses:	90%	(each of the six worth 15% of your final grade)
Team presentation:	5%	
Class participation:	<u>5%</u>	
	100%	of course grade

Academic Misconduct

All students should become familiar with the rules governing academic misconduct, especially as they pertain to plagiarism and cheating. Plagiarism is the inappropriate use of other people's work, which can often be addressed by correct citation and quotations. Ignorance of the rules governing academic misconduct or ignorance of what constitutes academic misconduct is not an acceptable defense. Alleged cases of academic misconduct will automatically be reported to the Committee on Academic Misconduct.

STUDENTS WITH DISABILITIES ARE RESPONSIBLE FOR MAKING THEIR NEEDS KNOWN TO THE INSTRUCTOR AS SOON AS THE QUARTER BEGINS AND ARE RESPONSIBLE FOR SEEKING AVAILABLE ASSISTANCE FROM THE OFFICE OF DISABILITY SERVICES 292-3307, PRIOR TO OR AT THE BEGINNING OF THE QUARTER. I RELY ON THE OFFICE FOR DISABILITY SERVICES FOR ASSISTANCE IN VERIFYING THE NEED FOR ACCOMMODATIONS AND DEVELOPING ACCOMMODATION STRATEGIES.

Course Outline and Reading Assignments

March 27	Introduction and orientation to the course	
March 29 & April 3	Nineteenth-Century Evolutionism	MW, 1-5; M, 1-2
April 5	The Foundations of Sociological Thought	MW, 6-9; M, 4 & 9
10 & 12	Historical Particularism* (due on 12 th)	MW, 10-12; M, 3 & 5
17 & 19	Functionalism* (due on 19 th)	MW, 13-16; M, 10-12
24	Culture and Personality	MW, 17-18; M, 6-8
26	Cultural Ecology and Neoevolutionary Thought	MW, 19-21; M, 13-14
	<u>THIRD ELECTIVE PROJECT DUE AT 9:30 AM</u>	
May 1	Neomaterialism: Evolutionary, Functionalist, Ecological, and Marxist	MW, 22-25 M, 15
3	Structuralism* (due today)	MW, 26-28; M, 17
8 & 10	Ethnoscience and Cognitive Anthropology	MW, 29-31
15	Anthropology and Gender: The Feminist Critique	MW, 35-37; M, 16
May 17 & May 22	Symbolic and Interpretive Anthropology* (due on 22nd)	MW, 38-40; M, 18-20
May 24	Postmodernism and its Critics	MW, 41-43; M 21-24
	<u>FINAL ELECTIVE PROJECT DUE AT 9:30 AM</u>	
May 29	Memorial Day--No Class	
May 31	No Class	

* Perspectives that require responses.

**Comparative Studies/Women's Studies 535
Science and Gender**

Dr. Nancy Jesser,

Email: jesser.2@osu.edu,

Office: 468 Hagerty Hall, Southwest corner of building

T/TH 10:30-12:18, office hours 12:30-1:30 pm Tues. and by appointment

Please contact me through **email**, if you need to contact me urgently. You may also leave a message at my office at 292-0389. I check my office phone messages when I can, but I check email more often.

OFFICE HOURS: Tuesdays-Thursdays 1- 130, and by appointment

TEXTS

All Articles are on Electronic Reserve. If you do not know how to access them, or need an accessible format, please let me know.

Accommodations

Any student who feels he or she may need an accommodation based on the impact of a disability should contact me privately to discuss his or her specific needs. Please contact the Office for Disability Services at (614) 292-3307, or visit 150 Pomerene Hall, to coordinate reasonable accommodations for students with documented disabilities.

If you will need to miss class for a religious observance, please let me know in advance.

COURSE OBJECTIVES

Throughout this course we will analyze the discourses of science, both popular and "professional" surrounding issues of gender and sexuality. Through various of these deployments of scientific knowledge, power, and authority through and over the gendered and sexual body we will interrogate the gendering of bodies, scientific discourses, practices and technologies. Over the ten weeks of the course we will read and explore the history and role of gender in the development of science, read feminist critiques of scientific philosophy and practice, and investigate the effects of science and technology on sexuality and gender in the world around and within us. A significant portion of each class will be directed by student discussion leaders (see Daily Discussants).

I will leave significant time at the end of the term for each of us present individual/group research projects on Gender, Sexuality and Science-Technology.

REQUIREMENTS

Final Project: You will hand in a significant research project on a topic chosen by you in consultation with me. You may do projects in pairs or small groups (no more

than three). Your project may result a formal research paper or it may take on a different format. I am open to various methods and forms as long as they represent serious, critical and reflective work on **Gender, Sexuality and Science**. In the past projects have ranged from studies of the gendered use of condoms, manifestos on feminism and the environment, the intersex movement, filmic representations of science and sexuality, histories of gender in medicine, the practices of circumcision and other sexual surgeries in the United States, and technology, masculinity and advertising. A Brief Proposal (2pages) outlining your specific topic, methodology, criteria for success, and sources in-hand, will be due in Class on May 23rd^t. Projects will be due June 5th.

IN-CLASS

Your presence and punctuality will be rewarded.

In order to foster class participation, regular attendance and accountability for assigned readings, on most if not all class meetings there will be in-class writing. These will be neither extensive nor time-consuming, but they will reward you for your attention to the readings. Some in-class essays may be shared with your classmates or the whole class.

In-class writing assignments will relate to that day's assigned reading or relate that day's readings to previous class discussions and/or readings. They will be graded Pass/Fail.

After two missed classes your participation grade will be negatively affected except in the case of serious medical and family emergencies.

Daily Discussants

A team of two students will lead the class in discussion for approximately 40-50 mins. each class period. Sign up for days will be March 30th and the first student lead discussion will be on April 4. I will meet briefly (in person or virtually) with discussants prior to the class to coordinate the day's plan. Occasionally, a reading may require more or less "working through" by me, so discussants may end class, instead of starting it. It is not always possible for me to anticipate which readings will need this, so discussants will need to be somewhat flexible. In addition, the discussants will be in charge of addressing questions and issues raised by the class through questions written at the beginning of each class.

Bi-weekly Written Responses to the Readings

Starting on April 10th, you will hand in a 3-4 page typed response/analysis of the previous weeks readings. (Out of a possible three authors you must cover at least two.) You will be graded on your thoughtful engagement and assessment of the readings and the coherence of the essay. In other words, do not ramble and touch superficially on many points. Take one or two subjects/ideas that most interested you from the readings and wrestle with it, add to it, contest it, refute it, etc. You will be able to re-write your first paper if you feel you misinterpreted the assignment and

my expectations. If you would like to exercise this option, please let me know. In order to allow me to comment more fully the half the class will turn in their first assignment on April 12th, the other half on April 19th. Groups will be determined March 30th—if you have special considerations about your placement, please let me know before that date.

Do not hesitate to ask me to explain unfamiliar or complex terms. Chances are there are others in the class who would benefit. You can email me with specific questions or bring them up in class.

LATE ASSIGNMENTS: Late assignments will lose 1/2 grade for the first day and 1/2 grade for every two days after that.

PARTICIPATION

In this course there will be discussions about Science-Technology and its relation to sexuality, race, gender, and socioeconomic status. These issues are inherently personal, political, powerful and contested. Some may consider the readings are **difficult**, too long, intellectually and emotionally challenging. They may challenge you. Things said in class may make you uncomfortable, angry, annoyed, or laugh. THIS IS TO BE EXPECTED and EMBRACED. If however, you feel unable to participate or respond for any reason, I hope you will come to me. If you are upset with something in the readings or something said in class, by me or by a student, we can at best use this as the beginning of a discussion, not an ending or silencing. Take the various perspectives of other students seriously and respectfully, but expect yourself to be challenged on your own ideas, beliefs, feelings and assumptions.

The class will spend a substantial amount of time discussing the readings and topics as a class. Since the material is about our selves and raced, gendered, internal and external bodies, our beliefs and values, the issues will touch us all very close to “home.” This goes for me too. Spend some time each week reflecting on discussions, how the class affects each of us emotionally, physically, and intellectually. Such reflections are often a good place to *start* your writing assignment, but you should aim to end in a moment of **critical reflection**.

Class discussions will help you to formulate and clarify your thoughts on the readings and to understand the positions others take. The issues of difference and power we discuss will be particularly and personally important to you and others in the class. Some issues may touch some people more closely than others. Some issues will be felt differently by members of the class. Sometimes this may be obvious to the rest of the class, sometimes not. Be aware, but not silent.

Class discussions can be an opportunity to explore personal and intellectual experiences as such, it is **possible** that you will be offended by something said or read in this classroom. Please try to bring this into the discussion--opened to respectful questioning, understanding and disagreement. If you do not feel you can bring them up, I encourage you make an appointment with me to talk.

FINAL GRADES

Participation	20%
Class Discussant	10%
Weekly Writings	40%
Final Project	30%

Students are expected to know and understand the rules regarding academic misconduct, particularly the rules regarding plagiarism as stated in the University's Student Code of Conduct. All cases of plagiarism will be treated very seriously according to the University's guidelines.

PLEASE TALK TO ME **NOW** IF YOU HAVE ANY QUESTIONS ABOUT COURSE REQUIREMENTS OR MY EXPECTATIONS.

Reading and Discussion Schedule

(all readings are to be **finished** for the class indicated)

March 28: Gender and Sexuality in Science: Knowledge, Power, Authority in Science and in the Classroom.

Doing Techno-Science

March 30: Londa Schiebinger: "Women and the Origins of Science" in "The Gender of Science", ed. Janet Kourany, Prentice Hall: ISBN: 0-13-347972-2

April 4: Londa Schiebinger: "The Exclusion of Women and the Structure of Knowledge" *The Mind Has No Sex?: Women in the Origins of Modern Science*. Cambridge, MA: Harvard UP, 1989, 1-35. And "Women's Traditions" 265-77,

April 6: Banu Subramaniam, "Snow Brown and the Seven Detergents", in *Women, science, and technology : a reader in feminist science studies*, edited by Mary Wyr ... [et al.] New York : Routledge, 2001

And

Aimee Sands, interview with Evelyn Hammonds, "Never Meant to Survive" *The "Racial" economy of science : toward a democratic future*, edited by Sandra Harding Bloomington : Indiana University Press, c1993,

April 11: Sandra Harding: "Why "Physics" is a Bad Model for Physics" in *Whose Science, Whose Knowledge*. Cornell, 1991,

Paper 1: Women in Science, Due April 12 by 5 pm, Option A (Schiebinger, Subramaniam, Sands).

April 13: Karen Barad; "Agential Realism" in *The Science Studies Reader*, Mario Bagioli, Routledge, 1999,

April 18 Sharon Traweek, "Cultural Differences in High Energy Physics" in *The "Racial" economy of science : toward a democratic future*, edited by Sandra Harding, Bloomington : Indiana University Press, c1993.

Techno-Science Does Gender and Sexuality

Paper 1: Physics and Gender? Due April 19 by 5 pm, Option B (Harding, Barad, Traweek).

April 20: Donna Haraway, "Virtual Speculum in the New World Order", *The Gendered Cyborg*, ed Kirkup, James, Woodward, and Hovenden, Routledge, 2000, 221-244.

April 25: Catherine Waldby, "Technologies of the Body Politic: The HIV antibody test," *AIDS and the Body Politic*, Routledge, 1996, 112-39.

April 27: Suzanne Kessler, "The Medical Construction of Gender: Case Management of Intersexed Infants." *Women, Science, and Technology*, ed Mary Wyer. Routledge: New York, 2001, 285-299.

Paper 2: Technologies and Bodies, Due May 1 by 5 pm, Option A (Haraway, Waldby, Kessler).

May 2: Anna Wilson, "Sexing the Hyena: Intraspecies Readings of the Female Phallus" in *Signs* Spring 2003.

May 4: Jennifer Terry, "The Seductive Power of Science in the Making of Deviant Sexuality," *Science and Homosexualities*, ed. Vernon Rosario. Routledge.: NY 1997. 271-95.

May 9: Garland E. Allen, "The Double-Edged Sword of Genetic Determinism: Social and Political Agendas in Genetic Studies of Homosexuality, 1940-1994." *Science and Homosexualities*, ed. Vernon Rosario. Routledge. NY 1997. 242-70.

May 11: Emily Martin: "Women in the Flexible Body" in *Revisioning Women*, ed. Virginia Olesen, Routledge, 1999.

Paper 2: Scientific Sexing: studies of sex, gender, and sexuality, Due May 15 by 5 pm, Option B (Wilson, Terry, Allen).

May 16: Lisa Handwerker "The Hen that Can't Lay an Egg" in *Deviant Bodies*. Bloomington: Indiana UP, 1995. 358-80.

May 18: Anne Balsamo: "Public Pregnancies" in *Revisioning Women*, ed. Virginia Olesen, Routledge, 1999.

Paper 3: Cultures of Women's Bodies Due May 15 by 5 pm, Option A (Martin, Handwerker, Balsamo).

May 23: Roseanne Allucquere Stone, "Will the Real Body Please Stand Up? Boundary Stories about Virtual Cultures." *Cybersexualities*. Ed. Jenny Wolmark. Edinburgh U P: Edinburgh. 1999, 69-98.

May 25: Donald Morton, "Birth of the Cyberqueer", *Cybersexualities*. Ed. Jenny Wolmark. Edinburgh U P: Edinburgh. 1999, 295-313.

May 30: Susan Hawthorne "Wild Bodies/Technobodies" *Women's Studies Quarterly* Fall/Winter 2001, 54-69.

June 1: Conclusions and such

Paper 3: Cyberbodies, technologies of communication, gender and sexualities, Due June 1 in class, Option B (Allucquere, Morton, Hawthorne).

Projects Due June 5, in my office, by 5pm. More on this later...

RS 620 APPROACHES TO COMPARATIVE RELIGION

Dr. Hugh B. Urban
Associate Professor, Department of Comparative Studies
334 Dulles Hall
urban.41@osu.edu
292-9855
office hours: Mon., Wed. 10:30-12 and by appointment

Purpose and Outline of the Course

What is religion? Is it a psychological projection? A social construction? A political maneuver? Or a genuine encounter with the Sacred? Is religion common to and basically the same among all human beings everywhere in all historical periods? Or is it radically different in different cultures and different historical contexts? Why is religion so often tied to violence, political conflict and bloodshed? And what is the role of religion in our own increasingly globalized, interconnected but often violent world at the dawn of the new millennium?

This course will engage in a critical examination of all of these questions through close readings of the most important methods and theories for the study of religion. We will begin by asking the basic question: what is (and isn't) religion?, using as our test case the controversial new movement known as the Raelians. We will then examine the most important modern theories from the nineteenth century to the present, including Marxist, psychoanalytic, sociological, anthropological, phenomenological, feminist and post-modern approaches to religion. Finally, we will conclude with the question of what role religion has to play today in the context of transnationalism, globalization and the war on terrorism.

REQUIREMENTS AND EVALUATIONS

Evaluations in this class will be based on three things:

1. Participation (33% of final grade)

This means a) regular attendance to all classes; b) doing all readings; and c) active participation in class discussions. More than three unexcused absences may (i.e., probably will) result in a lower grade.

2. Group oral presentations on the readings (33%). Each class a small group of students will present the day's readings. Presentations should be no longer than 10-15 minutes and should demonstrate how the particular theory would apply to a specific example of religious belief or practice. For example, how would Freud interpret the Catholic Mass? How would Marx interpret Osama bin Laden's attack on the World Trade Towers? Alternatively, students could demonstrate the ways in which that particular theory does *not* adequately explain a specific example.

3. Three written papers (4-6 pages each) based on questions distributed in class.

READINGS

There will be a series of readings available on Electronic reserve. Go to the OSCAR web-page and click on *Find Reserves by: Course or Prof/TA*
the URL is: <http://library.ohio-state.edu/search/p>

In addition there will be three **required texts**:

Mircea Eliade, *The Sacred and Profane : The Nature of Religion* (Harvest Books, 1968)
Bruce Lincoln, *Holy Terrors: Thinking About Religion After September 11* (Chicago, 2002)
Daniel L. Pals, *Seven Theories of Religion* (Oxford, 1996)

I have also ordered the following recommended texts which students may wish to buy if they want a more thorough introduction to the authors we examine in class. I especially recommend buying these texts to any student interested in pursuing religious studies at the graduate level.

Emile Durkheim, *The Elementary Forms of Religious Life* (Oxford, 2001)
Sigmund Freud, *The Future of an Illusion* (W.W. Norton & Company, 1989)
Clifford Geertz, *The Interpretation of Cultures* (Basic Books, 2000)
Rita M. Gross, *Feminism and Religion* (Beacon Press, 1996)
Russell T. McCutcheon, *Critics Not Caretakers* (SUNY, 2001)
John Raines, ed., *Marx on Religion* (Temple, 2002)
Jonathan Z. Smith, *Imagining Religion: From Babylon to Jonestown* (Chicago, 1988)

STUDENT RIGHTS AND CONDUCT

Any student with a documented disability who may require special accommodations should identify him or herself to the instructor as early in the quarter as possible to receive effective and timely accommodations. You may also wish to contact the Office for Disability Services (150 Pomerene Hall, 292-3307).

Students are expected to know and understand the rules regarding academic misconduct, particularly the rules regarding plagiarism, as stated in the University's Code of Student Conduct. All cases of plagiarism will be treated very seriously according to the University's guidelines.

SYLLABUS

- Week I WHAT IS RELIGION, and Why bother with Theory?**
- April 1 **Introduction: Theorizing Religion – what's the Point?**
- April 3 **What is and Isn't Religion? A Test Case: the Raelian Movement**
- Read: Smith, "Religion, Religions, Religious" (Electronic Reserve under "Taylor")
View on-line the following three web-sites:
 "The Raelian Revolution" (<http://www.rael.org/>)
 "Raelians" (<http://religiousmovements.lib.virginia.edu/nrms/rael.html>)
 <http://www.cnn.com/2002/HEALTH/12/28/human.cloning/index.html>
- Week II 19th CENTURY CRITIQUES OF RELIGION: Evolutionary Theory and Marxism**
- April 8 **Magic, Religion and Science: Frazer and Tylor**
Read: Pals, chapter 1
Tylor, "Animism" (ER under "Lessa")
- April 10 **The Opiate of the People: Karl Marx**
Read: *Marx on Religion* (ER under Raines)
Pals, chapter 4
- Week III NEUROSIS OR INDIVIDUATION? Psychological Approaches**
- April 15 **Religion as Neurosis and Illusion: Freud**
Read: Freud, *The Future of an Illusion* (ER)
Pals, chapter 2
- April 17 **Religion as Psychological Integration and Individuation**
Read: Jung, *Psychology and Religion* (ER)
- * * * *First Paper Due April 22* * * *
- Week IV SOCIOLOGICAL APPROACHES**
- April 22 **Religion as Social Integration: Durkheim**
Read: Durkheim, "Elementary Forms of the Religious Life" (ER under Lessa)
Pals, chapter 3
- April 24 **The Economics of Religion**
Read: Weber, *The Protestant Ethic* (ER)
- Week V STRUCTURE AND CULTURE: Anthropological Approaches**
- April 29 **The Logic of the "Savage Mind": Structuralism**
Read: Levi-Strauss, "The Structural Study of Myth" (ER under Lessa)
- May 1 **Cultural Anthropology: Turner and Geertz**

Read: Geertz, "Religion as a Cultural System" (ER under Lessa)
Turner, *The Ritual Process* (ER)
Pals, chapter 7

Week VI THE HISTORY OF RELIGIONS AND THE CHICAGO SCHOOL

May 6 **The Golden Age of the Chicago School: Wach and Eliade**
Read: Mircea Eliade, *The Sacred and the Profane*
Pals, chapter 5

May 8 **Eliade and his critics**
Read: Ivan Strenski, *Four Theories of Myth* (ER)

***** Second Paper Due May 13 *****

Week VII THE CHICAGO SCHOOL AFTER ELIADE: Smith and Doniger

May 13 **Imagining Religion: Jonathan Z. Smith**
Read: Smith, selections from *Imagining Religion* (ER)

May 15 **Understanding Other Peoples' Myths: Wendy Doniger**
Read: Doniger, *Other Peoples' Myths* (ER)

Week VIII THE CHICAGO SCHOOL AFTER ELIADE: Lincoln

May 20 **Eliade turned on his Head: Bruce Lincoln**

Read: *Discourse and the Construction of Society*, selections (ER)
"Theses on Method" (distributed in class)
Begin: *Holy Terrors*

May 22 **Lincoln, cont.**
Finish: *Holy Terrors*

Week IX DISCOURSE, POWER AND GENDER

May 27 **Genealogies of Religion: Michel Foucault and Talal Asad**
Read: Foucault, "Pastoral Power and Political Reason" (ER)
Asad, "The Construction of Religion as an Anthropological Category" (ER)

May 29 **Feminist Critiques**
Read: Daly, *Beyond God the Father* (ER)
Gross, *Feminism and Religion* (ER)

Week X CRITICS OR CARETAKERS? Rethinking Religious Studies Today

June 2 **Manufacturing and Deconstructing Religion**
Read: McCutcheon, *Critics not Caretakers* (ER)

June 4 **Summary and Conclusions: How do we -- or can we -- study religion in a secular**
state
University today?

*****Final Paper Due Monday June 9*****

Economics 348

Ethics and Social Responsibility in Economic Life

SYLLABUS

Professor Gene Mumy

- Lectures meet
- E-mail: mumy.1@osu.edu
- Office: 411 Arps Hall, phone 292-0482
- Office Hours:.....

DISABILITY STATEMENT

Students with disabilities that have been certified by the Office for Disabilities Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs.

GEC STATEMENT

Economics 348 is a Social Science GEC course in the category **Individuals and Groups**. The goal of this GEC category is to increase student understanding of the behavior of individuals and the processes of social interaction, in terms of the theories and methods of social scientific inquiry. More particularly, students should gain an enhanced appreciation of the role of individual values and social norms in determining complex social outcomes and the variation in these across societies and the potential for cultural and social change as they interact.

Economics 348 addresses these learning objectives identifying important classes of economic interactions and the varying motivations individuals bring to them in different organization settings. The course covers the analysis of these setting in terms of the basic economic theories of individual decision making and strategic interaction and shows how experimental and field data can be used to evaluate and reformulate these theoretical conceptualizations. Course content particularly addresses the development and importance of ethical values and social norms as providing solutions to complex problems of economic coordination and applies the general concept to a number of specific cases. The course goals, described below, show in more detail how the course meets the objectives of the GEC category.

Exam 2	Wk 7, S2	30%
Final Exam	as scheduled	30%
Class Participation	every class	10%

Academic Misconduct

All students should become familiar with the rules governing alleged academic misconduct. All students should be familiar with what constitutes academic misconduct, especially as it applies to plagiarism and test taking. Ignorance of the rules governing academic misconduct or ignorance of what constitutes academic misconduct is **not** an acceptable defense. Alleged cases of academic misconduct are referred to the university's Committee on Academic Misconduct. For more information consult: <http://oaa.osu.edu/coam/faq.html#whatisacademicmisconduct>

Course Topic Outline

Readings are listed below the session topic.

EEPP means the text, *Economics, Ethics, and Public Policy*.

CP means course packet, which can be purchased at....

CWS means the course web site at the following URL:

<http://www.econ.ohio-state.edu/mumy/econ348/>

OL the reading can be accessed online through the Library's Electronic Journals.

OL at: (URL link) means the reading can be accessed at that URL.

******means recommended; all other readings are required.

I. Big Structures

Week 1

Session 1 Course Administration and the Some Basic Economics: Scarcity, Specialization, Trade, and Coordination

G. Mumy, *Basic Economics*, **CWS**

Session 2 Basic Economics and Self Interest (Selfishness?) as the Basis of Economic Interaction: Pros and Cons

Adam Smith, *The Wealth of Nations*, Bk I, Chap 2: OL at <http://www.econlib.org/LIBRARY/Smith/smWN.html>

_____, *The Theory of Moral Sentiments*, Chap I: OL at <http://www.econlib.org/LIBRARY/Smith/smMS.html>

Jon Elster, "Selfishness and Altruism," **EEPP**, Chap 5.

Class Exercise: The Free Rider Game

Class Exercise: The Original Position Game; and After.

Week 5

Session 1 Is Ethical Behavior a Stable Evolutionary Equilibrium?

Mumy, "Hawks and Doves," CWS

R. Sugden, "Spontaneous Order," *Journal of Economic Perspectives (JEP)*,
Autumn 1989, 85-97. OL

R. Frank, "Forging Commitments That Sustain Cooperation," Chap 1, *What Price
the Moral High Ground?* (Princeton U. Press, 2004), in CP

R. Frank, "Adaptive Rationality and the Moral Emotions," Chap 3, *What Price
the Moral High Ground?* (Princeton U. Press, 2004), in CP

Class Exercise: The Ethics Survival Game

II. Applied Ethics and Economic Behavior.

Week 5

Session 2 Third-party Effects, the Coase Theorem, and the Assignment of Moral
Responsibility.

Garret Hardin, "The Tragedy of the Commons," *Science*, Dec. 13, 1968, 1243-48.
OL

R. Coase, "The Problem of Social Cost," *Journal of Law and Economics*,
Oct. 1960, 1-44. OL

Case Landfill

Week 6

Session 1 The Moral Status of the Economic Evaluation of Social Goods and Costs.

D. Hubin, "The Moral Justification of Benefit/Cost Analysis," **EEPP**,
Chap 20.

Tyler Cowen, "The Scope and Limits of Preference Sovereignty," **EEPP**,
Chap 19.

Case: The Three Gorges Dam

Session 2 Imposing and Accepting Risk.

Mumy, *Uncertainty and Risk*, CWS

Case: HIV Drug Pricing in Africa

Week 9

Session 1 Ethics in and for Organizations Part II: Authority, Diffuse Lines of Responsibility, Conformity, and Individual Accountability.

R. Nielsen, "Arendt's Action Philosophy and the Manager as Eichmann, Richard III, Faust, or Institution Citizen," *EEPP*, Chap 12

S. Milgram, "The Perils of Obedience," OL at:
<http://home.swbell.net/revscat/perilsOfObedience.html>

S. Asch, "A Study of Conformity," OL at:
http://www.age-of-the-sage.org/psychology/social/asch_conformity.html

Cases: An Auditor's Dilemma.
To Dissent or Not To Dissent

Session 2 Tensions Between Advancing Your Own Career and the Treatment of Others.

E. Lazear, "Labor Economics and the Psychology of Organizations," *JEP*, Spring 1991, 89-110. **OL**

M. Davis, "Some Paradoxes of Whistleblowing," *Business & Professional Ethics Journal*, no.1, 1996. **OL**

Case: The Managers' Tournament

Week 10

Session 1 Problems in Professional Expert Knowledge: Reputation, Codes of Ethical Conduct, and State Regulation.

Kenneth Arrow, "Social Responsibility and Economic Efficiency," *Public Policy*, Summer 1973, in **CP**

M. Davis, "Thinking Like an Engineer," *Philosophy and Public Affairs*, Spring 1991, 150-67. **OL**

NSPE Code of Ethics for Engineers, OL at:
<http://www.nspe.org/ethics/eh1-code.asp>

Steven Kelman, "Regulation and Paternalism," *Public Policy*, Spring 1981, in **CP**

English 559 Introduction to Narrative and Narrative Theory

Jim Phelan

Office Hours: MW 11:30-1:15

292-6669

Phelan.1@osu.edu

Objectives: Just as narrative theory approaches narrative as the synthesis of a what (story) and a how (discourse), this course will approach narrative theory by emphasizing both its what and its how. We will look at basic elements of narrative—event, character, plot, vision, voice, and others—and at different ways of understanding these elements, their interactions, and their effects. To put this another way, we will look at narratives of various kinds and at four different approaches to narrative: those rooted respectively in structuralism, rhetorical theory, feminist theory, and cognitive sciences. One of our continuing concerns will be the relation between theory and narrative: how theory can illuminate narrative and how narrative can challenge theory. By the end of the course, students should know a lot about the terrain of contemporary narrative theory—its flats, hills, bumps, and swamps—and should have acquired useful skills for navigating and even altering that terrain.

Texts

H. Porter Abbott, *The Cambridge Introduction to Narrative*

Brian Richardson, ed. *Narrative Dynamics: Essays on Time, Plot, Closure, and Frames* (hereafter Richardson)

Robert DiYanni and Kraft Rompf, *The McGraw-Hill Book of Fiction* (hereafter BF)

Jane Austen, *Persuasion*

Ian McEwan, *Atonement*

Anne Fadiman, ed. *The Best American Essays 2003* (hereafter BE)

Theoretical readings on electronic reserve (hereafter ER)

Alfred Hitchcock, *Rear Window* [will be screened in class]

Introduction: Weeks 1 and 2

September 20 What is Narrative and Why Does It Matter?

Bierce, "The Crimson Candle"; Browning, "My Last Duchess"

September 25: Towards an Overview

Abbott, *Cambridge Introduction*, Chapters 1-6

Wharton, "Roman Fever" (BF);

September 27: *Cambridge Introduction*, Chapters, 7-12;

Gawande, "The Learning Curve" (BE); Morton, "A Delivery for Fred Astaire" (BE)

Classical Narratology: Weeks 3-4

October 2 Propp, Fairy Tale Transformations (Richardson)

"The Man Who Had No Story" and "The Treasures of the Gods" (BF)

October 4 Barthes, "Introduction to the Study of Narrative" (ER—for Professor Herman, English 700) Statement of Understanding due
Bierce, "An Occurrence at Owl Creek Bridge"

October 9 Genette, "Order, Duration, Frequency" (Richardson)
Austen, *Persuasion*

October 11 Genette, Voice and Focalization (ER)
Persuasion (continued) (first journal entry due)

Rhetorical Theory: Week 5-6

October 16 Crane, "The Concept of Plot and the Plot of *Tom Jones*"
(Richardson)
Booth, from *The Rhetoric of Fiction* (ER)
Poe, "The Cask of Amontillado" (BF)

October 18 Rabinowitz, "Reading Beginnings and Endings" (Richardson)
O'Connor, "My Oedipus Complex" (BF)

October 23, Phelan, "Narrative Progression" (Richardson) (second journal entry due)
McEwan, *Atonement*

October 25, Rhetorical Ethics Booth, from *The Company We Keep* (ER)
Phelan, "Introduction" to *Living to Tell* (ER)
Atonement, continued

Feminist Narratology: Weeks 7-8

October 30: Page, "The Question of Gender and Form" (ER)
Porter, "Magic" (BF)

November 1 Lanser, "Toward a Feminist Poetics of Narrative Voice" (ER); Pollit,
"Learning to Drive" (BE)

November 6, Warhol, on *Persuasion*
Cheryl Strayed, "The Love of My Life" (BE)
Theory and Interpretation assignment due

November 8 Case, "Plotting Women" (ER)
Atwood, "Happy Endings" (BF)

Cognitive Narratology Weeks 9-11

November 13 Herman, "Stories as a Tool for Thinking" (ER)
Screening of *Rear Window*

November 15 Herman (cont'd) and Zunshine on "Theory of Mind" (ER)
Rear Window

November 20, Bordwell, *Narration in the Fiction Film*, Chapters 3 & 4 (ER)
Rear Window, cont'd

November 22 no class Happy Thanksgiving!

November 27, Palmer "The Fictional Mind in Action" (ER)
Persuasion, Atonement

November 29 Palmer, cont'd; conclusion

December 4, Final Papers due in my mailbox by 5 PM

Assignments and Grading:

Attendance and Participation 10%
Statement of Understanding 20%
Reading Journals 10%
Theory and interpretation paper 20%
Glossary Contributions/Group Assignment 10%
Final paper 30%

Attendance, Preparation, and Participation

(1) Attendance is very important for success in this course. I will take attendance every day, and if you miss more than 2 classes, you will lose 2 points from your attendance grade for every class missed. If you miss more than 6 classes, I will also reduce your final grade one half-grade for every day missed. (2) Being prepared for class means being prepared to engage in our discussions, and it includes bringing all the texts assigned for a given class to that class session. (3) If you miss 2 classes or fewer and regularly participate in our discussions, you will earn the full 10% for this part of the grade.

Statement of Understanding—I will give you a separate handout about this next Monday

Reading journal and questions: from October 2nd on, we will most often be proceeding by putting theory in dialogue with narrative. You will help set the agenda for our discussion by taking turns posting an entry from your reading journal of about 500 words and 3 questions about the reading on Carmen.

Your entry should show your engagement with the reading by reflecting on the relation between the theory and the narrative and/or the relation between the day's reading and previous reading. Do the theory and the narrative illuminate each other? How? Does this theoretical reading conflict with previous reading? So what? Does the theory foreground some elements of the narrative and neglect others? So what?

The questions are likely to follow from the journal entry. Indeed, you can use them to raise issues that you'd like to talk about but do not have space to. On the day that your journal entry is helping to set the agenda for our discussion, you can also use one of your three questions to ask for clarification of some element of the reading.

To do well on the journal, you don't not have to be brilliant, but you do need to show that you've begun to think about issues such as the ones mentioned above.

The due date for the first journal assignment is October 9. Thus, you can write about any one day's reading between September 25th and October 9th. The due date for the second journal is October 23, and you can write about any of the readings between October 11th and October 23rd.

Theory and Interpretation Paper

This assignment is a paper of 1000-1200 words in which you do more formally and more extensively the kind of thing you've been doing in your journal entries. More specifically, it asks that you put one (only one) theoretical reading of your choice in dialogue with one of the narratives we have read and not discussed extensively in connection with that reading. Thus, for example, you could put Genette in dialogue with Poe's "The Cask of Amontillado" or Lanser in dialogue with *Atonement*. The nature of the dialogue can vary. It can be an application of the theory, an extension, or a challenge that leads to a confirmation, an extension, a revision, or a (partial) refutation. In each case, you should write an introduction that justifies the value of the particular form of dialogue you choose. I will give you a longer handout about this assignment later in the course.

Glossary Assignment/Group Assignment

Narrative theory is notorious for its specialized vocabulary, and sometimes this jargon can be intimidating. But learning the jargon can also make conversation about narrative matters much easier—and can make you feel like you're a member of an Exalted Company. In order for you to feel that you've earned your place in that Company, I want you all to participate in constructing a glossary that each of us can then take away from the course and use to impress our friends and members of our future courses (including in your case the professors). Next Wednesday (9/27) we will form 8 groups and work out the logistics but each group will have two main tasks: (1) preparing the glossary for one week's reading

and (2) reviewing and commenting on a draft of another group's glossary. Every one in the group will get the same grade, but grades can vary from group to group (though the best scenario would be for you all to get A's on this assignment).

Final Paper: 3,000-4000 words

Pick some element of the course you'd like to study in more depth, develop a question that will require you to do that, and use the paper to answer it. You should formulate your question by November 8. To that end, I will expect you to visit me in my office and discuss the paper by then. Come anytime.

A few words about my role in relation to you and in relation to the material of the course. In order for the course to work best, we should have a lot of discussion, a lot of give and take among all of us. But because narrative theory is long and the quarter is short, there may be days when I decide that the best use of our time will be for me to do some lecturing (I do not plan, however, on having any sessions which are wholly given over to lecturing).

I also will not be shy about revealing my own theoretical preferences, since I believe it's better to bring them out into the open rather than to keep them hidden and have them control the discussion in ways that you and perhaps I are not aware of. At the same time, I will not require that my theoretical preferences become your theoretical preferences. My experience as an editor and as a teacher has taught me that our intellectual lives are most enriched when different perspectives on ideas engage each other with respect and rigor.

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 work, and/or the inappropriate unacknowledged use of another person's ideas. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct.

Disability issues: Anyone who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Anyone with such needs should also be aware of the Office for Disability Services in room 150 Pomerene Hall (614-292-3307) which provides services for students with documented disabilities.

Thought for the course: God made man [and woman] because He loves stories.
--Elie Wiesel

Students: Undergraduate

Sample Syllabus for English 573.01 (Winter 2005)

Prof. Roger Cherry DE 312 T Th 11:30-1:18
Office: DE 557 Office Hrs: T Th 2-3
cherry.3@osu.edu Phone: 292-6065

English 573 examines ancient and modern rhetorical theory in order to understand how speaker (or writer), audience, purpose, and occasion interact as key discourse variables. We will ponder the relationship between philosophy and rhetoric and the role of discourse in shaping what counts as knowledge in our world. The course will also explore the relationship between rhetorical skill and ethical responsibility. We will learn how to analyze spoken or written texts from a rhetorical point of view, and we will consider how to apply our knowledge of rhetoric in practical speaking and writing situations.

Texts:

James A. Herrick, *The History and Theory of Rhetoric*, 3rd ed.
Chaim Perelman, *The Realm of Rhetoric*

Requirements

- Rhetorical Analysis Paper. 3-5 pp.
- Midterm Exam on all readings and class discussion to date. Be sure to keep up with the reading.
- Two chapter summaries. Each two-page, double-spaced summary is a review of the reading for a particular class, as if you were summarizing material for someone who could not attend a lecture or a meeting. Demonstrate that you have synthesized the material by reformulating issues and ideas in your own language. Make sure your summaries are well written, in continuous, fluent, discursive prose (i.e., do not resort to an outline of sentence fragments or simply repeat the headings that appear in the chapter). Chapter summaries are due on the day the reading is assigned. Be prepared to take a lead role in class discussion on the day your summaries are due.
- Final Exam. Be sure to keep up with the reading.
- Completion and duplication of Rhetorical Analysis drafts on time. It is essential that you have your work prepared and adequate copies available at the beginning of the class in which it is to be considered in a small group. Drafts must be complete and top-quality—your best effort to date. Your grade will be lowered one letter grade any time you fail to have a thorough, quality draft completed and copies available for group work.
- Participation. A portion of your grade (10%) will be based on your contributions to the classroom community as a whole, your effort as discussion leader on the days on which your chapter summaries are due, and your effectiveness as a

member of the writing group to which you are assigned. You will be evaluated on your preparation for and participation in class discussion, which involves reading textbook assignments and raising issues and questions in a thoughtful way, particularly on the days on which you are a discussion leader. You will also be evaluated on your contributions to effective group work, including your suggestions for revising and editing the written work of others, and the extent to which you make a conscientious effort to improve your writing and responding skills as the course progresses.

- **Attendance and Punctuality.** You are expected to attend each class session and to be on time. Emergencies and illness do arise, of course, and missing two classes during the quarter might be unavoidable. Each absence beyond two, however, will lower your final grade by 1/3 of a letter grade (i.e., a 'B' will drop to a 'B-'). In addition, you are permitted two "grace" tardies. Beyond those two, each two additional tardies will lower your final grade by 1/3 of a letter grade.

Plagiarism: It is academically dishonest, and often illegal, to present someone else's ideas or writing as your own. You cannot use even short phrases or parts of sentences obtained from other sources (published or unpublished) unless you use quotation marks when necessary and properly acknowledge and document your sources. Submitting your own previous work is also academically dishonest, as is submitting the same work to satisfy requirements in two or more classes simultaneously without instructor permission. You are accountable for furnishing upon request all the sources and all preliminary work (notes, rough drafts, etc.) that you use in preparing your written work. Failure to provide such materials will be considered evidence of academic dishonesty and will be handled accordingly. Plagiarism of any kind will constitute grounds for failing English 573 and may result in further disciplinary action at the professor's discretion, or at the discretion of the Department of English or the University.

Technology: We are fortunate to live in an age when text production has been greatly facilitated by extraordinary computer and printing technologies. Unfortunately, however, sophisticated machines can sometimes be temperamental. Be sure to plan ahead and allow time to compensate for any technological mishaps that might arise. Technological misfortunes will not be accepted as excuses for failing to meet deadlines in English 573.

Final Grades: Final grades will be computed as follows:

- Rhetorical Analysis Paper 25%
- Midterm Exam 20%
- Chapter Summaries 20%
- Final Exam 25%
- Participation 10%

100%

Schedule

Activities Readings

T 1/4 Introduction

Th 1/6 Discussion Herrick, Ch.1

T 1/11 Discussion Herrick, Ch. 2

Th 1/13 Discussion Herrick, Ch. 3

T 1/18 Discussion Herrick, Ch. 4

Th 1/20 Rhetorical Analysis Exercise ****

T 1/25 Rhetorical Analysis Paper Workshop ****

Th 1/27 Discussion Herrick, Ch. 5

Rhetorical Analysis Paper Due

T 2/1 Discussion Herrick, Ch. 6

Th 2/3 Midterm Exam ****

T 2/8 Discussion Herrick, Ch. 7

Th 2/10 Discussion Herrick, Ch. 8

T 2/15 Discussion Perelman, Chs. 1-4

Th 2/17 Discussion Perelman, Chs. 5-7

T 2/22 Discussion Perelman, Chs. 8-11

Th 2/24 Discussion Perelman, Chs. 12-14

T 3/1 Discussion Herrick, Ch. 9

Th 3/3 Discussion Herrick, Ch. 10

T 3/8 Discussion/Course Evaluation Herrick, Ch. 11

Th 3/10 Final Exam

ENGLISH 573.02
RHETORICAL THEORY AND ANALYSIS OF SOCIAL ACTION
Professor Kay Halasek

Spring 2003
MW 930-1118 a
Denney 206

E-mail: halasek.1@osu.edu
Office: Denney 363 (2-2468)
Office Hours: Tuesdays 9-1 and by appt.

I'm tired of people who don't do any harm. I'm tired of soft, weak, passive people who can't DO anything or MAKE anything. Except babies.

Doc Sarvis, *The Monkey Wrench Gang*

Course Description

Doc Sarvis' invective (which serves as a banner quotation on the *EarthFirst!* website) might well articulate the position of those citizens actively involved in collective social movements, political protest and social activism: Far too many people in our nation are disengaged with their communities and the issues relevant to those communities. This course engages students in examining (through various methods of rhetorical analysis) contemporary social movements, including ecological, disability, animal rights, pro-choice, AIDs, the Christian Right, Anticult and Anti-Satanism, Operation Rescue, farmworker rights, and civil rights. Although politics is an inherent part of each of these (and all) social movements, the focus in this course will *not* be on debating the issues but on analyzing the rhetorical means through which social movements cast their causes, argue their cases, and persuade their audiences.

Required Texts

Contemporary Rhetorical Theory: A Reader, John Louis Lucaites, Celeste Michelle Condit, and Sally Caudill, eds. (1999)

The Monkey Wrench Gang. Edward Abbey (reprint, 2000)

Stories of Change: Narrative and Social Movements, Joseph Davis, ed. (2002)

Waves of Protest: Social Movements Since the Sixties, Jo Freeman and Victoria Johnson, eds. (1999)

Course Requirements

Students will complete (1) several short analyses of materials (e.g., pamphlets, websites, advertisements, policy statements, speeches) using a variety of rhetorical analytic methods, (2) a midterm exam, a (3) final project in which they research and construct an extensive rhetorical analysis of a social movement, and a (4) final exam. Grades for the course will be determined as follows:

Short Analyses	20%
Midterm Exam	20%
Final Project	40%
Final Exam	20%

English 573.02 Course Syllabus

DATE	READING ASSIGNMENTS	TOPICS/ACTIVITIES ¹
March 31		Course Introduction
April 2	<i>CRT</i> ² 1-23, 52-78, 609-613	Defining Rhetoric
April 7	<i>CRT</i> 79-100, 127-139, 464-473	Rhetoric and Epistemology
April 9	<i>CRT</i> 213-231, 247-264	Rhetoric in Context
April 14	<i>CRT</i> 327-356, 494-511	Neo-Aristotelian Analysis
April 16	<i>CRT</i> 381-410, 475-493	Pentadic Analysis
April 21	<i>CRT</i> 411-424	Cluster Criticism
April 23	<i>WOP</i> ³ 1-24, 84-97, 220-240	Structures of Social Activism
April 28	<i>WOP</i> 241-299	Strategies and Tactics
April 30	<i>CRT</i> 265-305	Narrative Theory
May 5	<i>SOC</i> ⁴ 53-75	Narratives as Control
May 7		MID-TERM EXAMINATION
May 12	<i>SOC</i> 203-245	The Rhetoric of Narrative
May 14	<i>SOC</i> 3-29, 149-202	Stories as Persuasive Discourse
May 19	<i>WOP</i> 99-150	Pro-Choice and AIDS Activism
May 21	<i>WOP</i> 169-194; <i>SOC</i> 79-122	Sexuality, Self, and Self-Help
May 28	<i>WOP</i> 153-167, 195-218; <i>SOC</i> 123-148	Religious Activism
June 2	<i>WOP</i> 302-363	Social Movements in Decline
June 4		Course Evaluation/Conclusion
June 11		FINAL PROJECT DUE FINAL EXAMINATION (9:30a)

¹ Please note that short analysis assignments do not appear on the syllabus. These will be assigned and distributed periodically during the term.

² *CRT* refers to *Contemporary Rhetorical Theory* (Lucaites, Condit, and Caudill).

³ *WOP* refers to *Waves of Protest* (Freeman and Johnson).

⁴ *SOC* refers to *Stories of Change* (Davis).

English 573.02

Rhetorical Theory and the Analysis of Social Action

Special Focus:

Rhetorical Analysis of the Women's Human Rights Movement

At the International Conference on Human Rights in Vienna, Austria in 1993, hundreds of women from all regions of the world proclaimed that the human rights of women and girls are an inalienable, integral and indivisible part of universal human rights. Ethnic cleansing, forced pregnancies, and systematic sexual violations of women in situations of armed conflict, and domestic violence within the private sphere were framed and condemned as human rights violations. A few years later, at the Fourth International Women's Conference in Beijing delegates prepared and approved a document that analyzed concerns about women's and girls human rights, including poverty, education, health, violence, armed conflict, the economy, the media, and the environment. All human beings are entitled to the same human rights, but as human rights advocates have noted, women and girls have been neglected in international human rights law and practices. In other words, the rhetoric and practice of human rights is not gender neutral.

This course thus will offer students various rhetorical methods to examine the complex rhetorical terrain of the modern women's human rights movement and campaigns, defined by an international vision. Students will be introduced to the following rhetorical methods of analysis: neo-Aristotelian, pentadic criticism, fantasy-theme criticism, feminist rhetorical criticism, ideological criticism, and generic criticism. We will apply these methods to a range of texts including human rights laws and declarations, mission statements and documents of human rights organizations, government press releases and speeches, documentary videos (particularly those produced by Witness: Empowering Human Rights Defenders Through Video), and a few literary works that take as their subject women's human rights.

As we interrogate the rhetorical strategies employed by women's human rights organizations and individual writers and activists, we will also consider the rhetorical dynamics of visibility and invisibility. We will thus analyze the role of visual media, namely the rhetorical conventions of documentary film and photography, in depicting human rights violations against women and women's resistance and address the risk involved in representing trauma--namely the risk of recreating the spectacle of suffering.

Required Readings: (tentative list)

Agosin, Marjorie ed., *Women, Gender, and Human Rights: A Global Perspective*

Drakulic, Slavenka, *S: A Novel about the Balkans*

Foss, Sonja. *Rhetorical Criticism (2nd Edition)*

Foss, Foss, and Griffin, *Feminist Rhetorical Theories (excerpts)*

Kempadoo, Kamala and Jo Doezema eds., *Global Sex Workers: Rights, Resistance, and Redefinition*

Logan, Harriet, *Unveiled: Voices of Women in Afghanistan*

Louie, Miriam Ching Yoon, *Sweatshop Warriors: Immigrant Women Workers Take On*

the Global Factory

Selected UN Documents:

Universal Declaration of Human Rights (UDHR) adopted 1948

Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) adopted 1979, entered into force 1981

Convention of the Rights of the Child (CRC) 1989 adopted, entered into force 1990

A course packet-- selections from the following list:

Agosin, Marjorie, *A Map of Hope: Women's Writing on Human Rights--An International Literary Anthology (selections)*

Bunch, Charlotte, "Women's Rights as Human Rights: Toward a Re-Vision of Human Rights" *Human Rights Quarterly*, 1990.

Cook, Rebecca. Ed., *Human Rights of Women: National and International Perspectives*, 1994.

Grewal, Inderpal. "On the New Global Feminism and the Family of Nations: Dilemmas of Transnational Feminist Practice," in *Talking Visions: Multicultural Feminism in a Transnational Age*, ed. Ella Shohat, 501-530. New York: MIT Press, 1998.

Basu, Amrita. "Globalization of the Local/Localization of the Global: Mapping Transnational Women's Movements." *Meridians* 1,1 (Autumn 2000): 68-84.

Butler, Judith.

Dutt, Mallika. "Reclaiming a Human Rights Culture: Feminism of Difference and Alliance," in *Talking Visions: Multicultural Feminism in a Transnational Age*, ed. Ella Shohat, 225-246. New York: MIT Press, 1998.

Mertus, J, Nancy Flowers, and Mallika Dutt, *Local Action/Global Change: Learning About the Human Rights of Women and Girls (excerpts)*

Morsink, Johannes, "The Philosophy of the Universal Declaration," *Human Rights Quarterly*. Vol 6, no. 3, 1984, pp. 309- 34.

Patsch, Karl J. "Fundamental Principles of Human Rights: Self- Determination, Equality and Non-Discrimination," in *The International Dimensions of Human Rights*. K. Vasak (ed.).

Reading & Discussion Schedule

Week 1: Introduction:

History of the Women's Human Rights Movement

Fraser, Arvonne, "Becoming Human: The Origins and Development of Women's Human Rights" in *Women, Gender, and Human Rights*

Kaplan, Temma, "Women's Rights as Human Rights: Women as Agents of Social Change" in *Women, Gender, and Human Rights*

UN Documents:

Universal Declaration of Human Rights

Convention on the Elimination of All Forms of Discrimination Against Women

Week 2:

Woman's Rights as a Transnational Movement

Bunch, Charlotte, "Women's Rights as Human Rights: Toward a Re-Vision of Human Rights" *Human Rights Quarterly*, 1990.

Dutt, Mallika. "Reclaiming a Human Rights Culture: Feminism of Difference and Alliance," in *Talking Visions: Multicultural Feminism in a Transnational Age*, ed. Ella Shohat, 225-246. New York: MIT Press, 1998.

Video: *Beyond Beijing*

Week 3:

Spatial Rhetoric and the Women's Human Rights Movement

Grewal, Inderpal. "On the New Global Feminism and the Family of Nations: Dilemmas of Transnational Feminist Practice

Basu, Amrita. "Globalization of the Local/Localization of the Global: Mapping Transnational Women's Movements."

Friedman, Susan Stanford, "Locational Feminism: Gender, Cultural Geographies, and Geopolitical Literacy"

Week 4:

Global/Local Labor Politics & the Rhetoric of Reciprocity

Louie, Miriam Ching Yoon, *Sweatshop Warriors: Immigrant Women Workers Take On the Global Factory (Chapters 1 & 3)*

Video: *Behind the Labels: Garment Factory Workers in U.S. Saipan*

Week 5:

The Trafficking of Women and Girls and Rhetorical Configurations of Agency

Doezema, Jo "Forced to Choose: Beyond the Voluntary v. Forced Prostitution Dichotomy" in *Global Sex Workers*

Bindman, Jo "An International Perspective on Slavery in the Sex Industry"

Cabezas, Amalia Lucia "Discourses of Prostitution: The Case of Cuba"

Montgomery, Heather "Children, Prostitution, and Identity: A Case Study from a Tourist Resort in Thailand"

Video: *The Price of Youth*

Bought and Sold: An Investigative Documentary About the International Trade in Women

Week 6: Rhetoric of Advocacy: Globalizing Sex Workers' Rights

Momocco, "Japanese Sex Workers: Encourage, Empower, Trust, and Love Yourself!"

Petzer, Shane and Gordon Issacs, SWEAT: The Development and Implementation of a Sex Worker Advocacy and Intervention Program in Post-Apartheid South Africa
Colimoro, Claudio "A World of People: Sex Workers in Mexico"
Cheryl Overs, "International Activism"

Week 7: Rape Warfare, Rights, and the Rhetoric of Witnessing

MacKinnon, Catherine "Turning Rape into Pornography"
Stapleton, Jane "Degrees of Separation" in *Women, Gender, and Human Rights*
Video: *The Sky: A Silent Witness*
Video: *Calling the Ghosts: A Story about Rape, War, and Women*

Week 8: Rape Warfare and the Rhetoric of Witnessing (continued)

Drakulic, Slavenka "S": *A Novel About the Balkans*
Drakulic, Slavenka, "Bosnia, or What Europe Means to Us"

Week 9: The Rhetorical Politics of Pity: Women's Human Rights and the US War on Terrorism

National Geographic Video *The Search for the Afghan Girl*
Smith, Sharon. "Using women's rights to sell Washington's war."
Laura Bush's address

Week 10: Visual Rhetoric of Veiling/Unveiling: Afghanistan Women's Human Rights and the US War on Terrorism

Harriet Logan, *UnVeiled: Voices of Women in Afghanistan*
RAWA: Letter to Ms. Magazine

Video: *RISE: Revolutionary Women Reenvisioning Afghanistan*

Final Class: Women's Human Rights Movement: Where Do We Go From Here?

English 576.01
Spring 2003
DE 0206
TR 11:30-1:18

Professor Knapp
Denney 472 (292-4593)
knapp.79@osu.edu
Office Hrs: Wed. 3:30-5:00

History of Critical Theory: Plato to Aestheticism

Texts (available at SBX; use these editions)

Hazard Adams, Critical Theory Since Plato

Dante, Vita Nuovo (transl. Musa)

Goethe, Sorrows of Young Werther (transl. Hulse)

The Course

What is the nature of literature? What is the purpose of interpretation? This course will introduce students to key classical explorations of these problems through a survey of key texts and thinkers from Plato and Aristotle to William Wordsworth and Friedrich Nietzsche. To give focus to such a wide survey, the course will focus on four historical moments: first, the rise of literary theory in Greek antiquity; second, experiments with allegorical reading in the Middle Ages; third, the beginning of modern criticism in neoclassicism and enlightenment thought; and, fourth, the movement that largely set the terms for our own understanding of literature, the Romantic movement.

Assignments and Grading

Readings from our texts are listed on the following page and should be completed by the day on which they are assigned. (I expect you to come to class having done the reading for the day and being prepared to discuss the text.) For most days you will be reading only 20-30 pages of material, but this material is complex. You will need to read carefully, and I would strongly recommend keeping a notebook by your side while you read for both notes and questions on your reading.

Your grade for this course will depend on your performance in three areas: a midterms and cumulative final exam (25% each); a combination of quizzes and class participation/attendance (25%); and a final research paper of 6-8 pp. (25%). For this paper I will ask for an annotated bibliography by March 9, with the final paper due on March 15 (both components will be factored into your grade). No make-up quizzes or midterm will be given, but I will drop everyone's lowest quiz grade, so if you miss only one you will not be penalized. Missing three or more classes or the equivalent, however, will be considered grounds for failure.

The final for this course will be on Thursday, March 18, 11:30-1:18.

Secondary Reading

Much of our reading for this course will come from philosophical texts and may feel unfamiliar to literature students. I will provide some background for these thinkers in class, but to help in your reading I will also put some of the standard reference works concerning this history on reserve. These are listed below. See me if you have more particular interests or need help finding materials for your paper.

Groden and Kreisworth. Johns Hopkins Guide to Literary Theory and Criticism
Kennedy, George. Cambridge History of Lit. Crit., vol I: Classical Criticism
Engel, James. Forming the Critical Mind: Dryden to Coleridge
Gaut and Lopes, ed. Routledge Companion to Aesthetics

Schedule of Readings

Week 1

- 1/6: Introduction to course
1/8: Adams, "Introduction"
Plato, "Ion"; excerpts from Republic

Week 2

- 1/13: Aristotle, Poetics
1/15: Horace, Art of Poetry
Longinus, On the Sublime

Week 3

- 1/20: Plotinus, "On Intellectual Beauty"
Augustine, excerpts from On Christian Doctrine
Boethius, excerpt from Consolation of Philosophy
1/22: Thomas Aquinas, from "The Nature and Domain of Sacred Doctrine"
Dante, from "The Banquet" and "Letter to Can Grande Della Scala"
Boccaccio, from Life of Dante and Genealogy of the Gentile Gods

Week 4

- 1/27: Dante, Vita Nuovo
1/29: Dante, Vita Nuovo

Week 5

- 2/3: **Midterm exam**
2/5: Castelvetro, from The Poetics of Aristotle Translated and Explained
Mazzoni, from On the Defense of the Comedy of Dante

Week 6

- 2/10: Sidney, "An Apology for Poetry"
2/12: Corneille, "Of the Three Unities of Action, Time and Place"
Dryden, "An Essay of Dramatic Poesy"

Week 7

- 2/17: Locke, from An Essay Concerning Human Understanding
2/19: Pope, "An Essay on Criticism"

Week 8

- 2/24: Burke, from A Philosophical Inquiry
Hume, "Of the Standard of Taste"
Samuel Johnson, "On Fiction", Rasselas, and Preface to Shakespeare
2/26: Blake selections
Wordsworth, "Preface to the Second Edition of Lyrical Ballads"
Coleridge selections

Week 9

- 3/2: Lessing, from Laocoön
Kant, from Critique of Judgment
3/4: Schiller, from Letters on the Aesthetic Education of Man
Schlegel, excerpts from "Critical Fragments", "Athenaeum
Fragments", and "On Incomprehensibility"
Goethe, from Conversations with Eckermann and "Maxim # 207"

Week 10

- 3/9: Goethe, Sorrows of Young Werther
3/11: Nietzsche, from "The Birth of Tragedy from the Spirit of Music"

Directions for final Research Paper

The evaluation of this final project will be based on both elements, first an annotated bibliography, due on **March 9**, then a 6-8 page essay, due on **March 15**.

The annotated bibliography should present both: 1) a statement of your research topic, presented either as an area of research or a research question; and, 2) an annotated list of 5-7 sources. These sources should be scholarly articles, books, or books chapters, with no more than one being drawn from an internet source or Encyclopedia. The annotated bibliography should list each source according to MLA bibliographical format followed by a brief summary of the contents of your source (three to six sentences should suffice). MLA format is conveniently summarized by our library staff at <http://www.lib.ohio-state.edu/guides/mlagd.html>, but ask me if you have any questions.

The essay should be 6-8 pages, drawing on the research contained in your bibliography. Topics for this essay will be left to your invention, though I am happy to help you think about possible topics -- just see me early. You might try doing some historical/biographical research about one of the theorists you have read. You might do a paper suggesting how one of the theorists would read either of our two literary texts (Dante or Goethe). Or you might try a comparative analysis, talking about the differences between two of our theorists. Again, if you have any questions or doubts about this, please come see me.

Requirements for Double Majors (on one degree)

- Each major must be in a different subject.
- Each major must meet all requirements set by the unit offering the major.
- Each major must satisfy the Arts and Sciences rules governing major programs: completion of any required prerequisites to the major, a minimum of 40 hours (exclusive of required prerequisites), a minimum of 20 OSU hours, no 100-level courses, a minimum 2.0 GPA, no grades below a C-.
- Each major must contain a minimum of 30 unique hours that do not overlap between the two majors.

Additional Information about Double Majors

- Students pursuing a double major (two majors on the same degree) are permitted to overlap course work on the majors with the GEC, where that overlap is appropriate. (Students pursuing one major are not permitted this overlap.) It is always appropriate when the course is an approved GEC course. It is probably appropriate when the course meets the spirit of the requirement: in this case, you might encourage a student to pursue a curriculum petition explaining his or her reasons for an exception.
- If one or more of the student's majors are in the humanities or social sciences, then two courses, rather than one, from the area of the major may, if appropriate, count toward the GEC requirement in humanities or social science.
- The same rules apply to triple majors (three majors on the same degree).
- Courses used on a minor can never overlap with a major on the same degree.
- It is possible for a second major to reside on a degree for which it would not normally be awarded. A student may, for example, do a BS degree, with Psychology as the first major. She would need to meet the BS requirements for the Psychology major, but could add a second major in Economics by completing on the BA requirements for that major. Similarly, a student could complete the BS degree requirements with a major in biology and add the BA version of the Chemistry major as a second major on that degree. This looks oddest when the second major couldn't normally be awarded at all for that major—a BS degree with a Mathematics major and a second major of History (you can't normally receive a BS in History).

Requirements for Additional Baccalaureate Degrees

- The major on the additional degree must be different from the major completed as part of the first degree.
- No courses used on the major for the first degree can be used on the major for the additional degree.
- No more than 10 credit hours of course work from any previous minor program can be used on the major for the additional degree.
- The student must enroll in Arts and Sciences (one of the ASC colleges or, in the case of International Studies or a PSP, in ASC itself) and complete at least 45 degree hours beyond the minimum required for the first (or the second, etc.) degree.

- At least 30 of the 45 credit hours beyond those required for the first degree must be upper-division course work. (In the case of a first degree completed at another institution, we are simply looking for 30 additional upper-division hours, not a total of 90 [or 120, etc.]).
- The student must meet all the requirements for an undergraduate degree. This includes, of course, the requirements of the GEC for the Arts and Sciences degree he is pursuing. If the student completed the first degree in another OSU college or at another University, this may involve GEC requirements the student did not have to meet in earning the first degree (the foreign language requirement, for example, in the case of most other OSU colleges).
- Students pursuing a second baccalaureate degree are required to petition to do so, and should be encouraged to do that as early as possible in their program. The student should submit an approved major program (if the first degree has already been completed) or programs (if the student is pursuing the two degrees concurrently), or at least some evidence that he or she has consulted with the department(s) involved and understands the requirements. The petition is mainly a means to ensure that the student does understand the requirements for two degrees.

Political Science 565
Power and Resistance
Autumn 2001

Professor Hayward
email: clarissa.hayward@polisci.sbs.ohio-state.edu
phone: 292-9647

MW 1:30 - 3:18, Dulles 20
Office hrs. Tues. 12-2, and by appt.
2126 Derby Hall, 154 N. Oval Mall

What is social power? How does power shape human freedom? How might social theorists and social scientists conceptualize, study, and inform efforts to change power relations? In this seminar, we address these and related questions by analyzing both theoretical treatments of the concept of power and empirical studies of power relations

Course Requirements*

This course has three requirements.

1. You must complete the readings in a timely fashion and participate actively in class discussions. Class participation (not just quantity, but also quality) counts for 10 percent of your grade.
2. Each week, except the final week of the course, you will complete a short (1-2 pp.) response to the assigned texts, due at the start of class Wednesday. Most weeks, the response will be a critical/analytic response to some aspect of the arguments presented in the readings. Some weeks, however, you will write a personal reflection on how the concepts and/or categories employed in the readings affect you in your daily life. Once or twice during the course of the quarter, your response will require you to perform a field exercise before writing, for example, a short period of participant-observation at a site in the city of Columbus (during the third part of the seminar, "Power and the Built Environment: The Case of the City"). I will give guidelines and answer any questions in class the Wednesday before the response is due. Responses will be graded on a scale of 1 to 5. Together, these count for 45 percent of your grade.
3. You will write two take-home essays during the last week of class. Essay questions will be distributed Wednesday, November 21. Your responses are due in my mailbox, 2140 Derby Hall, by 9 a.m. Friday, November 30. Late essays lose 1/3 grade per day, including weekends (e.g. a "B+" exam turned in Monday, Dec. 3 receives a "C+", turned in Tuesday, Dec. 4, at C, etc.). These count for 45 percent of your grade.

** All of the work that you do in this course is expected to be your own. Plagiarism (using someone else's words or ideas without citing them) and other forms of cheating will be reported to the university committee on academic misconduct and handled according to university policy.*

Course Materials**

1. A reading packet is on sale at Cop-EZ, and on 2-hour reserve at the Main Library.
2. The following books are on sale at the Ohio State Book store, SBX, and Long's, and on 24-hour reserve at the Main Library:

Pierre Bourdieu, *Distinction: A Social Critique of the Judgment of Taste* (Harvard University Press, 1984)

Clarissa Hayward, *De-facing Power* (Cambridge University Press, 2000)

Susan Okin, *Is Multiculturalism Bad for Women?* (Princeton University Press, 1999)

Richard Sennett, *The Conscience of the Eye: Design and Social Life of Cities* (Knopf, 1990)

Frances Piven and Richard Cloward, *Poor People's Movements* (Pantheon, 1977)

Staggenborg, *The Pro-Choice Movement: Organization and Activism in the Abortion Conflict* (Oxford University Press, 1991)

*** Students with disabilities are responsible for making their needs known to the instructor and seeking available assistance in the first week of the quarter. Course materials are available in alternative formats upon request. For such materials please contact Mr. Wayne DeYoung, 2140 Derby Hall, 154 N. Oval Mall, 292-2880.*

Course Syllabus and Schedule of Class Meetings

[B] = Book, on sale at the Ohio State University Bookstore, SBX, and Long's, and on twenty-four hour reserve at the Main Library.

[F] = Film, to be viewed in class

[R] = Article or book excerpt, in course reader.

Wednesday, September 19:

Introduction and overview of course (no readings).

1. Foundations: the study of power in social theory and social science

Monday, September 24

Steven Lukes, "Power: A Radical View" [R]

Wednesday, September 26

John Gaventa, *Power and Powerlessness*, pp. 1-44, 125-201 [R]

Monday, October 1

Michel Foucault, "Panopticism" [R]

Michel Foucault, "The Subject and Power" [R]

Nancy Fraser, "Foucault on Modern Power: Empirical Insights and Normative Confusions" [R]

Wednesday, October 3

Pierre Bourdieu, *Distinction*, Part I [B]

Monday, October 8

Clarissa Hayward, *De-facing Power*, pp. 11-110 [B]

Menace II Society [F]

Wednesday, October 10

Clarissa Hayward, *De-facing Power*, pp. 111-78 [B]

Menace II Society [F]

2. Power and the Self: Identity and Social Location

Monday, October 15

Barbara Jeanne Fields, "Slavery, Race, and Ideology in the United States of America" [R]

Walter Benn Michaels, "Race into Culture: A Critical Genealogy of Cultural Identity" [R]

Wednesday, October 17

Margaret Somers, "The Narrative Constitution of Identity: A Relational and Network Approach" [R]

Rogers Brubaker and Frederick Cooper, "Beyond 'Identity.'" [R]

Monday, October 22

Susan Okin, *Is Multiculturalism Bad for Women?*, Introduction, "Is Multiculturalism Bad for Women?" and Responses by Pollitt, Kymlicka, Honig, Al-Hibri, Tamir, Gilman, and An-Na'im (pp. 3-64) [B]

A Life Apart: Hasidism in America [F]

Wednesday, October 24

Is Multiculturalism Bad for Women?, remaining responses, and Okin's reply (pp. 65-131) [B]

A Life Apart: Hasidism in America [F]

3. Power and the Built Environment: The Case of the City

Monday, October 29

Kenneth Jackson, *Crabgrass Frontier*, chs. 8-13 [R]

Wednesday, October 31

Douglas Massey and Nancy Denton, *American Apartheid: Segregation and the Making of the Underclass*, chs. 1-3 [R]

Monday, November 5

Richard Sennett, *The Conscience of the Eye: The Design and Social Life of Cities*, pp. 5-117 [B]

Wednesday, November 7

Sennett, *The Conscience of the Eye*, pp.121-252 [B]

Monday, November 12

NO CLASS: OSU CLOSED FOR VETERANS' DAY

4. Fighting Power: What Counts as Resistance?

Wednesday, November 14

Henry David Thoreau, "Resistance to Civil Government" [R]

Monday, November 19

Frances Fox Piven and Richard A. Cloward, *Poor People's Movements: Why They Succeed, How They Fail*, pp. 264-361 [B]

Wednesday, November 21

TAKE-HOME ESSAY EXAM; NO CLASS MEETING.

The final essay exam is available starting at 9 a.m. outside my office, 2126 Derby Hall. This is an open book exam; refer to your notes and course texts as necessary. You may use today's class time to complete the exam, or you may work on it some other time over the course of the upcoming week. Exams are due in my mailbox, 2140 Derby Hall at 9 a.m. Friday, November 30. Late exams lose 1/3 grade per day, including weekends.

Monday, November 26

Suzanne Staggenborg, *The Pro-Choice Movement: Organization and Activism in the Abortion Conflict*, pp. 3-77 [B]

Wednesday, November 28

Staggenborg, *The Pro-Choice Movement*, pp. 81-155 [B]

FINAL ESSAYS DUE BY 4:30 P.M. FRIDAY, NOVEMBER 30

IN MY MAILBOX, 2140 DERBY HALL

Political Science H567

Honors Seminar in Political Science: Politics and Ethics

Winter 2005

Professor Parrish
Email: parrish.179@osu.edu
Telephone: 614-292-3710

Tues., Thurs. 1:30-3:18
Office hrs: Wed. 2-4
2127 Derby Hall

This seminar will explore the relationship between ethical action and political reality. We will consider the problem of "dirty hands" in political theory and the conflicts among ethical frameworks that appear to give rise to it. In the course of our investigation, we will trace these theoretical difficulties through a variety of specific issue areas, including violence and war, deception and corruption, and cooperation with and disobedience to authority, using both philosophical analyses and case studies. No particular background is required for the course, though a familiarity with normative political theory and/or philosophical ethics will be helpful.

Course Requirements

There are three main course requirements:

1. Seminar presentation and seminar participation. Each member of the seminar is expected to participate each week in seminar discussion. In addition, each member of the seminar will be responsible for making a presentation designed to summarize one of the supplementary texts as well as help spark seminar discussion. These topics will be assigned on January 8. The presentation and seminar participation more generally count for 25% of the final course grade (10% for the presentation and 15% for general participation).
2. Midterm paper. One 6-8 page paper on a subject of the seminar members' choice, based on the course readings. This paper will count for 25% of the final course grade and is due on February 10.
3. Final paper. One 12-15 page paper on a subject of the seminar members' choice, based on the course readings. This paper will count for 50% of the final course grade and is due on March 12.

Course Materials

The following books are available for purchase at the Ohio State Book Store, SBX, and Long's:

Arthur Isak Applbaum, *Ethics for Adversaries*. Princeton, N.J.: Princeton University Press, 1999.

Marshall Cohen, Thomas Nagel, and Thomas Scanlon, eds. *War and Moral Responsibility*. Princeton: Princeton University Press, 1974.

Amy Gutmann and Dennis Thompson, editors. *Ethics and Politics: Cases and Comments*. Third edition. Chicago: Nelson-Hall, Inc.

Kazuo Ishiguro. *The Remains of the Day*. New York: Vintage Books, 1993

Michael Walzer. *Just and Unjust Wars*. Third edition. New York: Basic Books, 2000.

Academic Honesty: I expect all of the work you do in this course to be your own. I will tolerate absolutely no cheating or plagiarism (using someone else's words or ideas without proper citation). I will report any cases of cheating or plagiarism to the university committee on academic misconduct, and they will be handled according to university policy.

Disability: If you need an accommodation based on the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs, and explore potential accommodations. I rely on the Office for Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, I encourage you to do so.

Course Syllabus and Schedule of Class Meetings

I. Introductory

Tuesday, January 6

Introduction and overview of course; Machiavelli, *The Prince*, ch, 15-18 (distributed in class)

Thursday, January 8

Principal texts: Michael Walzer, "Political Action: The Problem of Dirty Hands" (in Cohen et. al.); Max Weber, "Politics as a Vocation" (in coursepack); Kenneth Winston, "Necessity and Choice in Political Ethics: Varieties of Dirty Hands" (in coursepack)

Supplementary texts: Ronald Beiner, "Missionaries and Mercenaries"; Mark Bowden, "The Dark Art of Interrogation"

IV. Deception and Corruption

A. Deception

Thursday, January 29

Principal texts: "Lying in Office," "Disinformation for Quadaffi," and "The Iran-Contra Affair" (in *Ethics and Politics*); "The Two Oaths of Richard Helms" (in coursepack); Christine Korsgaard, "The right to lie: Kant on dealing with evil" (in coursepack)

Supplementary text: Hannah Arendt, "Truth and Politics"

B. Publicity

Tuesday, February 3

Principal texts: Amy Gutmann and Dennis Thompson, "The Value of Publicity" (in coursepack); "The Senate Confirmation of Justice Clarence Thomas" (in *Ethics and Politics*); "17 People" (in coursepack)

C. Corruption

Thursday, February 5

Principal texts: "The Keating Five" and "Scandal in Santa Clara," in *Ethics and Politics*; Walter Lippmann, "A Theory about Corruption." (in coursepack); Michael Sandel, "Votes for Sale" (in coursepack); Michael Walzer, "Power Drill" (in coursepack)

Supplementary text: Dennis Thompson, "Dynamics of Legislative Corruption"

V. Role Morality

Tuesday, February 10

Principal texts: Sir Michael Quinlan, "Ethics in the Public Service" (in coursepack); Kazuo Ishiguro, *The Remains of the Day*, pp. 31-44, 85-117, 138-139, 146-154, 164-169, 199-201

MIDTERM PAPERS DUE TODAY IN CLASS

Thursday, February 12

Principal texts: Michael Hardimon, "Role Obligations"; Arthur Applbaum, *Ethics for Adversaries*, ch. 2

Supplementary text: A. John Simmons, "External Justifications and Institutional Roles"

Supplementary texts: David Ross, "Prima Facie Duties"; R.M. Hare, "Moral Conflicts"; Alan Donagan, "Consistency in Rationalist Moral Systems"

Tuesday, March 9

Principal texts: Bernard Williams, "Conflicts of Value"; Thomas Nagel, "The Fragmentation of Value"; Charles Taylor, "The Diversity of Goods"

Thursday, March 11

Principal texts: Michael Stocker, "Dirty Hands and Ordinary Life"; Charles Taylor, "Leading a Life."

Friday, March 12

FINAL PAPERS DUE FRIDAY, MARCH 12, 4:00pm

GRADING STANDARDS for essay assignments

John M. Parrish

Essays will be graded by evaluating the degree to which they achieve the standard set for the course in five categories:

THESIS and ARGUMENT

The essay offers a complex, interesting, and satisfactory answer to the question or problem presented, and the essay focuses exclusively throughout on stating, explaining, and defending that answer.

STRUCTURE and ORGANIZATION

The essay consists of a series of unified paragraphs logically following one another, with a clear point to each, and with effective transitions between them. The ideas of the essay develop within paragraphs sentence by sentence, without digressions, toward the establishment of the thesis and argument.

EVIDENCE and SUPPORT

The essay offers support for each major point of its argument, drawing on the assigned readings and, where appropriate, other sources. The evidence (facts, reasons, or examples) which it offers as support for its points is relevant, clear, precise, and detailed, to a degree sufficient to support belief in its claims.

ANALYSIS and NUANCE

The essay demonstrates the writer's clear familiarity with and understanding of the assigned reading. It qualifies and differentiates its thesis where possible; analyzes evidence when introduced; deals where appropriate with possible objections to the evidence and interpretation offered; confronts where appropriate the best alternative views to those of its thesis; and generates where possible original and stimulating insight into the material.

CLARITY and STYLE

The essay clearly expresses the writer's thoughts and especially the major points of the writer's argument. It conforms to standard patterns of spelling and grammar; employs words chosen to express the writer's meaning with specificity and precision; uses a sufficient variety and sophistication of sentence patterns; and engages the reader in the essay with its liveliness and, where appropriate, even artistry or flair.

Political Science 571
Political Theories of Democracy
Professor Hayward

Office hours: T, Th., 10:30 - 11:30, and by appt.
2126 Derby Hall, 154 N. Oval Mall
Phone: 292-9647
email: clarissa.hayward@polisci.sbs.ohio-state.edu

M-F 1:30 - 3:18
Boyd Lab 311

For most of its history, democracy has been regarded as among the most undesirable forms of government. For Aristotle, who defined it as "rule with a view to the advantage of those who are poor," democracy was a "deviation" from the superior form of government he termed polity, a mixed regime that included oligarchic elements. For Plato, democracy was characterized by total license; it naturally degenerated into tyranny. And even for the American "Founding Father" James Madison, democracy—understood as direct popular rule—was a dangerous form of government posing serious threats to both individual rights and collective well-being. By the start of the twenty-first century, however, it seems that the conventional wisdom about democracy has taken a 180 degree turn. Few contemporary political thinkers fail to endorse democracy as the best—or at least the best possible—form of rule. And few political practitioners claim to be anything other than "small d" democrats. What accounts for this shift in the place accorded democracy in contemporary political thought? What exactly is it that political philosophers—and leaders and activists—endorse when they endorse the democratic ideal? And how does this apparent consensus on the value of democracy thrive amidst profound disagreement about political ends?

This course provides an overview of debates about the contested meaning and significance of this key political concept, "democracy," with a focus in particular on debates among political theorists and philosophers. Over the course of the quarter, we will compare ancient and modern conceptions of democracy and democratic citizenship. We will ask what role, if any, rights should play in our understanding of democratic self-governance. We will ask what democratic political participation does, and should, entail. And we will consider recent arguments in favor of, and against, a specifically deliberative understanding of democracy. More generally, moving beyond the apparent consensus on democracy, we will explore and engage in debates about what it means to govern democratically, whether democracy is in fact realized in polities that claim its name, and how best to further the democratic project.

Course Requirements*

1. You must complete all required readings in a timely fashion. To encourage you to read course texts closely, carefully, and *before* arriving for class, we will have a series of unannounced quizzes to check reading comprehension. These quizzes, which should take no more than five minutes to complete, will be given at the start of class. We will have at least eight quizzes over the course of the quarter. Your top six grades will count for 30 percent of your course grade (five percent per quiz).
2. You will write two in-class, essay-style examinations. Together, these exams count for 60 percent of your grade (30 percent each).
3. Participation counts for ten percent of your grade. Participation requirements include class attendance, good preparation, and active and informed participation in class discussions.

Course Materials*

1. In order to minimize your expenses, I have provided web links to several class readings that are available on the internet. For the Thucydides excerpt and the Mill essay, simply connect to the website provided. For the journal articles, connect to the OSU library website [<http://library.ohio-state.edu/search/>], click on "Journals (Online)," enter the journal title, and follow directions to connect to the website. For those who prefer, a hard copy of these readings is available through the reserve desk at the Main Library.
2. Many of the readings for this course are available on electronic reserve, through the Main Library. See attached instructions for accessing electronic reserve. In addition, hard copies of e-reserve readings are available through the reserve desk at the Main Library.
3. The following two books are on sale at the Ohio State Book store, SBX, and Long's, and on reserve at the Main Library:
John Locke, *Second Treatise of Government* (Hackett)
Jean-Jacques Rousseau, *The Social Contract* (Penguin)

* *All of the work that you do in this course must be your own. Plagiarism (using someone else's words or ideas without citing them) and other forms of cheating will be reported to the university committee on academic misconduct and handled according to university policy.*

* *Students with disabilities are responsible for making their needs known to the instructor and seeking available assistance in the first week of the quarter. Course materials are available in alternative formats upon request. For such materials please contact Mr. Wayne DeYoung, 2140 Derby Hall, 154 N. Oval Mall, 292-2880.*

Course Syllabus and Schedule of Class Meetings

[E] = Article or book excerpt, available through electronic reserve and 2-hour reserve at the Main Library.

[B] = Book, on sale at OSU Book Store, SBX, and Long's, and on 24-hour reserve at the Main Library.

Monday, June 23

Introduction and overview. (No readings.)

Tuesday, June 24

Thucydides, Pericles' funeral oration [available online at many websites, including: <http://www.fordham.edu/halsall/ancient/pericles-funeralspeech.html>]

Wednesday, June 25

Aristotle, *The Politics*, Book III, chapters 1-9 [E]

Thursday, June 26

Aristotle, *The Politics*, Book III, chapters 10-18 [E]

Friday, June 27

John Locke, *Second Treatise of Government*, chapters 1-6 [B]

Monday, June 30

John Locke, *Second Treatise of Government*, chapters 7-11 [B]

Tuesday, July 1

John Locke, *Second Treatise of Government*, chapters 12-19 [B]

Wednesday, July 2

James Mill, *An Essay on Government* [available online at:
<http://www.mdx.ac.uk/www/study/xMilGov.htm>]

Thursday, July 3

T.H. Marshall, "Citizenship and Social Class," pp. 1-45 [E]

Friday, July 4 NO CLASS: OSU CLOSED FOR JULY 4

Monday, July 7

T.H. Marshall, "Citizenship and Social Class," pp. 46-85 [E]

Tuesday, July 8

Review and synthesis (No readings).

Wednesday, July 9 IN-CLASS ESSAY-STYLE EXAMINATION

Thursday, July 10

Jean-Jacques Rousseau, *The Social Contract*, books 1-2 [B]

Friday, July 11

Jean-Jacques Rousseau, *The Social Contract*, book 3 [B]

Monday, July 14

Jean-Jacques Rousseau, *The Social Contract*, book 4 [B]

Tuesday, July 15

Benjamin Barber, "Citizenship and Participation" [E]

Wednesday, July 16

Anne Phillips, "Paradoxes of Participation" [E]

Thursday, July 17

Review and synthesis (No readings).

Friday, July 18

IN-CLASS ESSAY-STYLE EXAMINATION

Monday, July 21

Jon Elster, "The Market and the Forum" [E]

Tuesday, July 22

Bruce Ackerman and James Fishkin, "Deliberation Day," *Journal of Political Philosophy* 10: 2 (June 2002): 129-152. [online, through Library website, online journals]

Wednesday, July 23

Lynn Sanders, "Against Deliberation," *Political Theory* 25: 3 (June 1997): 347-76. [online, through Library website, online journals].

Political Science 572
Political Theories of Justice
Professor Hayward

(Time and place of class)
Office hours: (Time) and by appt.
2126 Derby Hall, 154 N. Oval Mall
email: clarissa.hayward@polisci.sbs.ohio-state.edu
phone: 292-9647

What is social justice? How might we order our shared institutions and practices justly? This course invites students to consider and to revise their answers to these questions, by introducing them to debates about the contested meaning of this key political concept, "justice." It focuses, in particular, on debates about justice among political theorists and philosophers. Over the course of the quarter, we will compare ancient and modern conceptions of justice. We will ask what a just distribution of social goods (and bads) would look like. We will ask what role, if any, notions of "recognition" should play in understandings of justice. More generally, we will explore and engage in debates about what justice requires, whether and to what extent our own society is a just one, and how best to foster social justice in the contemporary world.

Course Requirements*

1. Participation—not just quantity, but also quality, counts for 10 percent of your grade. Excellent participation requires regular class attendance, good preparation (i.e., readings completed before class), and active and informed involvement in class discussions.
2. You will write three short (about 5 pp.) papers on an assigned topic or, alternatively, on a topic of your choosing with TA approval. These are due in your TA's mailbox, 2140 Derby Hall, Friday, (DATE); Friday, (DATE); and Friday, (Date). Together, these papers count for 60 percent of your grade (20 percent each). Please see the attached paper rubric describing the A, B, C, D, and E paper. (Committee: Please see attached sample questions.)
3. You will write an essay-style examination during finals week. This exam counts for 30 percent of your grade.

** All of the work that you do in this course must be your own. Plagiarism (using some else's words or ideas without citing them) and other forms of cheating will be reported to the university committee on academic misconduct and handled according to university policy.*

Course Materials*

1. Most of the readings for this class are available in a course reader, on sale at Cop-EZ, Tuttle, and on closed reserve at the Main Library.
2. The following books are on sale at the Ohio State Book store, SBX, and Long's, and on 24-hour reserve at the Main Library:

(List all course texts; one option is to use the reader *What is justice? Classic and Contemporary Readings*, ed. Robert Solomon and Mark Murphy, New York: Oxford University Press, 2000, in place of photocopied excerpts, depending on the relative cost.)

** Students with disabilities are responsible for making their needs known to the instructor and seeking available assistance in the first week of the quarter. Course materials are available in alternative formats upon request. For such materials please contact Mr. Wayne DeYoung, 2140 Derby Hall, 154 N. Oval Mall, 292-2880*

Course Syllabus and Schedule of Class Meetings

Class 1 In-class reading: excerpts from Jonathan Kozol, *Savage Inequalities*.

(In the opening class, we will ask whether the story Kozol tells is a story about (in)justice, and why? We will ask what justice would mean in the context of American public education, as a means to articulating some conceptions of justice. An overview of the course will follow, which will begin to place competing understandings of justice in the context of the historical and contemporary theories the class will study.)

I. Foundations: What is Justice?

Class 2 Plato, *The Republic*, Book I

Class 3 Aristotle, *Nichomachean Ethics*, Book V

Class 4 *Treatise of Human Nature* III, Part 2, 1-2;

Enquiry Concerning the Principles of Morals III, I and App. 3

Class 5 Mill, *Utilitarianism*, ch. 5

Bentham, *Principles of Morals and Legislation*, chs. 1-4

Class 6 Locke, *Second Treatise of Government*, chapter 5

Marx, *Capital*, excerpts

Class 7 Marx, *Capital*, excerpts

Marx, "Critique of the Gotha Program"

Short paper #1 is due in your TA's mailbox by 4:30 p.m., Friday, (insert date of the Friday after class 7).

II. Justice and Distribution

Class 8 John Rawls, *Theory of Justice*, pp. 3-22; 40-45; and 60-83

Class 9 Rawls, *Theory of Justice*, pp. 90-95; 100-108; 118-122; and 136-161.

Class 10 Robert Nozick, *Anarchy, State, and Utopia*, pp. 3-35 and 42-87

Class 11 Nozick, *Anarchy, State, and Utopia*, pp. 88-119 and 149-182.

Class 12 Michael Walzer, *Spheres of Justice*, chapters 1 and 2

Class 13 Walzer, *Spheres of Justice*, chapters 4 and 9

Class 14 Susan Okin, *Justice, Gender, and the Family*, Introduction and chapter 4

Class 15 Okin, *Justice, Gender, and the Family*, chapters 5 and 6

Short paper #2 is due in your TA's mailbox by 4:30 p.m., Friday, (insert date of the Friday after class 15).

III. Justice and Recognition

Class 16 Iris Young, *Justice and the Politics of Difference*, chapters 1 and 2

Class 17 Young, *Justice and the Politics of Difference*, chapters 4 and 8

Class 18 Charles Taylor, "The Politics of Recognition"

Class 19 Ayelet Shachar, “On Citizenship and Multicultural Vulnerability”

Elizabeth Kiss, “Democracy and the Politics of Recognition”

Class 20 Nancy Fraser, “From Redistribution to Recognition? Dilemmas of Justice in a
'Post-Socialist' Age”

Short paper #3 is due in your TA's mailbox by 4:30 p.m., Friday, (insert date of the Friday after class 20).

Final Essay Examination: (Insert date, time, and place)

25-w description:

Focuses on debates among political theorists about the meaning of justice. This course asks, “What is justice?” and “How might we order our world justly?”

Rationale:

We see this as a companion course to PLSC 571, “Political Theories of Democracy.” Justice, like democracy, is a key concept in political theory and in political science generally. Our students should have the opportunity to study important philosophical work on justice.

Political Science 670

History of Political Thought from Ancient Greece to the Protestant Reformation

Autumn 2005

Professor John Parrish
Email: parrish.179@osu.edu
Telephone: 614-292-3710

Mon., Wed., 11:30-1:18
Office hrs: Mon, Tues 3-4pm
2127 Derby Hall

This course surveys the history of political thought in the ancient and medieval periods. The first half of the course will focus on Plato and Aristotle; the second half will focus on the Roman, early Christian, and medieval worlds. Some familiarity with either moral and political philosophy or ancient and medieval intellectual history will be helpful, but this is not assumed.

Course Requirements

There are three main course requirements:

1. **Quizzes.** There will be a series of unannounced quizzes over the course of the quarter, designed to ensure class preparation and check reading comprehension. These quizzes will be given at the start of class at least seven times throughout the quarter. Each student's top five quiz scores will be counted, and each quiz will be worth five percent of the final grade (for a total of 25%).
2. **Midterm paper.** A 6-8 page paper on an assigned topic due on November 2 in class. Topics will be distributed on October 26. The midterm paper counts for 25% of the final grade.
3. **Final paper.** A 12-15 page paper on an assigned topic due on December 2 by 4:00pm in the instructor's mailbox. Topics will be distributed not later than November 21. The final paper counts for 50% of the final grade.

Course Materials

The following books are available for purchase at the Ohio State Book Store, SBX, and Long's:

Plato. *The Republic*. Edited by G.R.F. Ferrari. Cambridge: Cambridge University Press, 2000

Aristotle. *The Politics*. Edited Stephen Everson. Revised Student Edition. Cambridge: Cambridge University Press, 1996

There is also a required coursepack available for purchase at SBX.

Course Policies

Attendance – Students are expected to attend lectures regularly and to have prepared adequately with respect to the assigned readings. Periodic quizzes over the reading will help to motivate both regular attendance and adequate preparation. There is no other sanction for missing a lecture, and it is not necessary to obtain prior approval from the instructor when missing a class meeting is unavoidable. Students bear the entire responsibility for the decision to miss class and for whatever effect that may have on their quiz scores or their comprehension of the course material.

Academic Honesty – The work students submit as their midterm and final papers must be entirely their own. In addition citing the assigned readings as evidence, students who draw on secondary sources or the interpretations of others must acknowledge their sources and debts, and students who quote from other sources **must** make this clear by their use of quotation marks and citations. Plagiarism will not be tolerated and will in every instance be referred to the appropriate university disciplinary authorities.

Midterm and final papers – Midterm and final papers are to be critical essays on assigned topics. Students who wish to propose an alternative topic may do so not later than the class period following the distribution of assigned topics. The instructor's policy is not to review drafts of papers before submission, but the instructor is willing to discuss topics, arguments, etc., during office hours or appointments, and to review one-page summaries of thesis statements, paper outlines, etc., when these are submitted to him well in advance (not less than three full days prior to the due date). Portions of the midterm paper, suitably revised, may be incorporated into the final paper where appropriate, though in no case should the new material in the final paper be less than the minimum length of the paper (12 new pages).

Late penalties – Papers must be turned in at the assigned time and place. **Papers may be submitted by email only in special circumstances and with the prior express permission of the instructor.** A penalty up to 1/3 of a letter grade will be assessed for each day the paper is late.

Office hours – The instructor is available for conferences with students either during office hours or, when meeting during office hours is not possible, by appointment. Students who would like to discuss issues raised in lecture further than class discussions will permit, or students who encounter difficulties with the course or the assigned material, are especially encouraged to attend office hours.

Disabilities – Students with disabilities should make their needs known to the instructor and seek available assistance in the first week of the quarter. For course materials in alternative formats please see Mr. Wayne DeYoung, 2140 Derby Hall, 292-2880, also in the first week of the quarter.

Exceptions to course policies – These policies will be the general rules for the course. In extraordinary circumstances the instructor may find it appropriate to modify these policies in particular cases. Students who wish to ask for any modification must apply to the instructor as far in advance as possible. They must also verify the modification **in writing**, either by email or memorandum. **No course policy can be modified without written confirmation from the instructor.** It is the student's responsibility to generate a written record of the modification.

Course Syllabus and Schedule of Class Meetings

Wednesday, September 21

Introduction

I. The Ancient World

A. Thucydides

Monday, September 26

Thucydides, *The Peloponnesian War* (selections in coursepack). ALSO please read Plato, "Apology" (in coursepack)

B. Socrates

Wednesday, September 28

Plato, "Crito" (in coursepack); *Republic* Book I

C. Plato

Monday, October 3

Plato, *Republic*, Books II-III

Wednesday, October 5

Plato, *Republic*, Books IV-V

Monday, October 10

Plato, *Republic*, Books VI-VII

Wednesday, October 12

Plato, *Republic*, Books VIII-X; "Timaeus," (selections in coursepack)

D. Aristotle

Monday, October 17

Aristotle, *Nicomachean Ethics*, Books I, II, and V, selections (in coursepack)

Wednesday, October 19

Aristotle, *Nicomachean Ethics*, Books VI and X, selections (in coursepack); *Politics* Book I

Monday, October 24

Aristotle, *Politics*, Bks. II-III

Wednesday, October 26

Aristotle, *Politics*, Bks. IV-V

MIDTERM PAPER TOPICS DISTRIBUTED TODAY; DUE BACK WED, NOV. 2 IN CLASS

Monday, October 31

Aristotle, *Politics*, Books VI-VIII

E. Later Hellenistic Philosophy

Wednesday, November 2

Epicurus, "Letters," (selections in coursepack); Diogenes Laertius, "Life of Zeno," (selections in coursepack); Pyrrho and Sextus Empiricus, "Outlines of Pyrrhonism" (selections in coursepack)

MIDTERM PAPERS DUE, 11:30am, IN CLASS

E. Rome

Monday, November 7

Livy, "The Early History of Rome," (selections in coursepack); Sallust, "The Conspiracy of Catiline" (selections in coursepack); Tacitus, "The Annals of Imperial Rome" (selections in coursepack)

Wednesday, November 9

Cicero, *On Duties*; Seneca, "On the Private Life," in coursepack

II. The Christian World

A. Hebrew and Early Christian Political Thought through Augustine

Monday, November 14

Old and New Testaments (selections in coursepack); Tertullian, "The Military Chaplet," (selections in coursepack); Lactantius, "Divine Institutes," (selections in coursepack)

Wednesday, November 16

St. Augustine, *City of God* (selections in coursepack)

B. Medieval Political Thought

Monday, November 21

St. Thomas Aquinas (selections in coursepack)

FINAL PAPER TOPICS DISTRUBUTED TODAY; DUE BACK FRIDAY, DEC. 3, 4:00pm

Wednesday, November 23

Gelasius (selections in coursepack); "The Donation of Constantine," (in coursepack); Giles of Rome (selections in coursepack); John of Paris (selections in coursepack)

Monday, November 28

Dante, *Monarchy* (selections in coursepack); Marsilius of Padua, *Defender of the Peace*, (selections in coursepack).

C. The Renaissance

Wednesday, November 30

Leonardo Bruni, "Laudatio of the City of Florence," "Oration for the Funeral of Nanno Strazzi," and "On the Florentine Constitution" (in coursepack); Machiavelli, *Discourses on Livy* II.2 (in coursepack)

Friday, December 2

FINAL PAPERS DUE TODAY BY 4:00pm

Political Science 671

History of Political Thought from the Protestant Reformation to the French Revolution

Winter 2006

Professor Parrish
Email: parrish.179@osu.edu
Telephone: 614-292-3710

Class: Tu., Th. 10:30-12:18
Office hrs: Tu., Th. 3:30-4:30
2127 Derby Hall

This course surveys the history of political thought in the early modern period. We will focus on Niccolo Machiavelli and the three great social contract theorist, Thomas Hobbes, John Locke, and Jean-Jacques Rousseau, while also devoting some attention such thinkers as Martin Luther, John Calvin, Jean Bodin, Hugo Grotius, Montesquieu, Bernard Mandeville, David Hume, and Adam Smith. Some familiarity with either moral and political philosophy or early modern intellectual history will be helpful, but it is not a prerequisite for the course.

Course Requirements

There are three main course requirements:

1. Quizzes. There will be a series of unannounced quizzes over the course of the quarter, designed to ensure class preparation and check reading comprehension. These quizzes will be given at the start of class at least seven times throughout the quarter. Each student's top five quiz scores will be counted, and each quiz will be worth five percent of the final grade (for a total of 25%).
2. Midterm paper. A 6-8 page paper on an assigned topic due on Feb. 7 in class. Topics will be distributed on Jan. 31. The midterm paper counts for 25% of the final grade.
3. Final paper. A 12-18 page paper on an assigned topic due on March 10 by 4:00pm in the instructor's mailbox. Topics will be distributed not later than Feb. 28. The final paper counts for 50% of the final grade.

Course Materials

The following books are available for purchase at the Ohio State Book Store

Niccolo Machiavelli, *The Prince*. Translated and edited by Harvey C. Mansfield. 2nd edition. Chicago: University of Chicago Press, 1998

Thomas Hobbes, *Leviathan*, ed. Richard Tuck. Revised student ed. Cambridge University Press, 1991

John Locke, *Two Treatises of Government*, ed. Peter Laslett. Cambridge University Press, 1988.

Jean-Jacques Rousseau. *The Social Contract and Discourses*. Translated and edited G.D.H. Cole et. al. Rutland, Vt.: J.M. Dent, 1973.

*There is also a **required** coursepack available for purchase at SBX (approx. \$20).*

Course Policies

Attendance – Students are expected to attend lectures regularly and to have prepared adequately with respect to the assigned readings. Periodic quizzes over the reading will help to motivate both regular attendance and adequate preparation. There is no other sanction for missing a lecture, and it is not necessary to obtain prior approval from the instructor when missing a class meeting is unavoidable. Students bear the entire responsibility for the decision to miss class and for whatever effect that may have on their quiz scores or their comprehension of the course material.

Academic Honesty – The work students submit as their midterm and final papers must be entirely their own. In addition citing the assigned readings as evidence, students who draw on secondary sources or the interpretations of others must acknowledge their sources and debts, and students who quote from other sources **must** make this clear by their use of quotation marks and citations. Plagiarism will not be tolerated and will in every instance be referred to the appropriate university disciplinary authorities.

Midterm and final papers – Midterm and final papers are to be critical essays on assigned topics. Students who wish to propose an alternative topic may do so not later than the class period following the distribution of assigned topics. The instructor's policy is not to review drafts of papers before submission, but the instructor is willing to discuss topics, arguments, etc., during office hours or appointments, and to review one-page summaries of thesis statements, paper outlines, etc., when these are submitted to him well in advance (not less than three full days prior to the due date). Portions of the midterm paper, suitably revised, may be incorporated into the final paper where appropriate, though in no case should the new material in the final paper be less than the minimum length of the paper (12 new pages).

Late penalties – Papers must be turned in at the assigned time and place. A penalty up to 1/3 of a letter grade will be assessed for each day the paper is late.

Office hours – The instructor is available for conferences with students either during office hours or, when meeting during office hours is not possible, by appointment. Students who would like to discuss issues raised in lecture further than class discussions will permit, or students who encounter difficulties with the course or the assigned material, are especially encouraged to attend office hours.

Disabilities -- *Students with disabilities should make their needs known to the instructor and seek available assistance in the first week of the quarter. For course materials in alternative formats please see Mr. Wayne DeYoung, 2140 Derby Hall, 292-2880, also in the first week of the quarter.*

Course Syllabus and Schedule of Class Meetings

Tuesday, January 3

Introduction and overview of course (no readings)

I. The Renaissance

A. Machiavelli

Thursday, January 5

Niccolo Machiavelli, *The Prince*, ch. 1-14

Tuesday, January 10

Niccolo Machiavelli, *The Prince*, ch. 15-26

Thursday, January 12

Niccolo Machiavelli, *Discourses on Livy* (selections in coursepack)

B. The Protestant Reformation and the Late Renaissance

Tuesday, January 17

Martin Luther (selections in coursepack); *Vindiciae contra tyrannos* (selections in coursepack)

Thursday, January 19

Jean Bodin (selections in coursepack), Michel de Montaigne (selections in coursepack), and Hugo Grotius (selections in coursepack)

II. The English Civil Wars

A. Hobbes

Tuesday, January 24

Thomas Hobbes, *Leviathan*, Introduction, ch. 4-6, 10-13

Thursday, January 26

Thomas Hobbes, *Leviathan*, ch. 14-20

Tuesday, January 31

Thomas Hobbes, *Leviathan*, ch. 21, 24, 26, 29-30

Thursday, February 2

Thomas Hobbes, *Leviathan*, ch. 31-32, 43, 46, review and conclusion

B. Locke

Tuesday, February 7

John Locke, *Second Treatise of Government*, ch. 1-9

MIDTERM PAPER DUE TODAY, 10:30am

Thursday, February 9

John Locke, *Second Treatise of Government*, ch. 10-19

Tuesday, February 14

John Locke, *A Letter Concerning Toleration* (in coursepack)

III. The Enlightenment and its Critics

A. Montesquieu

Thursday, February 16

Montesquieu *The Spirit of the Laws* (selections in coursepack)

B. Hume

Tuesday, February 21

David Hume -- "Of the First Principles of Government"; "Of the Origin of Government"; "Of the Independency of Parliament"; "Of the Original Contract"; "Of Passive Obedience" (in coursepack)

C. Commercial Society

Thursday, February 23

Bernard Mandeville, *The Fable of the Bees* (selections in coursepack); David Hume “Of Refinement in the Arts” (in coursepack); and Adam Smith, *The Wealth of Nations* (selections in coursepack)

D. Rousseau

Tuesday, February 28

Jean-Jacques Rousseau, *Discourse on the Origin of Inequality*, pp. 43-95

Thursday, March 2

Jean-Jacques Rousseau, *Discourse on the Origin of Inequality*, pp. 95-126; *The Social Contract* Book I

Tuesday, March 7

Jean-Jacques Rousseau, *The Social Contract* Book II, Book III ch. 1-11

Thursday, March 9

Jean-Jacques Rousseau, *The Social Contract* Books III ch. 12 –18, Book IV

Friday, March 10

FINAL EXAM DUE BACK FRIDAY, MARCH 10, 4:00pm

Political Science 672

History of Political Thought
from the French Revolution
to the First World War

Spring 2005

Professor Parrish
Email: parrish.179@osu.edu
Telephone: 614-292-3710

Mon., Wed. 9:30-11:18am
Office hrs: Wed. 1-3pm
2127 Derby Hall

This course surveys the history of political thought in the late eighteenth and nineteenth century, from (roughly) Kant to Nietzsche. We will devote attention to such thinkers as the American Founders, Paine, Burke, Constant, Tocqueville, Bentham, Wollstonecraft, John Stuart Mill, Kant, Hegel, Marx, Nietzsche, and Weber. Some familiarity with either moral and political philosophy or modern intellectual history will be helpful, but it is not a prerequisite for the course.

Course Requirements

There are three main course requirements:

1. Quizzes. There will be a series of unannounced quizzes over the course of the quarter, designed to ensure class preparation and check reading comprehension. These quizzes will be given at the start of class at least seven times throughout the quarter. Each student's top five quiz scores will be counted, and each quiz will be worth five percent of the final grade (for a total of 25%).
2. Midterm paper. A 6-8 page paper on an assigned topic due on Wednesday, April 27 in class. Topics will be distributed on April 20. The midterm paper counts for 25% of the final grade.
3. Final paper. A 12-15 page paper on an assigned topic due on June 3 by 4:00pm in the instructor's mailbox. Topics will be distributed not later than May 25. The final paper counts for 50% of the final grade.

Course Materials

The following books are available for purchase at the Ohio State Book Store, SBX, and Long's.

Mitchell Cohen and Nicole Fermon, eds., *Princeton Readings in Political Thought*. Princeton University Press, 1996

Immanuel Kant, *Perpetual Peace and Other Essays*. Edited Ted Miller. Indiana: Hackett, ????

John Stuart Mill, *On Liberty and Other Essays*. Edited John Gray. Oxford University Press, 1991.

There is also a required coursepack available for purchase at SBX. The cost of the coursepack is approximately \$20.

Course Policies

Attendance – Students are expected to attend lectures regularly and to have prepared adequately with respect to the assigned readings. Periodic quizzes over the reading will help to motivate both regular attendance and adequate preparation. There is no other sanction for missing a lecture, and it is not necessary to obtain prior approval from the instructor when missing a class meeting is unavoidable. Students bear the entire responsibility for the decision to miss class and for whatever effect that may have on their quiz scores or their comprehension of the course material.

Academic Honesty – The work students submit as their midterm and final papers must be entirely their own. In addition citing the assigned readings as evidence, students who draw on secondary sources or the interpretations of others must acknowledge their sources and debts, and students who quote from other sources **must** make this clear by their use of quotation marks and citations. Plagiarism will not be tolerated and will in every instance be referred to the appropriate university disciplinary authorities.

Midterm and final papers – Midterm and final papers are to be critical essays on assigned topics. Students who wish to propose an alternative topic may do so not later than the class period following the distribution of assigned topics. The instructor's policy is not to review drafts of papers before submission, but the instructor is willing to discuss topics, arguments, etc., during office hours or appointments, and to review one-page summaries of thesis statements, paper outlines, etc., when these are submitted to him well in advance (not less than three full days prior to the due date). Portions of the midterm paper, suitably revised, may be incorporated into the final paper where appropriate, though in no case should the new material in the final paper be less than the minimum length of the paper (12 new pages).

Late penalties – Papers must be turned in at the assigned time and place. **Papers may be submitted by email only in special circumstances and with the prior express permission of the instructor.** A penalty up to 1/3 of a letter grade will be assessed for each day the paper is late.

Office hours – The instructor is available for conferences with students either during office hours or, when meeting during office hours is not possible, by appointment. Students who would like to discuss issues raised in lecture further than class discussions will permit, or students who encounter difficulties with the course or the assigned material, are especially encouraged to attend office hours.

Disabilities -- *Students with disabilities should make their needs known to the instructor and seek available assistance in the first week of the quarter. For course materials in alternative formats please see Mr. Wayne DeYoung, 2140 Derby Hall, 292-2880, also in the first week of the quarter.*

Exceptions to course policies – These policies will be the general rules for the course. In extraordinary circumstances the instructor may find it appropriate to modify these policies in particular cases. Students who wish to ask for any modification must apply to the instructor as far in advance as possible. They must also verify the modification **in writing**, either by email or memorandum. **No course policy can be modified without written confirmation from the instructor.** It is the student's responsibility to generate a written record of the modification.

Course Syllabus and Schedule of Class Meetings

Monday, March 28

Introduction and overview of course; *Declaration of the Rights of Man* (distributed in class)

I. The Age of Revolution

Wednesday, March 30

Declaration of Independence and *Federalist* (in Cohen reader); Edmund Burke, *Reflections on the Revolution in France*, selections in Cohen reader and also selections in coursepack, pp. 118-127, 148-153, 186-195

Monday, April 4

Edmund Burke, *Reflections on the Revolution in France* selections in coursepack, pp. 227-229, 266-267, 274-285, 372-377; Burke, "Speech at Bristol" (in coursepack); Thomas Paine, *The Rights of Man*, selections (in coursepack)

II. The Age of Liberalism

A. Constant and Tocqueville

Wednesday, April 6

Benjamin Constant, "The Liberty of the Ancients Compared with that of the Moderns (in coursepack)

Monday, April 11

Alexis de Tocqueville, *Democracy in America* (in Cohen reader)

B. Utilitarianism

Wednesday, April 13

Jeremy Bentham (in Cohen reader and in coursepack); John Stuart Mill, *Utilitarianism*, ch. 1-2

Monday, April 18

John Stuart Mill, *Utilitarianism* ch. 3-5

Wednesday, April 20

John Stuart Mill, *On Liberty*, ch. 1-2

Monday, April 25

John Stuart Mill, *On Liberty*, ch. 3-5

C. Early Feminism

Wednesday, April 27

John Stuart Mill, *The Subjection of Women*, Marie Olympe de Gournay, *Declaration of the Rights of Women and Citizens*, Mary Wollstonecraft, *A Vindication of the Rights of Women* (in Cohen reader)

MIDTERM PAPERS DUE TODAY, IN CLASS, 9:30am.

III. The Age of Idealism

A. Kant

Monday, May 2

Immanuel Kant, *Groundwork of the Metaphysics of Morals* (selections in coursepack): "An Answer to the Question, What is Enlightenment?" and "Theory and Practice, Part I" in *Perpetual Peace and Other Essays*.

Wednesday, May 4

Immanuel Kant, "Theory and Practice, Parts II and III" and "Perpetual Peace: A Philosophical Sketch" in *Perpetual Peace and Other Essays*

B. Hegel

Monday, May 9

G.F.W. Hegel, *Philosophy of Right*, (selections in Cohen reader and in coursepack)

IV. Critiques of Idealism

A. Marx and Marxism

Wednesday, May 11

Karl Marx – "Preface" to *A Contribution to the Critique of Political Economy* (in Cohen reader); "The Communist Manifesto" (in Cohen reader)

Monday, May 16

Karl Marx – “Economic and Philosophical Manuscripts” (in Cohen reader and in coursepack);
“Theses on Feuerbach” and *The German Ideology*, Pt. I (selections in coursepack);

Wednesday, May 18

Karl Marx, *Capital* (selections in coursepack)

Monday, May 23

Karl Marx, *Capital* (cont'd.); Karl Marx, “Critique of the Gotha Program” (in Cohen reader) and
V.I. Lenin, “What Is To Be Done?” and “The State and Revolution” (in Cohen reader)

B. Visions of The Future

1. Nietzsche

Wednesday, May 25

Friedrich Nietzsche, *On the Genealogy of Morality* (in Cohen reader)

FINAL EXAM DISTRIBUTED TODAY; DUE BACK FRIDAY, JUNE 3

Monday, May 30

Class dismissed: Memorial Day holiday.

2. Weber

Wednesday, June 1

Max Weber (selections in Cohen reader and coursepack)

Friday, June 3

FINAL PAPER DUE TODAY BY 4:00pm, IN INSTRUCTOR'S MAILBOX

POLITICAL THEORY: TWENTIETH CENTURY

This course will offer an introduction to selected texts of political theory in the twentieth century. Political theory that lives up to traditional standards is hard to find in our times; specialized academic disciplines divide up its territory and insulate it from the public. Yet serious thinkers in the separate disciplines are led back towards the traditional coherent, comprehensive, and practical way of theorizing, and their struggles are instructive. 673 will ask not only what of worth as theory is achieved by these efforts, but also what they tell us about the advantages and disadvantages of the current academic organization of intellectual life. At bottom, the course asks how political theory in the twentieth century is possible.

TEXTS

Max Weber, From Max Weber: Essays in Sociology, ed. H.H. Gerth and C.W. Mills. (Oxford)
Sigmund Freud, Five Lectures on Psychoanalysis (Norton)
Civilization and Its Discontents (Norton)
John Rawls, A Theory of Justice (Harvard)
Charles Lindblom, Politics and Markets (Basic, Harper Torchbooks)
Charles Taylor, Philosophy and the Human Sciences. Philosophical Papers 2 (Cambridge University Press).

STUDENT RESPONSIBILITIES

Class will combine a moderately small amount of lecture with as much discussion as feasible. Students should know, however, that class can not possibly cover all of the assigned reading. You should accordingly plan systematically and habitually to read and re-read assigned texts, and think about what you have read, on your own, out of class. When you find yourself having difficulties with your reading, or just wanting to talk about it, it is your responsibility to raise questions, in class if possible, or at least out of class.

Academic Honesty. All of the work you do in this course is expected to be your own. Absolutely no cheating or plagiarism (using someone else's words or ideas without proper attribution) will be tolerated. Any cases of cheating or plagiarism will be handled according to university policy and, when appropriate, reported to the university Committee on Academic Misconduct.

Disability. Students with disabilities that have been certified by the Office for Disabilities Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs.

EXAMS AND GRADES

In addition to studying the assigned texts with care, and participating actively in class discussion, each student will write an essay and take two exams: a midterm exam on Monday, 23 October, and a final exam at 11:30 a.m., Wednesday, 6 December (the regularly scheduled time). As a first approximation, each exam will count one third (33 1/3%) of the grade for the course. The essay will also count one third (33 1/3%).

The mid-term and final examinations will assess the work students have done to think through the assigned reading. The exams seek to tap, not your performance during the exam hour, but the quality of the reading and thinking you have ALREADY done in the course of the quarter. Answers are expected to show a grasp of interesting and important ideas in the text, aided by class work. You do not need to memorize trivia; instead think about what matters. Class discussion should be helpful here. Do not count on last minute cramming. If you read and think regularly, the exams will be easy; if you do not, expect to find them difficult. BE WARNED: regular reading and involvement in class may be necessary if you are to do well on the exams.

The essay is to show the result of your sustained effort to come to grips a question or concern about one (or more, if you dare) of the theories we study. The essay gives you the chance to examine of what the theory you write about has to say on a topic of your own choosing. Start the essay with a question or concern that you plan to address to the theory. Make clear WHAT the question is and WHY it is worth asking. You might write about an issue you care about (on condition that the theory has something to say about it), or with some feature of the theory's argument that strikes you as puzzling, unclear, different, wrong, or in some other way in need of interpretation and further thought. The main effort of the essay will then be to work out how the theory answers your question: what does the theory have to say? Does it make sense? How? Why? If it is flawed, what are the flaws, and why are they flaws? The essay should run about ten pages, and is due at the time of the final exam.

The grade for the course may also reflect the quality of your contributions to class discussion. The grade will be raised if your participation in class warrants. And it may be lowered if you do not regularly attend class, having completed the assigned reading. However, no credit will be lost for anything said in class.

CLASS AND EXAM SCHEDULE

M,W 25, 27 Sept; M,W 2,4 Oct.: Weber
M,W, M,W, 9, 11, 16, 18 Oct: Freud
MONDAY, 20 October: MID-TERM EXAM
W, M, 25, 30 Oct; W, 1 N: Rawls
M,W, M, W, 6, 8, 13, 15 Nov: Lindblom
M, W, M, W, 20, 22, 27, 29 Nov: Taylor
11:30 A.M., TUESDAY, 6 DECEMBER FINAL EXAM, ESSAY DUE

SYLLABUS

READINGS ON HISTORICAL BACKGROUND

- R. Aron, Main Currents in Sociological Thought (vol. II)
G. Barraclough, Introducing Contemporary History
D. Cooperman and E.V. Walter, Power and Civilization: Political Thought in the Twentieth Century
J.A. Garraty, The Great Depression (1986)
G. Himmelfarb, Victorian Minds
E.J. Hobsbawm, The Age of Capital
E.J. Hobsbawm, The AGE of Extremes
H. Stuart Hughes, Consciousness and Society
A. Janik and S. Toulmin, Wittgenstein's Vienna
J.M. Roberts, Europe 1880-1945
D. Thompson, Europe since Napoleon (Part V)
B. Tuchman, The Proud Tower
E. Wilson, To the Finland Station

A.. ELITE THEORIES: PARETO AND MOSCA

- Robert Michels, Political Parties (1915)
Gaetano Mosca, The Ruling Class (Elementi di scienza politica) (1939)

B.. "SOCIAL THEORY" AND THE METHODENSTREIT: DURKHEIM, MANNHEIM

- Karl Mannheim, Ideology and Utopia (1936)

C.. MAX WEBER (1864-1920): SOCIOLOGY AND POLITICAL THEORY

Read: Max Weber, "Science as a Vocation," pp. 129-156.

"Politics as a Vocation," pp. 77-128

"VIII. Bureaucracy," pp. 196-244.

(Gerth and Mills, eds., From Max Weber: Essays in Sociology)

Further:

Max Weber, Economy and Society: An Outline of Interpretive Sociology, ed. Guenther Roth and C. Wittich (1968) (translation of Wirtschaft und Gesellschaft. Grundriss der verstehenden Soziologie), "Basic Sociological Terms," Vol. I, Part One, I, pp. 3-62.

M. Weber, "'Objectivity' in Social Science and Social Policy," in The Methodology of Social Science, ed. Edward A. Shils and H.A. Finch (1949)
-----, The Protestant Ethic and the Spirit of Capitalism

- R.J. Antonio and R.M. Glassman, eds., A Weber-Marx Dialogue (1985).
- D. Beetham, The Legitimation of Power (1991)
- D. Beetham, Max Weber and the Theory of Modern Politics
- R. Bendix, Max Weber: An Intellectual Portrait
- W.J. Cahnman, "Max Weber and the Methodological Controversy of the Social Sciences," in Cahnman and Boskoff, eds., Sociology and History, 103-127.
- A. Dawe, "The Relevance of Values," in Arun Sahay, ed., Max Weber and Modern Sociology (1971)
- I. Drouberger, The Political Thought of Max Weber
- E. Fischhoff, "The Protestant Ethic and the Spirit of Capitalism," Social Research XI (1944), pp.
- A. Giddens, Capitalism and Modern Social Theory
- W. Hennis, Max Weber: Essays in Reconstruction (1988)
- H. Stuart Hughes, Consciousness and Society
- K. Lowerstein, Max Weber's Political Ideas in the Perspective of Our Time
- D.G. Macrae, Max Weber
- A. Mitzman, The Iron Cage
- G. Oakes, "The Verstehen Thesis and the Foundations of Max Weber's Methodology," History and Theory 16 (1977), 11-29.
- W.G. Runciman, A Critique of Max Weber's Philosophy of Social Science
- A.H. Sharlin, "Max Weber and the Origins of the Idea of Value-Free Social Science," European Journal of Sociology 15 (1974), 337-353.
- S. Wolin, "Max Weber: Legitimation, Method, and the Politics of Theory," Political Theory 9 (1981), 401-424. (also in W. Connolly, ed., Political Theory and the State (1984)
- S. Wolin, "History and Theory: Methodism Redivivus," in J.S. Nelson, ed., Tradition, Interpretation, and Science (1986), pp. 43-68.

"What relations do ethics and politics actually have?"

"But what is the meaning of methodology?"

D.. SIGMUND FREUD: PSYCHOLOGY AND POLITICAL THEORY

Read: Freud, Five Lectures on Psychoanalysis
Civilization and Its Discontents

Sigmund Freud, Future of an Illusion
The Freud Reader, ed. P. Gay (Norton)

Further:

C. Brenner, An Elementary Textbook of Psychoanalysis

J.M. Cudihy, The Ordeal of Civility

P. Gay, Freud: A Life for Our Time (1989)

P. Gay, The Education of the Senses (The Bourgeois Experience, Victoria to Freud)

P. Gay, The Tender Passion (The Bourgeois Experience, Victoria to Freud)

- A. Grunbaum, The Foundations of Psychoanalysis: A Philosophical Critique (1984)
- P. Kline, Fact and Fantasy in Freudian Theory (1981)
- R.D. Laing, The Politics of Experience
- A. MacIntyre, Against the Self-Images of the Age
- J. Mitchell, Psychoanalysis and Feminism
- P. Pomper, The Structure of Mind in History
- P. Rieff, Freud: The Mind of the Moralist (1961)
- P. Roazen, Freud: Political and Social Thought
- P. Robinson, The Freudian Left
- P.A. Roth, "Interpretation as Explanation," in D.R. Hiley, J.F. Bohman, and R. Shusterman, eds., The Interpretive Turn: Philosophy, Science, and Culture (1991).
- E. Sagan, Freud, Women, and Morality
- J. Seely, The Americanization of the Unconscious
- R. Wollheim, Freud (1971)
- R. Wollheim and J. Hopkins, eds., Philosophical Essays on Freud (1983)

"I knew no longing other than that for philosophical insight, and I am now in the process of fulfilling it, as I steer from medicine over to psychology." S. Freud, letter to Fliess, quoted in P. Gay, Freud: A Life for Our Time, p. 118.

"Even while Freud was alive, psychoanalysts were not too clear what the relation was between Freud's social thought and his clinical theories; but then one could count on there being some personal integration for Freud himself between these two strands in his work. Since his death, the situation has become far more acute; as psychoanalysis became almost exclusively a medical specialty, Freud's social thought received almost no attention at all from psychoanalysts themselves." P. Roazen, Freud

"The systematic character of Freud's thought, for example, matches that of Marx; indeed, much of the disinclination to use Freud stems from the memory of unhappy experiences with Marx. ... As a theory increases in elegance, its intellectual attractiveness usually grows; while a series of new observations about human nature might be useful, interesting but not compelling, packaged as a vast system they become less resistible. ... Not only has Freudian theory plugged the intellectual hole in Marxism, but it has also provided for some a similar basis for radical aspirations. It is possible to find in Freud not merely a substructure for one's ideas, a central intellectual core, but also a moral criticism of the status quo." P. Roazen, Freud

"I know of no other example of a systems of beliefs, unjustified on the basis of the criteria to which it itself appeals, and unbacked by political power or past tradition, which has propagated itself so successfully as Freudian orthodoxy. ... It is the vocabulary of ... a segment of urban, middle-class intelligentsia whose cultural situation deprived them of a large-scale theory at the same time as it made large-scale theory an intense necessity for them. ... The history of their own time deprived them of Marxism and in so doing of their

hold upon the public world of political ends. The intellectual may be socially valued for his functional utility; but otherwise, his arena is increasingly that of private life. He needs to make his own experience intelligible: an image of the public world as a mere projection upon a larger screen of the private rages and longings, hopes and fears which circumscribe him. ... The ideology of personal relationships invokes a public sanction in the closed system of psychoanalytic theory. And a whole vocabulary of personal relationships enables psychoanalysis to appear, not as one more questionable theory, but as the unquestionable framework which gives life meaning. ... this suggestion amounts to saying that psychoanalysis is the folk religion of one section of the intelligentsia." A. MacIntyre, Against the Self-Images of the Age

E.. JOHN DEWEY

John Dewey, The Public and Its Problems (1927)

D. Morris and I Shapiro, eds., The Political Writings of John Dewey

F.. JOHN RAWLS: PHILOSOPHY AND POLITICAL THEORY

Read: J. Rawls, A Theory of Justice:

I. The theory of justice

1-4, 9, 11, 24-26.

II. Constitutional democracy as a just basic structure

31-32, 36, 39, 43.

III. Selected issues in political theory

63-65, 67, 69, 75, 79.

Further:

J. Rawls, "The Basic Structure as Subject," in Alvin Goldman and Jaegwon Kim, eds., Values and Morals (1978), pp. 47-71.

J. Rawls, "Kantian Constructivism in Moral Theory: ...," Journal of Philosophy 77 (1980), 515-572.

J. Rawls, "Justice as Fairness: Political Not Metaphysical," Philosophy and Human Affairs 14 (1985), 223-251.

J. Rawls, Political Liberalism (1993)

P. Abbott and M.B. Levy, eds., The Liberal Future in America: Essays in Renewal

B. Barry, The Liberal Theory of Justice

N. Daniels, ed., Reading Rawls

R. Dworkin, Taking Rights Seriously

"Justice: A Spectrum of Responses to John Rawls' Theory," American Political Science Review 69 (1975), pp. 588-674.

L. Kohlberg, "From Is to Ought: How to Commit the Naturalistic Fallacy and Get Away with It in the Study of Moral Development," in T. Mischel, ed., Cognitive Development and

Epistemology; compare C. Gilligan, In a Different Voice
R. Nozick, Anarchy, State, and Utopia

G.. LINDBLOM: POLITICAL SCIENCE (PLURALISM), ECONOMICS (THE MARKET)
AND POLITICAL THEORY

Read: Charles Lindblom, Politics and Markets:
Chs. 1, 3, 5, 6, 10, 11, 12, 13, 15, 19, 23, 25.

Further:

Robert A. Dahl, A Preface to Democratic Theory (1956)

A Preface to Economic Democracy (1987)

After the Revolution (1970)

Democracy and Its Critics (1989)

Dilemmas of Pluralist Democracy (1982)

Modern Political Analysis (1964, 1970, 1976, 1984)

Pluralist Democracy in the United States (1967; 4th ed., 1981)

Political Oppositions in Western Democracies (1966)

Politics, Economics, and Welfare (with Charles Lindblom)(1954)

Polyarchy: Participation and Opposition (1972)

Power, Inequality, and Democratic Politics (1988)

Who Governs? (1961)

C. Lindblom, A Strategy of Decision (with David Braybrooke) (1963)

"Another State of Mind," American Political Science Review 76 (1982), 9-21.

The Intelligence of Democracy (1965)

Inquiry and Change

The Policy-Making Process (1980)

Politics, Economics, and Welfare (with Robert A. Dahl)(1954)

Unions and Capitalism (1949).

Usable Knowledge (with David Cohen)(1979)

P. Bachrach, The Theory of Democratic Elitism

W. Connolly, Appearance and Reality in Politics

-----, ed., The Bias of Pluralism

-----, The Ethos of Pluralism (1995)

M. Friedman, Capitalism and Freedom

P. Green and S. Levinson, eds., Power and Community

J. Habermas, Legitimation Crisis

T. Lowi, The End of Liberalism

C.B. Macpherson, The Life and Times of Liberal Democracy

John F. Manley, "Neo-Pluralism: A Class Analysis of Pluralism I and Pluralism II," American Political Science Review 77 (1983), 368-383, Comments by Charles Lindblom and by Robert Dahl, 384-389.

J. Donald Moon, ed., Responsibility, Rights, and Welfare
C. Pateman, Participation and Democratic Theory
J.R. Pennock, Democratic Political Theory
A. Przeworski and J. Sprague, Paper Stones, A History of Electoral Socialism
Harry Redner, ed., An Heretical Heir of the Enlightenment: Politics, Policy, and Science in the Work of Charles E. Lindblom (1993)

H.. "ECONOMIC" THEORIES: DOWNS, RIKER, OTHERS

K. Arrow, Social Choice and Individual Values
B. Barry, Economists, Sociologists and Democracy
J.M. Buchanan and G. Tullock, The Calculus of Consent (1962)
A. Downs, An Economic Theory of Democracy (1957)
M. Friedman, Capitalism and Freedom (1962)
M. Olson, The Logic of Collective Action (1965)
W.H. Riker, Liberalism Against Populism (1982)
W.H. Riker, The Theory of Political Coalitions (1962)
W.H. Riker, "Political Theory and the Art of Heresthetics," in Ada W. Finifter, ed., Political Science: The State of the Discipline (1983), 47-67.
W.H. Riker, "The Two-Party System and Duverger's Law: An Essay on the History of Political Science," American Political Science Review 76 (1982), 753-766.

I.. CRITICAL THEORY: FRANKFURT SCHOOL AND HABERMAS

T.W. Adorno, Against Epistemology: A Metacritique
-----, Prisms
M. Horkheimer, "Traditional and Critical Theory," in his Critical Theory, Selected Essays, pp. 188-243.
Herbert Marcuse, Eros and Civilization
One-Dimensional Man (1964)
Jurgen Habermas, Theory and Practice (196? of 1963).
Towards a Rational Society (1970 of 1968).
Knowledge and Human Interests (1971 of 1968).
Legitimation Crisis (
Communication and the Evolution of Society
(1979).
The Political Discourse of Modernity (1990)

Richard Bernstein, The Restructuring of Social and Political Theory (1976), pp. 173-236;
William Connolly, Appearance and Reality in Politics
William E. Connolly, "The Critical Theory of Jurgen Habermas," History and Theory (1979), pp. 397-416.
A. Feenberg, Lukacs, Marx and the Sources of Critical Theory (1986)

J. Forester, ed., Critical Theory and Public Life
Raymond Geuss, The Idea of a Critical Theory
David Held, Introduction to Critical Theory, Horkheimer to Habermas
Martin Jay, The Dialectical Imagination: A History of the Frankfurt School and the Institute of Social Research, 1923 -1950.
D. Sabia and J. Wallulis, eds., Changing Social Science
Charles Taylor, "Legitimation Crisis?" in his Philosophy and the Human Sciences, Philosophical Papers 2, pp. 248-288.
J.B. Thompson and D. Held, Habermas: Critical Debates

J.. INTERPRETATION AND POLITICAL THEORY

Read: Charles Taylor, Philosophy and the Human Sciences, Philosophical Papers 2, topics addressed in the following selections:

WHAT IS IT FOR A THEORY TO BE RIGHT? Read "Social theory as practice," pp. 104-112 and "Understanding and ethnocentricity," pp. 123-130. Pay particular attention to "stumbling vs. clairvoyant practice" and "language of perspicuous contrast."

WHY POLITICAL SCIENCE CANNOT POSSIBLY BE VALUE-FREE, BUT SHOULD STRIVE TO BE OBJECTIVE: Read "Neutrality in Political Science," pp. 58-64, 66-75, 81-90.

WHY GOOD SOCIAL SCIENCE REQUIRES INTERPRETATION: Read "Interpretation and the Sciences of Man," pp. 32-43. Pay particular attention to "intersubjective and common meanings."

WHY ONE FAMILIAR FORM OF INDIVIDUALISM IS DEFECTIVE: Read "Atomism," pp. 187-190, 196-200, 204-208.

IS A SOCIETY LIKE OURS LEGITIMATE? STABLE? Read "Legitimation Crisis," pp. 253-262, 265-267, 273-287

Further:

Theodore Abel, "The Operation Called Verstehen," American Journal of Sociology 54 (1948). (widely reprinted)

Karl-Otto Apel, Understanding and Explanation, esp. ch. I, "The Three Phases of the Explanation-Understanding Controversy," pp. 11-28.

Terence Ball, "Deadly Hermeneutics; or, Sinn and the Social Scientist," in Ball, ed., Idioms of Inquiry (1987), 95-112.

Robert Bellah et al, Habits of the Heart

R. Bernstein, The Restructuring of Social and Political Theory

R. Bernstein, Beyond Objectivism and Relativism (1983)

F.R. Dallmayr and T.A. McCarthy, eds., Understanding and Social Inquiry (1977).

H.G. Gadamer, "Hermeneutics and Social Science," Cultural Hermeneutics 2 (1975), 307-336.

Michael T. Gibbons, ed., Interpreting Politics

E.D. Hirsch, Jr., Validity in Interpretation (1976)
 P. Rabinow and W.M. Sullivan, eds., Interpretive Social Science: A Reader (1979)
 R. Ricoeur, "The Model of the Text," Social Research 38 (1971), 529-555.
 Michael J. Shapiro, Reading the Postmodern Polity
 Charles Taylor, The Ethics of Authenticity
 C. Taylor et al, Multiculturalism and "The Politics of Recognition" (1992)
 C. Taylor, The Sources of the Self
 James Tully, ed., Philosophy in an age of pluralism (1994), esp. essay by Clifford Geertz, The strange estrangement: Taylor and the natural sciences," pp. 83-95.
 M. Walzer, Interpretation and Social Criticism (1987).
 M. Walzer, Spheres of Justice
 David Miller and Michael Walzer, eds., Pluralism, Justice, and Equality (1995)

K.. CHALLENGES TO "THE" TRADITION: POST-STRUCTURALISM, FEMINISM, MULTICULTURALISM

Derrick Bell, Faces at the Bottom of the Well: The Permanence of Racism. (1992)
 Nancy Chodorow, The Reproduction of Mothering (1978)
 Jacques Derrida, Margins of Philosophy, tr. A. Bass (1982)
 Michel Foucault, The Archaeology of Knowledge, tr. A.M. Sheridan Smith (1972)
 M. Foucault, The Order of Things (1970)
 Carol Gilligan, In a Different Voice (1982)
 Andrew Hacker, Two Nations
 Catherine MacKinnon, Feminism Unmodified (1987)
 Towards a Feminist Theory of the State
 Juliet Mitchell, Psychoanalysis and Feminism
 Richard Rorty, Contingency, Irony and Solidarity (1989)

Further:

Paul Berman, ed., Debating P.C. (Dell)
 Richard J. Bernstein, The New Constellation (1991)
 R. Bernstein, The Restructuring of Social and Political Theory (1976)
 L.M.G. Clark and L. Lange, The Sexism of Social and Political Theory (1979)
 William E. Connolly, Political Theory and Modernity (1988)
 Jonathan Culler, On Deconstruction: Theory and Criticism after Structuralism (1982)
 Fred Dallmayr, Margins of Political Discourse (1989)
 James Der Derian and Michael J. Shapiro, eds., International/Intertextual Relations: Postmodern Readings of World Politics (1989)
 Hubert Dreyfus and Paul Rabinow, Michel Foucault, Beyond Structuralism and Hermeneutics (1983)
 Nancy Fraser, Unruly Practices (1989)

Henry Kariel, The Desperate Politics of Postmodernism (1989)
 Anne C. Herrmann and Abigail J. Stewart, eds., Theorizing Feminism (1994)
 Pauline Marie Rosenau, Post-modernism and the Social Sciences (1992)
 Andrew Ross, Universal Abandon?: The Politics of Postmodernism (1988)
 Stever Seidman, "Against Theory as a Foundationalist Discourse," Perspectives: The Theory Section Newsletter, the American Sociological Association 13 (1990): 1-3.
 Thomas E. Wartenberg, ed., Rethinking Power (1995)
 Stephen K. White, Political Theory and Postmodernism (1991).

APPENDIX I: More twentieth century theories

Hannah Arendt, The Human Condition (1958)
 Ernest Barker, Principles of Social and Political Theory (1951)
 Brian Barry, Political Argument (1965)
 Daniel Bell, The Cultural Contradictions of Capitalism (1976)
 E. Cassirer, The Myth of the State (1946)
 E.H. Carr, The New Society (1951)
 Robert D. Cumming, Human Nature and History (1969)
 Antonio Gramsci, Letters from Prison (1975)
 Antonio Gramsci, The Modern Prince
 H.L.A. Hart, The Concept of Law (1961)
 Michael Harrington, The Twilight of Capitalism (1976)
 Peter Laslett and various co-editors, Philosophy, Politics and Society (First, Second, etc. Series)
 Harold Lasswell, Politics, Who Gets What, When, How (1936)
 Walter Lippmann, The Public Philosophy (1955)
 Seymour Martin Lipset, Political Man (1960)
 Theodore Lowi, The End of Liberalism (1969)
 Steven Lukes, Power: A Radical View (1974)
 Georg Lukacs, History and Class Consciousness (1922)
 Alasdair MacIntyre, After Virtue (1981)
 Robert MacIver, Politics & Society, ed. D. Spitz (1969)
 Charles E. Merriam, New Aspects of Politics (1925)
 C. Wright Mills, The Power Elite (1956)
 Barrington Moore, The Social Origins of Dictatorship and Democracy (1966)
 Hannah Pitkin, Wittgenstein and Justice (1972)
 Robert Pirsig, Zen and the Art of Motorcycle Maintenance (1974)
 George Orwell, 1984 (1949)
 Jose Ortega y Gasset, The Revolt of the Masses (1932)
 Franz Neumann, The Democratic and the Authoritarian State (1957)
 Giovanni Sartori, Democratic Theory (1962)
 G. Sartori, The Theory of Democracy Revisited (1987)
 J. A. Schumpeter, Capitalism, Socialism and Democracy
 Q. Skinner, ed., The Return of Grand Theory in the Human Sciences (1985)

Roberto M. Unger, Knowledge and Politics(1975)

Roberto M. Unger, Politics, a Work in Constructive Social Theory: vol. 1, Social Theory: Its Situation and Its Task; vol. 2, False Necessity: Anti-Necessitarian Social Theory in the Service of Radical Democracy; vol. 3, Plasticity into Power: Comparative-Historical Studies on the Institutional Conditions of Economic and Military Success. (1987)

E.V. Walter, Terror and Resistance (1969)

Steven Lopez

Assistant Professor of Sociology

Office: 384 Bricker Hall

Email: lopez.137@osu.edu

Phone: 292-8192

Office Hours: TR 1:30 – 2:30pm or by appointment

Course Grader: Circe Granholm

Office: 001 Raney Hall, Cubicle B

Office hours: Tuesday 2-5pm, Wednesday 4-5pm

SOC 488: SOCIOLOGICAL THEORY

Autumn 2006

Tuesday-Thursday 11:00 am-1:18 pm

Room: 383 Arps Hall

This course focuses on the ideas of three seminal theorists of sociology who wrote in the 19th and early 20th centuries – Karl Marx, Max Weber, and Emile Durkheim. This is a somewhat arbitrary decision, as there are dozens of other important social theorists who could be, and sometimes are, included in introductory social theory courses. However, the ideas of Marx, Weber, and Durkheim have influenced the discipline of sociology more than any others. And their ideas are of more than simply historical interest: they raise issues that are of vital contemporary importance to everyone, not just professional sociologists. Without studying these three theorists, we cannot understand very much at all about the society we live in, how it works, or what its central problems and tensions are. The ideas of these theorists are, I believe, as relevant today as ever. Therefore a major focus of this course is to understand how the ideas of these classic theorists can give us a whole new set of conceptual tools for understanding our contemporary world. But social theorists do not produce holy scripture: their ideas, once grasped, are meant to be debated, criticized, and revised in light of the reality of the world we live in. Therefore our exploration must also be a critical one.

REQUIRED READING:

1. ZIP COURSEPACK #1. This is the out-of-print first edition of *Introduction to Marx and Engels: A Critical Reconstruction*, by Richard Schmitt. It is very different from the 1997 Second Edition, so DO buy this coursepack and DON'T buy the second edition.
2. Collins, Randall (1986). *Max Weber: A Skeleton Key*. Beverly Hills, CA: Sage.
3. Randall Collins (1992). *Sociological Insight: An Introduction to Non-Obvious Sociology*, 2nd Edition. New York: Oxford University Press.
4. Zip Notes Coursepack #2 – selected readings.

NOTE: *All required readings are available for purchase at Student Textbook Exchange (SBX), 1806 North High Street, tel. 291-9528.*

STUDENT REQUIREMENTS AND RESPONSIBILITIES

1. Reading Assignments and class discussion.

Although I will give some lectures, I don't teach this course as a series of lectures. Instead, we're going to read the assigned readings together and decide through discussion and debate what we think of the ideas and evidence they contain. In the main, my role will be to facilitate and guide these discussions. As much as possible, I will limit lecture to providing necessary background to the readings.

To make this work, You need to read and think about the readings before you come to class, so that we can discuss them together.

In order to assist you with your reading, I have prepared discussion questions for each week's readings. I will pass these out in advance of each class, but if you lose them or miss a class you can download the discussion questions from CARMEN.

If you aren't familiar with CARMEN, just go to the Sociology web page, select "courses" and look for Soc 488 Lopez. Clicking on that link will take you to CARMEN.

You should use these discussion questions, before coming to class, to help you read the material. Try to take a stab and figuring out the answers as you read. We will generally use the study questions to structure our discussions.

THE STUDY QUESTIONS ARE A VERY IMPORTANT PART OF THE COURSE. They will not only structure our discussions and my own presentation of the material, *they capture what I want you to know about the material.* We will be putting together answers to these questions in class, and taking time to discuss issues that they bring up. YOU SHOULD TAKE GOOD NOTES IN CLASS as we answer the study questions together. IF YOU HAVE GOOD GRASP OF THE ANSWERS TO THE STUDY QUESTIONS YOU SHOULD BE ABLE TO DO VERY WELL ON THE EXAMS. I cannot emphasize this enough. Whenever I am asked, "What do we need to know for the exams?" the answer is that you need to be able to give detailed answers to the study questions and you need to be able to reflect thoughtfully on the issues raised by them.

ALL STUDENTS NEED TO BRING THEIR ASSIGNED READING TO CLASS EVERY TIME.

Rules for class discussion: The key thing here is to respect one another. The classroom should be a safe place to try out new ideas. We don't have to agree – hopefully we'll have all kinds of disagreements – but we have to treat one another with respect. That means listening while other people are talking, and taking their ideas seriously, even if they are half-formed.

2. Reading Summaries.

Each of you will turn in **6 reading summaries** during the quarter. You can choose any six class sessions to turn in a reading summary. You are still expected to do the reading and come to class, even when you are not turning in a reading summary. The reading summaries should be typed so I don't have to struggle to decipher people's handwriting.

The reading summaries should be short. The purpose of the summary is simply to convince me that you read **all of the assigned reading for that day all the way through at least once.** You don't have to go into great loads of detail, nor do you have to break down a nuanced argument into all its component pieces – we'll do that together in class. There is no specific minimum, but here's a maximum limit not to exceed: never turn in more than half a page (single spaced, Times New Roman, 12 point type) for a given class session.

READING SUMMARIES ARE DUE AT THE BEGINNING OF CLASS!!

I will not accept any late reading summaries under any circumstances. Don't bother putting them under my office door, or in my mailbox, or emailing them to me. I will not accept any excuses for late or missing reading summaries. If you turn in fewer than 6, it will affect your grade.

NOTE: You will not usually receive comments on your reading summaries. You will simply get the points or not get them. If you convince me that you have read the material before class then you get full points – even if you misunderstand something.

THEREFORE IT IS VERY IMPORTANT THAT YOU DO NOT USE YOUR SUMMARIES AS A BASIS FOR PREPARING FOR THE EXAMS. The summaries are your first attempt to grapple with the ideas but you can't rely on them later.

The summaries are worth 5 points each, for a total of 30 possible points. You get 0 if you didn't turn it in (or you didn't turn it in on time) OR you did turn it in but I can't tell from what you wrote that you actually read the material. Full points if the grader can tell that you read the entire assignment, carefully, at least once.

Your reading summaries are worth 15% of the final course grade.

If you do an extra summary I will drop the lowest grade from one of your completed summaries. (But you can't turn in separate summaries and reaction papers for the same class period – see below.)

3. Reaction papers.

In addition to the reading summaries, each of you will turn in **5 short reaction papers** during the quarter. You can choose any six class sessions to turn in a reading summary, but you cannot turn in a summary and reaction paper for the same class period. **This means that you have to turn in either a summary or a reaction paper at 11 (again, you get to choose) of the 17 class sessions for which there are reading assignments.**

The reaction paper is more extensive than the summary, it is worth more, and you will need to put more effort into doing it.

Reaction papers need to begin with summaries of the arguments from the assigned readings, but then they go on to include your reactions, critiques, and questions. How do you think the reading applies to your life or to our society? What do you think of the argument and why? What questions does the reading raise for you?

The reaction papers will be graded differently from the summaries. You will be graded on your understanding of the reading and the quality (logic, thoughtfulness, creativity) of your response to it.

You **WILL** receive comments from the grader on your reaction papers.

Reaction papers are also to be turned in at the beginning of the class in which those readings are to be discussed.

The reaction papers are worth 10 points each for a total of 50 possible points. Just like the reading summaries, if you do an extra one I will drop the lowest grade for one of the ones you completed. But again, you can't get credit for a reading summary **AND** a reaction paper for the same day.

The reaction papers are equal to 25% of your final course grade.

3. A note on attendance.

There is no grade for attendance. However, I will take attendance at the beginning of every class, so I have an idea of who has been coming and who has not.

NO LEAVING EARLY. If you have to use the bathroom or something, go ahead. If you have a valid reason for leaving early (or for being late), **I expect you to let me know ahead of time.**

3. Exams.

There will be two exams – a midterm (**Thursday, October 26**) and a final (**Thursday, December 7**). Each exam will consist of two long-essay questions to be answered in class. One week before the midterm and two weeks before the final, I will provide you

with a list of potential exam questions. The actual questions will be drawn from these lists.

If you miss an exam, you will be permitted to make it up IF the following three conditions are met: (1) you have a legitimate excuse, like a serious illness or a close encounter with aliens; (2) you can document the reason for missing the exam (that probably rules out the alien encounter); and (3) you contact me by email or phone as soon as you find out there is a problem, or as soon as is practically possible thereafter.

COURSE GRADES

Your grade in this course will result from the following:

1. Reading Summaries:	30 points (15% of final grade)
2. Reaction Papers	50 points (25% of final grade)
3. Mid-term Exam (Thursday, October 26):	60 points (30% of final grade)
4. Final Exam (Thursday, December 7):	60 points (30% of final grade)
 TOTAL	 200 points (100% of final grade)

Grading Scheme:

186-200	=	A
180-185	=	A-
174-179	=	B+
166-173	=	B
160-165	=	B-
154-159	=	C+
146-153	=	C
140-145	=	C-
134-139	=	D+
126-133	=	D
120-125	=	D-
<120.00	=	E

ADMINISTRATION:

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.

Disability Statement: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Unpaid Fees: Faculty rules specify that students are to have their fees paid by the first day of enrollment for the quarter. [Faculty Rule 3335-9-12]. If you have not paid your fees, you will not be allowed to continue attending class until:

1. your fees are paid, OR
2. you have a signed letter from Financial Aid stating that you are working with them to get your fees paid.

SCHEDULE OF CLASSES:

Thursday, September 21.

Introduction to the Course -- No Readings

PART ONE: KARL MARX AND THE CRITIQUE OF CAPITALISM

Tuesday, September 26. Human Nature and Individualism.

- Schmitt, *Introduction to Marx and Engels* (hereafter IME): pp. xiii to 21 (Preface, Introduction + Chapters 1 and 2)

Thursday, September 28. Historical Materialism and Ideology

- IME pp. 30-42 and 52-60 (Chapters 4 and 6).

Tuesday, October 3. Capitalism and Exploitation.

- IME pp. 63-85 (Chapters 7-8).

Thursday, October 5. Alienation and the Fetishism of Commodities.

- IME pp. 151-159 and 86-97 (Chapter 15 and Chapter 9).

Tuesday, October 10. Classes.

- IME pp. 127-150 (Chapters 12-14)

Thursday, October 12. The Capitalist State.

- IME pp. 171-181 (Chapter 17)

Tuesday, October 17. The Predictions.

- IME pp. 111-123 (Chapter 11)

PART TWO: MAX WEBER AND RATIONALIZATION IN MODERN SOCIETY

Thursday, October 19. Weber's Methodology and Theory of Social Action.

- Zip Coursepack, pp. 1-20. Max Weber, "The Nature of Social Action."

Tuesday, October 24. Capitalism in Europe.

- Collins, *Skeleton Key* (Hereafter SK) pp. 47-59 (Chapter 3)
- Zip Coursepack, pp. 21-35. Max Weber, *The Protestant Ethic*, excerpt.

Thursday, October 26. **MIDTERM EXAM**

Tuesday, October 31. Origins of Capitalism, continued.

- SK pp. 81-124 (Chapters 5-6).

Thursday, November 2. Rationalization of the Modern World.

- Zip Coursepack, pp. 37-55. Max Weber, "Religious Rejections of the World and their Directions."

Tuesday, November 7. Structures of Authority and Domination.

- Zip Coursepack, pp. 57-78. Max Weber, "The Types of Legitimate Domination."

Thursday, November 9. Structures of Authority and Domination, Continued.

- Zip Coursepack, pp. 79-88. Max Weber, "Bureaucracy." (Excerpts).

PART THREE: EMILE DURKHEIM AND THE FOUNDATIONS OF SOCIAL ORDER

Tuesday, November 14. The Nonrational Foundations of Rationality.

- Randall Collins, *Sociological Insight* (hereafter SI) pp. 3-29 (Chapter 1).
- Zip Coursepack, pp. 89-96. Anthony Giddens, "Early Work: The Division of Labor."

Thursday, November 16. Durkheim's Theory of Religion.

- Collins, SI pp. 30-59 (Chapter 2).

Tuesday, November 21. Durkheim's theory of Religion, Continued.

- Zip Coursepack, pp. 97-112. Emile Durkheim, *The Elementary Forms of the Religious Life*, excerpt.
- Zip Coursepack, pp. 113-120. Anthony Giddens, "Sociological Method; Its Application in *Suicide*."

Thursday, November 23. THANKSGIVING – NO CLASS

Tuesday, November 28. Power Re-Examined.

- Collins, SI pp. 60-85 (Chapter 3).

Thursday, November 30. Love and Property.

- Collins, SI pp. 119-154 (Chapter 5).

FINAL EXAM: Thursday, December 7 at the regular class time

WOMEN'S STUDIES 550: HISTORY OF WESTERN FEMINIST THOUGHT

Tuesdays and Thursdays 11:30-1:18

Instructor: Lakesia D. Johnson

University Hall 286C

Phone: 688-3397

Email: johnson.518@osu.edu or johnpal@wowway.com

Office Hours: Tuesdays 2:00 -3:00PM or by appointment

REQUIRED TEXTS:

Alma García, *Chicana Feminist Thought: The Basic Historical Writings* (CFT)

Beverly Guy-Sheftall, *Words of Fire: An Anthology of African-American Feminist Thought* (WF)

Miriam Schneir, *Feminism: The Essential Historical Writings* (FHW)

Miriam Schneir, *Feminism in Our Time: The Essential Writings, WWII to the Present* (FIT)

COURSE REQUIREMENTS

Response Paper 1	10%
Response Paper 2	10%
Response Paper 3	10%
Class Presentation & Presentation Summary	20%
Final Examination	25%
Attendance and Class Participation	25%

Attendance and Participation: 25%

This class is based on the educational premise that knowledge is constructed through an interactive process rather than absorbed passively. Therefore, the format for the course will be a combination of lecture and discussion, with an emphasis on dialogue and sharing perspectives.

Attendance is crucial to your academic performance. You are expected to be an active and informed participant in all class discussions. I expect that you will have read the assigned texts by the dates indicated on the syllabus and that all participation will be thoughtful and respectful. If you miss class, you are responsible for getting notes from a classmate, including any altered assignments or announcements that were made. **Missing more than two classes will have an effect on your participation grade. Your grade will also be affected by a lack of participation and/or failure to attend the entire class period.**

Class Presentation: 20%

Each student is required to give a brief class presentation on an assigned feminist theorist. **Your presentation should be 10 minutes and should address the following aspects** of the theorist's life and work:

- Major ideological perspectives that influence their approach to women's rights
- Major achievements
- Impact on feminist thought and/or activism

On the day of your presentation, you must submit a **2-3 page typed presentation summary (double spaced, 12pt Times New Roman font, 1 inch margins)** that addresses the above aspects of the presentation and a **bibliography** that includes **4 books or journal articles**

consulted for the presentation. Points will be deducted for summaries that are poorly written and/or do not meet the requirements of the assignment. **Please do not use online sources. Sign-up for presentation topics will begin during the first week of classes.** Due to scheduling complexities, there can be **no make-up presentations.** You must give your presentation on the date that you have selected. **No power point presentations please. All students are expected to attend class presentations.** Information from these presentations will be covered on the final exam.

Response Papers: 30%

The response papers will give you an opportunity to reflect upon and respond to theorists presented in the texts. For each paper, you will select one article from the assigned course readings for each section of the course. Your paper should be a thoughtful response/analysis of **ONE major argument** presented by the theorist. It **SHOULD NOT** be a summary of the article. It is important that you **evaluate and engage** with the argument raised by the author.

Please check your paper carefully for spelling and grammatical errors. Points will be deducted for papers that are poorly written. Response papers should be **one (1) page, typed and double spaced, in 12pt Times New Roman font with one inch margins.** Response papers are due **AT THE BEGINNING OF CLASS** on the day that we discuss the article that you select.

RESPONSE 1 – Select an article from Section 1 of the course – COMPLETE BY 4/13

RESPONSE 2 – Select an article from Section 2 of the course – COMPLETE BY 5/4

RESPONSE 3 – Select an article from Section 3 or 4 of the course – COMPLETE BY 5/30

IMPORTANT NOTE: Please note that response papers are due AT THE BEGINNING OF CLASS ON THE DAY THAT WE DISCUSS YOUR SELECTED ARTICLE. I will NOT accept late response papers or papers via email. In addition, please do not leave papers in my mailbox.

Plagiarism: As defined by University Rule 3335-31-02, 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 work, and/or the inappropriate unacknowledged use of another person’s ideas.” Plagiarism is one of the most serious offenses that can be committed in an academic community; as such, it is the obligation of this department and its instructors to report all cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible punishment ranges from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple.

- Always cite your sources (your TA and/or professor can help with this).
- Always ask questions before you turn in an assignment if you are uncertain about what constitutes plagiarism.

- Always see your TA or professor if you are having difficulty with an assignment.

To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, DO NOT PLAGIARIZE!

Final Examination: 25%

The final is a **closed-book comprehensive examination (multiple choice, fill-in the blank and short essays)**. You are responsible for **all materials covered in the texts, films, handouts, presentations and classroom discussions**. The examination will be on **6/1/05 during our normally scheduled class period**. There will be **no early examinations**.

RESOURCES:

Me: Please feel free to contact me regarding papers, concerns or any other questions that you have about the course. I encourage you to use my office hours. Email is the best way to contact me.

The OSU Writing Center: The writing center is an excellent resource for writers at any level or at any stage in the writing process. I encourage you to take advantage of the free individualized counseling provided by the center. For more information contact the OSU Writing Center at 688-4291.

Accommodation of Students with Disabilities: Students who wish to have an accommodation for disability are responsible for contacting the professor and TA as soon as possible. The Office for Disability Services (150 Pomerene Hall; 292-3307; 292-0901 TDD) verifies the need for accommodations and assists in the development of accommodation strategies.

COURSE SCHEDULE

Subject to Change at the Discretion of the Instructor

3/28

Course Introduction (Nuts and Bolts)

3/30

Introductions to FHW, FIT, WF, CFT

SECTION: 1 The Quest for Women's Rights: Defining a Sociopolitical Agenda

4/4

Abigail Adams, "Remember the Ladies" (FHW 2-4)

Mary Wollstonecraft, "A Vindication of the Rights of Women"(FHW 5-16)

Sarah M. Grimké, "Letters on the Equality of the Sexes and the Condition of Woman" (FHW 35-48)

Margaret Fuller, "Women in the Nineteenth Century"(FHW 62-71)

4/6

Sojourner Truth, "Woman's Rights" & "When Woman Gets Her Rights Man Will Be Right" (WF 35-38)

Anna J. Cooper, "The Status of Woman in America"(WF 43-49)

Mary Church Terrell, "The Progress of Colored Women" (WF 63-68)

Ida Wells-Barnett, "Lynch Law in America" (WF 69-76)

4/11

Enriqueta Longeaux y Vázquez, "The Woman of La Raza" (CFT 29-31)

Marta Cotera, "Feminism: The Chicano and Anglo Versions-A Historical Analysis" (CFT 223-231)

Linda La Rue, "The Black Movement and Women's Liberation" (WF 163-173)

Beverly Jones, "Toward a Female Liberation Movement" (FIT 108-124)

4/13

National Organization for Women Statement of Purpose (FIT 95-102)

Red Stockings Manifesto (FIT 125-129)

The Combahee River Collective (WF 231- 240)

Resolutions from the Chicana Workshop (CFT 146-147)

Comisión Femenil Mexicana (CFT 150)

LAST CHANCE TO SUBMIT RESPONSE PAPER 1

SECTION 2: The Legal Status of Women: Suffrage, Marriage and Work

4/18

Declaration of Sentiments and Resolutions, Seneca Falls (FHW 76-82)

Frederick Douglass, "Editorial from the North Star"(FHW 83-85)

Sojourner Truth, "Keeping the Thing Going While Things Are Stirring" (FHW128-131)

Susan B. Anthony, *The United States of America vs. Susan B. Anthony* and "Woman Wants Bread, Not the Ballot"(FHW 132-142)

4/20

Film: Part I - *Iron-Jawed Angels*

4/25

Film: Part II - *Iron-Jawed Angels*

Lucy Stone, "Marriage of Lucy Stone Under Protest" and "Disappointment is the Lot of Woman" (FHW 103-109)

Elizabeth Cady Stanton, "Address to the New York State Legislature, 1854 &1860" (FHW 110-121)

The Married Women's Property Act, New York, 1848 and 1860 (FHW 72-74; 122-124)

4/27

Simone de Beauvoir, "The Second Sex" (FIT 3-20)

Betty Friedan, "The Feminine Mystique" (FIT 48-67)

Bernice Rincón, "La Chicana: Her Role in The Past and Her Search for a New Role in the Future" (CFT 24-28)

5/2

Civil Rights Act of 1964, Title VII (FIT 71-75)

Pauli Murray and Mary O. Eastwood, "Jane Crow and the Law: Sex Discrimination and Title VII (FIT 76-86)

5/4

New York City Commission on Human Rights, *Hearings on Women's Rights, 1970*

Eleanor Holmes Norton, Betty Friedan, Bernice Sandler, Patricia Jones, Phyllis Graber, Bella Abzug (FIT 372-398)

LAST CHANCE TO SUBMIT RESPONSE PAPER 2

SECTION 3: Women's Reproductive Rights and Sexuality

5/9

Margaret Sanger, "Woman and the New Race" (FHW 325-334)

Shulamith Firestone, "The Dialectic of Sex: The Case for Feminist Revolution" (FIT 245-256)

Shirley Chisholm, "Facing the Abortion Question" (WF 389-395)

Beverly Padilla, "Chicanas and Abortion" (CFT 120-121)

Roe v. Wade (FIT 399-407)

5/11

Kate Millett, "Sexual Politics" (FIT 229-244)

Michele Wallace, "Black Macho and the Myth of the Superwoman" (FIT 295-309)

Andrea Dworkin, "Pornography: Men Possessing Women" (FIT 419-427)

5/16

Adrienne Rich, "Compulsory Heterosexuality and Lesbian Existence" (FIT 310-326)

Carla Trujillo, "Chicana Lesbians: Fear & Loathing in the Chicano Community" (CFT 281-287)

June Jordan, "A New Politics of Sexuality" (WF 405-411)

SECTION 4: A Room of One's Own: Spirituality, Creativity, Self-Determination and Feminist Visions of the Future

5/18

Jacquelyn Grant, "Black Theology and the Black Woman" (WF 319-336)

Mary Daly, "After the Death of God the Father: Women's Liberation and the Transformation of Christian Consciousness" (FIT 260-271)

Riane Eisler, "The Chalice and the Blade: Our History, Our Future" (FIT 439-453)

5/23

Gertrude Bustill Mossell, "A Lofty Study"(WF 60-61)

Alice Walker, "In the Closet of the Soul" (WF 538-547)

Virginia Woolf, "A Room of One's Own" (FHW 344-355)

Rita Sánchez, "Chicana Writer Breaking Out of the Silence" (CFT 66-68)

5/25

Sylvia Gonzales, "The Latina Feminist: Where We've Been, Where We're Going"(CFT 250-253)

Gloria Anzaldúa, "La Conciencia de la Mestiza: Towards a New Consciousness" (CFT 270-274)

Cherríe Moraga, "The Last Generation" (CFT 290-291)

5/30

Susan Faludi, "Backlash"(FIT 454-468)

Gloria Steinem, "The Way We Were-And Will Be" (FIT 408-415)

Audre Lorde, "Age, Race, Class and Sex: Women Redefining Difference" (WF 283-291)

LAST CHANCE TO SUBMIT RESPONSE PAPER 3

EVALUATIONS AND REVIEW FOR FINAL

6/1

FINAL EXAMINATION IN CLASS

Women's Studies 575
Issues in Contemporary Theory

Spring 2006

Professor Cynthia Burack
274 University Hall
Phone: 614.292.2210
Office Hours: Wednesday,
2:00-4:00 pm and by
appointment

Feminist theorists analyze and critique social and political arguments and practices whose consequences may disadvantage citizens because of their gender, race, class, or sexuality. One kind of feminist theory inquires into the intellectual, moral, and emotional investments of non- and anti-feminists in an attempt to clarify the stakes of political thought and action in the contemporary United States. In this course, we will examine a variety of feminist arguments about conservative philosophies, policies, motivations, justifications, and investments. We will give some attention to the phenomenon of social and economic conservatives who are identified with historically marginalized groups.

Required Texts:

Amy E. Ansell, editor, *Unraveling the Right: The New Conservatism in American Thought and Politics*, Westview Press
Cynthia Burack and Jyl J. Josephson, 2003, *Fundamental Differences: Feminists Talk Back to Social Conservatives*, Rowman and Littlefield
Angela Dillard, 2002, *Guess Who's Coming to Dinner Now?* New York University Press
Stein, Arlene, 2001, *The Stranger Next Door: The Story of a Small Community's Battle Over Sex, Faith, and Civil Rights*. Boston: Beacon Press

Course Requirements:

You must complete all readings by the dates indicated on the schedule below. I expect you to attend all class meetings, and I will keep track of attendance through the distribution of a role sheet at the beginning of every class period. You may miss 2 classes without penalty; for every absence after the 2nd, 3 points will be subtracted from the highest possible grade for the Final Paper Project. Students with problems that require long absences from class during the quarter must speak to me. Late arrival at class should only occur in the event of an emergency. If you consistently arrive late or leave class early you will be counted absent for those days. In the absence of special circumstances you should be prepared to begin class on time with the necessary materials.

The class will be conducted in a mixed lecture/discussion format; I will use lectures to deliver background and explanatory information. I expect that all students will participate in class discussions in a candid, thoughtful, and respectful manner. Please feel

free to ask questions at any time. You should plan to take notes during lectures and discussions in order to enhance your understanding and retention of information.

The Office for Disability Services (ODS) offers a variety of services and auxiliary aids for students with documented disabilities. To access services, students must provide ODS with documentation of the disability. ODS is located in 150 Pomerene Hall; you can contact them at 292-3307.

The OSU Writing Center, which offers free tutoring to students, is located at 475 Mendenhall Lab. You can obtain more information about the Center at http://cstw.ohio-state.edu/writing_center/index.htm, and you may contact them at 688-4291.

Plagiarism Policy

As defined by University Rule 3335-31-02, 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 work, and/or the inappropriate unacknowledged use of another person’s ideas.” Plagiarism is one of the most serious offenses that can be committed in an academic community; as such, it is the obligation of this department and its instructors to report all cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible punishment ranges from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple. Always cite your sources. Always ask questions before you turn in an assignment if you are uncertain about what constitutes plagiarism. Always see your TA or professor if you are having difficulty with an assignment.

Examinations:

There will be two regular examinations in this course. The exams will be structured exclusively as essays. Approximately two weeks before each exam I will distribute a study sheet with questions for which you should prepare responses. These questions will require synthesis and analysis of material from readings and class discussions. For each exam, I will select one question, and this question will constitute the exam. You may not use notes or texts in the exams. If you miss the mid-term exam for any reason you will make up that exam during the second hour of the class final examination period.

Final Paper:

Women’s Studies 575 requires completion of a final writing project. The final paper is due June 6th at the final exam. We will discuss the paper in depth in class, but basic guidelines for this final paper project appear below:

1. You may choose a topic for this paper from a list of topics to be distributed in class.
2. Each paper should be no briefer than 8 full pages of text and no longer than 10 full pages of text in 12-point font (excluding bibliography).

3. Papers must be clearly written with attention to content, organization, style, and mechanics. The grade for this project will reflect all these dimensions of writing (I will provide a hand-out with guidelines for paper writing).
4. Be aware of the University's plagiarism policy. Papers must include a brief honors statement on the cover page that pledges all contents to be the work of the author (with appropriate citations to texts you use in the process of research and writing).
5. The paper must include a bibliography of no fewer than 6 items (books, journal articles or essays/chapters). You may use sources from our class readings, but at least two sources must be materials outside our reading list. These outside sources must be relevant pieces of literature on the topic of your paper, and they must be thoroughly integrated into your paper (in other words, brief quotations from these sources embedded in your paper will not fulfill this requirement).

Grading:

Midterm exam	1/3
Final exam	1/3
Final Paper Project	<u>1/3</u>
	100%

Schedule of Readings and Examinations:

This schedule is subject to change. Changes announced in class will be understood to have been added to the course syllabus.	
Tue Mar 28	Introductions and Introduction to the Course

The Political Challenge	
Thu Mar 30	Berlet , "Following the Threads" in Ansell (pps 17-40); Read over the Public Research Associates website at: http://www.publiceye.org
Tue Apr 4	Burack and Josephson , "Introduction" in Burack and Josephson (pps 1-8); Campbell , "Reading the Rhetoric of 'Compassionate Conservatism'" in Burack and Josephson (pps 113-126). <i>Attendance policy takes effect</i>

Antifeminism in Theory and Practice

- Thu Apr 6 **Diamond**, “The Personal is Political: The Role of Cultural Projects in the Mobilization of the Christian Right” in Ansell (pps 41-55); **Hardesty**, “Kitchen Table Backlash: The Anti-Feminist Women’s Movement” in Ansell (pps 105-125).

Race and Racialization

- Tue Apr 11 **Ansell**, “The Color of America’s Culture Wars” in Ansell (pps 173-191); **Fitzgerald**, “A Liberal Dose of Conservatism: The ‘New Consensus’ on Welfare and Other Strange Synergies” in Burack and Josephson (pps 95-110).
- Thu Apr 13 **Withorn**, “Fulfilling Fears and Fantasies: The Role of Welfare in Right-Wing Social Thought and Strategy” in Ansell (pps 126-147). *In-Class Film (take notes—the film will be included in the mid-term and/or final exam). Mid-Term Questions Distributed*
- Tue Apr 18 **Dillard**, *Guess Who’s Coming to Dinner Now?*, “Introduction” (pps 1-23); Chapter 1: “Malcolm X’s Words in Clarence Thomas’s Mouth” (24-54).
- Thu Apr 20 **Dillard**, *Guess Who’s Coming to Dinner Now?*, Chapter 2: “Toward a Politics of Assimilation” (pps 56-98)
- Tue Apr 25 **Dillard**, *Guess Who’s Coming to Dinner Now?*, Chapter 3: “I Write Myself, Therefore I Am” (pps 99-136)

- Thu Apr 27 *Mid-Term Exam*

Organizing Around Sexuality

- Tue May 2 **Snyder**, “Neopatriarchy and the Antihomosexual Agenda” in Burack and Josephson (pps 157-171); **Josephson**, “The Missing Children: Safe Schools for Some” (pps 173-187). *Turn in one*

page statement of intent for final paper project that includes topic and a bibliography (note: outside sources must be included)

Thu May 4	Stacey and Biblarz , “(How) Does the Sexual Orientation of Parents Matter?” in Burack and Josephson (pps 27-64)
Tue May 9	Mink , “From Welfare to Wedlock: Marriage Promotion and Poor Mothers’ Inequality” in Burack and Josephson (pps 207-218); Burack , “Getting What ‘We’ Deserve: Terrorism, Tolerance, Sexuality, and the Christian Right,” <i>New Political Science</i> .
Thu May 11	Stein , <i>The Stranger Next Door</i> , Chapters 1-2 (pps 1-38)
Tue May 16	Stein , <i>The Stranger Next Door</i> , Chapters 3-4 (pps 39-93)
Thu May 18	Stein , <i>The Stranger Next Door</i> , Chapters 5-6 (pps 94-135)
Tue May 23	Stein , <i>The Stranger Next Door</i> , Chapters 7, 9-10 (pps 136-164; 192-228)
Thu May 25	Final Exam Questions Distributed. Dillard , “Chapter 4: Strange Bedfellows” (pps 137-170); Lehr , “‘Family Values’: Social Conservative Power in Diverse Rhetorics” in Burack and Josephson (pps 127-142)

Tue May 30	<i>Exchange, read and evaluate papers. Attendance is required.</i>
Thu Jun 1	Last Day of Class. Smith , “Why Did Arney Apologize? Hegemony, Homophobia, and the Religious Right” in Ansell (148-172)
Tue June 6	Final Exam, 3:30-5:18 in this room. Final Papers Due

Women's Studies 620: Gender and Disability Winter 2005

Mon./Wed. 5:30-7:20 Denney 262

The body is the first story; our text of first meeting. I see you, you see me, skin, bone, eyes, hair: assumptions pour forth like a rip in a dam. See the thousand imprints of sex, nation, money, clues to the familiar and exotic. We read and decide in eyeblink time. When bone and blood show an unfamiliar shape, the judgments freeze into a first, rigid wall between you and I. So paint the story of surface and bone explicit, unavoidable, and ask what did you fear then and what do you think now.

–Riva Lehrer, *Circle Stories & Other Paintings*,
<http://home.earthlink.net/~rivalehrer/r/frameset.html>

"What AIDS activists and queer studies scholars might realize, in alliance with disability studies scholars and people with disabilities, is that it is normativity that is killing us."
--paraphrased from Robert McRuer, "Barebacking at the MLA,"
2004 MLA convention, Philadelphia, PA, Dec. 29, 2004

INSTRUCTOR INFORMATION

Professor Brenda Brueggemann

Denney 521 (office)

Denney 421 (mailbox, English Dept.)

Ph. 292-6065 (lv. message)

OFFICE HOURS:

Mondays: 2-3:30 p.m.

Wednesdays: 3:30-5 p.m.

other times by appointment

[<brueggemann.1@osu.edu>](mailto:brueggemann.1@osu.edu)

COURSE TEXTS (AT SBX)

- *Gendering Disability*, Eds. Bonnie G. Smith & Beth Hutchison. Rutgers UP, 2004

- Packet of readings

I have also compiled a packet of readings (approximately 100!) that will serve as our primary and supplementary texts for this course. These readings are available to you in several ways:

1. Both primary and supplementary texts are available via hard copy files on reserve in the Main Library (limited reserve time so that you can read quickly any one article and/or make a copy for yourself)
2. The primary texts being read for the class are also available in PDF files to download from our WebCT site
3. You are, of course, welcome to borrow from the library or purchase any/all of the books that the materials come from (so long as they are in print)!

COURSE GOALS

This course will be, I hope, a shared journey and very much a participatory, collaborative learning experience. I am hoping to learn much from and with you. Many of you come to this course from varied disciplines, backgrounds, values, and levels (and kinds) of awareness; I would also imagine that many of you have your own goals and potential plans for this course in your future. I hope we each gain from each other. Take a moment to write down what you imagine might be at least 3 goals for yourself in this course:

1.

2.

3.

Here are some I have for us, as a class:

4. We will explore how various critical lenses and historical, cultural, environmental, and political factors impact representations of disability and gender.

5. We will come to understand that (and how) disability, like gender, is a historical, cultural, and social construction.

6. We will consider how the various models and definitions of disability impact services, policies, and attitudes (professional, personal, cultural) towards individuals with disabilities, specifically women.

7. We will investigate the ways in which women (and men) with disabilities counter, transgress, or reshape dominant views of disability through forms of self-re/presentation and the ways in which resistance and agency are employed.

8. We will study the forces that impede and aid coalition building among women with disabilities.

9. We will survey the status of women/men with disabilities in terms of education, employment, and social opportunities

10. We will delve into such issues as sexuality, passing, internalized oppression, and ableism as they also intersect with gender

11. We will explore the body as a site for "ability" and "normalcy" and therein, as a cultural, historical, and symbolic text

12. You will each create a final project (whether complete or in-process) that engages your individual interests and skills while it also furthers our collective knowledge and potential as citizens, intellectuals, agents.

COURSE COMPONENTS

Artifact Offering:

15%

No theory but in things. (This is an adaptation—a mutation?—on the famous William Carlos Williams' dictum for modernist/imagist poetry: "No ideas but in things.") We will model the "artifact offering" with some items we share with you on the first day of class. Think of the artifact offering as a possible kind of benediction to begin our class each day. (I'll open each class with a moment set aside for any artifacts you have.) Your artifacts should come from the

world around you and they should, of course, be related to “disability/normalcy” and “gender” in some way—a text you ran into recently, some choice quotation, an advertisement, song lyrics, TV show, film, media character, newspaper story on a “real person” or event, a toy, a moment in your own “reality” (witnessing a gaze/stare, overhearing a crippling remark, counting the times you used “blindness/sight” metaphorically throughout your day, etc.)

You should bring your artifact (if possible) to class share it with the class (in just a 5 minute presentation). Also write a paragraph-to-page description, reaction, analysis of the object in the “Artifact Archives” space on WebCT.

Placing Disability Book Review

15%

This assignment involves both a brief oral and written component. I have set up a reserve collection of about two dozen key texts/textbooks in women’s studies, feminist theory, gender studies, etc. (see our WebCT space) You are to choose ONE of those books and skim its contents (rely primarily on the table of contents, the introduction, the index, etc. rather than a reading of the entire text) and then write a brief REVIEW (500-100 words) about where/how/why disability is (and/or isn’t) located in this text.

- Where could/should it be placed in this text?
- Why do you think it is absent or present?
- Where does it become most evident, possible, and/or relevant?

These are the kinds of questions that might guide your review. On Wednesday Jan. 19 we will all present orally to each other our reviews and then you can post your written reply to the Web CT space.

Focus Day

20%

You will select a day that will become your “focus day.” On this day, you are in charge of the following:

1. More careful reading of all the primary texts for that day
2. One supplementary reading for that day: You should write a brief summary abstract of that reading (aim for 250 words or less) that you can post to the WebCT and share with us, orally, in class on your focus day. Consider especially how this reading supplements, enhances, contradicts, interrogates, etc. the other readings for that day.
3. Discussion Donuts: A few questions or considerations for all of us to chew on in that day’s discussion (feel free to share ideas with me beforehand, if you’d like). You might also engage us in a learning activity on this day.
4. Pause and Ponder Writing: A brief critical review/response to your texts (primary as well as supplementary) that may also take into account class discussion on those texts; **it will be due the next class period after your Focus Day**. This paper should be in the neighborhood of 2-4 double-spaced pages (500-1000 words). I would prefer that you post it to the WebCT space (for all of us)—but if circumstances of some sort make you uncomfortable doing so, please just discuss this with me. Imagine all of us (not just me) as your audience. It is best to FOCUS your response in some way; do not attempt to cover “all the bases” of the readings or the discussion. Find yourself a path or a pulse and follow it!

Film Notes

20%

Within a week following each film we screen in class you should offer, on the Web CT space, a few questions, notes, collected thoughts in response to that film. This is not a formal writing but more of a “chat room” kind of activity.

Project + Presentation

30%

Your project is *yours* for this course. (You are welcome, however, to make it a collaborative project as well.) It need not be “finished” but it should be substantially “conceptually developed” by the time of the final exam (when it is due). There are 3 elements of this project, with a 4th one optional:

1. A one-paragraph statement/description of your project idea posted to the WebCT space (for all of us to see) by the start of our 7th week (February 16)
2. There will be an ORAL presentation. You will share the aims and elements of your project in a 10 minute presentation during the last week of class or the final exam period (it will probably take us 3 classes to get through these since I hope there will be “audience” interaction as well). If you need VCR, projection, etc. please plan ahead.
3. There will be a WRITTEN document. This is due at the time of the final exam. Length and form of the written component depends heavily upon the nature of your project. You and I will discuss this together.
4. There will be a chance for any/all of you to share your projects to an actual audience on Tues. April 12, 2005. [<http://ada.osu.edu/conferences.htm>] I have secured a “poster display session” during the reception of the 5th annual “Multiple Perspectives on Disability” conference that afternoon (4-6p.m.) for student presentations related to Disability Studies. Some members of the (undergraduate) Introduction to Disability Studies class and, I hope, some members of this class will be featured in brief oral/visual presentations of your work. It’s a conference presentation for your resume! It is also a chance to engage your ideas with a wide—and very interested—audience!

You can also decide how you want your grade for the project weighted as well. You can split it evenly between the oral and written presentation/product or you can choose to weight one more than the other, depending upon such things as where you think your strengths are and also which “mode” fits your project best.

Okay: so, what can/should I do?

Here are some ideas—meant mostly to get you started brainstorming your own. By all means, share ideas with the rest of us. I will open up a discussion area on the WebCT space for “Projects In Process.”

- Write a policy statement that might be presented to an employer/corporation or an organization (non-profit or social) or a government agencies or an educational institution (etc.) that might outline practices and behaviors toward women/men with disabilities.
- Develop (and imagine leading) a workshop related to some aspect of gender and disability— a workshop on _____ for _____.
- Volunteer —or just visit several times— at some agency, organization, entity that impacts or intersects women/men with disabilities (or perhaps with one that doesn’t yet... but should). Keep field notes of your work in the upcoming week and complete a “consulting” report of your work, your suggestions back to the agency, etc.
- As a teacher, principal, curriculum designer, etc.: design a unit or course around gender and disability for _____ students.
- Write a grant related to gender and disability! A grant for a university-based service-learning project; a grant for course/curriculum development; a grant for an arts/cultural event; a grant for the development of an organization; a grant for research, etc.
- Interview men/women with disabilities, or their caretakers/givers, or people they are in relationship with (for service or social reasons) about _____.
- Write a review essay of 3-5 sources related to some aspect or issue around gender and disability. (Imagine you might publish this)
- Develop a website for this course! (pretty please?)
- Write a research proposal for more substantial study you might truly engage in that

- intersects with gender and disability
- Polish up some project/piece you began in another class (that connects to this one) for conference presentation or publication
- A journalistic or non-fiction piece (new journalism, personal essay, op-ed piece) for _____ source about some aspect of gender and disability
- A creative work (performance piece, one-act play, fiction, poetry) that features gender and disability in some way
- Political action of some kind that is related to gender and disability and for which you create a log/portfolio of your political process.
- Site survey of some place—physical, intellectual, emotional, professional, personal, etc.—with regard to its “accessibility” in gender/disability terms.

WHAT ELSE? SOME GENERAL POLICIES...

ATTENDANCE:

Please come to all classes prepared. If you must miss a class, make your best effort to let me know in advance. I will have a difficult time accepting more than two (2) absences for any reason.

PLAGIARISM:

There is so little substantial work done to begin with on gender and disability intersections. Don't repeat it. Contribute something unique. This class will be governed by the university's general policy on intellectual property, academic misconduct, and plagiarism. See the following Office of Academic Affairs, Committee on Academic Misconduct sites for the OSU policy on academic misconduct (including procedures for allegations): <http://oaa.osu.edu/coam/code>. See the following link for guidelines and questions about plagiarism in particular: <http://oaa.osu.edu/coam/prevention/html#plagiarism>

ACCESSIBILITY, ACCOMMODATIONS, ABILITIES:

We all have varying abilities; we all carry various strengths and weaknesses. Some of these might even be “documented” with a place like the OSU Office for Disability Services (ODS). If so, please just let me know. With or without documentation, it is my intent to make our learning experience as accessible as possible. With documentation, I am especially interested in providing any student accommodations that have probably been best determined by the student and an ODS counselor in advance. Please let me know NOW what we can do to maximize *your* learning potential, participation, and general access in this course. I am available to meet with you in person or to discuss such things on email. The Office for Disability Services is located at 150 Pomerene Hall, 1760 Neil Avenue, phone 292-3307 (TDD 292-0901). See: <http://www.ods.ohio-state.edu>

* GENDER & DISABILITY: THE DAILY SYLLABUS *

(1) **Monday Jan. 3**

Introductions & Charting Our Course

Trial Artifacts

ASSIGNMENT:

1. Explore one of the website/resources from Unit 14 Texts; make notes for Brief oral presentation to class members on Wed. Jan. 5
2. Read the Introduction to *Gendering Disability*
3. Look over units briefly in order to determine your top 3 Focus Days choices

(1) **Wednesday Jan. 5**

The Web Woven: Share Sites Explored (from Unit 14)

An entry in: screening *Vital Signs*

Sign up for Focus Day

(2) **Monday Jan. 10: Terms & Territories**

Primary Readings:

1. Garland-Thomson, Rosemarie. "Integrating Disability, Transforming Feminist Theory." In *Gendering Disability*. 73-106.
2. Asch, Adrienne. "Critical Race Theory, Feminism, and Disability." In *Gendering Disability*. 9-44
3. Schur, Lisa. "Is There Still a 'Double Handicap'? Economic, Social, and Political Disparities Experienced by Women with Disabilities." In *Gendering Disability*. Bonnie G. Smith & Beth Hutchison, Eds. Rutgers UP, 2004.

(2) **Wednesday Jan. 12: Theory <—> Experience**

FOCUS LEADERS:

Primary Readings:

1. Clare, Eli. "Gawking, Gaping, Staring." *GLQ* 9:1-2 (2003): 257-61.
2. Schriempf, Alexa. "(Re)fusing the Amputated Body: An Interactionist Bridge for Feminism and Disability" *Hypatia* 16.4 (Special Issue: Feminism and Disability I)
3. Siebers, Tobin. "My Withered Limb." *Points of Contact: Disability, Art and Culture*. Eds. Crutchfield & Epstein. U Michigan P, 2000. 21-30.

(3) **Monday Jan. 17: No Class; MLK Day**

(3) **Wednesday Jan. 19: Review Presentations**

(4) **Monday Jan. 24: Representations of Gender & Disability**

FOCUS LEADERS:

Primary Readings:

1. Davis, Lennard J. "Visualizing the Disabled Body: the Classical Nude and the Fragmented Torso." (Ch. 6) *Enforcing Normalcy: Disability, Deafness, and the Body*. Verso, 1995. 126-57.
2. Tobin Siebers, "Disability in Theory: From Social Constructionism to the New

Realism of the Body" *American Literary History* 2001

3. Garland-Thomson, Rosemarie. "The Politics of Staring: Visual Rhetorics of Disability in Popular Photography." In *Disability Studies: Enabling the Humanities*. Eds. Sharon L. Snyder, Brenda Jo Brueggemann, Rosemarie Garland-Thomson. MLA Press, 2002. 56-75.
4. Kleege, Georgina. "Helen Keller's Love Life." *Gendering Disability*. 181-191.

(4) Wednesday Jan. 26: (Disabled) Parents & (Disabled) Kids

FOCUS LEADERS:

Primary Readings:

1. Berube, Michael. "Humans Under Construction" in *Life As We Know It: A Father, A Family, and an Exceptional Child*. NY: Random House/Vintage, 1996.
2. Finger, Anne. *Past Due: A Story of Disability, Pregnancy, and Birth*. Boston: Seal Press, 1990. pp. 1-22 & 169-203.
3. Malacrida, Claudia. "Motherhood, Resistance and Attention Deficit Disorder: Strategies and Limits." *Canadian Review of Sociology and Anthropology* 38.2 (May 2001): 141-65.
4. Kittay, Eva. "'Not My Way, Sesha. Your Way. Slowly.' A Personal Narrative." (Chapter 6) in *Love's Labor: Essays on Women, Equality, and Dependency*. NY: Routledge, 1999. 147-161.

Why not attend the President & Provost's Diversity Lecture at 4pm? I have made our class tonight (and next Wednesday) likely to intersect with this presentation :

Nine Ways of Looking at a Poor Woman

4:00 p.m.

January 26, 2005

Ohio Union Stecker Lounge

Rickie Solinger

Historian and Independent Scholar.

This lecture is presented in conjunction with the photographic exhibition "Beggars and Choosers" coming to Ohio State in January. The book illustrates the concepts in her book *Beggars and Choosers: How the Politics of Choice Shapes Adoption, Abortion, and Welfare in the U.S.* (2001) and invites participants to clarify what they know about dominant attitudes toward and public policies regarding poor women in America.

(5) Monday Jan. 31: Screening *Sound and Fury*

Peruse the PBS website on this documentary: <http://www.pbs.org/wnet.soundandfury>

(5) Wednesday Feb. 2: Disability in Relation(s): Caretaking, Caregiving, Interdependency

FOCUS LEADERS:

Primary Readings:

1. Brueggemann, Brenda. "Interpreting Women." *Gendering Disability*. 61-73.
2. Kittay, Eva. "Care for Disability and Social Justice." (Ch. 7) in *Love's Labor: Essays on Women, Equality, and Dependency*. NY: Routledge, 1999.

3. Mairs, Nancy. "Taking Care." *Waist-High in the World: Life Among the Nondisabled*. Boston: Beacon, 1996. 64-84.
4. McFarland-Icke, Rebekah Bronwyn. "War, Mass Murder, and Moral Flight: Psychiatric Nursing, 1939-1945." From *Nurses in Nazi Germany: Moral Choice in History*. Princeton UP, 1999.
5. Berube "Sapping the Strength of the State" from *Life as We Know It*

(6) Monday Feb. 7: Identity/ies and Intersections

FOCUS LEADERS:

Primary Readings:

1. Brueggemann, Brenda Jo. "Deaf, She Wrote." In *Literacy and Deaf People: Cultural and Contextual Perspectives*. Ed. Brenda Jo Brueggemann. Washington D.C.: Gallaudet UP, 2004
2. Greeley, Robin Adele. "Disability, Gender, and National Identity in the Painting of Frida Kahlo." *Gendering Disability*. 216-32.
3. Herndon, April. "Disparate but Disabled: Fat Embodiment and Disability Studies." *NWSA Journal* 14.3 (Fall 2002) 120-137.
4. Sandahl, Carrie. "Queering the Crip or Crippling the Queer? Intersections of Queer and Crip Identities in Solo Autobiographical Performance." *GLQ* 9:1-2 (2003): 25-56.

(6) Wednesday Feb. 9: screening *Liebe, Perla*

(7) Monday Feb. 14: Sexuality, Gender, Disability

FOCUS LEADERS:

Primary Readings:

1. Mairs, Nancy. "Sex and Death and the Crippled Body." In *Disability Studies: Enabling the Humanities*. Eds. Sharon L. Snyder, Brenda Jo Brueggemann, Rosemarie Garland-Thomson. MLA Press, 2002. 156-70.
2. McRuer, Robert, "Barebacking at the MLA." From Modern Language Association convention, Dec. 28, 2004
3. Mallow, Anna, "Bondage and Double Binds: Unraveling Contradictory Representations of Disability and Sexuality." From Modern Language Association convention, Dec. 28, 2004
4. White, Patrick. "Sex Education; Or, How the Blind Became Heterosexual." *GLQ* 9:1-2 (2003): 133-47.
5. Shuttleworth, Russell. "Disabled Masculinity: Expanding the Masculine Repertoire." *Gendering Disability*. 166-180.

(7) Wednesday Feb. 16: Disability, Gender, & the "Science" of "Normalcy"

FOCUS LEADERS:

Primary Readings:

1. Colligan, Sumi. "Why the Intersexed Shouldn't Be Fixed: Insights from Queer Theory and Disability Studies." *Gendering Disability*. 45-60.
2. Gould, Stephen Jay. "Carrie Buck's Daughter" in *The Flamingo's Smile: Reflections in Natural History*. New York: Norton, 1985. 306-18
3. Wilson, Daniel J. "Fighting Polio Like a Man: Intersections of Masculinity, Disability, and Aging." *Gendering Disability*. 119-133.
4. Berube, Michael, "Disability, Democracy, and the New Genetics." From *Genetics, Disability, and Deafness*. John Vickrey Van Cleve, Ed. Gallaudet UP, 2004. something from DAAD institute

5. (skim) Weindling, Paul. "The Sick Bed of Democracy, 1870-1945" (Ch. 7) from *Health, Race, and German Politics Between National Unification and Nazism, 1870-1945*. Cambridge UP, 1989.

(8) Monday Feb. 21: Activism and/in Art

FOCUS LEADERS:

Primary Readings:

1. Fox, Ann M. and Joan Lipkin. "Res(Crip)ting Feminist Theater Through Disability Theater: Selections from The DisAbility Project." *NWSA Journal* 14.3 (Fall 2002) 77-98.
2. Meekosha, Helen. "Virtual Activists? Women and the Making of Identities of Disability" *Hypatia* 17.3 (Special Issue: Feminism and Disability II) July 2002
3. Nussbaum, Susan. "Mishuganismo." In *Staring Back: The Disability Experience from the Inside Out*. Ed. Kenny Fries. Penguin/Plume, 1997. 368-401.
4. screen 2 short films

(8) Wednesday Feb. 23: History, His-story, Her-story

NO FOCUS LEADERS: Guest Lecturer Visit, Prof. Edward Wheatley

Primary Readings:

1. Baynton, Douglas C. "Disability and the Justification of Inequality in American History." In *The New Disability History: American Perspectives*. Eds. Paul K. Longmore & Laura Umansky. NYU Press, 2001. 33-58.
2. Carlson, Licia. "Cognitive Ableism and Disability Studies: Feminist Reflections on the History of Mental Retardation," *Hypatia* 16.4 (Special Issue: Feminism and Disability I)
3. Juarez, Encarnacion. "The Autobiography of the Aching Body in Teresa de Cartagena's *Arboleda de los enformos*." In *Disability Studies: Enabling the Humanities*. Eds. Sharon L. Snyder, Brenda Jo Brueggemann, Rosemarie Garland-Thomson. MLA Press, 2002. 131-43.
4. Burch, Susan. "Beautiful Though Deaf: Deaf American Women and Beauty Pageants." Forthcoming in *Reading Deaf Women: Historical, Cultural, and Institutional Sites*. (with Brenda Brueggemann) Gallaudet UP, 2006

(9) Monday Feb. 28: In Body, Embodied, & the Senses

FOCUS LEADERS:

Primary Readings:

1. Chinn, Sarah E. "Feeling Her Way: Audre Lorde and the Power of Touch." *Gendering Disability*. 192-214.
2. Donaldson, Elizabeth J. "The Corpus of the Madwoman: Toward a Feminist Disability Studies Theory of Embodiment and Mental Illness." *NWSA Journal* 14.3 (Fall 2002) 99-119.
3. Lindgren, Kristen. "Bodies in Trouble: Identity, Embodiment, and Disability." *Gendering Disability*. 145-166
4. Mairs, Nancy. "Body in Trouble." *Waist-High in the World: Life Among the Nondisabled*. Boston: Beacon, 1996. 40-63.

(9) Wednesday Mar. 2: Disability (and Gender) in the Classroom

FOCUS LEADERS:

Primary Readings:

1. Brueggemann, Brenda Jo, Rosemarie Garland-Thomson, and Georgina Kleege. "What Her Body Taught: A Triangulated Conversation on Teaching as Disabled Women." *Feminist Studies* (forthcoming).
2. DiPalma, Carolyn. "Teaching Women's Studies, E-Mailing Cancer." In *The Teacher's Body: Embodiment, Authority, and Identity in the Academy*. Eds. Diane P. Freedman and Martha Stoddard Holmes. SUNY Press, 2003. 41-58.
3. Michalko, Rod. "'I've Got a Blind Prof': The Place of Blindness in the Academy." In *The Teacher's Body: Embodiment, Authority, and Identity in the Academy*. Eds. Diane P. Freedman and Martha Stoddard Holmes. SUNY Press, 2003. 69-81.
4. Rousso, Harilyn and Michael Wehmeyer. "Module 1: Double Jeopardy." *Gender Matters: Training for Educators Working with Students with Disabilities*. WEEA Equity Resource Center, Education Development Center, 2002. 15-69

(10) Monday Mar. 7: "Rights" Reproduction, Work, Living
FOCUS LEADERS:

Primary Readings:

1. Jung, Karen Elizabeth. "Chronic Illness and Educational Equity: The Politics of Visibility." *NWSA Journal* 14.3 (Fall 2002) 178-.
2. Morris, Jenny. "Impairment and Disability: Constructing an Ethics of Care that Promotes Human Rights," *Hypatia* 16.4 (Special Issue: Feminism and Disability I)
3. Parens, Erik and Adrienne Asch. "The Disability Rights Critique of Prenatal Genetic Testing: Reflections and Recommendations." In *Prenatal Testing and Disability Rights*. Eds. Erik Parens & Adrienne Asch. Georgetown UP, 2000. 3-44.
4. Russo, Nancy Filipe and Mary A. Jansen. "Women, Work, and Disability: Opportunities and Challenges." In *Women with Disabilities: Essays in Psychology, Culture, and Politics*. Eds. Michelle Fine and Adrienne Asch. Philadelphia: Temple UP, 1988. 229-44.
5. Krieger, Linda Hamilton, Ed. "Introduction." *Backlash Against the AD: Reinterpreting Disability Rights*. U Michigan P, 2004.
6. screen the World Bank DVD on Disability Development

(10) Wednesday Mar. 9: No Class!! Work on your Projects

(11) Monday Mar. 14:
the 2nd Annual Gender & Disability Potluck & Project Conference,
5:30-8:30 p.m.

FINAL PROJECT DUE BY FRIDAY MARCH 18, NOON.

Autumn 2005 English 576.02
HISTORY OF CRITICAL THEORY: 1900 TO THE PRESENT
Tuesday & Thursday 9:30-11:18 am, Denney 253

Instructor: Brian McHale
Denney 562, tel 292-4676, e-mail mchale.11@osu.edu
Office hours: Tuesday & Thursday 11:30-1:00 & by appointment

Description. This course will address four major questions about the literary art-work that have been raised and answered in various ways by different schools of thought over the course of the twentieth century. Instead of marching through the twentieth-century schools of critical thought in chronological order, we will jump around in time to see how different schools raise similar questions, or conversely, how some schools favor one question or set of questions over the others.

- *How is it made?* This is the question of form, or *poetics*. We'll focus on the Russian Formalist tradition and its successors (Tomashevsky, Barthes, Bakhtin).
- *Where does it come from?* This combines questions of production and origin, or *genetics*. We'll approach this from several directions: *psychological* origins (Freud); *historical* production (Marxists and historicists, including Benjamin, Jameson, and Foucault); *gendered* production (feminists, including Fetterley and Mulvey); and *ethnic* origins (Gates).
- *What does it mean?* This is the question of interpretation, or *hermeneutics*. We'll consider the tradition of New Critical *close reading* (Brooks); *deconstruction* (Derrida, Hillis Miller); and *anti-interpretative* positions (Sontag).
- *What does it do?* This involves questions of reception and response, or *rhetoric*. We'll consider *reader-response theory* (Fish) and *rhetorical criticism* (Booth, Rabinowitz).

Texts. Almost all the readings in critical theory will be available on *Electronic Reserve*, with the exception of readings marked with an asterisk (*), which I will distribute to you as hand-outs. *You must print out hard-copies of the E-reserve readings to bring with you to class.* In addition, we will be reading three novels as material for analysis; all three have been ordered through the University bookstore (and are widely available):

- F. Scott Fitzgerald, *The Great Gatsby*
- Ishmael Reed, *Mumbo Jumbo*
- Vladimir Nabokov, *Pale Fire*

Other literary materials for discussion (short-stories and poems) will be made available through E-Reserve or as handouts. In addition, I recommend one supplementary book (which I have not ordered, but which is easily available):

- Jonathan Culler, *Literary Theory: A Very Short Introduction* (Oxford UP, 1997).

Your obligations. You are of course obliged to come to class every day that you possibly can; to come prepared to discuss the readings assigned for the day; and to bring copies of the material to be discussed, including hard-copies of E-Reserve materials. There are *three graded writing assignments* in this course, plus a *grade for participation*:

- You will turn in three short (5-page) papers, one on each of the three novels we will be reading. In each paper, you should try out one or more of the theoretical approaches we are investigating, testing them against the materials of actual artworks. In the case of papers #1 and #2, you will have the opportunity to revise and resubmit your paper if you choose to do so. (There will be no time to revise and resubmit paper #3.) If you *do* choose to resubmit, you will receive *at least* your original grade, and possibly a higher grade. Revised papers can be submitted any time before the next paper is due.
- You will receive a letter-grade for active participation in class discussions. You will earn an *A* if you make a contribution to *every* class discussion; a *B* if you make a contribution to *many* class discussions; a *C* if you make a contribution to *few* class discussions; and a *D* if you make a contribution to *no* class discussions. This is an easy *A*! But in order to earn it, I would advise you to prepare in advance at least one question or comment for each class meeting so that, if nothing springs to mind spontaneously, you can at least fall back on your prepared remark.

Each of these four graded obligations (three writing assignments + participation) is worth 25% of your final grade.

Attendance. If for some reason you are unable to attend class on a particular day, you will need to submit an excuse, preferably in writing, and preferably in advance (except in cases of unforeseen emergency). I will reduce your final grade by one-half a grade for every unexcused absence.

The calendar. Please note that this course will **not** be meeting on Tuesday, November 22; Tuesday, November 29; and Thursday, December 1. To make up for some of the missing sessions, we **will** meet during exam week, on Tuesday, December 6 and Thursday, December 8.

Plagiarism statement. 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 work, and/or the inappropriate unacknowledged use of another person's ideas. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct. Plagiarism via the Internet is not only dishonest, it's also easily detected. Don't do it.

Disability statement. The Office for Disability Services, located in 150 Pomerene Hall, offers services for students with documented disabilities. Contact the ODS at 2-3307.

Schedule of readings

Th Sept 22 Introduction

How is it made? The question of poetics.

T Sept 27 Boris Tomashevsky: "Thematics."
The Great Gatsby, chapters 1-5.

Th 29 Roland Barthes: "Structural Analysis of Narratives"
The Great Gatsby, chapter 6-9.

T Oct 4 M.M. Bakhtin: "Discourse in the Novel"
Paper #1 due.

Where does it come from? The question of genetics.

Th Oct 6 Sigmund Freud: "The Uncanny"
E.T.A. Hoffmann: *The Sand-man*

T 11 Walter Benjamin: "The Work of Art in the Age of Mechanical ..."

Th 13 Fredric Jameson: "Metacommentary"
Susan Sontag: "The Imagination of Disaster"
*Gertrude Stein: "Sentences and Paragraphs"

T 18 Michel Foucault: "What Is an Author?"

Th 20 *Judith Fetterley: "On the Politics of Literature"
Fetterley: "*The Great Gatsby*: Fitzgerald's *droit de seigneur*"
Laura Mulvey: "Visual Pleasure and Narrative Cinema"

T 25 Ishmael Reed: *Mumbo Jumbo*
Paper #2 due.

Th 27 Henry Louis Gates Jr.: "The blackness of blackness ..."

What does it mean? The question of hermeneutics.

T Nov 1 Cleanth Brooks: "The Language of Paradox"
*John Donne: "The Canonization"

Th 3 J. Hillis Miller: "Deconstruction and a Poem"

T 8 Jacques Derrida: "Before the Law"

Th 10 Susan Sontag: "Against Interpretation"
Jonathan Culler: "Beyond Interpretation"

What does it do? The question of rhetoric.

T Nov 15 *Wayne Booth: "Telling and Showing"
Booth: "Types of Narration"

Th 17 Stanley Fish: "Literature in the Reader: Affective Stylistics"

[T Nov 22 Class cancelled]

[Th Nov 24 Thanksgiving holiday]

[T Nov 29 Class cancelled]

[Th Dec 1 Class cancelled]

T Dec 6 Vladimir Nabokov: *Pale Fire*
Paper #3 due.

Th 8 Peter Rabinowitz: "Truth in Fiction: A Reexamination ..."

Students: Undergraduate

Sample Syllabus for English 576.03 (Summer 2004)

Aesthetics and Ethics

Professor Jon Erickson

TF 9:30 – 11:18 am DE 206

Office Hrs: W 10:30 am – Noon or by appt.

Office: Denney 505 Phone: 292-6069

erickson.5@osu.edu

Rationale:

Unlike the presumably objective relation of human cognition to material facts in the world, the realms of both aesthetics and ethics in human experience depend upon judgments of value that cannot be assigned the status of fact, but nonetheless help shape the facts of our lives into particular forms of meaning, through, among other things, narrative forms. While for centuries in the West the integral relation of the True, the Good, and the Beautiful has been assumed to be the basis for all meaning in life, within the modern age these states have appeared to have split apart, so that some consider aesthetic judgment (considerations of taste and beauty) to have little or nothing to do with ethical judgment (considerations of moral rightness), and vice versa. In this class we will examine whether this disconnection is substantial or merely apparent. We will ask what the relation of aesthetics and ethics is to one another in the way we evaluate works of art and literature. Can a work of art be aesthetically pleasing while morally repulsive or vacuous? Can a work of art be morally uplifting while aesthetically vapid? How do our moral presuppositions play a role in forming aesthetic judgment? Can great works of art or literature have the power to improve our moral and social consciousness, and if so, can there be works that do the opposite, and have a negative or destructive impact upon people? Can censorship ever be appropriate for this reason? While it is unlikely we will come to definitive conclusions in relation to these questions, it is hoped that they will stimulate for the student new and productive approaches toward how we discuss such matters.

Assignments:

There will be one Take-Home Exam presented on Friday of the Fifth Week, to be completed over the weekend and due in class on Tuesday of the Sixth Week. Questions will cover the readings so far. Exams will be in essay form and should be typed and double-spaced. There will also be a final paper of 8 to 10 pages which involves a practical application of questions raised in the course to a specific work, whether literary, dramatic, or cinematic, that exemplifies one or more of the issues we have covered in the encounter between aesthetic and ethical response. The paper can concentrate on one of the three works chosen for the class (*Lolita*, *The Designated Mourner*, or *Triumph of the Will*) or can be a work chosen by the student him or herself. The Take-Home and Final

Paper will each count for 45% of the final grade. The last ten percent will reflect class participation and teacher discretion.

Attendance:

More than three classes missed will result in the lowering of final grade by one grade. Each absence thereafter will count for a lowering by a third of a grade. More than six absences will count as a failing grade. Please contact me if you really need to be absent, or if pressing unforeseen circumstances cause you to be absent.

Plagiarism:

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's person's work, and/or the inappropriate unacknowledged use of another person's ideas. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct. Confirmed cases of plagiarism will result in a failing grade for the class.

That said, what I would like to encourage is a discriminating use of external sources, found in the library or elsewhere, that will support whatever argument you wish to make in the interpretation of a text. This requires, whether one paraphrases or directly quotes from such scholarly sources, citations that give credit where credit is due. To not give credit in this manner is to risk the act of plagiarism.

Disability

The Office for Disability Services, located in 150 Pomerene Hall, offers services for students with documented disabilities. Contact the ODS at 292-3307

Texts:

David E. Cooper, ed. Aesthetics: The Classic Readings (A)

David E. Cooper, ed. Ethics: The Classic Readings (E)

A file of Contemporary Essays placed on Main Reserve in the Library to be copied by students. [MR]

Nabokov, Lolita

Shawn, The Designated Mourner

Calendar

Week One

T June 22 INTRODUCTION

F June 25 Plato (E)

Week Two

T June 29 Plato (A) and [MR] from Rep. 2 (623-630); Rep. (637-643)

F July 2 Aristotle (E) (class supplement: Virtues)

Week Three

T July 6 Aristotle (A) (class supplement: Poetics)

F July 9 Hume (A)/Hume (E)

Week Four

T July 13 Kant (E)/ Kant (A)

F July 16 Schiller (A)

Week Five

T July 20 Nietzsche (E)

F July 23 Moore (E)/Dewey (A) *TAKE HOME EXAM

Week Six

T July 27 *Take home exam due

[MR] Berys Gaut "The Ethical Criticism of Art";

Noël Carroll, "Art and Ethical Criticism: An Overview of Recent Directions of Research." (Optional)

F July 30 SCREENING: Riefenstahl: Triumph of the Will

Week Seven

T Aug 3 [MR] Mary Devereaux, "Beauty and Evil: The Case of Leni Riefenstahl's Triumph of the Will";

Karen Hanson, "How Bad Can Good Art Be?"

F Aug 6 [MR] Marcia Muelder Eaton "The Aesthetic and the Ethical";

Wayne Booth "'Of the Standard of Moral Taste': Literary Criticism as Moral Inquiry"

Week Eight

T Aug 10 Vladimir Nabokov, Lolita

F Aug 13 Vladimir Nabokov, Lolita

[MR] Mary Mothersill, "Make-Believe Morality and Fictional Worlds"

Week Nine

T Aug 17 SCREENING: Wallace Shawn's The Designated Mourner

F Aug 20 Discussion of The Designated Mourner.

Week Ten

(EXAM WEEK) Final paper due Wednesday August 25, NOON. My mailbox in Denney 421 or under my office door (Denney 505)

English 577.03
Studies in Folklore: Issues and Methods
Cultures of Waste and Recycling

Prof. Dorothy Noyes
noyes.10@osu.edu

This course explores the notion of the residual: what is left over, useless, unclassifiable. The residual is central to folklore studies, a discipline initially imagined as the study of cultural leftovers, converted in practice to the recuperation and classification of these materials as national (or natural) resources, and perhaps best thought of as the study of cultural recycling. We'll begin with the insights of symbolic anthropology, to show how things, people, and ideas may fall out of or re-enter systems of value and meaning. Inspired by Agnès Varda's film *The Gleaners and I* (2000), we will work towards a history of waste and re-use. We will examine the customary management of communal resources, the creation of waste (and its converse, deprivation) with the codifications of modernity, and the various modes of recycling and reuse that develop in reaction. We'll end by considering the residual status of folklore itself in cultural theory, and the various strategies of recuperation that have been attempted for it.

REQUIRED READINGS

At SBX only:

Hobsbawm, Eric. 2000 (rev.ed.) *Bandits*. New York: New Press.

Cerny, Charlene, and Suzanne Seriff, eds. 1996. *Recycled, Re-Seen: Folk Art From the Global Scrap-Heap*. New York/Santa Fe: Harry N. Abrams/Museum of International Folk Art.

At the Tuttle Park Cop-Ez:

A course packet.

COURSE REQUIREMENTS

1. Two short papers (ca. 5 pages), 40%. The course is divided into six units. For two units of your choice, you'll find a case study to write about. You'll briefly describe and analyze your topic using ideas from class readings and discussion.
2. Two in-class exams, 40%.
3. General presence and participation, 20%.

COURSE POLICIES

Attendance and minimal course requirements. As point 3 of the course requirements make clear, your attendance (as well as your level of preparation) will have an impact on your grade. More than five absences, without documented excuses, will result in an F in the course. Not turning in any one of the two papers or exams is also grounds for an F.

Plagiarism. 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 work, and/or the inappropriate unacknowledged use of another person's ideas. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct.

Especially when doing research on the Internet, be extremely careful to credit your sources appropriately. And bear in mind—it is far less trouble to write the paper yourself than to plagiarize convincingly.

Disability resources. The Office for Disability Services, located in 150 Pomerene Hall, offers services for students with documented disabilities. Contact the ODS at 2-3307. If you require accommodation to do the work of the course, please let me know immediately.

SCHEDULE

Unit one. Approaching the residual

9/25	Introduction
9/30	Film: "The Gleaners and I" (Les glaneurs et la glaneuse), dir. Agnès Varda (2000).
10/2	Symbolic approaches: classification and residues Douglas, Mary 1979 (1966). "The Abominations of Leviticus." In <i>Reader in Comparative Religion</i> , 149-152. W. Lessa and E. Vogt, eds. New York: Harper and Row. Leach, Edmund 1979 (1964). "Anthropological Aspects of Language: Animal Categories and Verbal Abuse." In <i>Reader in Comparative Religion</i> , 153-166. W. Lessa and E. Vogt, eds. New York: Harper and Row.
10/7	Thompson, Michael 1979. <i>Rubbish Theory: The Creation and Destruction</i>

	<i>of Value</i> , ch. 1 (1-12). Oxford: Oxford University Press
10/9	<p>Historical and practice approaches</p> <p>Lévi-Strauss, Claude. 1962. "The Science of the Concrete." <i>The Savage Mind</i>, 1-33. Chicago: University of Chicago Press.</p> <p>Kelley, Donald R. 1990. " 'Second Nature': The Idea of Custom in European Law, Society, and Culture." <i>The Transmission of Culture in Early Modern Europe</i>, 131-172. Anthony Grafton and Ann Blair, eds. Philadelphia: University of Pennsylvania Press.</p>

Unit two. Scarcity and abundance

10/14	<p>Buried treasure, limited good and reciprocity</p> <p>Grimm, Jakob and Wilhelm. 1987 (1857). "Godfather Death." <i>The Complete Fairy Tales of the Brothers Grimm</i>, 160-163. Jack Zipes, trans. New York: Bantam.</p> <p>Foster, George W. 1964. "Treasure Tales and the Image of the Static Economy in a Mexican Peasant Community." <i>Journal of American Folklore</i> 77: 39-44.</p> <p>Briggs, Charles. 1985. "Treasure Tales and Pedagogical Discourse in Mexicano New Mexico." <i>Journal of American Folklore</i> 86: 287-314.</p> <p>Agonito, Rosemary. 1967. "The Snake." From "Il Paisano: Italian Immigrant Folktakes of Central New York." <i>New York Folklore Quarterly</i>, 54-55.</p>
10/16	<p>Hunger and the land of Cockayne</p> <p>Grimm, Jakob and Wilhelm. 1987 (1857). "Hansel and Gretel" and "Clever Gretel." <i>The Complete Fairy Tales of the Brothers Grimm</i>, 58-64, 286-288. Jack Zipes, trans. New York: Bantam.</p> <p>Del Giudice, Luisa. 2001. "Mountains of Cheese and Rivers of Wine: Paesi di Cuccagna and Other Gastronomic Utopias." <i>Imagined States: Nationalism, Utopia, and Longing in Oral Cultures</i>, 11-63. Luisa Del Giudice and Gerald Porter, eds. Logan: Utah State University Press.</p> <p>Pellegrini, Angelo. 1984 (1948). "The Discovery of Abundance." From <i>The Unprejudiced Palate</i>, 18-36. San Francisco: North Point Press.</p>

	<p>Ernaux, Annie. 1983. <i>A Man's Place (La Place)</i>, 14-24. New York: Four Walls Eight Windows.</p> <p>Hill, Joe. 1911. "Pie in the Sky."</p> <p>McClintock, Harry. 1921. "The Big Rock Candy Mountain."</p>
--	--

Unit three. Tradition and the outsider

10/21	<p>Foreigners and immigrants</p> <p>The Book of Ruth</p>
10/23	<p>Marginals, transients, category problems</p> <p>Green, Anthony E. 1980. "Popular Drama and the Mummers' Play." In <i>Performance and Politics in Popular Drama</i>, 139-166. David Bradby et al., eds. Cambridge: Cambridge University Press.</p> <p>Hartigan, John Jr. 1997. "Name Calling: Objectifying 'Poor Whites' and 'White Trash' in Detroit." <i>White Trash: Race and Class in America</i>, 41-56. Matt Wray and Annalee Newitz, eds. New York and London: Routledge.</p>
10/28	<p>Outlaws</p> <p>Hobsbawm, Eric. 2000 (rev.ed.). <i>Bandits (selections)</i>. New York: New Press.</p>

Unit four. Commons and communities

10/30	<p>The commons</p> <p>Scott, James. 1998. "Nature and Space." <i>Seeing Like a State</i>, 11-51. New Haven: Yale University Press.</p> <p>Williams, Raymond 1973. "Enclosures, Commons, and Communities." <i>The Country and the City</i>, 96-107. New York: Oxford.</p>
11/4	<p>Enclosures and customary protest</p>

	Sahlins, Peter. 1993. "Deep Play in the Forest: The "War of the Demoiselles" in the Ariège, 1829-1831." <i>Culture and identity in early modern Europe (1500-1800)</i> , 159-177. Barbara B. Diefendorf and Carla Hesse, eds. Ann Arbor: University of Michigan Press.
11/6	The commons in ruins: Appalachia Hufford, Mary. 1999. "Weathering the Storm: Cultural Survival in an Appalachian Valley." <i>An Appalachian Tragedy: Air Pollution and Tree Death in the Eastern Forests of North America</i> , 147-159. Harvard Ayers, Jenny Hager, and Charles E. Little, eds. San Francisco: Sierra Club.
11/11	NO CLASS—Veterans' Day
11/13	The problem of cultural property Brush, Stephen B. 1996. "Whose Knowledge, Whose Genes, Whose Rights?" <i>Valuing Local Knowledge</i> , 1-21. Stephen B. Brush and Doreen Stabinsky, eds. Washington D.C.: Island Press.

Part Five. Capitalism and waste

11/18	Thrift Franklin, Benjamin 1961. "The Way to Wealth." <i>The Autobiography and Other Writings</i> , 188-197. New York: Signet. Weber, Max 1976 (1920-21). "Asceticism and the Spirit of Capitalism." <i>The Protestant Ethic and the Spirit of Capitalism</i> , 155-183. Trans. Talcott Parsons. New York: Scribners.
11/20	Excess and display Veblen, Thorstein. 1994 (1899). "Conspicuous Consumption." <i>The Theory of the Leisure Class</i> , 68-101. New York: Penguin.
11/25	Scavenging and recycling Cerny and Seriff, eds. Read Seriff, Cerny, Turner, Gundaker, Roberts.
11/27	Conspicuous recycling Cerny and Seriff, eds. Read Korom, Cubbs and Metcalf, Cosentino.

--	--

Part Six. Leftover culture

12/2	<p>Cultures, residual and emergent</p> <p>Schmitt, Jean-Claude 1983. "On Superstition." <i>The Holy Greyhound</i>, 14-24. Cambridge: Cambridge University Press.</p> <p>Tylor, E. B. 1970 (1871). "The Science of Culture." <i>The Origins of Culture</i>, 1-25. Gloucester MA: Peter Smith.</p> <p>Williams, Raymond 1977. "Dominant, Residual, and Emergent." <i>Marxism and Literature</i>, 121-127. Oxford: Oxford University Press.</p> <p>Gramsci, Antonio. 1999 (1950). "Observations on Folklore." <i>International Folkloristics</i>. Alan Dundes, ed. Lanham, MD: Rowman and Littlefield.</p>
12/4	<p>The futures of the folk</p> <p>Stewart, Kathleen. 1988. "Nostalgia: A Polemic." <i>Cultural Anthropology</i>. 3:227-241.</p>

Social Geography and Its Representation
(Cities, Cultures and the Political Geography of Difference)
Geog 652, Spring 2005
T R 12:30 – 2:18, Derby 1116

Instructor:

Prof. Marie Cieri

Email: cieri.1@osu.edu

Office Hours: W 11:30 – 1:30 or by appointment

Course Description:

Social geography is the study of social relations within specific spaces and places. This course will introduce students to basic concepts of social geography and will survey the complex ways that elements of human diversity such as race, class, gender, sexuality, age, education and culture of origin interact with and within built and natural environments. Through a number of case studies set in various locations, we will explore not only how human difference is expressed in space but also how it is affirmed and reinforced by spatial structuring. Particular emphasis will be given to various methods of geographic representation and how they are used by governments, planners, the media, law enforcement, marketers, tourism promoters, community activists, academics and artists to produce competing visions of how to think about and act upon space and place. Students will study and critique these techniques and employ some of them in producing their own representations of social geographies in the Columbus area.

Basic concepts of social geography will be drawn from *Urban Social Geography: An Introduction* by Paul L. Knox and Steven Pinch. Additional course readings will address how issues in social geography play out in specific spatial contexts. Ideas about representations of social geographies will be introduced and elaborated in a number of readings as well as through examination of alternative mapping projects, public art works and articles from the popular press. You will be expected to discuss readings in class and to make short oral and written reports. Assignments will include taking a walking tour of a neighborhood in greater Columbus to observe and report on its specificity as a site of social interaction; a personal mapping project of your own social geography; and a final project where you will produce an informed representation of the social space of a particular group of people living and/or working in a Columbus neighborhood.

Required Texts:

Knox, Paul and Steven Pinch. 2000. *Urban Social Geography: An Introduction*. 4th ed., Harlow and London, England, and New York: Prentice Hall.

All other required readings are either available through the library's electronic reserve service or will be distributed during class, as indicated below.

Please bring assigned readings to each class, as we will be referring to them frequently.

Assignments

1. Students are expected to come to every class with the readings read, thought about and in-hand. Though I will be presenting some short lectures during the quarter, most of the course will be conducted as a seminar, so in-class discussion involving *all* students is vital to everyone's learning experience. To help you keep up with the readings and to facilitate our discussions, I am requiring all students to email me the following **at least two hours before each class** (i.e., no later than 10:30 a.m. on class days):

Undergraduates: at least one *substantive* question or comment about the day's readings.

Graduate students: at least two substantive questions or comments about the day's readings.

These should be **brief**: no more than a few sentences each; one or two succinct sentences ought to be sufficient.

2. Each student will produce a mental map(s) describing his or her own social geography. A handout describing this assignment will be handed out in advance of the **April 12** due date.

3. Each student will take a walking tour of a neighborhood or another type of social space within Columbus and write a report of her/his observations. More information will be provided in a handout. The report is due **April 12**.

4. A short writing assignment based on a film we will view in class will be due **April 21**.

5. By **April 26**, all students should be able to tell me what their final project will be. A handout outlining the requirements for the project will be distributed before this date.

6. Each student will bring in at least two articles, essays, etc., describing various social geographies from different representational points of view by **May 10**.

7. Final projects are due no later than **5 p.m., Monday, June 6**.

Graduate students: In addition, on **May 24** you will lead discussion of the samples of social geographies brought in by students on May 10, and you may be asked to help lead some other class discussions during the quarter.

Evaluation

The way your grade will be calculated is based on whether you are an undergraduate or graduate student.

	<u>Undergrads</u>	<u>Graduates</u>
Class participation (including attendance, pre-class emails and participation in discussions)	35%	30%
Discussion facilitation		5%
Mental map assignment	10%	10%
Walking tour assignment	10%	10%
Written assignment based on film viewing	5%	5%
Representational articles assignment	5%	5%
Final project	35%	35%

Grading options for the course are A, A-, B+, B, B-, C+, C, C-, D+, D or E. Students will be evaluated according to their status as undergraduates or graduate students.

Policies

All assigned work will be due by class time on the date indicated. Late work will lose two percentage points per day.

Any academic misconduct, such as plagiarizing, will be reported to the Committee on Academic Misconduct.

Accommodation will be made for any student with special needs on the basis of a disability. Please contact me and the Office of Disability Services, 150 Pomerene Hall, 292-3307 if you have a disability.

Class Schedule:

Tuesday, March 29

Introduction to the class.

Thursday, March 31

Knox and Pinch, "Social geography and the sociospatial dialectic," pp. 1-21.

Livingstone, David N. 2003. "A Brief History of Geography," in Alisdair Rogers,

Heather Viles and Andrew Goudie, eds., *The Student's Companion to Geography*, 2nd ed., pp. 275-283 [electronic reserve].

Neighborhood Design Center. 2003. *Columbus Neighborhoods: Progress and Promise*. Columbus, Neighborhood Design Center + basic 2000 Census information for Columbus [distributed during previous class]. **Start thinking about which neighborhood/social geography you will research this quarter.**

Tuesday, April 5

Knox and Pinch, "The culture of cities," pp. 52-74 and "Cognition and perception," pp. 294-307.

Dorling, Daniel and David Fairbairn. 1997. "The shape and content of maps," *Mapping: Ways of Representing the World*. Harlow, England: Addison Wesley Longman, pp. 23-43 [electronic reserve].

Thursday, April 7

No class today. Instead, you should work on the following two assignments, due by the beginning of class April 12:

Do a mental map of your own social geography (see handout).

Take one of the Columbus walking tours sponsored by the American Volkssport Association (<http://www.ava.org/index.htm>) or another organization that organizes walking tours. Write a short report of your observations (see handout).

In conjunction with the walking exercise, graduate students should read and be able to discuss the following in class (undergraduates are welcome to do this as well for extra credit):

de Certeau, Michel. 1984. "Walking in the City," in *The Practice of Everyday Life*. Berkeley, University of California Press, pp. 91-110 [electronic reserve].

Tuesday, April 12

Mental map due.

Walking report due.

Knox and Pinch, "Patterns of sociospatial differentiation," pp. 76-103.

Thursday, April 14

Woodward, David. 1992. "Representations of the World," in Ronald F. Abler, Melvin G. Marcus and Judy M. Olson, eds., *Geography's Inner Worlds*. New Brunswick, NJ, Rutgers University Press, pp. 50-73 [electronic reserve].

Dorling, Daniel and David Fairbairn. 1997. "Representing others," *Mapping: Ways of Representing the World*. Harlow, England: Addison Wesley Longman, pp. 65-81 [electronic reserve].

Tuesday, April 19

Hayden, Dolores. 1995. "Invisible Angelenos," and "Workers' Landscapes and Livelihoods," in *The Power of Place: Urban Landscapes as Public History*. Cambridge, MA, and London, pp. 82-96 and 98-137 [electronic reserve].

Undergraduates should read **at least one** of the following articles about research methods. **Graduate students** should read **all three**:

Valentine, Gill. 1997. "Tell me about...: using interviews as a research methodology," in Robin Flowerdew and David Martin, eds., *Methods in Human Geography*. Harlow, England, Longman, pp. 110-125 [electronic reserve].

Kearns, Robin A. 2000. Being There: Research through Observing and Participating. *Qualitative Research Methods in Human Geography*. Ed. Iain Hay. South Melbourne, Vic. and Oxford, Oxford University Press, pp.103-121 [electronic reserve].

Ogborn, Miles. Finding Historical Data. *Key Methods in Geography*. Eds. Nicholas J. Clifford and Gill Valentine. London, Sage, pp.101-115 [electronic reserve].

Thursday, April 21

Knox and Pinch, parts of "Spatial and institutional frameworks: citizens, the state and civil society" and "Structures of building provision and the social production of the urban environment," pp. 143-164, 180-202.

Smith, Neil. 1996. "Class Struggle on Avenue B: The Lower East Side as Wild Wild West," in *The New Urban Frontier: Gentrification and the Revanchist City*. New York, Routledge, pp. 3-29 [electronic reserve].

Jackson, Nancy Beth. October 19, 2003. "Accessible, Affordable and Highly Diverse." *The New York Times*, p. RE5 [electronic reserve].

Film Showing: "Flag Wars"

Tuesday, April 26

Short writing assignment on Flag Wars due.

Final project topic due.

Knox and Pinch, part of "The social dimensions of modern urbanism," pp. 205-214.

Davis, Mike. 1990. "Fortress Los Angeles: The Militarization of Urban Space," in Michael Sorkin, ed., *Variations on a Theme Park: The New American City and the End of Public Space*. New York, Hill and Wang, pp. 154-180 [electronic reserve].

Thursday, April 28

Knox and Pinch, "Segregation and congregation," pp. 228-247.

Kleniewski, Nancy. 1997. "Immigrants and the City," in *Cities, Change, and Conflict: A Political Economy of Urban Life*. Belmont, CA, Wadsworth Publishing Company, pp. 141-166 [electronic reserve].

Tuesday, May 3

Laws, Glenda. 1993. "'The Land of Old Age': Society's Changing Attitudes toward Urban Built Environments for Elderly People," in *Annals of the Association of Geographers*, 83(4), pp. 672-693 [electronic reserve].

Lewin, Tamar. 2001. "Growing Up, Growing Apart," in *How Race Is Lived in America: Pulling Together, Pulling Apart*. New York, Times Books/Henry Holt and Company, pp. 150-169 [electronic reserve].

Canedy, Dana. 2001. "The Hurt Between the Lines," in *How Race Is Lived in America: Pulling Together, Pulling Apart*. New York, Times Books/Henry Holt and Company, pp. 170-187 [electronic reserve].

Thursday, May 5

Knox and Pinch, "Neighborhood, community and the social construction of place," pp. 249-275.

Guest speaker: Kristen Hassen on Columbus' Weinland Park neighborhood.

Tuesday, May 10

Due today: essays, articles, etc., you've found describing social geographies from different representational viewpoints.

Bunge, William. 1971. *Fitzgerald: Geography of a Revolution*. Cambridge, MA, Schenkman, pp. 1-2, 125-140, 239-246 [electronic reserve].

Barton, Craig Evan. 2001. "Duality and Invisibility: Race and Memory in the Urbanism of the American South," in Craig Evan Barton, ed., *Sites of Memory: Perspectives on Architecture and Race*. New York, Princeton Architectural Press, pp. 1-12 [electronic reserve].

Cartoon by Larry Feign (to be distributed during previous class).

Thursday, May 12

There will be no class today. Students should make an appointment with me anytime today or on Wednesday, May 11, to discuss progress they are making and/or issues they are encountering in doing their final projects.

Tuesday, May 17

Knox and Pinch, "Bodies, sexuality and the city" and part of "Urban change and conflict," pp. 308-328, 357-374.

Binnie, Jon. 1995. "Trading Places: Consumption, Sexuality and the Production of Queer Space," in David Bell and Gill Valentine, eds., *Mapping Desire: Geographies of Sexuality*. London and New York, Routledge, pp.182-199 [electronic reserve].

Thursday, May 19

Cieri, Marie. 2000. Interviews with Gail Snowden, Lily Yeh and Mary Ellen Beaver, in Marie Cieri and Claire Peeps, eds., *Activists Speak Out: Reflections on the Pursuit of Change in America*. New York and London, Palgrave/St. Martin's Press, pp. 103-118,

131-146 and 173-190 [electronic reserve]

Tuesday, May 24

Discussion of articles brought in by students. (Discussion will be facilitated by graduate students.)

Thursday, May 26

Fainstein, Susan S. and Dennis R. Judd. 1999. "Global Forces, Local Strategies, and Urban Tourism," in Dennis R. Judd and Susan S. Fainstein, eds., *The Tourist City*. New Haven and London, Yale University Press, pp. 1-17 [electronic reserve].

Mitchell, Don. 2000. "Geographies of Belonging? Nations, Nationalism, and Identity in an Era of "Deterritorialization". *Cultural Geography: A Critical Introduction*. Oxford and Malden, MA, Blackwell, pp. 259-283 [electronic reserve].

Tuesday, May 31

Riebsame, William E., ed. 1997. *Atlas of the New West*. New York and London, Norton, pp. 15-18, 32-38, 94-111.

Short, John Rennie and Yeong-Hyun Kim. 1999. "Part Three: Cultural Globalization and the City," in *Globalization and the City*. Harlow, Longman, pp. 73-108.

Thursday, June 2

Informal progress reports on final projects, and course wrap-up.

FINAL PROJECTS ARE DUE AT MY OFFICE ON MONDAY, JUNE 6, BEFORE 5 P.M.

History of Art 546
Classic Film Theories
Hayes Hall 220
M,W, 3:30-5:18pm, Fall 2005

Ron Green, Professor
Office, 126 Hayes; Office Hours: T/W, 2:30-3pm
Phone, 688-8193 (w); 421-2131 (home answer machine)
email: green.31@osu.edu

Professor's website, with syllabuses: http://www.history-of-art.ohio-state.edu/pages/faculty/RG/RG_home.html

OSU film studies website, with 2003-2004 OSU film studies course listings: <http://osu.edu/film-studies>

Course Description: A survey of historically important theories of cinema.

Objectives: 1. To read and discuss classical theories of cinema; 2. to develop a set of ideas and vocabulary about cinema; 3. to develop the foundations for critical skills relating to cinema; 4. to discuss and write about the cinema; 5. to practice analytical approaches to cinema.

Grading: Grades will be based on three exams of equal weight, plus class participation. Each exam will count 30% toward the student's final grade; class participation will count 10%.

Texts: The required text below is available at SBX.

Braudy and Cohen, *Film Theory and Criticism*, 5th Ed., Oxford.

Simple suggestions for reading, study, exam preparation, and class discussion:

1. Read only when you can concentrate. If you can't, take a nap or do a workout or something that will allow you to concentrate later.
2. Read with a pencil. Mark all the main points of the essay with a check mark (or whatever) and mark important points you challenge or don't understand with a question mark.
3. From the main points you've marked, pick the three most important ones. This selection will probably tell you what the essay is about. This may not be a matter of getting the right three points; people read in different ways and have different interests. You do need to be able to explain your choices.
4. Summarize in one of two sentences what the essay is about; this will be the basis for writing your exams.
5. Get the most important questions you've marked cleared up in class discussion. Asking questions about and stating disagreements with the essay will help class discussion and speed the learning process for everyone. People will be grateful you asked. Asking questions is smart. Dealing with a question in public also makes the issue hard to forget; it becomes part of your experience in a way that it doesn't with reading.

DATE	READINGS	SCREENINGS	WORK DUE
Sept 24	Basic Terms and Methods	Early cinema 1896-1907	
Sept 29	Braudy & Cohen 401-407 (Munsterberg 1915)	<i>Judith of Bethulia</i> 1914 DW Griffith	
Oct 1	B&C 9-14; 15-24 (Pudovkin 1926; Eisenstein 1929)	Clips, <i>Intolerance</i> 1916 Griffith <i>47 Ronin</i> 1941 Mizoguchi <i>Man with a Movie Camera</i> 1929 Dziga Vertov	

DATE	READINGS	SCREENINGS	WORK DUE
		<i>Zvenigora</i> 1928 Dovzhenko <i>Fall of the House of Usher</i> 1928 Epstein	
Oct 6	B&C 25-42 (Eisenstein 1929)	Clips, <i>Battleship Potemkin</i> 1925 <i>Strike</i> 1925 <i>October</i> 1928 (all Eisenstein)	
Oct 8	B&C 360-362; 212-215; 312-321 (Eisenstein, Pudovkin, Alexandrov 1928; Arnheim 1933)	Clips, <i>The Pilgrim</i> 1922 Chaplin <i>The Docks of NY</i> 1928 Sternberg	
Oct 13	B&C 279-292; 426-434 (Panofsky 1934; Eisenstein 1942)	<i>The Great Train Robbery</i> Edwin S. Porter 1903 <i>After Many Years</i> 1908 Griffith	Mid-Term Exam
Oct 15	B&C 304-311 (Balasz 1945)	Clips, <i>Broken Blossoms</i> 1919 Griffith <i>Joyless Street</i> 1925 Pabst, Asta Nielsen <i>Joan of Arc</i> 1928 Dreyer	
Oct 20		<i>Bicycle Thieves</i> 1948 90 mns.	
Oct 22		<i>Miracle in Milan</i> 1950 95mns.	
Oct 27		<i>Umberto D</i> 1952 89 mns.	
Oct 29	B&C 195-211 (Bazin 1946; 1953)	DeSica	
Nov 3	B&C 183-194 (Kracauer 1947)	<i>Cabinet of Dr. Caligari</i> 1919 Wiene	
Nov 5	B&C 408-418 (Bazin, 1951)	Clips, <i>Nosferatu</i> 1922 Murnau <i>Nibelungen</i> 1924 Lang <i>Les Parents Terrible</i> 1948 Cocteau <i>Hamlet</i> 1948 Olivier <i>Alexander Nevsky</i> 1938 Eisenstein	
Nov 10	B&C 43-56 (Bazin 1950-55)	Clips, <i>Citizen Kane</i> 1941 Welles <i>Rules of the Game</i> 1939 Renoir	Mid-Term Exam
Nov 12	B&C 654-667 (Warshow 1954)	Clips, <i>Scarface</i> 1932 Hawks <i>The Virginian</i> 1929 Fleming	
Nov 17	B&C 293-303 (Kracauer 1960)	Clips, <i>Earth</i> 1930 Dovzhenko <i>Umberto D</i> 1952 DeSica <i>October</i> 1928 Eisenstein	
Nov 19	B&C 509-518 (Sarris 1962)	Clips, Ophuls; Mizoguchi; Hitchcock; Ford; Rossellini; Stroheim; Buñuel; Bresson; Hawks; Flaherty; Vigo	
Nov 24	B&C 519-535 (Wollen 1972)	Clips, <i>Only Angels Have Wings</i> 1939, <i>Air Force</i> 1943, <i>Rio Bravo</i> 1959, <i>Red Line 7000</i> 1965, all Hawks <i>Remedial Reading Comprehension</i> 1970 Landow	
Nov 26	B&C 216-227 (Deren 1960)	<i>Meshes of the Afternoon</i> 1943 and other clips from Deren	
Dec 1	B&C 228-234 (Brakhage 1963)	<i>Anticipation of the Night</i> 1958 and other clips from Brakhage	
Dec 3	B&C 731-751 (Benjamin 1935)		
Dec 8	FINAL EXAM		FINAL EXAM

N.b.:

No incompletes in this course.

Film viewings subject to change; students are responsible for daily viewings whether the films appear on the syllabus or not.

NO MAKEUP EXAMS will be given in this course! If you miss an exam, you need a doctor's excuse, a genuine life-and-death emergency, or you need to clear it with Professor Green ahead of time.

Students with disabilities: Any student who feels that s/he may need an accommodation based on the impact of a disability should contact me to discuss your specific needs. I rely on the Office of Disability Services to verify the need for accommodation and to help develop accommodation strategies. Students with disabilities who have not previously contacted the Office of Disability Services are encouraged to do so, by looking at their website (<http://www.ods.ohio-state.edu>) and calling them for an appointment.

Academic misconduct: OSU professors are required by their contracts to report suspected cases of academic misconduct to the Committee on Academic Misconduct. (The University's rules on academic misconduct can be found on the web at <http://acs.ohio-state.edu/offices/oa/procedures/1.0.html>) The most common form of misconduct is plagiarism. Remember that any time you use the ideas or the statements of someone else, you must acknowledge that source in a citation. This includes material that you found on the web. The University provides guidelines for research on the web at <http://gateway.lib.ohio-state.edu/tutor>.

Introduction to Contemporary Theory: Questions of Interpretation.

This quarter's course will take advantage of Arthur Danto's Lambert Lecture to use elements of his work as a guiding thread in taking up questions of interpretation in and around art history. As we work our way into this material, we are likely to find that what began as a question or set of questions about interpretation turns out to be a question about art and philosophy and the places they claim in our lives, so also a question about art history, its objects and its practice.

Each of the rather unequal units of the course will find its starting point in a chapter from Danto's The Philosophical Disenfranchisement of Art, and the move from there to positions at various kinds of odds with it—sometimes following up on leads offered in Danto's text and sometimes moving further afield.

Requirements: (1) A 3-5 pp. paper focusing on one particular course reading. Exact calendar and assignments will be worked out in the second week. (2) A 15-20 pp. term paper exploring a particular issue or reading in greater depth. We will talk more about what this entails at various points throughout the quarter, but the general demand is for a sustained engagement with theoretical materials (and so will not be met by "applying" some theoretical stance or method to some object or circumstance).

Students with disabilities: Any student who feels that s/he may need an accommodation based on the impact of a disability should contact one of us to discuss your specific needs. We rely on the Office of Disability Services to verify the need for accommodation and to help develop accommodation strategies. Students with disabilities who have not previously contacted the Office of Disability Services are encouraged to do so, by looking at their website (<http://www.ods.ohio-state.edu>) and calling them for an appointment.

Academic misconduct: OSU professors are required by their contracts to report suspected cases of academic misconduct to the Committee on Academic Misconduct. (The University's rules on academic misconduct can be found on the web at <http://acs.ohio-state.edu/offices/oaa/procedures/1.0.html>) The most common form of misconduct is plagiarism. Remember that any time you use the ideas or the statements of someone else, you must acknowledge that source in a citation. This includes material that you found on the web. The University provides guidelines for research on the web at <http://gateway.lib.ohio-state.edu/tutor>.

Texts:

The following books have been ordered for the course:

Arthur Danto, The Philosophical Disenfranchisement of Art.

Michael Baxandall, Patterns of Intention.

Gayle Ormiston and Alan Schrift, eds., Transforming the Hermeneutic Context.

All other readings will be available through Carmen.

Class Schedule:

We will proceed according to no fixed calendar. A number of the texts we will be reading and discussing are of substantial difficulty, and we will give them whatever time they need.

1. Danto, "The Philosophical Disenfranchisement of Art."
Hegel, Selections from Hegel's Lectures on Fine Art.
2. Danto, "The Appreciation and Interpretation of Works of Art."
Stanley Cavell, "Music Discomposed" and "A Matter of Meaning It."
Heidegger, "The Origin of the Work of Art."
3. Danto, "Deep Interpretation."
Erwin Panofsky, "Iconography and Iconology."
Has-Georg Gadamer, from Truth and Method.
Claude Lévi-Strauss, "Overture," from The Raw and the Cooked.
Jacques Lacan, "The Signification of the Phallus."
Jean-Luc Nancy, "Sharing Voices," in Ormiston and Schrift.
4. Danto, "Language, Art, Culture, Text."
Michael Baxandall, "Truth and Other Cultures: Piero della Francesca's *Baptism of Christ*," in Patterns.
Jean-François Lyotard, "Discussions, or Phrasing 'after Auschwitz'"
5. Danto, "The End of Art."
Rosalind Krauss, from The Optical Unconscious.
Jean-Luc Nancy, "The Vestige of Art."
6. Danto, "Philosophy as/and of Literature."
Stanley Cavell, "Finding as Founding"
Jacques Derrida, from "Restitutions of the Truth in Pointing."

Final papers due June 2.

Introduction to Linguistic Analysis (Linguistics 601)

Course Information

Spring 2006

Coordinates: MW 1:30-3:18
317 Dreese Lab

Instructor: Carl Pollard
Office: 202 Oxley Hall
Office Hours: T 3:30-5:30, F 1:30-3:30, and by appointment
Telephone: 292-7590 (office)
785-1843 (home)
975-9789 (cell)
E-mail: pollard@ling.ohio-state.edu

Textbook: Language: Its Structure and Use (Fourth Edition)
by Edward Finegan

Course goals:

- to gain insight into the nature and structure of human languages
- to become aware of the diversity of human languages as well as the ways in which they are all fundamentally similar
- to get an idea what the various subfields of linguistics are and to take a close look at some of them
- to learn some techniques for linguistic analysis and practice using them to uncover the organizing principles of specific languages
- to acquire a solid foundation for pursuing linguistics further if you wish to do so

Course structure: Principally lectures, with ample flexibility for questions, comments, and discussion related to the subject matter of the lecture. After a two-day introduction and overview, the remainder of the course is divided into four (or possibly five, time permitting) instructional units devoted to different aspects of linguistic analysis: phonetics, phonology, morphology, syntax, (and one more if time permits). Class time is also set aside for practice solving analytic problems.

Course requirements:

- assigned readings
- timely completion of problem sets and fieldwork assignments
- regular attendance
- no exams or term papers

Reading assignments are mostly from the textbook, though there will be occasional supplementary readings. The assigned chapters in the textbook provide introductory background to the material covered in class, and should be read **before** we start a topic in class, so that we can proceed as quickly as possible to a more interesting discussion and practice problems.

Problem sets and fieldwork assignments: Approximately one each per instructional unit. Practice problems will be done in class toward the end of each instructional unit before problem sets are assigned.

All assignments should be typed, double-spaced and with ample margins (at least one inch on all sides) for my written comments (figures, diagrams, and phonetic symbols can be written in by hand if they are problematic for your word-processing software). Assignments can be turned in as hard copy in class on the due date or emailed anytime that day (postscript or pdf attachments only, no HTML, Word or Mac files!). Exception: if submitted as hard copy, the last assignment is due by 5:00 p.m. Thu. Jun. 8 in my mailbox in the Linguistics office (222 Oxley Hall) if submitted as hard copy, and by midnight on that date if emailed.

I encourage you to form informal out-of-class study groups to discuss the fieldwork assignments and problem sets. **However, each of you must write up the work independently in your own words and submit your own written assignment. Cheating and plagiarism are considered academic misconduct, and I am required by my contract with the university to report suspected cases of academic misconduct to a University-level committee.**

Attendance is crucial because the content of the lectures is the heart of the course and the reading assignments are background for or supplementary to them, not the other way around. (The previous statement should **not** be interpreted as a go-ahead to skip the reading!). Skipping classes can result in missing in-class exercises and explanations necessary for fully understanding the graded assignments. If you miss a class you are responsible for piecing together what you missed from a classmate; I do not have time to summarize missed lectures during office hours. If you know in advance that you **must** miss a class, please let me know as soon as you do so we can make arrangements to minimize the disruption to your learning.

Grading is based primarily on the written assignments: tentatively five problem sets and five fieldwork assignments, 20 points each. There is also a fudge factor for participation (as judged subjectively by me) so that point totals within a point or two of a cutoff point can be raised to the next grade category.

A: 180-200	A-: 174-179	B+: 168-173	B: 162-167
B-: 156-161	C+: 150-155	C: 144-149	C-: 138-143
D+: 132-137	D: 126-131	D-: 120-125	E: 0-119

Late assignments will automatically receive reduced grades unless you either (1) have a doctor's excuse, or (2) have a compelling reason for the lateness and **clear it with me in advance.**

Questions: If there is anything you don't understand, **ask!** The importance of this cannot be overemphasized. I am not a telepath and cannot always guess which things I am failing to explain in a way that creates understanding in your mind. Likewise, if there are things in the reading you don't understand or disagree with, make a note of it and ask about it in class. It is always best to ask questions about the subject matter of the course **in class**, since if I have failed to explain something clearly to you, most likely there are others in the same situation. But if shyness, fear of appearing foolish, or laryngitis prevent you from asking in class, then ask me after class, in my office, by e-mail, at my office phone, or (only in desperation) at my home or cell phone. It cannot be said too many times: **there is no such thing as a stupid question, only stupid answers.**

Introduction to Linguistic Analysis (Linguistics 601)

Syllabus

Spring 2006

Unit 1: Introduction and Overview

Mon. Mar. 27, Wed. Mar. 29.

Reading: Finegan Ch. 1 (skim), and Ch. 7 pp. 224-227 and 240-244.

First Assignment 1 due Wed. Apr. 5; Fieldwork Part 1 due Wed. Apr. 12.

Unit 2: Phonetics

Mon. Apr. 3, Wed. Apr. 5, Mon. Apr. 10, Wed. Apr. 12.

Reading: Acoustic Phonetics supplement and Finegan Ch. 3.

Phonetics Problem Set due Wed. Apr. 19; Fieldwork Part 2 due Wed. Apr. 26.

Unit 3: Phonology

Mon. Apr. 17, Wed. Apr. 19, Mon. Apr. 24, Wed. Apr. 26.

Reading: Finegan Ch. 4 *except* pp. 129-134, and Ch. 7, pp. 230-234.

Phonology Problem Set due Wed. May 3; Fieldwork Part 3 due Wed. May 10.

Unit 4: Morphology

Mon. May 1, Wed. May 3, Mon. May 8, Wed. May 10.

Reading: Finegan Ch. 2, and Ch. 4, pp. 129-134.

Morphology Problem Set due Wed. May 17; Fieldwork Part 4 due Wed. May 24.

Unit 5: Syntax

Mon. May 15, Wed. May 17, Mon. May 22, Wed. May 24.

Reading: Finegan Ch. 5, and Ch. 7, pp. 234-240.

Syntax Problem Set due Wed. May. 31; Fieldwork Part 5 due Thur. Jun. 8.

Wrapup

Wed. May 31.

Introduction to Linguistic Analysis (Linguistics 601)

Design Features of All Human Languages

- **Interchangeability:** all normal members of the community can both send and receive messages (bee dancing performed only by foragers; only male birds sing).
- **Cultural transmission:** Koreans learn Korean, etc. (There is not a proper subset of the cat communities whose members arch their backs to express fear/hostility.)
- **Arbitrariness:** there is usually no natural or inherent connection between the form of the signal and its meaning.
- **Discreteness:** complex signals can be broken down into distinct, repeatable, recombinable, meaningful units. (Some birdsong has repeatable, recombinable units, but don't express more complex messages.)
- **Displacement:** ability to communicate about things remote in time and/or space.
- **Productivity:** ability to express an infinity of messages (most of which have never been expressed before) about an unlimited variety of subject matters. (uniquely human)
- **Recursiveness:** whole complex signals can be incorporated as parts of more complex signals. (uniquely human)
- **Multi-level patterning:** meaningless units (phonemes) combine to form minimal meaningful units (morphemes), which in turn combine to form words, which in turn combine to form phrases (including sentences). (uniquely human)
- **Learnability:** organisms that know one variant of the system (L1) can learn another (L2). (uniquely human; mockingbirds are not a counterexample because they don't know the meanings of the songs)
- **Reflexiveness:** the messages can be about other messages, or even about the communicative system itself. (uniquely human)

Introduction to Linguistic Analysis (Linguistics 601)

General Facts about Language

- The system of knowledge (**competence**) that a speaker has of his/her language is almost entirely unconscious. (See handout “You didn’t learn this in school”).
- No two members of a speech community make exactly the same grammaticality judgments, but the amount of agreement on seemingly subtle points is surprising. (See same handout again.) That is, competence is largely *shared* across a speech community.
- The competence system is extremely complex: it involves knowing (among a great many other things) :
 - which sounds the language uses;
 - how the realization of these sounds is determined by the environments in which they occur;
 - which sequences of sounds are possible pronunciations of meaningful expressions;
 - how minimal meaningful elements can be combined to form words;
 - how the pronunciation of words depends on the environments in which they occur;
 - how words can be combine to form larger meaningful expressions;
 - how the meanings of these larger expressions are determined from the meanings of their parts and the ways that they are combined;
 - how the stress and intonation patterns of these larger expressions are related to the ways that they are combined;
 - how the context of utterance affects the interpretation of utterances.
- Languages are *diverse*, differing from each other not just in which words they have, but in the details of all the aspects of competence just mentioned.
- “Can’t see the forest for the trees”: the very complexity makes the systematicity of competence hard to see (much of what linguists do is try to uncover and describe this systematicity).
- Despite the complexity, all normal humans master the system by age five without explicit instruction (like learning to walk, but it takes longer), suggesting to many linguists that much of the system is innate (inborn, not learned).

- Much of the systematicity is shared across all languages (**linguistic universals**), e.g.
 - All languages have at least three vowels;
 - If a language has exactly three vowels, they are /i a u/;
 - If a language has voiced stops, it has voiceless stops;
 - If a language has dual pronouns, it has plural pronouns;
 - No language forms yes-no questions by reversing the order of the words in the corresponding declarative sentence.
- Every normal adult speaker commands a range of distinct **registers** of his/her native language (how to talk to babies; to children; to close friends; to an employer; to an audience; etc.), and knows unconsciously which kinds of situations to use them in.
- All languages change through time as a normal and inevitable process; this is not a sign of moral decay or cultural decline. We are mostly unaware of the change, and powerless to stop it.

PHILOSOPHICAL PERSPECTIVES ON ISSUES OF GENDER
PHILOSOPHY 336 / CALL # 16318-3
FALL 2006
TUESDAY & THURSDAY 9:30-11:18
MACPHERSON LAB 1035

INSTRUCTOR: Carol Hay
CONTACT INFO: 292-3663, hay.53@osu.edu
OFFICE: 214 University Hall
OFFICE HOURS: Tuesday & Thursday 12:30-1:18, or by appointment

This course aims to introduce you both to philosophical methodology (especially the construction and critical analysis of arguments) and to important metaphysical, epistemological and ethical issues involving gender. This course is a GEC Diversity Course, and as such will address the issues of gender, race and ethnicity, and social class in the United States.

REQUIRED TEXTS:

Ann E. Cudd and Robin O. Andreasen, *Feminist Theory: A Philosophical Anthology* (Malden, MA: Blackwell, 2005)

Linda Hirshman, *Get to Work* (New York: Viking, 2006)

ASSIGNMENTS AND EVALUATION MECHANISMS:

READING QUIZZES:

Six pop quizzes designed to test whether you've done the assigned reading will be given at random points throughout the quarter. You will be given the option to have the lowest score dropped.
WORTH: (2% each x 5) = 10% of your final grade

MIDTERM EXAM:

DATE: 31st October
WORTH: 25% of your final grade

FINAL EXAM:

DATE: TBA
WORTH: 35% of your final grade

FINAL ESSAY PAPER

More detailed instructions for this assignment will be given at a later date.

DUE: 21st November
WORTH: 30% of your final grade

POLICIES:

ASSIGNMENTS: Your final paper must be handed in by the end of class on the day it is due. Anything handed in after class has finished will be considered late. Late papers will be docked 1/3 of a letter grade for every day it is late, unless you provide excusing documentation (e.g., a doctor's note). *I will not accept electronic copies of assignments.* Anything you do email to me should be sent in the body of an email message, not as an attachment. Missed quizzes or exams will not be allowed to be made up without excusing documentation.

ATTENDANCE: You are expected to attend every class and to have read the assigned readings before class. I will not be recording attendance; however, you will not be able to answer exam questions properly without having attended class discussions, nor will you be allowed to make up missed quizzes.

ACADEMIC DISHONESTY: I am *required* by the university to report any suspected cases of academic misconduct to the University Committee on Academic Misconduct. Convictions of academic misconduct almost always result in failing the course and being put on academic probation. Multiple convictions almost always result in suspension or permanent dismissal from the university. Do *not* test me on this; I *will* report anything I suspect of being plagiarized to the COAM, after which point your punishment is out of my hands.

STUDENTS WITH DISABILITIES: Any student needing accommodations due to a disability should contact me privately to discuss his or her needs. The Office of Disability Services (292-3307, 150 Pomerene Hall) will coordinate accommodations for students with documented disabilities.

SCHEDULE OF READINGS AND ASSIGNMENTS:

21st Sept.: class overview

I—A Historical Introduction to Feminist Theory

26th Sept.: Mary Wollstonecraft, "Of the Pernicious Effects which Arise from the Unnatural Distinctions Established in Society" (p. 11); and John Stuart Mill, "The Subjection of Women" (p. 17)
28th Sept.: Simone de Beauvoir, "Introduction" from *The Second Sex* (p. 27)
3rd Oct.: Kate Millet, "Theory of Sexual Politics" (p. 37)
5th Oct.: bell hooks, "Black Women: Shaping Feminist Theory" (p. 60)

II—Sexism and Oppression

10th Oct.: Ann E. Cudd and Leslie E. Jones, "Sexism" (p. 73)
12th Oct.: Marilyn Frye, "Oppression" (p. 84)
17th Oct.: Sandra Bartky, "On Psychological Oppression" (p. 105)

III—Sex and Gender

- 19th Oct.: Louise Antony, “Natures and Norms” (p. 127)
24th Oct.: Sally Haslanger, “Gender and Race: (What) Are They? (What) Do We Want Them To Be?” (p. 154)

26 th Oct.:	catch-up and review
31 st Oct.:	midterm exam (in class)

IV—Feminist Ethics and Social Theory

- 2nd Nov.: Annette Baier, “The Need for More than Justice” (p. 243)
7th Nov.: Jean Hampton, “Feminist Contractarianism” (p. 280)
9th Nov.: Martha Nussbaum, “Women and Cultural Universals” (p. 302)

V—Feminism and The Rhetoric of Choice

- 14th Nov.: Linda Hirshman, *Get to Work* (pp. 1-30)
16th Nov.: Linda Hirshman, *Get to Work* (pp. 31-63)
21st Nov.: Linda Hirshman, *Get to Work* (pp. 64-92)— **final essay due**
23rd Nov.: **Thanksgiving – NO CLASS**

VI—Feminist Ideals

- 28th Nov.: Catherine A. MacKinnon, “Difference and Dominance: On Sex Discrimination” (p. 392); and Susan Moller Okin, “Toward a Humanist Justice” (p. 403)

30 th Nov.:	catch-up and review
TBA:	final exam

Philosophy 455: Introduction to the Philosophy of Science

Spring 2006
TH 2:30-4:18
UH 147

William A. Roche
337B UH
292-3663
roche.31@osu.edu
office hours: Friday 1:30-3:30, and by appointment

Text: *Philosophy of Science*, 1998, Alexander Bird, McGill-Queen's University Press

Aim

The aim in this course is to introduce students to the central issues in the philosophy of science, and to do so, in part, by critically examining a series of papers by the most eminent philosophers in the philosophy of science (e.g., Hempel, Kitcher, Popper, Boyd, van Fraassen). What is the nature of the scientific method? Is it inductivist, and concerned both with confirmation and disconfirmation? Or is it deductivist, and solely concerned with disconfirmation? Is inductive inference ever cogent? Could we show that it is? Does science need it? Is the predictive success of science a good indication that science is tracking the truth? Or is the underdetermination problem so intractable that not even the predictive success of science is enough? Do we need to be scientific realists to do science? What about scientific explanation? Is it law-based? Is it deductive? Need it be causal? These and other questions will be our focus.

Requirements and Grading

- There will be three exams, together worth 65% of your overall grade. The first two are each worth 20%. The third is worth 25%.
- There will be one 6-page paper, worth 25% of your overall grade. The grading will be based both on content and on writing. Late papers are permissible, but at a penalty of a letter-grade reduction for every day past the due date.
- There will be a participation requirement, worth 10% of your overall grade. The requirement, in short, is that you be consistently engaged with the course. I will measure this by your attendance, your verbal contributions to class discussions, and your performance on reading quizzes.
- grading scale:
 - A: 100-95
 - A-: 94-90
 - B+: 89-87
 - B: 86-83
 - B-: 82-80

C+: 79-77
C: 76-73
C-: 72-70
D+: 69-65
D: 64-60
E: 59-0

Plagiarism

Plagiarism is the representation of another person's work or ideas as your own. It includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. It is a form of academic misconduct, and, were there any, would be dealt with accordingly.

Disabilities

If you think you might have a disability, learning or non-learning, needing accommodation, tell either me or the Office of Disability Services (or both) about it. The Office of Disability Services is in 150 Pomerene Hall, and the phone number is 292-3307.

Topics, Readings, and Requirements Schedule

Week 1

- Tuesday 3-28
Topic: The Creationism/Evolutionism Debate
Readings:
 - Introduction: 1-22
- Thursday 3-30
Topic: Theories of Confirmation
Readings:
 - Chapter 2: 91-4
 - Chapter 4: 121-60
 - Hempel's "Studies in the Logic of Confirmation" and "Postscript"

Week 2

- Tuesday 4-4
Topic: The Underdetermination Problem
Readings:
 - Chapter 4: 121-60
 - Laudan's "Demystifying Underdetermination"
- Thursday 4-6
Topic: Inference to the Best Explanation
Readings:
 - Chapter 2: 85-91
 - Chapter 4: 121-60

- van Fraassen's "Inference to the Best Explanation: Salvation by Laws?"
- Psillos's "On van Fraassen's Critique of Abductive Reasoning"

Week 3

- Tuesday 4-11
Topic: Success Arguments for Realism
Readings:
 - Chapter 4: 121-60
 - Boyd's "The Current Status of Scientific Realism"
- Thursday 4-13
Topic: Objections to Success Arguments
Readings:
 - Chapter 4: 121-60
 - Fine's "Unnatural Attitudes: Realist and Instrumentalist Attachments to Science"
 - Laudan's "A Confutation of Convergent Realism"

Week 4

- Tuesday 4-18
Exam 1
- Thursday 4-20
Topic: Objections to Success Arguments
Readings:
 - Chapter 4: 121-60
 - Chapter 8: 275-85
 - Kuhn's *Scientific Revolutions*, chapters 3 and 9

Week 5

- Tuesday 4-25
Topic: Hume's Skepticism about Induction
Readings:
 - Chapter 5: 165-73
 - Chapter 3: 113-20
 - Hume's *An Enquiry Concerning Human Understanding*, sections 2-7
 - Goodman's "The New Riddle of Induction"
- Thursday 4-27
Topic: Replies to Hume's Skepticism
Readings:
 - Chapter 6: 187-213
 - Chapter 5: 182-6
 - Strawson's "Inductive Reasoning and Probability"

Week 6

- Tuesday 5-2
Topic: Replies to Hume's Skepticism
Readings:
 - Chapter 5: 173-82

- Chapter 8: 237-47
 - Reichenbach's "Probability and Induction"
 - Popper's *The Logic of Scientific Discovery*, chapters 1, 4, 5, and 10
- Thursday 5-4
 Topic: Replies to Hume's Skepticism
 Readings:
- Chapter 7: 215-35
 - Carroll's "What the Tortoise said to Achilles"
 - van Cleve's "Reliability, Justification, and the Problem of Induction"

Week 7

- Tuesday 5-9
 • Exam 2
- Thursday 5-11
 Topic: Explanation
 Readings:
- Chapter 2: 61-79
 - Hempel's "Aspects of Scientific Explanation", sections 1-3

Week 8

- Tuesday 5-16
 Topic: Explanation
 Readings:
- Chapter 2: 61-79
 - Salmon's "Statistical Explanation" and "Postscript"
 - Lewis's "Causal Explanation"
- Thursday 5-18
 Topic: Explanation
 Readings:
- Chapter 2: 79-91
 - Kitcher's "Explanatory Unification"

Week 9

- Tuesday 5-23
 Topic: Explanation
 Readings:
- van Fraassen's "The Pragmatics of Explanation"
- Thursday 5-25
 Topic: Laws of Nature
 Readings:
- Chapter 1: 25-60
 - Armstrong's "Laws of Nature as Relations Between Universals"

Week 10

- Tuesday 5-30
 - Topic: Natural-Kind Concepts
 - Readings:
 - Chapter 3: 95-113
- Thursday 6-1
 - Topic: The Creationism/Evolutionism Debate
 - Readings:
 - Sober's "Creationism"
 - Paper Due

Week 11

- Thursday 6-8
 - Final, from 1:30-3:18

Note: this is tentative, of course; changes, if any, will be announced in class.

Phil. 473: Philosophy of Language
Autumn, 2006 / Prof. Boër / T,R 12:30-2:18 / UH 0149

Required Texts:

A. P. Martinich (ed.): *The Philosophy of Language* (4th Ed.; Oxford, 2001).

W. G. Lycan, *Philosophy of Language: A Contemporary Introduction* (Routledge, 2006).

Syllabus

Day Date Topic and Readings in texts

Thurs., 9/21 Locke and the Nature of Language

- Locke, *An Essay Concerning Human Understanding*, Book III, Chs. 1-2. (= Selection #36 in Martinich)
- Lycan, Chapters 1 and 5.

Tues., 9/26 Sense and Reference

- Frege, "On Sense and Nominatum" (= Selection #13 in Martinich)
- Frege, "Thoughts" [handout via e-mail]

Thurs., 9/28 Definite Descriptions

- Russell, "On Denoting" (= Selection #14 in Martinich)
- Russell, "Descriptions" (= Selection #15 in Martinich)
- Lycan, Chapter 2

Tues., 10/3 Definite Descriptions, cont'd

- Strawson, "On Referring" (= Selection #17 in Martinich)
- Donnellan, "Reference and Definite Descriptions" (= Selection #18 in Martinich)
- Kripke, "Speaker's Reference and Semantic Reference" [on E-Reserve]

Thurs., 10/5 Proper Names

- Mill, "Of Names" (= Selection #19 in Martinich)
- Kripke, *Naming and Necessity*, Lectures I-II. (= Selection #20 in Martinich)

Tues., 10/10 Proper Names, cont'd

- Searle, "Proper Names and Intentionality" (= Selection #23 in Martinich)
- Evans, "The Causal Theory of Names" (= Selection #22 in Martinich)
- Lycan, Chapters 3-4 (thru p. 65)

Thurs., 10/12 Natural Kind Terms

- Kripke, *Naming and Necessity*, Lecture III. [on E-Reserve]
- Putnam, "Meaning and Reference" (= Selection #21 in Martinich)—see also the longer version "The Meaning of 'Meaning'" [on E-Reserve]
- Lycan, Chapter 4 (pp. 66-71)

- Tues., 10/17 **Reference and Propositional Attitudes**
- Quine, “Quantifiers and Propositional Attitudes” (= Selection #26 in Martinich)
 - Perry, “The Problem of the Essential Indexical” (= Selection #25 in Martinich)
- Thurs., 10/19 **Semantics of Propositional Attitudes**
- Kripke, “A Puzzle About Belief” (= Selection #30 in Martinich)
 - Davidson, “On Saying That” (= Selection #27 in Martinich)
- Tues., 10/24 **Meaning and Communicative Intentions [first paper due today]**
- Grice, “Meaning” (= Selection #5 in Martinich)
 - Grice, “Utterer’s Meaning and Intentions” [on E-Reserve]
 - Lycan, Chapter 7.
- Thurs., 10/26 **Verificationism**
- Lycan, Chapter 8.
 - Hempel, “Empiricist Criteria of Cognitive Significance” (= Selection #1 in Martinich)
 - Quine, “Two Dogmas of Empiricism” (= Selection #2 in Martinich)
- Tues., 10/31 **Truth and Meaning**
- Tarski, “The Semantic Conception of Truth and the Foundations of Semantics” (= Selection #4 in Martinich)
 - Davidson, “Truth and Meaning” (= Selection #6 in Martinich)
 - Lycan, Chapter 9.
- Thurs., 11/2 **Intensional Semantics**
- Lewis, “General Semantics” [on E-Reserve]
 - Lycan, Chapter 10.
- Tues., 11/7 **Semantic Pragmatics**
- Kaplan, “Demonstratives” [on E-Reserve]
 - Lycan, Chapter 11.
- Thurs., 11/9 **Translation, Interpretation, and Indeterminacy**
- Quine, *Word and Object*, Chapter 2. [on E-Reserve]
 - Quine, “On the Reasons for Indeterminacy of Translation”, *Journal of Philosophy* 67 (1970): 178-183. [available online at Jstor.org]
- Tues., 11/14 **Translation, Interpretation, and Indeterminacy, cont’d**
- Davidson, “Radical Interpretation”, *Dialectica* 27 (1973): 313-328. [on E-Reserve]
 - Davidson, “Belief and the Basis of Meaning” (= Selection #33 in Martinich)

- Thurs., 11/16 **Translation, Interpretation, and Indeterminacy, cont'd**
- Kripke, Wittgenstein on Rules and Private Language (= Selection #38 in Martinich)
- Tues., 11/21 **Speech Acts** [*second paper due today*]
- Austin, "Performative Utterances" (= Selection #8 in Martinich)
 - Searle, "The Structure of Illocutionary Acts" (= Selection #9 in Martinich)
- Thurs., 11/23 THANKSGIVING HOLIDAY
- Tues., 11/28 **Speech Acts, cont'd**
- Searle, "A Taxonomy of Illocutionary Acts" (= Selection #10 in Martinich)
 - Lycan, Chapter 12.
- Thurs., 11/30 **Implicative Relations**
- Grice, "Logic and Conversation" (= Selection #11 in Martinich)
 - Searle, "Indirect Speech Acts" (= Selection #12 in Martinich)
 - Lycan, Chapter 13.
- Tues., 12/5 *Final Examination* (1:30-3:18pm)
-

POLICIES, ETC.

Policy on Late Work and Incompletes: Except in cases of certified illness or other emergency, missed exams CANNOT be made up, late assignments will NOT be accepted, and a grade of "E" will automatically be given. Final grades of "Incomplete" will be given only when arrangements have been made with Prof. Boër *prior* to the Final Exam.

Getting Help: Prof. Boër's office hours are Tuesdays and Thursdays, 2:30-3:30pm, in 350A University Hall (other times by appointment only). Prof. Boër can always be reached by e-mail at boer.2@osu.edu . His office telephone (with voice mail) is 292-8197.

Attendance: Daily attendance will be recorded by means of a sign-up sheet distributed at the beginning of each class period. If you are late to class it is *your* responsibility to locate and sign the attendance sheet. Although no grade points are assigned for attendance *per se*, your pattern of attendance will be taken into account in determining whether a borderline final grade is rounded up or down.

Academic Misconduct: In accordance with Faculty Rule 3335-5-487, all suspected cases of academic misconduct (e.g., plagiarism, dishonest practices in connection with exami-

nations, etc.) will be reported to the university's Committee on Academic Misconduct. [For details regarding the definition and treatment of academic misconduct, see the Code of Student Conduct at http://studentaffairs.osu.edu/resource_csc.asp .]

Disability Services: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue (phone: 292-3307; TDD 292-0901). [For further information, see <http://www.ods.ohio-state.edu/> .]

PHILOSOPHY 638

PHILOSOPHY OF LAW

Instructor: Don Hubin

Address: 337N University Hall

Hours: M & Tu 2:30 – 3:30 and by appointment

E-mail: hubin.1@osu.edu

WWW: <http://people.cohums.ohio-state.edu/hubin1/>

Phone: 292-2505 (Office) and 292-7914 (Department Office)

Course Description: This course will be an *exploratory seminar* focusing on constitutional interpretation and adjudication. By calling this course an “exploratory seminar” I mean to convey several things about both the structure and the content of the class. First, more so than in most undergraduate classes, we will be working *together* to examine the issues on which the course will focus. Second, while I have given us some starting material, the content and organization of the course is not fully settled. We will retain some freedom to move in any of several different directions. The nature of the course will result in somewhat different, and I think more strenuous, demands being placed on participants. Passive learning will not work. Conscientious, timely reading and active involvement in the course material is essential for the success of the course and for your success in the course.

Texts: *The Tempting of America*, Robert H. Bork
A Matter of Interpretation, Antonin Scalia
Democracy and Distrust, John Hart Ely
On Reading the Constitution, Laurence Tribe and Michael Dorf
(Other readings as assigned)

Partial Course Outline and Readings:

To be announced

Course Requirements:

Students in this course are required to do all of the reading in a timely manner, to actively engage in independent research on topics connected with the course and to participate constructively in classroom discussions. Assignments, proposed due dates (subject to change *with* notice) and grading weights are as follows:

Assignment	Proposed Due Date	Grading Weight
Active Class Participation	January 3 through March 10	10%
Short Paper (2-3 pages)	January 25 (tentative)	10%
Take-Home Midterm Exam	February 8 (tentative)	20%
Short Paper (2-3 pages)	February 20 (tentative)	10%*
Rough Draft of Term Paper	February 27 (tentative)	See below
Term Paper	March 12, by midnight	30%
Take-Home Final Exam	March 14, by midnight	20%

The rough draft of the term paper will be returned with comments, criticisms and suggestions for revision. Though this draft will not be graded, a penalty of one full grade point will be assessed on the final draft if no rough draft was submitted.

*This assignment was cancelled. I will base your overall grade on the other assignments only—in effect, redistributing this 10% of your grade over the other assignments in proportion to their present weights.

Academic Misconduct:

The University understands academic misconduct to include “any activity which tends to compromise the academic integrity of the institution, subvert the educational process” (“Committee on Academic Misconduct Procedures and Rules”, 7/15/2004 < <http://oaa.osu.edu/coam/procedures.pdf>>). With respect to this course, examples include, but are not limited to, such actions as cheating on exams and submitting a term paper written by another. No one should be unclear about whether *these* are wrong, but students are sometimes not clear about what constitutes plagiarism. ‘Plagiarism’ is defined by the University to be “the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrase of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas”. There should be no misunderstanding about word for word transcriptions or simple paraphrases—these *must* be acknowledged through proper citations. It is sometimes not clear, though, when simply using the ideas of another requires citation. This is especially true in the context of a course, in which one is, presumably acquiring fundamental ideas of a subject matter from the text or the instructor. Certain ideas are “in the public domain”, so to speak; they are ideas used by everyone working in the field, and do not require citation. Other ideas are such that their origin needs to be acknowledged. It is sometimes difficult for students to distinguish these. It is helpful to remember that what is at issue is whether the failure to acknowledge a source would tend to misrepresent the idea as your own. The failure to acknowledge your source for a distinction between natural law theory and legal positivism, for example, would not tend to misrepresent the distinction as your own since it is a distinction that anyone working in the field will draw in some way or other. To offer a *specific* account of this distinction that is offered by another without citing the source could easily tend to misrepresent the account as your own. It is clearly better to err on the side of over-acknowledgment in cases in which one is in doubt.

I view academic misconduct of any sort as a *very* serious violation of University requirements. University rules provide for extremely serious sanctions for academic misconduct, and I will, as I am required to do, forward any cases of suspected misconduct to the Committee on Academic Misconduct.

Disability Services:

Students with disabilities that have been certified by the Office of Disability Services will be appropriately accommodated. They should inform me as soon as possible of their needs. The Office of Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>

EPISTEMOLOGY

This course is designed to be a detailed and rigorous, though hardly comprehensive, introduction to a wide variety of issues of contemporary concern in epistemology. The aim of the course is to familiarize majors and other students who already have an introductory background in philosophy with the central concepts and arguments at play in contemporary work in epistemology. Your goal should be to master this material sufficiently to enable you to develop your own informed critical perspective on these issues.

REQUIRED READING:

Matthias Steup, *An Introduction to Contemporary Epistemology*.

Course Pack (available from Copez); course pack readings are also available on electronic reserve in the main library. I will also try to make them all available for download from our course's Carmen site.

ASSIGNMENTS: Each student will be required to write two 5-7 page papers, and take a Midterm and Final Examination. A selection of topics will be provided for the two papers. Students are advised to write on one of these topics but may write on a topic of their own with my prior approval. The two papers and the midterm exam will each be worth 20% of your grade, while the final exam will be worth 40%.

My office hours will be Tuesdays and Thursdays from 3:30-4:30. My office is UH 314b. My office phone number is 688-5542. My e-mail address is taschek.1@osu.edu.

Students with disabilities that have been certified by the Office of Disability Services will be appropriately accommodated. They should inform me as soon as possible of their needs. The Office of Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307; TDD 292-0901; <http://www.ods.ohio-state.edu/>

PROPOSED SYLLABUS

What follows is doubtless an overly ambitious syllabus. We will probably not have the time to read and discuss all of the material listed here. As we go along, I will make it clear what papers to focus on for class discussion. We may also find that we want to spend more time on some topics and less time on others, depending on the class's interests. So the dates below are primarily a *guide* and not a contract. Keeping track of where we are and what we are discussing is your responsibility.

Week I: January 3, 5

Steup, Chapters 1 and 2

Gettier, "Is Justified True Belief Knowledge?"

Feldman, "An Alleged Defect in Gettier Counter-examples"

Lehrer/Paxson, "Knowledge: Undefeated Justified True Belief" [*The Journal of Philosophy*, Vol. 66, No. 8. (Apr. 24, 1969), pp. 225-237 (JSTOR)]

Dretske, "Conclusive Reasons"

Week II: January 10, 12

Continue with the above

Goldman, "A Causal Theory of Knowing" [*The Journal of Philosophy*, Vol. 64, No. 12. (Jun. 22, 1967), pp. 357-372 (JSTOR)]

Week III: January 17, 19 [First paper assigned]

Kripke, "A Priori Knowledge, Necessity and Contingency"

Quine, "Two Dogmas of Empiricism" [*The Philosophical Review*, Vol. 60, No. 1. (Jan., 1951), pp. 20-43 (JSTOR)]

Casullo, "A Priori/A Posteriori"; "A Priori Knowledge"

Week IV: January 24, 26

Steup, Chapter 4

Alston, "Concepts of Epistemic Justification"

Foley, "Justified Belief as Responsible Belief"

Sosa, "Skepticism and the Internal/External Divide"

Week V: January 31, February 2 [Midterm Exam]

Steup, Chapters 5 and 6

Descartes, "Meditation I"

Alston, "Two Types of Foundationalism"

Alston, "Foundationalism"

Week VI: February 7, 9 [First paper due]

Steup, Chapters 6 and 7

Bonjour, "Can Empirical Knowledge Have a Foundation?"
BonJour, "The Elements of Coherentism"
Steup, "The Regress of Metajustification"
Bonjour, "Reply to Steup"
Lehrer, "Coherentism"

Week VII: February 14, 16

Steup, Chapter 8
Goldman's "What is Justified Belief?"
Conee/Feldman, "The Generality Problem for Reliabilism"
BonJour, "Externalist Theories of Empirical Knowledge"

Week VIII: February 21, 23 [Second paper assigned]

Steup, Chapter 9
Quine, "Epistemology Naturalized"
Kim, "What is 'Naturalized Epistemology'?"
Kornblith, "In Defense of Naturalized Epistemology"

Week IX: February 28, March 2

Steup, Chapter 10
Stroud, "The Problem of the External World"
Nozick, "Knowledge and Skepticism"

Week X: March 7, 9 [Second paper due]

DeRose, "Solving the Skeptical Problem" [*The Philosophical Review*, Vol. 104, No. 1. (Jan., 1995), pp. 1-52 (JSTOR)]
Lewis, "Elusive Knowledge"

ACADEMIC MISCONDUCT: The University understands academic misconduct to include "any activity which tends to compromise the academic integrity of the institution, subvert the educational process" ("Committee on Academic Misconduct Procedures and Rules", 7/15/04 <<http://oaa.osu.edu/coam/procedures.pdf>>). Examples of academic misconduct include, but are not limited to, cheating on exams or submitting papers written by another. While it should be obvious to anyone that *these* are wrong, students are often less clear about what constitutes *plagiarism*. "Plagiarism" is defined by the University to be "the representation of another's works or ideas as one's own; it includes the unacknowledged word for word use and/or paraphrase of another person's work, and/or the inappropriate unacknowledged use of another person's ideas." If there is any doubt about whether you should cite a work, it is always better to err on the side of over-acknowledgement.

I view academic misconduct of any sort as a VERY serious violation of University requirements. University rules provide for extremely serious sanctions for academic misconduct and I will—as I am required to do—automatically forward any *suspected* cases of academic misconduct to the Committee on Academic Misconduct for further action.

NEIL W. TENNANT

tennant.9@osu.edu

If you email me, please use the header PHIL 655: YOURNAME.



**Professor
Department of Philosophy**

Spring Term 2005

PHIL 655: Philosophy of Science

Lecture/Seminar
48 Derby Hall
9:30 - 11:18 a.m.



Aims of this course. We aim to become conversant with all the major concepts and controversies of mainstream discussion in the 'general' philosophy of science (as opposed to its more specialized areas, such as the philosophy of quantum physics).



Topics. We shall be covering topics drawn from the following list: *The structure of scientific theories; theory-ladenness of observational evidence; the Quine-Duhem problem; commensurability of competing scientific theories; simplicity; rationality of scientific change; the criterion of cognitive significance; the nature of scientific paradigms; conceptual change in science.*



Textbook: Ian Hacking, ed., *Scientific Revolutions*, Oxford Readings in Philosophy, 1981.

Additional Reading: Neil Tennant, *The Taming of The True*, Clarendon Press, Oxford, 1997 (pbk. edn. 2002); chapter 11, on cognitive significance.

Background reading

(those in bold face are on Reserve in the Main Library):

- **Thomas Kuhn, *The Structure of Scientific Revolutions*, University of Chicago Press, 1996.**
- **Paul Feyerabend, *Against Method*, Verso, New York, 1988.**
- **Richard Braithwaite, *Scientific Explanation*, Cambridge, 1953.**
- Alexandre Koyré, *From the Closed World to the Infinite Universe*, Johns Hopkins Press, 1957.
- Herbert Butterfield, *The Origins of Modern Science*, Bell, London, 1949.
- Norbert Hanson, *Patterns of Discovery*, Cambridge University Press, 1958.
- Norman Campbell, *Foundations of Science*, Dover, New York, 1957.
- **Karl Popper, *The Logic of Scientific Discovery*, Hutchinson, London, 1959.**
- Pierre Duhem, *The Aim and Structure of Physical Theory*, Princeton University Press, 1954.
- Imre Lakatos and Alan Musgrave, eds., *Criticism and the Growth of Knowledge*, Cambridge University Press, 1970.
- Larry Laudan, *Progress and its Problems*, University of California Press, 1977.
- Barry Barnes, *Scientific Knowledge and Sociological Theory*, Routledge and Kegan Paul, London, 1974.
- Mary Hesse, *The Structure of Scientific Inference*, Macmillan, London, 1974.
- **Clark Glymour, *Theory and Evidence*, Princeton University Press, 1979.**
- **Bas van Fraassen, *The Scientific Image*, Oxford University Press, 1980.**
- Nancy Cartwright, *How the Laws of Physics Lie*, Oxford University Press, 1983.
- Ian Hacking, *Representing and Intervening: introductory topics in the philosophy of natural science*, Cambridge University Press, 1983.
- **Wesley Salmon, *Scientific explanation and the causal structure of the world*, Princeton University Press, 1984.**
- Elliott Sober, *The nature of selection : evolutionary theory in philosophical focus*, Cambridge, MIT Press, 1984.
- Arthur Fine, *The shaky game : Einstein, realism, and the quantum theory*, University of Chicago Press, 1986.
- Lawrence Sklar, *Philosophy of Physics*, Boulder: Westview Press, 1992.
- Michael Redhead, *From Physics to Metaphysics*, Cambridge University Press, 1995.

A useful on-line bibliography in philosophy of science

Assessment:

<i>Item</i>	<i>Date due</i>	<i>Weight</i>
<u>Class presentation</u>	Monday of the week in question	20%
<u>Term paper</u>	Wednesday, June 1	80%
Class attendance and participation	Every session!	An adjustment factor

Policy on attendance at classes

Plagiarism

Advice on writing essays

Term paper due on tba; worth 80% of grade.

Write about 4000 words on one of the following topics. The material will be easy to find in the textbook.

1. @.
2. @.
3. @.

Philosophy 660
Fall, 2004

Instructor: George Pappas
350 University Hall; 292-2510
pappas.1@osu.edu
office hours: T & Th, 12:30

Required Text

Matthias Steup, *Introduction to Contemporary Epistemology*, (Prentice-Hall, 1996; paperback) This book is available at SBX.

Course

This course will cover most of the main elements of current epistemology, the issues that many philosophers discuss and debate in journal articles, conference presentations, and books. The main topics are: the nature of knowledge; kinds of knowledge, especially a priori knowledge; theories of epistemic justification; naturalized epistemology; and skepticism about knowledge. Occasional reference to major figures in the history of philosophy will be made, most notably Descartes and Kant.

Requirements

The requirements on which your grade will be based are two medium-sized papers, done first in rough draft form and then revised. Class participation will also be taken into account in this way: if your two papers are jointly borderline between, say, B+ and A-, and you've been an active discussant, you'll receive an A-. If you've been silent, you'll receive a B+.

Only the final draft of each paper will receive a grade. You may do one or more rough drafts. Each rough draft will receive comments and criticisms from me, and in your next draft you are expected to respond to, deal with, refute those comments and criticisms. Doing so will sharpen and improve your paper, so that the final draft you turn in will, it is hoped, be your best effort on that topic.

Off-limits: on paper topics, you may of course choose a topic covered in Steup and in class. But you cannot do a paper that merely re-states and re-hashes the coverage that Steup or Pappas gave to that topic, not even if you do so brilliantly. So, two choices: (1) choose a topic discussed in Steup, but treat it by looking at some **other** author's discussion of that topic. Or, (2): choose a topic not in Steup but clearly related to something that is in Steup; find an author or book chapter that deals with that topic; and do your paper on that topic, as done by that chosen author. You will almost certainly find it useful to talk with me in advance about your proposed choice of topics for papers.

The paper format should be both expository and also critical. Expound the topic, issue, or argument you wish to discuss; and then examine the main issues and arguments therein critically. Two main things come up in critical analysis: careful examination of key concepts used; and evaluation of the main argument or arguments deployed.

You should not do a paper that is merely expository; and neither should you do a paper that is merely critical.

Due date for rough draft # 1: Tuesday, October 20.

Due date for rough draft # 2: Tuesday, November 23.

Due date for final drafts: first day of finals week, = Monday, December 6

Readings

Steup's text has ten chapters, and we will go through them in sequence, starting on September 23 with chapter 1. We will spend approximately two class meetings, or one week, on each chapter. Since we will start chapter 1 on Thursday, September 23, we will then finish that chapter on Tuesday, September 28. So, it is expected that we will thereafter start a new chapter each THURSDAY, with material for Thursday, September 30 coming from chapter 2. The pattern will then repeat each Thursday, so that chapter 3 is on tap for October 7, and so forth.

Each chapter will be started and "governed by" one or more pictures or diagrams that will be presented in class. These items are intended to lay out the general landscape for the materials of that chapter. It will be important to keep these pictures/diagrams in mind as you go along, because the details of each chapter can quickly become dense.

Identity Politics
Political Science 547
Summer 2006

Instructor: Dane Imerman
Office: Derby Hall, Room 2002
Office Hours: After Class and by Appointment
E-mail: Imerman.2@osu.edu

Course Overview

Politics can be broadly defined as the process of determining who gets what, when, and how. It is motivated by purposive actors pursuing their interests in a social arena through a variety of possible actions (force, coercion, persuasion, compromise, etc.). Identity shapes how actors perceive themselves and others. Thus, identity can tell us how interests are constructed, and how actors respond to others' actions. It exerts a powerful influence over virtually all social interaction, and is so embedded in our social experience that many take identity's existence and effects for granted in the everyday choices they make.

This course moves the study of identity from intuition to systematic investigation. It explores the origins, reproduction, and effects of social identity from a variety of perspectives – including theories of the self, the group, society, and the state, and issues of nationality, ethnicity, race, religion, class, gender, and sexuality. This entails two primary goals. First, an introduction to the literature should demonstrate how research on identity is conducted by social scientists, and should equip you with the basic tools necessary to engage the field in your own research. This aspect of the class will be the focus of the formal course assignments. Second, and more broadly, I hope both the theoretical and substantive issues we examine in class will lead to a greater appreciation for the importance of identity in how we construct the reality around us. The ability to recognize the social forces at work in identity formation and reproduction, and an awareness and understanding of identity's effects, are deeply empowering and enduring skills that will help you fruitfully understand and influence your social environment now and in the future.

Expectations

Class will be conducted as a hybrid of lecture and seminar. The balance between them will be determined by the relative difficulty of a given day's material, your level of preparation, and your active participation in discussions. Regular attendance and a high level of participation are expected. This obviously entails preparing the course readings *before* the class for which they are assigned. (*Hint:* I strongly encourage reading with a highlighter, pen, and paper. Quickly summarizing the authors' arguments (in paragraph or bulleted format) will greatly increase your retention of the material and will certainly help you in class discussions – which will, in turn, make the entire experience more enjoyable.)

Assignments and Grading

The course grade is broken down as follows:

Paper #1	20%
Paper #2 Outline	10%
Paper #2	30%
Quizzes	40%

Paper #1 – A 5 page essay designed to address the various perspectives on the origins of identity. You will choose two perspectives from the first half of the course, outline their assumptions and logic, and evaluate them in terms of an issue area of your choice. More specific instructions will be distributed in class. A hard copy should be placed in my mailbox in Derby Hall no later than 3pm on Friday, July 28th.

Paper #2 Outline – In lieu of class on Wednesday, August 16th, each student will sign up for a 15 minute personal meeting in my office on that day to discuss an outline of Paper #2. You will be expected to have read both books for the project (see below) and developed an idea for how your paper will unfold. This will be explained in more detail in class.

Paper #2 – A 10-12 page research paper critically analyzing two books on racial identity. One book will be common to all: Toni Morrison's *The Bluest Eye*. The other will be your own selection, though no two students may choose the same book. Your choice should be either auto/biographical or fictional – a story rather than academic research. Bring me your book after class for approval (no later than Wednesday, August 2nd), at which time you will have 'dibs' on that title. I encourage you to start checking out possibilities right away. More will be said about this in class. A hard copy will be due at the beginning of class on Monday, August 21st.

Quizzes – There will be nine random quizzes, with the lowest score thrown out, asking questions (primarily short answer) about the day's readings. These are primarily designed to ensure adequate preparation, though they will indirectly reflect attendance and participation. If you come to class prepared on a regular basis ready to actively engage the literature, this should be an easy 40% of your grade.

HINT: When both reading and writing about the material, be sure to think about the authors' arguments in terms of:

- (1) Where identity originates,
- (2) How identity is reproduced over time,
- (3) How identity is changed, and
- (4) What the effects of identity are.

While there are other important questions you should consider, and by no means will every author address all of the above questions, these will provide some structure as you absorb the material and analyze it.

Readings

There are two required books for this class:

* Berger, Peter and Thomas Luckmann. *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. New York: Anchor Books, 1966. Available at SBX and Online.

* Morrison, Toni. *The Bluest Eye*. New York: Knopf, 2003. Available Online.

* All other course readings will be posted on Carmen. In addition to the readings on the syllabus, I will often assign one or more short news articles that illustrate the day's topic in current events. These will be announced and posted on Carmen no later than the class period before the one in which the readings will be discussed. Please note that these will be fair game for quizzes.

The Classroom as 'Safe Zone'

Our study of identity politics will often lead us into controversial topics and conversations. Indeed, at various points during the course I will actively push students to confront language and imagery that will make us all uncomfortable to at least some extent. I do this not for shock value, but to illustrate the very real power of identity in everyday language and action. I make every effort to avoid singling out or ridiculing any particular identity, and I expect students to display maturity in their handling of the presented material. If you have any concerns whatsoever about the specific nature of content that will be presented, by all means speak to me after class or in office hours and we can go over any concerns you have and discuss how best to address them.

In the same spirit, I propose treating our classroom as a 'Safe Zone.' This has two meanings. First, each student should feel safe from personal attack. While some material we cover will contain inflammatory language and arguments, I ask every student to confront it maturely as an academic, neither making remarks that may be hurtful to others in the classroom nor taking the general issues under discussion too personally. Second, students should feel safe expressing their academic opinion on the material. I ask that students initially give each other the benefit of the doubt when discussing controversial topics. Our goal is not to hurt one another, but to delve into how and why this material can be, and is, used in various social scenarios to disempower and hurt particular individuals and groups.

Academic Honesty

I expect all of the work you do in this course to be your own. I will tolerate absolutely no cheating or plagiarism (using someone else's words or ideas without proper citation). I will report any cases of cheating or plagiarism to the university committee on academic misconduct, and they will be handled according to university policy.

Disability

If you need an accommodation based on the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs, and explore potential accommodations. I rely on the Office for Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, I encourage you to do so.

Class Schedule

Monday, June 19 – Introduction to Identity Politics

Wednesday, June 21 – Identity and Power

- Gaventa, John, *Power and Powerlessness: Quiescence and Rebellion in an Appalachian Valley*, pp. 3-32.
- Eribon, Didier, *Insult and the Making of the Gay Self*, pp. 15-7.

Origins of Identity

Monday, June 26 – Group Identity

- Hewstone, Miles and Ed Cairns. “Social Psychology and Intergroup Conflict,” in Daniel Chirot and Martin Seligman, eds, *Ethnopolitical Warfare*, pp. 319-42.
- Fiske, Kitayama, Markus, and Nisbett, “The Cultural Matrix of Social Psychology,” in *Handbook of Social Psychology*, 4th Edition, pp. 915-63.

Wednesday, June 28 – Group Identity (cont.)

Monday, July 3 – No Class

Wednesday, July 5 – No Class

Monday, July 10 – Society

- Berger, Peter and Thomas Luckmann, *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*, pp. 19-190 (skip the Introduction – pp. 1-18).

Wednesday, July 12 – Society (Cont.)

Monday, July 17 – Identity and the Self

- Hardin, Russell, *One for All: The Logic of Group Conflict*, pp. 3-17.
- Brewer, Marilynn. “The Social Self: On Being the Same and Different at the Same Time.” *Personality and Social Psychology Bulletin*. Vol. 17 (1991), pp. 475-82.
- Sampson, Edward, *Celebrating the Other: A Dialogic Account of Human Nature*, pp. 31-41.

Wednesday, July 19 – Identity and the State

- Kennedy, Laurel and Mary Williams, “The Past Without the Pain: The Manufacture of Nostalgia in Vietnam’s Tourist Industry, “ in Hue-Tam Ho Tai, ed, *The Country of Memory*, pp. 135-63.

Fault Lines of Identity

Monday, July 24 – Nationalism

- Hitler, Adolf, *Mein Kampf*, pp. 308-29.
- Lie, John, *Multiethnic Japan*, pp. 118-41.

Wednesday, July 26 – Patriotism and Cosmopolitanism

- Readings TBA

***** Paper #1 Due Friday, July 28th by 3pm – Place in my mailbox in Derby Hall *****

Monday, July 31 – Ethnicity

- Eller, Jack David, *From Culture to Ethnicity to Conflict*, pp. 7-94.

Wednesday, August 2 – Gender and Sexuality

- Cowan, Jane, “Going out for Coffee? Contesting the Grounds of Gendered Pleasures in Everyday Sociability,” in Peter Loizos and Evthymios Paptaxiarchis, eds, *Contested Identities: Gender and Kinship in Modern Greece*, pp. 180-202.

Monday, August 7 – Gender and Sexuality (Cont.)

- Nagel, Joane. “Ethnicity and Sexuality.” *Annual Review of Sociology*, Vol. 26 (2000), pp. 107-33.

Deadline for approval of the second book for Paper #2

Wednesday, August 9 – Race

- Haney-Lopez, Ian, *White by Law: The Legal Construction of Race*, pp. 1-36, 197-202.
- Open discussion on Morrison, Toni, *The Bluest Eye*, 1970.

Monday, August 14 – Religion

- McAlister, Melani, *Epic Encounters*, pp. 43-83.

Wednesday, August 16 – Individual meetings to go over Paper #2 outlines

Monday, August 21 – Class Identity

- Marx, Karl and Frederick Engels, *The Communist Manifesto*, pp. 8-21.
- Weber, Max, “Class, Status and Party,” in Ian McIntosh, ed, *Classical Sociological Theory*, pp. 132-41.

Wednesday, August 23 – Course Wrap-Up (*Attendance Mandatory*)

***** Final Paper Due *****