

COMPARATIVE STUDIES

GRADUATE HANDBOOK

2013-14

The Ohio State University

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I. THE DEPARTMENT OF COMPARATIVE STUDIES

The Department of Comparative Studies promotes comparative, interdisciplinary, and cross-cultural research and teaching in the arts and sciences. The Department offers an interdisciplinary graduate and undergraduate curriculum that encourages comparative perspectives on a wide range of cultural and historical discourses and practices: literary, aesthetic, folkloric, technological, scientific, religious, political, material. Faculty and faculty associates work closely with other units at Ohio State, as well as with faculty at other colleges and universities. At the graduate level, the Department offers the Master of Arts in Comparative Studies, the Doctor of Philosophy in Comparative Studies, and, for graduate students across the University, a Graduate Minor in Comparative Cultural Studies. For undergraduates, the Department offers the Bachelor of Arts in Comparative Studies with specializations in Comparative Cultural Studies, Comparative Ethnic and American Studies, Comparative Literature, Folklore, Religious Studies, and Science Studies. The Department also coordinates new interdepartmental majors in World Literatures and in Religious Studies. Several undergraduate interdisciplinary minors are also housed in Comparative Studies: American Studies, Folklore, and Religious Studies. Formerly a Center, the Department of Comparative Studies has been offering an interdisciplinary curriculum in the humanities at Ohio State for more than fifty years.

II. GRADUATE PROGRAMS IN COMPARATIVE STUDIES

The Department of Comparative Studies offers interdisciplinary graduate degree programs in the study of culture at both the M.A. and the Ph.D. levels. For graduate students enrolled in other departments at Ohio State, the Department offers the Graduate Minor.

Graduate work in Comparative Studies is interdisciplinary and cross-cultural, addressing complex processes of cultural change, stability, and interaction, with particular attention to the construction of knowledge and the dynamics of power and authority. Questions of difference—racial, gender, sexual, class, ethnic, national—and the ways in which those categorizations inform and are informed by other discourses and practices are central to scholarship in comparative studies.

Such an interdisciplinary, comparative approach to the study of culture assumes both flexibility and rigor in terms of theory, methodology, and object of study. The M.A. and Ph.D. in Comparative Studies are designed for students whose scholarly interests require them to call upon the resources of several academic disciplines. Each graduate student, with the help of faculty advisers, designs an individualized academic program to meet specific research interests that cut across departmental and college boundaries. As a part of this process, students are encouraged to question the configuration of disciplinary boundaries and to place in historical context the development of disciplinary structures and their objects of study.

Students must develop a clear area of concentration and sound theoretical foundations for their individual programs in order to attain depth of knowledge, as well as breadth. Expertise of Comparative Studies faculty members is similarly focused in comparative ethnic and American studies; comparative literature; critical race theory; cultural anthropology; cultural studies; folklore; postcolonial studies; religious studies; science studies; social and cultural theory; urban studies; and visual culture, with specific attention to the interrelatedness among the cultural and historical domains these fields represent. Within their focus areas, students are encouraged to develop inquiries that attend to the cultural and historical contexts of the particular subject in question.

The element of comparison, both within and across cultures and borders, is important to faculty and student research. Comparisons may be drawn among the several discourses and practices of a single society, group of people, geographical region, or historical era. Research projects may also involve the comparison of specific genres and media—textual, performative, material—across cultures. Both approaches to comparative work are encouraged; most projects will involve elements of both, since contextualization is integral to all such studies. The function of comparison is not to discover differences and similarities, but to understand more comprehensively the political, social, economic, and aesthetic dimensions of the various discourses and practices that constitute social and individual life.

III. THE GRADUATE STUDIES COMMITTEE

The Comparative Studies Graduate Studies Committee oversees the graduate program. The Committee is composed of faculty members primarily from the Department of Comparative Studies, but may include faculty members from other departments as well. The Graduate Studies Committee is appointed by the Chair of the Department of Comparative Studies and is responsible for making admissions decisions, acting on students' petitions, making fellowship and associateship nominations, determining procedures and guidelines, and acting as liaison between the graduate program and the Graduate School (<http://gradsch.osu.edu/>). The Graduate Studies Committee and its policies are subject to Graduate School rules, as described in the *Graduate School Handbook* (<http://www.gradsch.ohio-state.edu/graduate-school-handbook1.html>).

The *Comparative Studies Graduate Handbook*

(<http://comparativestudies.osu.edu/graduate/handbook>) is designed to provide information about the Master of Arts, Doctor of Philosophy, and Graduate Minor programs to prospective students, to students already enrolled, and to faculty advisers. Please send inquiries or requests for more information to the Graduate Studies Chair, Professor Philip Armstrong (armstrong.202@osu.edu), or to the Academic Program Coordinator (compstudies@osu.edu) at the following address:

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451 Hagerty Hall
1775 College Road
Columbus, OH 43210-1340
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IV. CRITERIA FOR ADMISSION TO THE GRADUATE PROGRAM IN COMPARATIVE STUDIES

Students may be admitted to the graduate program in Comparative Studies after completing a baccalaureate degree in a relevant field. Students who have completed a master's degree in a relevant field ordinarily apply directly to the Ph.D. program. At the time of admission, the Graduate Studies Committee will decide the number of credits from the student's M.A. program that may be applied to the doctoral program (typically no more than 30 credits). Students with the B.A. degree only may apply either to the M.A. program or to the M.A./Ph.D. program.

Criteria for admission to both the M.A. and the Ph.D. programs in Comparative Studies include the following:

1. A minimum of 3.0 cumulative point-hour ratio (on the 4.0 scale used at this University) in all previous undergraduate work. Students with an undergraduate cumulative ratio below 3.0 who wish to be considered for admission must petition the Comparative Studies Graduate Studies Committee for special consideration.
2. A minimum of 3.0 in all previous graduate work.
3. Graduate Record Examination scores for all applicants.
4. Minimum TOEFL score of 79 (internet-based), 213 (computer-based), or 550 (paper-based); or MELAB score of 82; or IELTS score of 7.0 for non-native speakers of English.
5. Applicants are advised to contact the Graduate Studies Chair, a Comparative Studies faculty member with whom they are interested in working, or the Academic Program Coordinator in the Department of Comparative Studies before applying. The purposes of this contact, whether by telephone, by e-mail, or in person, are to clarify the student's research interests, needs, and goals; determine the suitability of the Comparative Studies program to the student's intellectual and professional goals; and to advise the student in completing the statement of purpose required for admission to the graduate program in Comparative Studies. Students should make such contact well in advance of the application deadline.

V. ADMISSION PROCEDURES AND DEADLINES FOR THE M.A. AND PH.D. IN COMPARATIVE STUDIES

New students apply to the graduate program in Comparative Studies by submitting a graduate school application and all supporting documents to the Office of Admissions (<http://gradadmissions.osu.edu>). These documents must be submitted online by the applicant. Recommendation forms and letters should be submitted online by recommenders (follow instructions at gradadmissions.osu.edu).

Students already in the M.A. in Comparative Studies program may continue beyond the M.A. only upon the recommendation of the Graduate Studies Committee and the approval of the core faculty. To apply for continuation in the following year, MA students submit 1) a 3-5 page proposal of PhD research, including a potential dissertation topic or specified areas of study; 2) a letter of recommendation from their advisor; 3) one other recommendation letter from a core or affiliated faculty member; and 4) a current advising report. These documents must be received by the Graduate Studies Committee by the deadline for graduate school applications. Students are required to meet with their advisors to discuss the documents in advance of their submission, and are encouraged to draft the proposal and solicit recommendation letters well in advance of the deadline. Core faculty members will discuss the advisability of students' continuation in early January, drawing on the submitted documents, faculty assessments of students' preparation for advanced graduate work including the advisors' reports on students' progress, and holistic knowledge of overall fit between students' needs and departmental resources. Each student's advisor will communicate the outcome of this meeting after decisions have been finalized.

1. Application procedures (for other than internal continuation from the M.A.).

a. The Graduate School admissions application form MUST be submitted online (<http://gradadmissions.osu.edu>). The Graduate School admissions application includes:

(1) Completed OSU Graduate School online application form,

(2) Official GRE and (when applicable) IELTS, TOEFL, or MELAB test scores,

(3) Transcripts for all previous undergraduate and graduate work,

Transcripts for all previous undergraduate and graduate work and all test scores must be submitted to the Admissions Office. Unofficial transcripts for all previous undergraduate and graduate work may be submitted at the time of application; official transcripts must be submitted if provisional acceptance is granted. Please use the appropriate address from the following:

Domestic Applicants:

E-mail: domestic.grad@osu.edu

Regular U.S. postal mail:

Graduate Admissions Office
The Ohio State University
P.O. Box 182004
Columbus, OH 43218-2004

Special delivery mail service
(express mail):

Graduate Admissions Office
The Ohio State University
SAS Building, 1st Floor
281 West Lane Avenue
Columbus, OH 43210-1132

International Applicants:

E-mail: international.grad@osu.edu

Regular U.S. postal mail:

International Graduate Admissions Office
The Ohio State University
P.O. Box 182083
Columbus, OH 43218-2083

Special delivery mail service
(express mail):

Graduate Admissions Office
The Ohio State University
SAS Building, 1st Floor
281 West Lane Avenue
Columbus, OH 43210-1132

Graduate Admissions Office Phone: 614-292-9444

Graduate Admissions Office Fax: 614-292-3895

E-mail: gradadmissions@osu.edu

b. Supplemental materials, including the statement of purpose, writing sample, and recommendation forms, must be submitted online following instructions for the application process (<http://gradadmissions.osu.edu>). Recommendation letters and forms should be submitted online by recommenders and should include the Graduate Application Recommendation form.

Comparative Studies supplemental admissions materials include:

(1) Statement of Purpose. The principal element of the Department's application is the Statement of Purpose essay of approximately five pages (1200-1500 words). This essay may substitute for the autobiographical statement required by the Graduate School and it should discuss in detail the issues the student expects to explore in this graduate

program. The applicant should be as specific as possible in explaining how his or her intellectual project would benefit from the comparative, cross-cultural, and interdisciplinary perspectives offered by the Department and from the resources (faculty, courses, programs, collections) of The Ohio State University. Information about academic background, special experiences, and career goals may also be included. (The *Course Catalog* can be viewed by individual department online (<http://www.osu.edu/academics/>); more detailed information is posted on departmental webpages (see University directory at <http://www.osu.edu/academics/a-z.html> or department listings on the College of Arts and Sciences website at <http://artsandsciences.osu.edu/departments>. If admitted, students will design, with the help of faculty advisers, a program of coursework to fit their research needs. (See sections VII., IX., and XI. below for sample programs and for a listing of courses in Comparative Studies.)

(2) Writing sample. In addition to the Statement of Purpose, applicants should submit an academic paper, preferably of approximately 12-15 pages. Ordinarily, this will be a paper submitted previously for undergraduate or graduate credit—for example, a chapter of a senior or MA thesis or a substantial paper written for an advanced undergraduate class or graduate seminar. The writing sample should represent the student’s best work. The writing sample should also be submitted online using the graduate school’s application procedures.

(3) Three letters of recommendation.

An OSU Reference Form (<http://admissions.osu.edu/apps/pdfs/refer.pdf>) must accompany each letter. Letters should address the applicant’s academic abilities and preparation for graduate work in the student’s chosen area. Instructions for online submission of these letters is available via the graduate school application webpage.

2. Deadlines. Admission to the graduate program is for Autumn Quarter only. **The deadline for admission for Autumn 2014 is November 30, 2013** for all applicants. All required documents—the Graduate School application; official transcripts and test scores; letters of recommendation; and the Comparative Studies supplemental materials, including the five-page statement of purpose and the writing sample—**must be available to the Comparative Studies Graduate Studies Committee by November 30. Because the Graduate School application, transcripts, test scores, and other documents must be processed first by the Admissions Office, all of these documents should be submitted well in advance of the November 30 deadline.**

3. Transfer procedures for graduate students enrolled in other OSU departments. Students currently enrolled in a graduate degree program at The Ohio State University who wish to transfer to the graduate program in Comparative Studies or begin the Ph.D. program after completing the M.A. in another department should take the following steps:

a. Arrange a meeting with the Graduate Studies Chair or the Academic Program Coordinator in the Department of Comparative Studies. If the student’s research needs and interests cannot be accommodated within the student’s department and if the M.A. or Ph.D. in Comparative Studies is an appropriate alternative, the student is directed to an appropriate faculty member for further advice. Transfer applicants are subject to the same admissions criteria and deadlines as external applicants.

b. File with the Graduate School a Request for Transfer of Graduate Program (<http://www.gradsch.ohio-state.edu/Depo/PDF/TransferGradProgram.pdf>) form if the transfer is deemed appropriate.

c. Submit a five-page statement of purpose and a 12-15 page writing sample. Applicants should specify which courses already taken they wish to apply toward the M.A. or Ph.D. in Comparative Studies. If the student is admitted, the Graduate Studies Committee will determine which courses already taken, if any, will count toward the M.A. or Ph.D. in Comparative Studies.

d. Submit to the Comparative Studies office at least two new letters of recommendation from graduate faculty with whom they have studied and arrange for the home department to send the student's file to the Graduate Coordinator in the Department of Comparative Studies.

e. Students wishing to transfer to Comparative Studies from other departments are subject to the same deadlines as new applicants. This deadline is November 30, 2014 for admission in Autumn 2014.

The Comparative Studies Graduate Studies Committee acts on both the request for transfer and the request for specific courses to be counted toward the M.A. or Ph.D. in Comparative Studies. Approval of the transfer of graduate program does not ensure approval of credit for specific courses.

4. Graduate student status. Ordinarily, applicants are admitted to the graduate program as "regular" graduate students, and only those who are admitted with "regular" status may receive the M.A. or Ph.D. degree. In some cases, however, applicants may, for various reasons, be more appropriately assigned to other categories. Admission under any of the following categories does not ensure regular admission at a future date. See Graduate School Handbook, Section II (<http://www.gradsch.ohio-state.edu/2.4-admission-classifications1.html>), for more information. Additional categories are as follows:

a. Nondegree status: Students who do not intend to pursue a graduate degree may apply to the Graduate School for "nondegree" status provided they meet appropriate admission requirements.

Domestic students (U.S. citizens or approved permanent residents of the United States, or those who have been granted asylee or refugee status in the United States) may apply for nondegree status by submitting an application (<http://gradadmissions.osu.edu/nondegree.html>) and supplying proof of completion of the baccalaureate degree.

For international students (those who are not U.S. citizens, permanent residents, refugees, or political asylees and need to obtain a visa in order to study in the United States), eligibility for admission as a nondegree student is limited to those who are either participants in approved exchange programs or those who are enrolled in a graduate program in another U.S. university and wish to study for one quarter as a transient student and transfer the credit back to their home institution. See application instructions at <http://gradadmissions.osu.edu/nondegree.html>. Nondegree students may apply for admission to a Comparative Studies graduate program as "regular" students. If admitted, nondegree students may ask to apply a maximum of 10 hours of graduate nondegree

coursework toward the degree. Admission as a nondegree student does **not** imply regular admission to any degree-granting program at a future date.

b. Conditional admission status: Applicants who are accepted into the program on the condition that they correct certain deficiencies within a given period of time are granted “conditional” admission status. For example, some students may be required to maintain a certain grade-point average for several semesters of graduate study before being accepted into the graduate program; others may be required to complete some undergraduate coursework in preparation for the graduate program. Conditionally admitted students cannot be admitted as “regular” students until all conditions are satisfactorily completed. Failure to satisfy conditions of admission will result in dismissal from the program.

c. Provisional status: Applicants for whom the verification of degree(s) or transcripts has not yet been completed, received, or evaluated may be granted “provisional” status if all other application material is acceptable to the Comparative Studies Graduate Studies Committee. If the material outstanding is judged satisfactory when submitted, the Committee may offer regular admission. Students are not permitted to enroll for a second semester while listed as provisional. Admission as a provisional student does **not** ensure regular admission once the student’s file is complete.

For further information on admissions, students should consult Section II of the *Graduate School Handbook* (<http://www.gradsch.ohio-state.edu/Depo/PDF/Handbook.pdf>) and the Graduate and Professional Admissions Office website (<http://gradadmissions.osu.edu/>).

VI. REQUIREMENTS FOR THE MASTER OF ARTS IN COMPARATIVE STUDIES

The M.A. requires 27 coursework credits, or a minimum of nine courses, plus at least 3 hours for the thesis, totaling a minimum of 30 credit hours for the degree. Specific requirements are as follows:

1. Coursework. All students will be required to take a total of 27 coursework credits and must submit a completed design of the coursework program by the end of the first year. Courses are distributed as follows:

- a. All students must take the following courses during the first year of enrollment:
Comp St 6390, Approaches to Comparative Cultural Studies I (3 credits, offered AU)
Comp St 6391, Approaches to Comparative Cultural Studies II (3 credits, offered SP)
- b. All students must take a minimum of 15 coursework credits. (Cross-listed courses may count in any department cross-listing the course, regardless of where the student is enrolled. Students may petition the Graduate Studies Committee if additional credits in other departments are required.) All courses in Comparative Studies must be at or above the 5000-level to be counted toward the degree.
- c. All students must include in their overall program at least one 7000-level and one 8000-level course in Comparative Studies.

- d. No more than 3 hours of non-graded (Satisfactory/Unsatisfactory) coursework (ordinarily taken as independent study) may count toward the M.A. degree.

2. Language. All students completing the M.A. in Comparative Studies must demonstrate competence in at least one foreign language. This requirement must be met in one of the following ways:

- a. by taking a course that certifies ability to read with the use of a dictionary and receiving a minimum grade of "B" in the course;
- b. by passing a proficiency examination administered by the appropriate language department;
- c. by petitioning the Graduate Studies Committee to consider other evidence of competence, for example, an undergraduate major or minor in a foreign language.

Courses taken to fulfill the language requirement are not counted toward the degree.

3. Advisers or Co-Advisors. Each student must choose at least one academic adviser from the Graduate Faculty of the Department of Comparative Studies by the end of the first year. The Graduate Studies Chair or a designated member of the Graduate Studies Committee will serve as adviser for incoming students until they have chosen an adviser. The chosen adviser or co-advisers serve as Chair or Co-Chairs of the Master's Thesis Defense Committee.

4. Master's Thesis Defense Committee. In addition to the adviser or co-advisers, at least one of which must be Graduate Faculty of the Department of Comparative Studies, additional faculty should be chosen to serve on the Master's Thesis Defense Committee. This committee should consist of three faculty members with graduate faculty standing, and should be identified in preparation for the thesis defense.

5. Thesis or Non-thesis Option. Currently, all students are required to complete 30 hours of coursework (3 thesis writing credit hours and 27 hours of coursework) and defend a master's thesis in a one to two hour oral exam to be awarded the degree. Students who intend to complete a Comparative Studies M.A. only must complete and defend the thesis to be awarded the degree. The Department is awaiting confirmation from the Graduate School on a proposal that will allow students who are continuing to our Ph.D. program (upon the recommendation of the Graduate Studies Committee and approval of the Core Faculty) to instead be awarded the M.A. degree upon successful completion of the doctoral Candidacy Examination. This option has not yet been approved, and M.A. students in the second year of study in 2013-14 should plan accordingly.

Continuation in the program is contingent upon sufficient progress toward completion. Progress will be reviewed annually. If, during the annual review, a student's advisor, in consultation with the Graduate Studies Committee, determines sufficient progress has not been made, the advisor and the student will draft an agreement as to what constitutes sufficient progress to continue in the program for the subsequent semester. Failure to comply with the agreement may result in the student's discontinuation in the program.

See also Section VI of the Graduate School Handbook:
(<http://www.gradsch.ohio-state.edu/Depo/PDF/Handbook.pdf>).

VII. SAMPLE PROGRAMS FOR THE M.A. IN COMPARATIVE STUDIES

The following programs are chosen to illustrate the range of subjects students may choose to investigate for the M.A. degree. (Each is based on particular M.A. students' programs, all or partially converted to semester equivalents.)

1. Gender, Power, and Corporate Discourse. This project investigates forms of symbolic change and strategies of counter-hegemonic discourse in the context of different strands of Buddhist discourse.

Comparative Studies:

- 6390 Approaches to Comparative Cultural Studies I
- 6391 Approaches to Comparative Cultural Studies II
- 5691 Topics: Religion and Media
- 7340 Theorizing Science and Technology
- 7630 Theorizing Culture
- 7888 Comparative Studies Methodologies
- 8872 Seminar in Religious Studies: Religion and Sexuality

English:

- 7864 Postcolonial/Transnational Literatures: Contemporary Indian English Novel

Women's, Gender and Sexuality Studies:

- 8800 Topics in Feminist Studies: Theories of Judith Butler

2. Foucauldian Perspectives on Biopolitics and War. The second sample program included here illustrates through its very different content the range of possible subjects open to Comparative Studies students. This program analyzes disciplinary effects of discourses about smart bombs and anti-war movements. It includes coursework in Comparative Studies, Geography, Political Science, and English. The coursework program is as follows:

Comparative Studies:

- 6390 Approaches to Comp Cultural Studies I
- 6391 Approaches to Comp Cultural Studies II
- 7360 Theorizing Culture
- 7256 Complex Ethnography
- 8892 Seminar in Performance and Politics

Geography:

- 8601 Theory of Political Geography
- 8602 Seminar: Problems in Political Geography

Political Science:

- 6194 Contemporary Comparative Political Problems

English:

- 6790 Contemporary Critical Theory

Thesis Title: "Producing Pacification: The Disciplinary Technologies of Smart Bombs and National Anti-war Organizing"

VIII. REQUIREMENTS FOR THE DOCTOR OF PHILOSOPHY IN COMPARATIVE STUDIES

The Ph.D. in Comparative Studies requires a minimum of 80 credits, including at least 54 coursework hours, with the remainder comprising Examination and Dissertation hours.

Students who have completed the M.A. at other institutions or in other departments at OSU may in some cases be required to complete a specified number of additional coursework hours in order to enter the doctoral program. The number of credits earned in other M.A. programs that may be used to fulfill requirements for the Ph.D. in Comparative Studies will be determined by the Graduate Studies Committee at the time of admission. See the *Graduate School Handbook* (Section VII) (<http://www.gradsch.ohio-state.edu/Depo/PDF/Handbook.pdf>) for University enrollment and residence requirements.

Students in the M.A. in Comparative Studies program may continue beyond the M.A. only upon the recommendation of the Graduate Studies Committee and the approval of the core faculty. To apply for continuation in the following year, MA students submit 1) a 3-5 page proposal of PhD research, including a potential dissertation topic or specified areas of study; 2) a letter of recommendation from their advisor; 3) one other recommendation letter from a core or affiliated faculty member; and 4) a current advising report. These documents must be received by the Graduate Studies Committee by the deadline for graduate school applications. Students are required to meet with their advisors to discuss the documents in advance of their submission, and are encouraged to draft the proposal and solicit recommendation letters well in advance of the deadline. Core faculty members will discuss the advisability of students' continuation in early January, drawing on the submitted documents, faculty assessments of students' preparation for advanced graduate work including the advisors' reports on students' progress, and holistic knowledge of overall fit between students' needs and departmental resources. Each student's advisor will communicate the outcome of this meeting after decisions have been finalized.

Semester requirements are as follows:

1. Coursework. All students are required to take a minimum of 54 coursework credits (a minimum of 18 courses), including credits earned in the Comparative Studies M.A. program or credits earned in another M.A. program and approved by the Comparative Studies Graduate Studies Committee. The total number of credits required for the Ph.D. degree is a minimum of 80, including Examination and Dissertation hours.

Credits are distributed as follows:

- a. All students who have not completed the M.A. in Comparative Studies must take the following courses during the first year of enrollment:
 - Comp St 6390, Approaches to Comparative Cultural Studies I (3 credits)
 - Comp St 6391, Approaches to Comparative Cultural Studies II (3 credits)
- b. All students must take a minimum of 15 coursework credits in Comparative Studies beyond the M.A. degree (9 for students with the M.A. in Comparative Studies). Cross-listed courses may count in any department cross-listing the course, regardless of where the student is enrolled.
- c. No more than 6 hours of non-graded (Satisfactory/Unsatisfactory) coursework (ordinarily taken as independent study) may be counted as coursework hours in the overall program. (This requirement does not include non-graded 7000- or 8000-level hours taken as examination, thesis, or dissertation hours. Examination, thesis, or dissertation hours count toward the 80 credits required for the Ph.D., but cannot be substituted for coursework hours.)

d. All students must take a minimum of 12 coursework credits at the 7000- and 8000-level beyond the M.A. degree.

e. Students are encouraged to identify Graduate Interdisciplinary Specializations and Minors in which they are interested and pursue them. See the graduate student handbook: <http://www.gradsch.osu.edu/8.4-graduate-minors-and-graduate-interdisciplinary-specializations.html>

2. Language. All students completing the Ph.D. in Comparative Studies must demonstrate competence in at least one foreign language, but some students' research agendas will require competence in two. In particular, students working with forms of cultural expression produced in a language other than English must demonstrate competence in two foreign languages. The advisor in consultation with the Graduate Studies Committee will determine whether a student's language requirement may be fulfilled by showing competence in one or two foreign languages. This requirement (for each language) must be met in one of the following ways:

- a. by taking a course that certifies ability to read with the use of a dictionary and receiving a minimum grade of "B" in the course;
- b. by passing a proficiency examination administered by the appropriate language department;
- c. by petitioning the Graduate Studies Committee to consider other evidence of competence, for example, an undergraduate major or minor in a foreign language.

Courses taken to fulfill the language requirement are not counted toward the degree.

3. Candidacy Examinations. After coursework and before concentrated work on the dissertation begins, students are expected to pass a Candidacy Examination. This exam consists of three written examinations relevant to the student's proposed dissertation research and general preparedness for scholarly employment. Candidacy exams should be completed within two semesters of the completion of all coursework, normally by the end of the second year after the completion of the student's M.A. More time for preparing can be obtained through petitioning the Comparative Studies Graduate Studies Committee.

All qualifying examinations will comprise three examination fields and be structured to qualify students in two ways: 1) to pursue a specific dissertation research agenda; and 2) to situate the student as a researcher and teacher in at least two significant academic fields. In consultation with his or her advisory committee, the student will design the examinations in a way that best achieves these two objectives. A reading list indicating texts that will be covered on the exams should be developed and approved by the student's candidacy examination committee well in advance of the exam date. The Comparative Studies exam format is highly individualized, guided by the needs of the student and the advice of Candidacy Examination Committee.

One of the examination areas must be Critical, Social, and Cultural Theory. The reading list for this exam will build on syllabi for CS 6390 and 6391, but may be modified by the Candidacy Examination Committee to meet the particular needs and interests of the individual student. The goal of this exam is to provide the student with the opportunity to demonstrate knowledge of current positions in Critical, Social and Cultural Theory and facility in conceptualizing research questions informed by these positions.

The second and third exams should provide the student with the opportunity to articulate the specificity of his or her research interests and to situate those research interests and general preparedness for scholarly employment in the context of at least two significant academic fields. Before the exam, the student will be required to name the targeted fields of qualification. Candidacy Examination Committee members with expertise in those targeted areas will be responsible for ensuring that the examination process, including the definition of the examination fields, will qualify the student to use methods from those targeted areas in the dissertation research, to situate that research convincingly in debates in those areas, and to teach in those areas. The committee member responsible for overseeing the student's preparation in a particular targeted area may, at his or her discretion, deem it necessary for an examination field to be devoted in its entirety to that area. For example, it could be possible to devote one exam to the specific area of dissertation research, saving the second exam to allow the student to demonstrate her or his ability to articulate that work to two fields. Another possible structure would ask students to articulate the relationships between their work and two different fields in two different exams.

The actual examination process will be determined by each student's Candidacy Examination Committee and approved by the Graduate Studies Committee. The goal of the process is to enable the student to demonstrate her or his capacity to perform interdisciplinary scholarly work at the highest level, but within a constrained framework. The length of time allowed for the writing of the exams and the conditions under which the exams are written should be set with that goal in mind. For example, the student could take three exams, one in each of the three areas, over a period of three weeks and with a specified page limit. Alternatively, the student could write three formal papers over the course of a quarter, discussing the state of the field in each of the three areas. Or the student could take the exams in a very concentrated period of time, such as in three four-hour exams over the course of one week.

The Candidacy Examination Committee must include four graduate faculty members. At least two members of the Candidacy Examination Committee must be Comparative Studies Graduate Faculty. The Graduate Studies Committee must approve any members of the Candidacy Examination Committee who are not graduate faculty at OSU and petition the graduate school for inclusion on the committee. These members will be in addition to the required number.

Students must communicate their exam intentions to the Director of Graduate Studies in advance of the commencement of their exams. Before the student begins the written portion of the candidacy examination, the chair of the candidacy examination committee proposes the names of the candidacy examination committee to the Graduate Studies Committee and the Graduate School and informs them of the date the written portion will begin and the date of expected completion of the written portion. A two-hour Oral Examination is required by the Graduate School and must take place within one month of completion of the written portion of the examination. The Graduate School must be formally notified at least two weeks in advance of the oral's proposed time and place by the submission of a Notification of Doctoral Candidacy Exam form. The candidacy examination must take place during announced university business hours, Monday through Friday. (http://www.gradsch.ohio-state.edu/Depo/PDF/Doc_Notify.pdf).

Oral Exam Procedures: Because the oral examination is a very important qualifying event in a student's progression to the Ph.D., it should be approached with appropriate gravity. At the outset of the oral examination, students are often asked to leave the room so that the candidacy exam committee can consult on how to proceed with the oral examination, in light of the student's written exams. Once students are invited back into the room, the exam committee is likely to ask students to clarify or expand upon their written answers and/or to further demonstrate their knowledge of a particular subject. It is customary to also pursue questions relating to students' dissertation plans. At the end of

the oral examination, students are again asked to leave the room so that the examination committee can deliberate.

The outcome of the Candidacy Examination is reached in the absence of the student. The decision to judge the examination satisfactory or unsatisfactory must be unanimous and all examiners must sign the Candidacy Examination Report affirming that vote. Satisfactory completion of the Candidacy Examination indicates the student is deemed sufficiently prepared to undertake dissertation research, and the student then proceeds to candidacy for the Ph.D. Students are invited back into the room immediately after deliberation to hear the committee's decision.

If the Candidacy Examination Committee finds the student's performance unsatisfactory, the examination may be retaken with the approval of the Graduate School. No substitutions may be made on the student's Candidacy Examination Committee if a second examination is required and a second oral examination must be scheduled.

If the proposal submitted to the Graduate School by the Department of Comparative Studies in Spring 2013 is approved, students who entered the Ph.D. program with the B.A. only will be awarded the M.A. in Comparative Studies upon successful completion of the Candidacy Examination. Once students have completed the Candidacy Exam, they must be enrolled continuously (excluding Summer) until graduation. Full-time enrollment for students who have entered candidacy is three credits.

See the *Graduate School Handbook* (<http://www.gradsch.ohio-state.edu/Depo/PDF/Handbook.pdf>) for additional details.

4. Dissertation. Soon after the successful completion of the exams (normally within one semester), the student must develop a dissertation committee (which might be the same as the Candidacy Examination Committee, but need not be) and submit a dissertation prospectus. This prospectus should outline a research problem, indicate the research problem's theoretical significance, briefly review the most relevant past and current scholarship relating to the problem, and identify a relevant theoretical framework and research strategy. The dissertation committee will determine the proper length for each student's prospectus, but it typically consists of a minimum of fifteen and a maximum of thirty pages. The dissertation committee will determine the extent to which the prospectus represents a comprehensive and comprehensible plan for the completion of the dissertation.

The dissertation is a scholarly document requiring independent research under the guidance of faculty advisers. It should demonstrate the student's competence in interdisciplinary research and should demonstrate strong potential for future publication. The dissertation must be completed within five years of completing the Candidacy Examination, and students admitted in AU 2008 or later must be continuously enrolled while working on the dissertation.

The dissertation advisor or co-advisors serve as chair(s) of the Dissertation Committee. At least one advisor must be a member of the Graduate Faculty in Comparative Studies. Co-advisors and other members of the committee must be approved by the Graduate Studies Committee and have Graduate Faculty status with the Graduate School. The Dissertation Committee must include a minimum of three members, at least two from the Comparative Studies Graduate Faculty (including Affiliated Faculty). All members of the Dissertation Committee must be approved by the Comparative Studies Graduate Studies Committee. Because of the interdisciplinary nature of the Comparative Studies Ph.D. program, some students choose additional committee members, which may include an external reader from

another university. External members of the committee (those who are not graduate faculty at OSU) are included by petition to the graduate school and are in addition to the required number of internal graduate faculty (3).

All students are required to take a Final Oral Examination of approximately two hours. The Final Oral Examination Committee includes all members of the Dissertation Committee and a Graduate Faculty Representative appointed by the Graduate School. See the Graduate School website for additional details about examination procedures and graduation requirements (<http://www.gradsch.ohio-state.edu/doctoral-examinations.html>).

Continuation in the program is contingent upon sufficient progress toward completion. Progress will be reviewed annually. If, during the annual review, a student's advisor, in consultation with the Graduate Studies Committee, determines sufficient progress has not been made, the advisor and the student will draft an agreement as to what constitutes sufficient progress to continue in the program for the subsequent semester. Failure to comply with the agreement may result in the student's discontinuation in the program.

See also the *Graduate School Handbook* (<http://www.gradsch.ohio-state.edu/Depo/PDF/Handbook.pdf>), Section VII.

IX. SAMPLE PROGRAMS FOR THE PH.D. IN COMPARATIVE STUDIES

The Ph.D. in Comparative Studies is a relatively new program. As of Summer 2013, seventeen students (the first in 2009) have completed the Ph.D. in Comparative Studies. Their doctoral work is diverse and focused on several different areas of research. Examples include archival practices, prisoner literature in Africa, visual culture and terrorism, African American women's narratives of addiction and recovery, Native American religious and cultural practices, Western and Buddhist philosophy, American religion and conservative politics, narrative and self-construction, Zen Buddhism, end-of-life narratives, girlhood and Evangelical religion, ethnicity and nationalism in post-Soviet Estonia, Persian literature, cultural issues related to organ transplants, radical African American scholarship, technology and changing perceptions of the human, and music and the production of affect. Several graduates are employed in tenure-track positions (one in an academic library) and several in adjunct positions, several have accepted Post-Doctoral research positions, and several are in visiting assistant positions with the likelihood of tenure-track options in the future. The Department is pleased with the success of its first Ph.D. graduates (see department website for more information about alumni <http://comparativestudies.osu.edu/graduate/alumni>).

Two student programs are described on the following pages and are representative of the kind of interdisciplinary work that is done in Comparative Studies.

1. The Shadow Rules of Engagement. This research project analyzes the effects, particularly on citizenship, of visual representations of the "Global War on Terror." From the dissertation abstract: "Like all wars, the Global War on Terror (GWOT) (2001-present) has resulted in upheavals of culture and politics. What makes the GWOT unique is the degree to which these disruptions coincide. This dissertation explores their convergence in visual culture, a key medium through which Americans confront terror in everyday life. *The Shadow Rules of Engagement* is an interdisciplinary project that

integrates insights from cultural studies and political theory to provide a comprehensive account of the American visual culture of terror and how it shapes the experience of citizenship.”

This student’s General Examination Areas are:

Critical, Social, and Cultural Theory
Visuality and Visual Culture
Culture/Terror/Nation

Language: French

Coursework (revised as all semester courses)

Comparative Studies:

(Required) 6390 Approaches to Comparative Cultural Studies I

(Required) 6391 Approaches to Comparative Cultural Studies II

7360 Theorizing Culture

7380 Theorizing America

8822 Seminar in Race and Citizenship: Formations in Critical Race Theory

8843 Seminar in Technology and Culture

8865 Seminar in Critical Trauma Theory

8866 Seminar in Culture and Capital

8892 Seminar in Performance and Politics

English:

6762.01 Intro to Graduate Study in Drama and Performance

6776.02 Literary Criticism: From 1900 to the Contemporary Period

Political Science:

8194.01 Contemporary Political Problems

Sociology:

7780 Racial and Ethnic Differences

Women’s, Gender, and Sexuality Studies:

5620 Topics in Feminist Studies

7700 Feminist Inquiry: Theory

7710 Theorizing Race, Sexualities, and Social Justice

7720 Theorizing Power, Institutions, and Economies

7740 Theorizing Narrative, Culture, and Representation

8840 Topics in Narrative, Culture, and Representation

2. Reconstructing America: Religion, American conservatism, and the Political Theology of Rousas John Rushdoony. This dissertation explores the role of the conservative theology of Rushdoony, in particular, his development of “Christian Reconstructionism” and his influence on contemporary right-wing Christian movements in the United States. Drawing on the theoretical work of Michel Foucault and Talal Asad, the project explores the boundaries between politics and religion in America, particularly as they have emerged from the post-World War II period to the present. From the dissertation abstract: “the project questions basic assumptions about the nature of American conservatism and common beliefs about the boundaries between ‘mainstream,’ ‘marginal,’ and ‘extreme’ conservatives.”

General Examination Areas:

Critical, Social, and Cultural Theory
Religious Studies
American Studies

Language: French

Coursework (revised as all semester courses)

Comparative Studies

6390 Approaches to Comparative Cultural Studies I

6391 Approaches to Comparative Cultural Studies II

5691 Reformation Culture

5691 Religion and Media

5691 New Age and New Religious Movements

7193 Independent Studies in Religion and Culture

7370 Theorizing Religion

7888 Citizenship, Politics, and Social Movements

7888 Critical Pedagogy

7888 Studies in Orality and Literacy

8791 Seminar in Interdisciplinary Theory

8872 Seminar in Religious Studies: Right Wing Politics in American History

8872 Seminar in Religious Studies: Religion, Politics, and Power

8872 Seminar in Religious Studies: Religion and Sexuality

History:

7193 Independent Studies in History of Christianity

7259 European Thought and Culture, 19th-20th Century

7901 Colloquium in the Philosophy of History, Historiography, and the Historian's Skills

English

7827 Seminar in English Renaissance Literature

X. THE GRADUATE MINOR IN COMPARATIVE CULTURAL STUDIES

The Graduate Minor is designed for doctoral students in any department at Ohio State. It allows students to supplement their graduate studies with a broader understanding of the theoretical, historical, and methodological concerns related to interdisciplinary studies of cultural and cross-cultural issues. The Graduate Minor requires 12 credit hours of coursework to include Comparative Studies 6390 and 6391, Approaches to Comparative Cultural Studies I and II, which examine the history and theory of comparative and interdisciplinary studies of culture. Six additional credits are to be chosen from 7000-8000-level courses in Comparative Studies. The latter are chosen according to the specific interests of each student, upon consultation with the student's own advisor and the Minor Program advisor. Graduate students may enroll in the Graduate Minor in Comparative Cultural Studies by completing the Graduate Minor Program Form, available, along with additional information, on the Graduate School website: <http://www.gradsch.ohio-state.edu/Depo/PDF/GraduateMinorProgramForm.pdf>. Graduate Transcript Designation Forms should be submitted upon successful completion of the proposed coursework.

XI. GRADUATE COURSES IN THE DEPARTMENT OF COMPARATIVE STUDIES

The courses listed below are offered for graduate credit in the Department of Comparative Studies. It should be noted that the content of topics courses varies widely from quarter to quarter, as does the content of many of the courses offered by other departments (see website for changing topics <http://comparativestudies.osu.edu/courses>). Students should keep themselves apprised of each semester's offerings in relevant departments and should consult with faculty advisers on a regular basis to take best advantage of course offerings both in Comparative Studies and in other departments.

As noted in Sections VI. and VIII., all Comparative Studies students take coursework outside the Department of Comparative Studies. Students are not limited to particular departments, and are encouraged to take full advantage of the wide range of coursework available to them. Affiliated Faculty also frequently offer courses in their home departments that are of interest to Comparative Studies students.

Comparative Studies courses are described in the OSU *Course Catalog* (<http://www.osu.edu/academics/>) as follows (all courses are five credits unless otherwise noted):

5194 GROUP STUDIES Special topics. Open to both undergraduate and graduate students.

5602 POETRY AND POLITICS IN THE 20TH-CENTURY MEDITERRANEAN Exploration of several poets and poetic traditions around the Mediterranean in relation to modern political struggles: resistance to fascism; dilemmas of imperialism and underdevelopment.

5668 STUDIES IN ORALITY AND LITERACY Examination of major theories of writing and of oral composition and transmission, in juxtaposition to case material deriving from a variety of Middle Eastern cultures.

*****5691 TOPICS IN COMPARATIVE STUDIES** (repeatable to 9 credits) Critical study of selected themes and topics in a comparative and cross-cultural perspective; emphasis on issues of method, critical theory, representation, power, knowledge, and authority.

5797 STUDY AT A FOREIGN INSTITUTION An opportunity for students to study at a foreign institution and receive Ohio State credit for that work.

5864 MODERNITY AND POSTMODERNITY: CONCEPTS AND THEORIES Introduces key issues and concepts defining modernity; focuses on how modernity has shaped recent and contemporary politics and culture; discussions of globalization.

5871 THE JAPANESE RELIGIOUS TRADITION A survey of the Japanese tradition, including Shinto, Buddhism, Taoism, New-Confucianism, and folk religion from the 6th century B.C.E. to the present.

5957.01 COMPARATIVE FOLKLORE (repeatable to 6 credit hours) Comparative study of folklore. Topics vary, e.g., folklore and gender politics; theories of myth; folklore, memory, and history.

5957.02 FOLKLORE IN CIRCULATION (repeatable to 6 credit hours) Study of transmission of culture. Topics vary, e.g., tourists, travelers, tricksters; cultures of waste and recycling; orality and literacy.

5970 FOUNDATIONAL APPROACHES TO THE STUDY OF RELIGION Survey and comparison of concepts, categories, theories, and methods used by various disciplines in the study of religion.

5971 CONTEMPORARY APPROACHES TO THE STUDY OF RELIGION Examines contemporary approaches to the study of religion including post-modernist, materialist, post-colonial, cognitive, autobiographical.

***6390 APPROACHES TO COMPARATIVE CULTURAL STUDIES I** Introduces students to theoretical tools, methods of investigation, and key concepts integral to research in comparative studies. **REQUIRED.**

***6391 APPROACHES TO COMPARATIVE CULTURAL STUDIES II** Continuation of 6390. Discussion of theoretical tools, methods of investigation, and key concepts integral to research in comparative studies. REQUIRED.

6425 INTRODUCTION TO LATINO STUDIES Introduces graduate students to the broad themes, concepts, and questions raised in the interdisciplinary field of Latino studies.

6750.01 INTRODUCTION TO GRADUATE STUDY IN FOLKLORE I: THE PHILOLOGY OF THE VERNACULAR Introduction to the canonical folklore genres and the history of folklore as a discipline. Why and how should we study the vernacular?

6750.02 INTRODUCTION TO GRADUATE STUDY IN FOLKLORE II: FIELDWORK AND ETHNOGRAPHY OF COMMUNICATION Introduction to fieldwork and ethnographic writing in the humanities - interviewing, participant observation, and research ethics. Focus on the ethnography of communication and community representations.

****7193 INDIVIDUAL STUDIES** (1-9; repeatable to 12 credits) Designed to give able students an opportunity to pursue special studies not otherwise offered.

7256 COMPLEX ETHNOGRAPHY Critical analysis of relationships among the researcher, object of research, framing knowledge, and political context of ethnographic work.

7300 THEORIZING GENRE (repeatable to 9 credits) Comparative studies of genre theory and specific genres (e.g., literary, performative, visual) in cultural context.

7301 THEORIZING LITERATURE Provides an accelerated introduction to literary theory and criticism, surveying significant developments in modern and contemporary literary and cultural studies in global perspective.

7320 THEORIZING RACE AND ETHNICITY Advanced introduction to field of critical race theory; critical analysis of concepts of law in relation to race and ethnicity.

7340 THEORIZING SCIENCE AND TECHNOLOGY Introduction to comparative and cultural studies of science and technology.

7350.01 THEORIZING FOLKLORE I: TRADITION AND TRANSMISSION The transmission of cultural forms through time and space across social networks, with special attention to the dynamics of conservation and innovation, reflexivity and habit.

7350.02 THEORIZING FOLKLORE II: ETHNOGRAPHY OF PERFORMANCE Performance as a heightened mode of communication characteristic of vernacular cultural process, studied in the context of ongoing social interaction.

7350.03 THEORIZING FOLKLORE III: DIFFERENTIATION, IDENTIFICATION, AND THE FOLK Cultural form as social marker. "Folklore" and other metacultural concepts in the history of modernity.

7360 THEORIZING CULTURE Examines the concept of culture as it has developed over time; emphasis on tension between descriptive and normative approaches.

7370 THEORIZING RELIGION Relationships between religion and other domains in a cross-cultural, comparative framework with attention to theoretical models and particular texts and traditions

7380 THEORIZING AMERICA Interdisciplinary study of culture, identity, and representation in the U.S.

7390 THEORIZING PERFORMANCE Advanced introduction to field of performance studies; theory and practice of expressive social behaviors, including theatre, dance, ritual, sports, and embodied practices of everyday life.

7465 INTRODUCTION TO TRAUMA STUDIES Introduction to the interdisciplinary field of trauma studies; collective and individual trauma, memory, narrative.

*****7888 INTERDEPARTMENTAL STUDIES IN THE HUMANITIES** (repeatable to 9 credits) Two or more departments present colloquia on subjects of mutual interest; topics to be announced.

7997 WRITING SEMINAR (repeatable to 3 credits) Writing seminar for Comparative Studies MA students.

7999 RESEARCH IN COMPARATIVE STUDIES: THESIS (repeatable) Research for Master's thesis.

8193 INDIVIDUAL STUDIES (repeatable to 12 credits) Designed to give able students an opportunity to pursue special studies not otherwise offered.

8791 SEMINAR IN INTERDISCIPLINARY THEORY (repeatable to 9 credits) Discussion of interdisciplinary cultural theory.

8802 SEMINAR IN LIFE NARRATIVE (repeatable to 15 credits) Investigates modes of autobiographical and biographical writing, performance, representation in media. Focuses on particular theories and texts, varying with course topic.

8805 SEMINAR IN LITERATURE IN GLOBAL CONTEXT (repeatable to 9 credits) Discussion of literary texts, cultural-political documents, and theoretical discourses in global contexts.

8822 SEMINAR IN RACE AND CITIZENSHIP: FORMATIONS IN CRITICAL RACE THEORY (repeatable to 9 credits) Critical analysis of concepts of law, e.g., a value-free legal code, universality of legal concepts, equitable enforcement; topic varies.

8842 SEMINAR IN SCIENCE AND MEDICINE (repeatable to 15 credits) Explores relationships between science, technology and the health sciences and medical practices; topic varies.

8843 SEMINAR IN TECHNOLOGY AND CULTURE (repeatable to 15 credits) Explores relationships between science and technology and other areas, including politics, gender and sexuality, popular culture; topic varies.

8858 SEMINAR IN FOLKLORE (repeatable to 9 credits) Advanced seminar on current or specialized topics in folklore studies.

8865 SEMINAR IN CRITICAL TRAUMA THEORY (repeatable to 9 credits) Examines various topics in the growing field of critical trauma theory.

8866 SEMINAR IN CULTURE AND CAPITAL (repeatable to 15 credits) Exploration of theoretical approaches to relations between cultural and economic production; examines major materialist theories, materialist feminism, and other forms of materialist critique.

8872 SEMINAR IN RELIGIOUS STUDIES (repeatable to 15 credits) Explores relationships between religious institutions and practices and other areas, including politics, gender and sexuality, technology, popular culture; topics vary.

8888 INTERDEPARTMENTAL SEMINAR IN CRITICAL THEORY (repeatable to 15 credits) Interdisciplinary study of a movement or problem in critical theory.

8890 COLLOQUIA, WORKSHOPS, AND DEPARTMENTAL SEMINARS (repeatable to 9 credits) Departmental workshop, colloquium, or seminar. Topics vary.

8891 WEXNER CENTER SEMINAR (repeatable to 9 credits) Graduate seminar offered in conjunction with Wexner Center exhibitions, performance series, or symposia; may be taught by visiting artists, performers, or critics.

8892 SEMINAR IN PERFORMANCE AND POLITICS (repeatable to 15 credits) Analyzes role of performance in relation to political processes and cultural production.

8896 SEMINAR IN EAST ASIAN PHILOSOPHY (repeatable to 9 credits) Seminar focusing on a particular thinker, school of philosophy, or set of texts from the East Asian philosophical tradition. Topics vary.

8997 WRITING SEMINAR (repeatable to 3 credit hours) Writing seminar for Comparative Studies doctoral students.

****8998 RESEARCH IN COMPARATIVE STUDIES: CANDIDACY EXAMINATION** (repeatable) Research in preparation for Ph.D. exams.

****8999 RESEARCH IN COMPARATIVE STUDIES: DISSERTATION** (repeatable) Research for dissertation.

*Required

**** 7193, 8193. Individual studies.** Individual Studies courses (sometimes termed “independent study”) usually focus on well-defined subjects and are not intended as a substitute for a regularly offered graduate course, which a student might not be able to take for various reasons (e.g. scheduling conflict). Students should define the focus of the individual study, including the number of credit hours involved, in consultation with the instructor. Ordinarily by the first week of the quarter, the student and instructor will have made explicit the goals and expectations for the individual study. The student and faculty should prepare a written statement or “agreement,” perhaps signed by the student and instructor and forwarded to the Graduate Studies Chair for placement in the student’s file. The signed Individual Study agreement should make explicit whether the course includes a writing assignment (e.g., weekly response papers, research paper). In this regard, it is not unusual for a full credit individual study course (i.e., 3 credit hours) to result in a substantial research paper. The agreement should also indicate how often the student and instructor will meet over the course of the semester. As a general rule, weekly or bi-weekly meetings should be held; only on occasion (rather than the norm) should these “meetings” take place via email or through other forms of communication. Lastly, students should expect to receive feedback on their work (i.e., the instructor should provide, in a timely fashion, comments on any and all student work).

****7998. Research in Comparative Studies: Thesis.** As discussed in Section VI.3. “Thesis,” the research and writing of the dissertation should not be done in isolation. Students should meet regularly with their advisers to receive feedback on their research and the writing of the thesis.

****8998. Research in Comparative Studies: Candidacy Examination.** As discussed in Section VIII.3. “Candidacy Examinations,” students will spend significant time reading and otherwise preparing for their candidacy exams. CS 8998 provides variable credit hours for this “directed reading,” which should follow the parameters outlined in Section VIII.3.

****8999. Research in Comparative Studies: Dissertation.** As discussed in Section VIII.4. “Dissertation,” the research and writing of the dissertation should not be done in isolation. Students should meet regularly with their advisers and other members of their dissertation committee to receive feedback on their research and the writing of the dissertation. CS 8999 provides variable credit hours for this “directed research,” which should follow the parameters outlined in Section VIII.4.

*****Topics offered in these interdisciplinary courses vary widely. Recent and upcoming examples include the following:**

After the Linguistic Turn: World Literature and Practice Theory (Nina Berman)
American Conservatism in the 20th Century (Michael McVicar)
An Introduction to Affect (Brian Rotman)
Around A Thousand Plateaus in 20 Days (Eugene Holland)
City Culture and Global Politics: Comparative Issues (Leo Coleman)
Connections: Art and Literature of the 20th Century (Jessica Prinz, English)
Critical Pedagogy (Hugh Urban)
Critical Trauma Theory (Maurice Stevens)
Cultures of Waste and Recycling (Dorothy Noyes)
Discourses of “Life” (Brian Rotman)
Dōgen’s Zen Philosophy (Thomas Kasulis)
Ethnography of Performance (Katherine Borland)
Folklore and the Disciplines (Sabra Webber)
Folklore Genres and Interpretive Methods (Dorothy Noyes)
Folklore, Memory, and History (Ray Cashman, English)
Genealogies of Networks (Philip Armstrong)
Gender and Traditional Cultural Practice (Amy Shuman, English)
Gesture (Brian Rotman)
Global Governance and Human Rights, (Leo Coleman)
God/gods and Belief (Brian Rotman)
Introduction to Global Cultural Studies: Histories, Theories, Practices (György Túry)
Islam and Popular Practice in West and South Asia (Margaret Mills, Near Eastern Languages and Cultures)
Japanese Aesthetics (Thomas Kasulis)
Japanese Philosophies of Language (Thomas Kasulis)
Judaism in the Greco-Roman World (Michael Swartz, Near Eastern Languages and Cultures)
Latino/a Fiction: Resistance, Revision, Transculturation (Theresa Delgadillo)
Marx, Nietzsche, Freud (Paul Reitter, Germanic Languages and Literatures)
Mesoamerican Religions—Before the Encounter with Europeans: Cosmivision and Ceremonial Centers and Since the Encounter with Europeans: Indigeneity and/or Hybridity (two-quarter sequence, Lindsay Jones)

Modernization, Violence, Nation (Nina Berman)
New Materialisms, New Ontologies (Brian Rotman)
Performance and Politics: The Special Case of Music (Barry Shank)
Politics of Culture in Latin America: Theory and Performance (Katherine Borland)
Post-Foundational Political Thought (Philip Armstrong)
Prisons, Punishment, and American Culture (Tanya Erzen)
Reading the Postcolonial (Kwaku Korang)
Religion and Magic (Hugh Urban)
Religion and Media (Michael McVicar)
“Rise of Islam” and the World of Late Antiquity: Merchants and Ideologies (Parvaneh Pourshariati,
Near Eastern Languages and Cultures)
Rites Rituals, and Ceremonies: Disdain, Indifference, Enthusiasm, and/or Ambivalence (Lindsay
Jones)
Seminar on Foucault (David Horn)
Textiles and Material Culture (Willow Mullins, English)
The Idea of Religion: Past and Future (Michael Swartz, Near Eastern Languages and Cultures)
The Record of Zen Master Linji (Thomas Kasulis)
The Return of the Aesthetic (Gregory Jusdanis, Greek and Latin)
The Study of Emotion, Cognition, and Ethics in Short Fiction of the Americas (Frederick Aldama,
English)
The Talmud (Michael Swartz)
Theories of Myth (Merrill Kaplan, English)
Theorizing Science: Engineered Worlds and Machined Bodies (Leo Coleman)
Theorizing the Public (Rick Livingston)
Transnationalism and Literature (Nina Berman)
Translation and Transmission (Margaret Mills, Near Eastern Languages and Cultures)
Translation Studies (Dick Davis, Near Eastern Languages and Cultures)
Travelers, Tourists, Tricksters (Sabra Webber)
William James and the Construction of Experience (Thomas Kasulis)
Women’s Autobiographical Writing (Julia Watson)
World Literature and Globalization (Nina Berman)
Zen Buddhism: Dōgen (Thomas Kasulis)

See also <http://comparativestudies.osu.edu/courses>.

XII. FINANCIAL AID

The University makes financial aid available on a competitive basis to prospective graduate students in the form of fellowships and graduate associateships. All applicants who want to be considered for any kind of financial aid must check the appropriate box on the Graduate School admissions application.

1. Fellowships. All fellowship consideration is conducted at University-wide levels. Students with exceptional academic records may be nominated by the Comparative Studies Graduate Studies Committee for consideration for the award of a University Fellowship or, for students who are members of underrepresented groups, a Graduate Enrichment Fellowship by the Graduate School. Special Graduate Enrichment Fellowships may also be considered for members of underrepresented groups who show evidence of high potential for graduate study, but whose previous education requires supplementary coursework.

The stipend for University fellows runs for 12 months; resident and nonresident fees are waived. Graduate fellows must enroll for at least 12 hours of graduate credit each semester they hold an appointment and must be in residence at The Ohio State University. The Comparative Studies Graduate Studies Committee does not permit graduate fellows in the M.A. program to hold any other type of employment with one exception: fellows may hold a concurrent Graduate Associateship at a maximum of 25% time. Students must continue to meet all fellowship requirements.

Please consult the Graduate School website (<http://www.gradsch.osu.edu/>) and the *Graduate School Handbook* (<http://www.gradsch.ohio-state.edu/Depo/PDF/Handbook.pdf>), Section X., for further information on graduate fellowships.

2. Graduate Associateships. Graduate Teaching, Graduate Research, and Graduate Administrative Associateships (GTAs, GRAs, and GAAs) are available through University departments, centers, and other units. Duties and responsibilities of GAs appointed by units other than the Department of Comparative Studies are determined by the employing unit. All Graduate Associateships are subject to the continuing availability of funds.

a. Graduate Teaching Associateships. A small number of Graduate Teaching Associateships are available through the Department of Comparative Studies, and these positions are offered to especially qualified candidates. Students are also encouraged to inquire about Teaching Associateships in other departments. Applicants with backgrounds and skills of interest to a particular department (such as experience in teaching elementary foreign languages, mathematics, the sciences, or composition) should contact the appropriate graduate studies chair about the availability of GTA positions, eligibility requirements, and application procedures.

Within the Department, GTAs sometimes have full responsibility for their own classes and sometimes assist faculty in teaching large lecture classes. GTAs employed as teachers will be expected to take full responsibility for all aspects of the class they are teaching. New GTAs will be observed and evaluated by Comparative Studies faculty at least once during the first quarter of teaching and at least once during the quarter in which a class is being taught for the first time. GTAs assisting faculty instructors will determine their specific duties in consultation with the instructor of the class. GTAs will be assigned office space, but in some instances may be required to share desk space with other GTAs.

GTAs submit student evaluations of their performance, both the University's *Student Evaluation of Instruction* and the Department's *Student Evaluation of Teaching*, each quarter to the Department Chair. Student and observer evaluations will be made available to GTAs, and GTAs will be expected to improve areas of weakness. If student or observer evaluations reveal serious problems with GTA performance, appropriate means of improvement will be determined in consultation with the Chair. All GTAs are assigned a faculty teaching mentor in the first year who will observe classes and be available to discuss pedagogical issues.

b. Graduate Research Associateships. Duties and responsibilities of GRAs will be determined in consultation with the faculty or staff member to whom they are assigned. Means of evaluating GRA performance are the responsibility of the faculty or staff member with whom the GRA is working. GRAs generally will not be assigned office space of their own.

c. Graduate Administrative Associateships. GAAs work as program assistants in offices throughout the University, and their duties and responsibilities are assigned by those offices. However, because there is no central listing of University-wide GAA positions, applicants themselves must often locate them. The Department brings such positions to the attention of students whenever possible. These positions are usually filled in March, April, and May, but GAA positions sometimes become available during the rest of the year, as well. Procedures for evaluation of job performance are established by the unit in which the student is employed.

Criteria for Appointment and Minimum Enrollment Requirements. To hold any Graduate Associate appointment, a student must be pursuing a graduate degree at the University; must be registered in the Graduate School for at least eight credit hours during each semester of appointment (except Summer Quarter, when students must be registered for four credit hours, and except for students who have completed PhD Candidacy Exams, who must be registered for three credits of dissertation research each semester); must be in good standing in the Graduate School when the appointment or reappointment becomes effective; must maintain reasonable progress toward a graduate degree; and must certify proficiency in spoken English before assuming GTA duties involving direct student contact.

Reappointment Criteria. Reappointment as a Graduate Associate depends upon reasonable academic progress as determined by the Graduate Studies Committee, as well as satisfactory job performance. Comparative Studies students appointed by departments other than the Department of Comparative Studies are subject to the procedures and criteria of the employing unit for appointment and reappointment. Termination of employment will occur only after reasonable attempts have been made to resolve the specific problems leading to termination.

Time Limitation. Students who enroll in the graduate program with a BA and who are in pursuit of an MA will be assured of two years of funding. Students who enter with a BA, complete the MA and continue on to pursue the Ph.D. will be assured of five years of funding. Students who enter with an MA and are in pursuit of a Ph.D. will be assured of four years of funding. Each of these assurances depends upon the availability of funds and presumes that the student remains in good standing and is making sufficient progress toward her or his degree. Students may also petition for an additional year of funding which will be considered on a year-by-year and case-by-case basis. The Graduate Studies Committee will decide the merit of all such petitions.

Grievances. When grievances of any kind cannot be resolved through discussion with an adviser, supervisor, the Chair of the Graduate Studies Committee, the Chair or Assistant to the Chair of the Department, or a dean of the College of Humanities, the Graduate Associate is advised to consult with Graduate School officials in order to undertake grievance procedures as established by the Council on Research and Graduate Studies.

3. Additional Funding Opportunities for Graduate Students (All opportunities are dependent upon the availability of funds.)

- a. Travel Reimbursement. Students must be officially enrolled in the Ph.D. program. Every effort will be made to provide eligible students with support to attend conferences, depending upon the availability of funds. Funding is for paper presentation at conferences only. Travel funds may be combined with other awards but may not be combined with b. or c. below.*
- b. Graduate Research Fund. Graduate research funds are available to post-prospectus Ph.D. candidates only. One-time awards of up to \$1,000 per student are available. Funds may be used until research is completed or allowance exhausted; funds may be drawn from

Hiltner Fund, if applicable. Graduate Research Funds are limited to expenses related to conducting research for the dissertation. Awards are competitive; submit application (research overview and estimated budget) to the **Graduate Studies Chair by September 15 or February 1 each year**. Other funding possibilities must be disclosed on application. Initiation of reimbursement requests and expense activities must be made while students are "active."*

- c. Ph.D. Job Search Fund. Students must have a clear timeline for dissertation completion. This is a one-time allowance, up to \$1000 per candidate (\$500 travel to professional conferences for scheduled interviews + \$500 other expenses) depending on number of fund applicants. Funding requests (positions to which student is applying, expense estimates) should be submitted to the **Graduate Studies Chair by September 15**). Initiation of reimbursement requests and expense activities must be made while students are "active."*

*All graduate students requesting funds must be **currently enrolled or under university/department support** (defined as "active"). Unused funds may not be transferred to another student. All funding opportunities depend on availability and allocation level from ASC.

For further information about Graduate Associate appointments, fellowships, and financial aid in general, please consult the *Graduate School Handbook* (<http://www.gradsch.ohio-state.edu/Depo/PDF/Handbook.pdf>), Sections IX and X and the Graduate School website: <http://www.gradsch.ohio-state.edu/graduate-associates-and-fellows.html>.

XIII. GRADUATION PROCEDURES FOR M.A. AND PH.D. STUDENTS

1. Students must submit an Application to Graduate form, which includes the date and time of the oral examination, to the Graduate School no later than the third Friday of the semester in which graduation is expected. The form is valid only for that semester. For M.A. students, the form must be signed by the student, the student's thesis adviser, and the Chair of the Comparative Studies Graduate Studies Committee. Ph.D. students, in addition to the Application to Graduate form, also signed by the student, the student's dissertation adviser, and the Chair of the Comparative Studies Graduate Studies Committee, must also submit, at least two weeks before the final oral examination is scheduled, the Doctoral Draft Approval/Notification of Final Oral Examination form and a completed, typed draft of the dissertation (see the Graduate School website <http://gradsch.osu.edu/> under "Forms and Publications").* All members of the Dissertation Committee must sign the draft approval form indicating that the student is adequately prepared to defend the dissertation. All students must be registered for at least three credits during the expected quarter of graduation. *NB: This sentence corrects the most recent version of this handbook (which had indicated that the dissertation draft is to be turned in at the same time as the application to graduate). The draft and draft approval form need to be turned in two weeks before the oral exam.

2. M.A. students must successfully complete a thesis and oral examination and submit the Master's Examination Report form to the Graduate School at least two weeks before commencement. Ph.D. students must successfully complete the dissertation and oral examination and submit the Final Oral Examination Report form to the Graduate School. Current Graduation Deadlines can be found at <http://gradsch.osu.edu/> (under "Graduation Deadlines").

3. Students are responsible for arranging a time for the oral examination that is convenient for all members of the Master's Examination Committee or the Final Oral Examination Committee.
4. The final, approved copy of the master's thesis or doctoral dissertation, with formatting approved by the Graduate School, must be submitted no later than Wednesday of the week before commencement (see current "Graduation Deadlines" at <http://gradsch.osu.edu/graduation1.html>). Detailed instructions for formatting and submitting these documents are found in the *Graduate School Handbook* (<http://www.gradsch.ohio-state.edu/Depo/PDF/Handbook.pdf>). The publication "Guidelines for Preparing Theses, Dissertations, and D.M.A. Documents" is found on the Graduate School website under "Forms and Publications": <http://www.gradsch.ohio-state.edu/Depo/PDF/Guidelines.pdf>. When submitting the final copy of the thesis to the Graduate School, students should be sure to give themselves time to correct any errors in formatting.
5. In addition to the above procedures, all students are responsible for fulfilling the following requirements for graduation:
 - a. Students must attain a cumulative point-hour ratio of at least 3.0 for all graduate credit hours taken at this university.
 - b. Students must fulfill all requirements established by the Comparative Studies Graduate Studies Committee as stated in this document.
 - c. Students must be sure that the Graduate School receives final grades by the deadline published by the Registrar: <http://registrar.osu.edu/registration/index.asp>.
 - d. Students must fulfill all requirements by the deadlines established by the Graduate School http://www.gradsch.ohio-state.edu/Depo/PDF/Deadlines_ProfD.pdf.
6. Doctoral students must also fulfill the following residence requirements:
 - a. a minimum of 45 graduate credit hours beyond the master's degree at this university.
 - b. a minimum of three out of four consecutive quarters with an enrollment of at least ten graduate credit hours per quarter at this university.

Please consult the *Graduate School Handbook* (<http://www.gradsch.ohio-state.edu/Depo/PDF/Handbook.pdf>), Section VI. (M.A.) and Section VII. (Ph.D.), for further detailed information about graduation requirements. See also Graduate School website: <http://www.gradsch.ohio-state.edu/graduation1.html>.

XIV. CORE GRADUATE FACULTY OF THE DEPARTMENT OF COMPARATIVE STUDIES

Faculty in the Department of Comparative Studies are listed below, including particular areas of expertise within Comparative Studies. In parentheses are faculty members' doctoral institutions and, when applicable, other formal departmental affiliations.

Associate Professor **Philip Armstrong** (Ph.D. in Art History, University of California at Los Angeles) has published widely in the area of contemporary visual arts and culture, as well as essays on contemporary political theory. Recent publications include *Reticulations: Jean-Luc Nancy and the Networks of the Political* (U of Minnesota P,

2009), Jean-Luc Nancy, *Politique et au-delà: Entretien avec Philip Armstrong and Jason Smith* (Galilée, 2011), and (with Laura Lisbon and Stephen Melville) *As Painting: Division and Displacement* (MIT Press and Wexner Center, 2001).

Professor **Nina Berman** (Ph.D. in German, University of California, Berkeley) is interested in 20th-century culture and literature (modernity, postcolonial fiction, minority literature, drama); nationalism, colonialism, orientalism; Germany and the Middle East, Middle Ages to present; 19th- and 20th-century Germany and Africa. Her publications include *Impossible Missions: German Economic, Military, and Humanitarian Efforts in Africa* (U of Nebraska P, 2004) and *Orientalismus, Kolonialismus und Moderne: Zum Bild des Orients in der deutschsprachigen Kultur um 1900* (Stuttgart: Metzler, 1997).

Associate Professor **Katherine Borland** (Ph.D. in Folklore, Indiana University) is interested in the politics of culture, particularly in Latin America and the Caribbean, and women's cultural expression. She has written widely on folklore revivals, festival enactments, oral narrative, literacy, and Latino/a folklore, including *Unmasking Class, Gender, and Sexuality in Nicaraguan Festival*, (U Arizona P, 2006). Her most recent projects have investigated women's experience in salsa dancing, and salsa as a cosmopolitan practice. Currently, she is working on a critical ethnography of international volunteering.

Leo Coleman (Ph.D. in Anthropology, Princeton University) is Assistant Professor in science and technology studies. His research areas include political anthropology, South Asian studies, technology and globalization, and urban theory. He is completing a book about the politics of electricity and urban development in Delhi, India, based on his research into colonial electrical installations and present-day privatization of electricity in India's capital city. He is also the editor of *Food: Ethnographic Encounters* (Berg, 2011), which includes essays about commensality and exchange—eating with other people and sharing their foods and conditions of life—and about the changing conditions of food production and consumption around the world. He teaches in science studies, cultural studies, and urban studies, and his courses include topics such as modern technologies and subjectivity; 19th- and 20th-century industrial and urban growth; globalization; and sustainability as both a technological and political issue. His current research projects address questions of civic belonging, the environment, and sustainability, as they are presented by contemporary cities and their regional and global networks.

Associate Professor **Theresa Delgado** (Ph.D. in English, University of California, Los Angeles) works in the areas of comparative ethnic literary and cultural studies, particularly Chicano/a and Latino/a studies, as well as gender studies. She is currently completing a manuscript on the interrelationships among religion, spirituality, gender, sexuality, race, and nation in contemporary Chicana narratives. She has published articles in *American Quarterly*, *Revista de la Universidad de México*, *Modern Fiction Studies* and *Studies in American Indian Literature* and has contributed chapters to several books in Chicana/o and Latino/a studies.

Professor of Comparative Studies and French **Eugene Holland** (Ph.D. in French, University of California, San Diego) specializes in social theory and modern French literature, history, and culture. In addition to a number of articles on poststructuralist theory and particularly the work of Gilles Deleuze, he has published a book on *Baudelaire and Schizoanalysis: The Sociopoetics of Modernism* (Cambridge University Press, 1993) and an *Introduction to Schizoanalysis* (Routledge, 1999). His next book, *Nomad Citizenship: Free-Market Communism and the Slow-Motion General Strike*, is forthcoming from the University of Minnesota Press.

Professor **David Horn** (Ph.D. in Anthropology, University of California, Berkeley) is past Chair of the Department of Comparative Studies and current secretary of the Board of Trustees. His research interests are in cultural and historical studies of science; social technologies; the body and deviance; cultural and social theory; Europe (Italy and France). His most recent book, *The Criminal Body: Lombroso and the Anatomy of Deviance* (New York: Routledge, 2003), is focused on nineteenth-century Italian human sciences. His first book, *Social Bodies: Science, Reproduction, and Italian Modernity* (Princeton University Press, 1994), explored social technologies of reproduction and welfare in interwar Italy. He is currently working on a study of anthropologies of writing.

Professor **Lindsay Jones** (Ph.D. in History of Religions, University of Chicago) has a broad interest in most aspects of the cross-cultural study of religion, with special concerns for sacred architecture and for the cultures and religions of Mesoamerica. He is author of *Twin City Tales: A Hermeneutical Reassessment of Tula and Chichén Itzá*

(University Press of Colorado, 1995) and *The Hermeneutics of Sacred Architecture: Experience, Interpretation, Comparison* (Harvard University Press, 2000), two volumes; and co-editor with David Carrasco and Scott Sessions of *Mesoamerica's Classic Heritage: From Teotihuacan to the Aztecs* (UP of Colorado, 1999). He is editor in chief of the second edition of Mircea Eliade's 15-volume *Encyclopedia of Religion* (Macmillan, 2005). Additionally, he is the director of the Ohio State University Center for the Study of Religion.

A scholar of both western philosophy and comparative religion, Professor **Thomas Kasulis** (Ph.D. in Philosophy, Yale University) is past chair of Comparative Studies. He has written numerous books and scholarly articles on Japanese religious thought, the comparative philosophy of religion, and western philosophy, including *Zen Action/Zen Person* (University of Hawaii Press, 1989) and *Intimacy or Integrity: Philosophy and Cultural Difference* (University of Hawaii Press, 2002). He has co-edited for SUNY Press a three-volume series comparing Asian and Western ideas of self in different cultural arenas: *Self as Body in Asian Theory and Practice* (1993), *Self as Person in Asian Theory and Practice* (1994), and *Self as Image in Asian Theory and Practice* (1998), as well as *The Recovery of Philosophy in America: Essays in Honor of John Edwin Smith* (1997). He has more recently published a book on Japanese Shinto, *Shinto: The Way Home* (University of Hawaii, 2004) and co-edited *Japanese Philosophy: A Sourcebook*. He is currently working on a historical survey of Japanese philosophy as a companion work to the *Sourcebook*.

Associate Professor of African American and African Studies and Comparative Studies, **Kwaku Larbi Korang's** (Ph.D. in English, University of Alberta) teaching and research interests are in postcolonial literatures, British and African literatures, postcolonial and critical theory, nationalism and modernity, and transatlantic Pan-Africanism. His first book is *Writing Ghana, Imagining Africa: Nation and African Modernity* (University of Rochester, 2003).

Nada Moutaz (Ph.D. in Cultural Anthropology, CUNY Graduate Center) is Assistant Professor of Comparative Studies and Near Eastern Languages and Cultures. Her research and teaching interests are in the relationships among law and religion in Islamic cultures. Her dissertation addresses questions about the charitable endowment, or waqf, and its function as a religious act in the postcolonial world, issues that are central to the contemporary Middle East. Her next research project investigates the meaning of the "Islamic City" with a comparative perspective centered on Beirut, Lebanon.

Dorothy Noyes (Ph.D. in Folklore and Folklife, University of Pennsylvania) is Professor of English and Comparative Studies, Director of the Center for Folklore Studies, and Research Associate at the Mershon Center for International Security Studies. She works on the history of folk voice as a dimension of the modern public sphere, concentrating on the Romance-speaking Mediterranean. She has written extensively on the tension between performance and heritage, the interaction of state and local actors in both collective performance and knowledge institutions, and, in her current work, the social organization of creativity. Her most recent book is *Fire in the Plaça: Catalan Festival Politics After Franco* (University of Pennsylvania Press, 2003), a Choice Outstanding Academic Title and winner of the 2005 Book Prize of the Fellows of the American Folklore Society. Elected Fellow of the American Folklore Society in 2005, she has served on the AFS Executive Board and now serves on that of the Société Internationale d'Ethnologie et de Folklore. Course topics include folklore theory, performance, the cultural history of waste and recycling, American regional cultures, festival, and fairy tale.

Professor **Daniel Reff** (Ph.D. in Anthropology, University of Oklahoma) is an anthropologist and ethnohistorian of colonial Latin America with a particular interest in European and Indian relations and Spanish missionary texts. His first book, *Disease, Depopulation, and Culture Change in Northwestern New Spain, 1518-1764* (University of Utah Press, 1991), explores the dynamics of Jesuit and Indian relations in what is today northern Mexico and the American southwest. He is co-author of a critical edition of Andrés Pérez de Ribas' *History of the Triumphs of Our Holy Faith (1645)* (University of Arizona Press, 1999). His most recent book is a comparative study of the rise of Christianity in the late Roman Empire and colonial Mexico, entitled *Plagues, Priests & Demons: Sacred Narratives and the Rise of Christianity in the Old World and the New* (Cambridge University Press, 2005). He recently completed (with Richard Danford and Robin Gill) the first critical, English language edition of Luis Frois' "Striking Contrasts in the Customs of Europe and Japan" (1585).

Brian Rotman (Ph.D. in Mathematics, London University) is Professor of Comparative Studies and Distinguished Humanities Professor. He is interested in cultural studies of mathematics, particularly in how signs (linguistic,

pictorial, symbolic, gestural) achieve their discursive effects and how mathematical inscriptional practices facilitate and alter human consciousness. He is author of several books, including *Signifying Nothing: the Semiotics of Zero* (UK: Macmillan, 1987; 1993), *Ad Infinitum . . . the Ghost in Turing's Machine: Taking God out of Mathematics and Putting the Body Back in* (Stanford University Press, 1993), *Mathematics as Sign: Writing, Imagining, Counting* (Stanford UP, 2000), and, most recently, *Becoming Beside Ourselves: The Alphabet, Ghosts, and Distributed Human Being* (Duke University Press, 2008).

Professor and Chair of the Department of Comparative Studies **Barry Shank's** (Ph.D. in American Studies, University of Pennsylvania) research interests include cultural theory, popular music, cultural musicology, U.S. cultural history, U.S. popular culture. His courses provide undergraduate students with the opportunity to examine the economic and social determinants that shape everyday life and popular pleasure, while his graduate courses focus on the complex of theoretical and methodological tools that lie at the heart of interdisciplinary work. His books include *A Token of My Affection: Greeting Cards and American Business Culture* (Columbia University Press, 2004), and *Dissonant Identities: The Rock'n'Roll Scene in Austin, Texas* (Wesleyan University Press, 1994). He has co-edited (with Andy Bennett and Jason Toynbee) *The Popular Music Studies Reader* (Routledge, 2005) and (with Janice Radway, Kevin Gaines and Penny Von Eschen) *American Studies: A New Anthology* (Wiley/Blackwell, 2009). His current book project is "Silence, Noise, Beauty: The Political Agency of Music," which is forthcoming from Duke University Press, 2012.

Associate Professor **Maurice E. Stevens** (Ph.D. in History of Consciousness, University of California, Santa Cruz) works in the areas of American, ethnic, critical gender, and cultural studies. He is particularly interested in the formation of identities in and through visual culture and performance, and in historical memory in relation to trauma theory, critical race theory, psychoanalytic theory, and popular cultural performance. He has published a number of articles on these subjects, as well as a book entitled *Troubling Beginnings: Trans(per)forming African American History and Culture* (Routledge, 2003).

Professor **Hugh B. Urban** (Ph.D. in History of Religions, University of Chicago) is interested in the study of secrecy in religion, particularly in relation to questions of knowledge and power. Focusing primarily on the traditions of South Asia, he has a strong secondary interest in contemporary new religious movements, and has published articles on Heaven's Gate, Scientology and modern Western magic. He is the author of seven books: *The Economics of Ecstasy: Secrecy and Symbolic Power in Colonial Bengal* (Oxford University Press, 2001); *Songs of Ecstasy: Tantric and Devotional Songs from Colonial Bengal* (Oxford UP, 2001); *Tantra: Sex, Secrecy, Politics and Power in the Study of Religion* (University of California Press, 2003); *Magia Sexualis: Sex, Magic and Liberation in Modern Western Esotericism* (U California P, 2006); *The Secrets of the Kingdom: Religion and Secrecy in the Bush Administration* (Rowman & Littlefield, 2007); *The Power of Tantra: Religion, Sexuality and the Politics of South Asian Studies* (I.B. Tauris, 2009); and *The Church of Scientology: A History of a New Religion* (Princeton UP, 2011).

Professor **Julia Watson** (Ph.D. in Comparative Literature, University of California, Irvine, focus in French, German, and English) specializes in life narrative (in writing and other media) and theories of autobiography. Other research and teaching interests include autographics, 20th- and 21st-century postcolonial and multicultural autobiography and novel, feminist theory and women's writing, and film. She has, with Sidonie Smith, co-written *Reading Autobiography: A Guide to Interpreting Life Narrative* (U Minnesota P, 2001; second, expanded edition 2010) and co-edited five collections: *De/Colonizing the Subject: The Politics of Gender in Women's Autobiography* (U Minnesota P, 1992); *Getting a Life: The Everyday Uses of Autobiography* (U Minnesota P, 1996); *Women, Autobiography, Theory: A Reader* (U Wisconsin P, 1998), *Interfaces: Women, Autobiography, Image, Performance* (U Michigan P, 2002), and *Before They Could Vote: American Women's Autobiographical Writing, 1819-1919* (U Wisconsin P, 2006). She has published over 30 essays, authored singly and with Smith. Her current projects include a co-authored book on autobiographical hoaxes, and essays on the autographic work of Bobby Baker and Alison Bechdel, and the memoir of Patti Smith. She serves on the editorial boards of *AutoBiography* (UK), and *Women's Studies Quarterly*, and has held two Fulbright fellowships and a German Academic Exchange Service (DAAD) Fellowship.

Associate Professor **Sabra Webber** (Departments of Near Eastern Languages and Cultures and Comparative Studies; Ph.D. in Anthropology, Folklore, University of Texas) is past Chair of Comparative Studies. She is a specialist in folklore, ethnography, and the Arab world, especially Egypt and the Maghrib. Her book, the award-

winning *Romancing the Real: Folklore and Ethnographic Representation in North Africa* (University of Pennsylvania Press, 1991), demonstrates the crucial role contemporary folklore theory plays in both historical and ethnographic studies, including studies in the third and postcolonial world. She has published articles on a range of issues, including canonicity, subaltern studies, and the position of women in the Middle East, and is the recipient of numerous national research awards, including Humanities Research Fellow, American Research Center in Egypt Fellow, and Rockefeller Research Fellow .

Also teaching in the Department of Comparative Studies:

Senior Lecturer **Nancy Jesser** (Ph.D. in English, University of North Carolina) is interested in the intersection of science, culture and power, especially as it informs technologies of everyday life. Her past work examined the role of sexual violence in women's fantasy works of the 1970s and 1980s, the US rape crisis center movement, and feminist theories of empowerment. She has published several articles on the science fiction and fantasy works of Toni Morrison, Octavia Butler and Sheri Tepper in English and translated into German. Her article on Toni Morrison was included in the *Bloom's Guide to Toni Morrison's Beloved* and has been republished internationally. Her current research is on the North American "wild foods" and "slow foods" movements and foraging in the contemporary cultural, agricultural, and political setting. Her teaching focuses on the critical and cultural study of scientific, technological, and medical practices. She has also published poetry and fiction

Rick Livingston (Ph.D. in Comparative Literature, Yale University) is the Interim Director of the OSU Humanities Institute. His research interests are in 20th-century literature and postcolonial literature and theory. His current work centers on cultural/social theory, with particular interests in environmental sustainability and the dynamics of globalization/localization.

XIV. AFFILIATED FACULTY OF THE DEPARTMENT OF COMPARATIVE STUDIES

Affiliated Faculty of the Department of Comparative Studies represent different colleges and departments across the University. The faculty listed below share an interest in comparative studies of different cultural domains. All are affiliated with Comparative Studies by virtue of those interests and many frequently teach for the Department.

Adélékè Adèkò (PhD University of Florida) Humanities Distinguished Professor in the Department of English. Dr. Adèkò's teaching and research interests are in Yorùbá Literature, literary theory, African American Literature, and Anglophone literatures of Africa, South Asia, and the Caribbean. He is the author of *Proverbs, Textuality, and Nativism in African Literature* (1998) and *The Slave's Rebellion: Literature, History, Orature* (2005). He guest edited a special issue of *Research in African Literatures* 40:4 (Winter 2009) on writing about slavery in the African diaspora. Areas of expertise include 20th-Century British and American literature; African American literature, postcolonial literature and criticism, diasporic black literatures, literary theory (deconstruction); Anglophone African literature; Yorùbá literature and orature.

Frederick Luis Aldama (PhD Stanford University) Arts & Humanities Distinguished Professor in the Department of English and Spanish and Portugese. Professor Aldama uses the tools of narrative theory and cognitive science in his teaching and scholarship on Latino and Postcolonial literature, art, music, film, and comic books. He is the author and editor of eleven books, including *Postethnic Narrative Criticism; Brown on Brown*; the MLA-award winning *Dancing With Ghosts: A Critical Biography of Arturo Islas; Why the Humanities Matter: A Common Sense Approach; Your Brain on Latino Comics: From Gus Arriola to Los Bros Hernandez*; and *A User's Guide to Postcolonial and Latino Borderland Fiction*. Along with Patrick Colm Hogan and Arturo Aldama, he is series editor of "Cognitive Approaches to Literature and Culture" with the University of Texas Press. He sits on the editorial boards of *Narrative, Journal of Narrative Theory* and *Narrative and Image* as well as Texas Tech UP's "The Americas" book series. He is currently also Founder and Director of LASER—the Latino and Latin American Studies space for

Enrichment and Research and of Latino Studies. Areas of Expertise include narrative theory, film studies, critical theory, 20th-Century British and American literature. Visit: www.frederickluisaldama.com

Leslie Alexander (PhD Cornell University), Associate Professor in the Department of History. Professor Alexander specializes in African American and American history; her teaching and research interests focus on Black culture, nationalism, the creation of community, and political movements. Her first monograph, entitled *African or American?: Black Identity and Political Activism in New York City, 1784-1861*, explores Black culture, identity, and political activism during the early national and antebellum eras. She is also the co-editor of *'We Shall Independent Be': African American Place-Making and the Struggle to Claim Space in the United States* and the *Encyclopedia of African American History*. She has also won several university awards, including the University Alumni Award for Distinguished Teaching, the University Distinguished Diversity Enhancement Award, and the College of Humanities Diversity Enhancement Award. Professor Alexander's current research project, tentatively titled "The Cradle of Hope: African American Internationalism in the Nineteenth Century," is an exploration of early African American foreign policy. In particular, it examines how African American activists became involved in international movements for racial and social justice in countries such as Haiti, Cuba, and Brazil. She is also the recipient of several prestigious fellowships, including the Ford Foundation Post Doctoral Fellowship and the Ford Foundation Dissertation Fellowship.

Chadwick Allen (PhD University of Arizona), Professor of English, Associate Dean for Arts and Humanities, and Coordinator for the American Indian Studies Program. Professor Allen's areas of interest are comparative indigenous literary studies; American Indian and New Zealand Maori literatures and cultures; postcolonial literatures and theory; and frontier studies and the popular western. He has published articles on postcolonial theory, the discourse of treaties, Indigenous aesthetics, and the popular western figure The Lone Ranger. He is author of the books *Blood Narrative: Indigenous Identity in American Indian and Maori Literary and Activist Texts* (Duke University Press, 2002) and *Trans-Indigenous: Methodologies for Global Native Literary Studies* (University of Minnesota Press, forthcoming 2012). He is also the submissions editor for the journal *SAIL: Studies in American Indian Literatures*. Areas of expertise include Native American and US Ethnic literatures; global indigenous literatures; postcolonial literatures and theory; frontier literature and the popular Western.

Georgios Anagnostou (PhD The Ohio State University), Associate Professor in the Department of Classics. Professor Anagnostou's areas of teaching and research interest are in Greek diaspora, American ethnicities, and modern Greek culture and identity. He has published *Contours of "White Ethnicity": Popular Ethnography and the Making of Usable Pasts in Greek America* (Ohio University Press, 2009). Recent articles include "When 'Second Generation' Narratives and Hollywood Meet: Making Ethnicity in My Big Fat Greek Wedding," *MELUS* (forthcoming); "Reading the Hyphen in Poetry," *Journal of Modern Greek Studies* (2011); "Where does 'Diaspora' Belong? The Point of View from Greek American Studies," *Journal of Modern Greek Studies* (2010); and "A Critique of Symbolic Ethnicity: The Ideology of Choice?" *Ethnicities* (2009).

Franco Barchiesi (PhD University of the Witwatersrand, South Africa), Associate Professor in the Department of African American and African Studies. Professor Barchiesi's latest book is *Precarious Liberation: Workers, the State, and Contested Social Citizenship in Postapartheid South Africa* (SUNY Press and University of KwaZulu-Natal Press, 2011). The book is the winner of the 2012 CLR James Award of the Working Class Studies Association. Barchiesi has also edited (with Tom Bramble) the book *Rethinking the Labour Movement in the 'New South Africa'* (2003). He is a recipient of the 2010 Distinguished Undergraduate Research Mentor Award at The Ohio State University and in 2008 he received the Distinguished Contribution to Scholarship (Article) Award from the American Sociological Association, Labor and Labor Movements Section. His current research interests are in comparing modalities and discourses of employment in relation to processes of state formation and subaltern resistance in Southern Africa, the mid-Atlantic United States, and the Caribbean between the 19th and 20th centuries. These issues are addressed in his current research project, provisionally titled "Liberal Whiteness and Its Other: Work, State Formation, and Conflict in Colonial and Settler Societies, 1870s-1920s," for which he is also a Visiting Research Associate in the Faculty of Humanities (School of Social Sciences) at the University of the Witwatersrand, Johannesburg (South Africa). Other recent publications include: "Precarious Liberation: A Rejoinder," *South African Review of Sociology* (2012); "Migrant Labor," in *Encyclopedia of South Africa*, eds. Sean

Jacobs and Krista Johnson (2011); "Informality and Casualization as Challenges for South Africa's Industrial Unionism: The Case of the East Rand/Ekurhuleni Region in the 1990s," *African Studies Quarterly* (2010).
See: http://works.bepress.com/franco_barchiesi/

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Identities: Black Feminist Thought and the Politics of Groups (Cornell University Press, 2004). The most recent is *Sin, Sex, and Democracy: Antigay Politics and the Christian Right* (State University of New York Press, 2008), which was published in the Queer Politics and Cultures series at SUNY Press. She is currently at work on a book that analyzes compassionate antigay and anti-abortion social and political interventions of the Christian Right. Recent publications include "Where Liberty Reigns and God is Supreme: The Christian Right and the Tea Party Movement," *New Political Science* (2012), and "God, Gays, and Good-Enough Enemies," *Psychoanalysis, Culture, and Society* (2009).

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Alice L. Conklin (Ph.D. Princeton University), Associate Professor in the Department of History. Professor Conklin teaches modern European history, with a particular focus upon 19th- and 20th-century France and its Empire. Her field specialties include colonial and post-colonial France, the history of the Social Sciences, modern African history, and European women's and gender history. Her book, *A Mission to Civilize: The Republican Idea of Empire in France and West Africa, 1895-1930* (Stanford, 1997; paperback edition 1998), examined the ways in which France's liberal Third Republic produced a consensus on the legitimacy of imperialism through the notion of a special "mission to civilize" the less technologically advanced peoples of the globe. As a case study of how this mission worked on the ground in West Africa, *A Mission to Civilize* highlights the racist and republican elements that together influenced French policy-making. The book won the 1998 Book Prize of the Berkshire Conference of Women's Historians. She is also the co-author of *European Imperialism, 1830-1930: Climax and Contradictions*, Problems in European Civilization Series (Houghton Mifflin, 1998), and co-edited a special issue of *French Historical Studies*, "Writing Colonial Histories" in 2005. Most recently she has published a new history of modern France, *France and Its Empire since 1870*, co-authored with Sarah Fishman and Robert Zaretsky (Oxford, 2010). She is currently completing a second monograph, tentatively entitled "In the Museum of Man: Ethnography, Race Science, and Empire, 1920-1950," a cultural, political and intellectual history of French anthropology as a colonial science, which questions whether a newer "culture concept" replaced the older biological concept of "race" in the era of the two World Wars by focusing on a particular ethnographic museum in Paris, the *Musée de l'Homme*. She has plans for a future project on the history of anti-racism in France, and Modern Europe more broadly, from the 1950s to the present. Fields of study include European history and modern European history.

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China: Adapting the Past, Confronting the Future (Center for Chinese Studies, University of Michigan, 2002). He is co-editor, with Michel Hockx, of *Literary Societies in Republican China* (Lexington, 2008). He also edited *China: A Traveler's Literary Companion* (Whereabouts, 2008). He has published several articles on museum culture, including in *The China Quarterly* and *Japan Focus*, and he is presently writing a book on the politics of historical representation in museums and memorial sites in Greater China entitled "Exhibiting the Past: Historical Memory and the Politics and Ideology of Museums in the People's Republic of China, Taiwan, and Hong Kong." Areas of expertise include modern Chinese literature and historical memory in Greater China.

Jon E. Erickson (PhD University of Wisconsin, Milwaukee), Associate Professor in the Department of English. Professor Erickson is the author of *The Fate of the Object: From Modern Object to Postmodern Sign in Performance, Art, and Poetry* (University of Michigan Press, 1995) and numerous published articles in journals and edited volumes on theatre, performance theory, spectatorship, politics and ethics, drama and art. Courses and research concentrate on philosophy and literature, aesthetics and ethics, the phenomenology and reception of performance, the performance of subjectivity, modern/postmodern drama and fiction, tragedy and the tragic, Samuel Beckett, theatre and cinema, critical theory and political philosophy, and visual and conceptual art. He is an adjunct faculty member in the Department of Art. Select essays include "Is Nothing to Be Done?" *Modern Drama* (2007) (Beckett's drama and justice); "On Mimesis (and Truth) in Performance," *Journal of Dramatic Theory and Criticism* (2009); and "Tension and Release: The Production of Time in Performance," *Archaeologies of Presence: Acting, Performing, Being*, eds. Nick Kaye, Gabriella Giannachi, Michael Shanks (forthcoming from Routledge, 2012). Areas of expertise include 20th-century British and American literature; critical theory; film studies; and modern and contemporary drama and literature.

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Fritz Graf (PhD University of Zurich), Distinguished University Professor, Department of Classics, and Director of Epigraphy Center. When asked how he did research, the great Latinist and Historian of Religion Eduard Norden (1868-1941) explained: "I keep all my ties in one big shoe-box. Every time I try to pull out one specific tie, all the others come out as well, because everything in there is so entangled. This is also the way I do research." Professor Graf's research centers on Greek and Roman religion, epigraphy, and the classical tradition, and he has published widely in each of these areas. In addition to many articles, edited volumes, and other publications, recent books include *Magic in the Ancient World* (Harvard University Press, 1997; originally in French, Paris 1994) and *Greek Mythology: An Introduction* (Johns Hopkins University Press, 1993; originally in German, Munich 1985). Most recently, he has published *Apollo* (Routledge, 2008) and a volume co-authored with Sarah Iles Johnston, *Ritual Texts for the Afterlife: Orpheus and the Bacchic Gold Tablets* (Routledge, 2007; 2nd edition in preparation). Currently, he is preparing a study on "Festivals in the Imperial East: The Transformation of Ritual Culture in Late Antiquity."

Harvey J. Graff (PhD University of Toronto), Ohio Eminent Scholar and Professor of English and History. Professor Graff directs the LiteracyStudies@OSU initiative. A comparative social historian, Graff is noted internationally for his research and teaching on the history of literacy (*The Literacy Myth: Literacy and Social Structure in the Nineteenth-Century City* [1979; new ed., 1991]; *The Legacies of Literacy: Continuities and Contradictions in Western Culture and Society* [1987, Italian ed., 1989, Critics' Choice Award of the American Educational Studies Society]; *The Labyrinths of Literacy: Reflections on Literacy Past and Present* [1987; new ed., 1995, Portuguese and Spanish translations in progress]; *National Literacy Campaigns in Historical and Comparative Perspective* [co-editor, 1987, 2008]); the history of children, adolescents, and youth (*Children and Schools in Nineteenth-Century Canada* [co-author, 1979, 1994, in English and French]; *Growing Up in America: Historical Experiences* [editor, 1987]; *Conflicting Paths: Growing Up in America* [1995]); and urban history and studies. He has also written on family history; criminality; social structure and population; education; and methodology and theory in history, social science, and humanities. Recent publications include the chapter on history for *The Social Worlds of Higher Education: Handbook for Teaching in a New Century*, a project of the American Sociological Association; entry on literacy in the *Oxford Companion to United States History, Looking Backward and Looking Forward: Perspectives on Social Science History* (coeditor), and "Understanding Literacy in its Historical Contexts," special

issue, *Interchange* (co-editor). A selection of his essays on literacy appears in the distinguished series "Il Sapere Del Libro" (including Roger Chartier, Robert Darnton, and Donald McKenzie) from Edizioni Sylvestre Bonnard in Italy. Recent publications include, *The Dallas Myth: The Making and Unmaking of an American City* (2008); "Literacy Myths," with John Duffy, *Encyclopedia of Language and Education* (2007); *Understanding Literacy in its Historical Contexts: Socio-Cultural History and the Legacy of Egil Johansson* (co-editor, 2009); "The Literacy Myth at 30," *Journal of Social History* (2010); *Literacy Myths, Legacies, and Lessons: New Studies* (2011). He is now at work on a social history of interdisciplinarity, and several edited volumes. Areas of expertise include history of literacy; literacy studies; social and cultural history—North America, Western Europe, and comparative history of cities and urban society and culture; history of childhood, youth, and families; history of interdisciplinarity and disciplinarity; theory and method in humanities and social sciences.

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Jane Hathaway (PhD Princeton University), Professor in the Department of History. Professor Hathaway specializes in the Ottoman Empire before 1800, with a particular focus on the Arab provinces. Until recently, her research focused on Egypt and, to a lesser extent, Yemen; her current research project is a book-length study of the office of Chief Harem Eunuch of the Ottoman Empire. She has published the following books: *The Arab Lands under Ottoman Rule, 1516-1800*, with contributions by Karl Barbir (Pearson/Longman, 2008), which won the Turkish Studies Association's M. Fuat Koprulu Book Prize in 2008; *Beshir Agha, Chief Eunuch of the Ottoman Imperial Harem* (Oneworld Publications, 2006); *A Tale of Two Factions: Myth, Memory, and Identity in Ottoman Egypt and Yemen* (State University of New York Press, 2003), which won the Ohio Academy of History Publication Award in 2005; and *The Politics of Households in Ottoman Egypt: The Rise of the Qazdaglis* (Cambridge University Press, 1997), and the following edited volumes: *The Arab Lands in the Ottoman Era: Essays in Honor of Caesar Farah* (Center for Early Modern History, University of Minnesota, 2010); *Al-Jabarti's History of Egypt* (an edited primary source) (Markus Wiener Publishers, 2009); *Mutiny and Rebellion in the Ottoman Empire* (University of Wisconsin Press, 2002); and *Rebellion, Repression, Reinvention: Mutiny in Comparative Perspective* (Greenwood Publications, 2001). Fields of study include Islamic history; constellations include Comparative Empires and Religion in History.

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Association's Florence Howe essay award. She has published reviews and essays in a range of journals, including *PMLA*, *Biography*, *College English*, *Journal of Human Rights*, *Humanity*, *Rhetoric Society Quarterly*, and *TDR: Journal of Performance Studies*, among others. She is past President of the Women's Caucus of the Modern Language Association and former Chair of the Executive Committee of the MLA Division of the History and Theory of Rhetoric and Composition. She is co-organizer (with Professor Amy Shuman) of the OSU Human Rights Working Group, sponsored by Humanities Institute. The Working Group will host a symposium, "Global Human Rights, Sexualities, and Vulnerabilities" Spring, 2013. Areas of Expertise include rhetorical theory; gender and sexuality studies; human rights studies; law and literature.

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Patti Lather (PhD Indiana University), Professor in the School of Educational Policy and Leadership. Professor Lather's research examines various (post)critical, feminist, and poststructural theories, most recently with a focus on the implications for qualitative inquiry of the call for scientifically-based research in education. She is the author of three books, *Getting Smart: Feminist Research and Pedagogy With/in the Postmodern* (1991 Critics Choice Award), *Troubling the Angels: Women Living with HIV/AIDS*, co-authored with Chris Smithies (1998 CHOICE Outstanding Academic Title), and *Getting Lost: Feminist Efforts Toward a Double(d) Science* (2008 Critics Choice Award). Her in-process book, *Engaging (Social) Science: Policy from the Side of the Messy*, is under contract with Peter Lang.

Valerie Lee (PhD Ohio State University), Professor in the Department of English and Vice Provost in the Office of Diversity and Inclusion. Professor Lee is past Chair of both the Department of English and the Department of Women's, Gender, and Sexuality Studies. She teaches and publishes in the areas of literary criticism, feminist theory, critical race feminisms, folklore, and African American literature. Professor Lee is author of *The Prentice Hall Anthology of African American Women's Literature* (Prentice-Hall, 2005); *Granny Midwives and Black Women Writers: Double-Dutched Readings* (Routledge, 1996), and *Invisible Man's Literary Heritage: Benito Cereno and Moby Dick* (Rodopi, 1978), as well as many articles and reviews on African American literature and theory, and multicultural pedagogy. She is a recipient of the OSU Alumni Distinguished Teaching Award and the OSU Distinguished Service Award. Areas of expertise include gender and sexuality studies, American literature, African American literature, feminist studies, and folklore.

Laura Lisbon (MFA Syracuse University), Associate Professor in the Painting and Drawing program of the Department of Art. Professor Lisbon's paintings exhibit nationally and internationally, including in New York City, England, Holland and France. The Wexner Center for the Arts produced an exhibition and catalogue of her paintings in 1995. Professor Lisbon's essays about contemporary painting have been published in *Dialogue* and *Beauty is Nowhere: Ethical Issues in Art and Design*. In 2001 Professor Lisbon co-curated an international contemporary painting exhibition, *As Painting: Division and Displacement*, at the Wexner Center for the Arts and contributed to a substantial catalogue and symposium for the exhibition. With co-curators Phillip Armstrong and Stephen Melville, Professor Lisbon is co-editor for the year 2000 issue of the Belgian theoretical journal, *La Part De L'oeil*. In 2010, she exhibited works in "Le Paradox du Diaphane et du Mur" at the Tanneries and Galerie L'agart in Amilly, France with artists, Vincent Peraro, Bernard Moninot and Toni Grand.

Morgan Liu (PhD University of Michigan), Assistant Professor in the Department of Near Eastern Languages and Cultures. Professor Liu is a cultural anthropologist studying Islamic knowledge and practice in post-Soviet Central Asia, focusing on Kyrgyzstan and Uzbekistan. He is interested in ethnographic approaches to the state, postsocialism, space, and agency. Courses he teaches are about Middle Eastern culture, Central Asia, Islamic revival and social justice, and cultural theory. Before coming to the Ohio State University he was a postdoc at the

Society of Fellows, Harvard University. Professor Liu's current project investigates the connections between prosperity and piety among the newly wealthy class in southern Kyrgyzstan, how Islam legitimates economic activity, and how Islam is understood to address systemic problems in post-Soviet society. His book is entitled *Under Solomon's Throne: Uzbek Visions of Renewal in Osh* (University of Pittsburgh, 2012). The book concerns how ethnic Uzbeks in the ancient Silk Road city of Osh, Kyrgyzstan think about political authority and post-Soviet transformations, based on research using vernacular language interviews and ethnographic fieldwork of urban social life that began in 1993. An upcoming project concerns a comparative look at notions of just society across the Middle East, Russia, and Asia. Areas of expertise include cultural anthropology of Islamic knowledge and practice in post-Soviet Central Asia, focusing on Kyrgyzstan and Uzbekistan.

Manuel Luis Martinez (PhD Stanford University), Associate Professor in the Department of English. Professor Martinez' publications include *Crossing*, a novel (1998), *Drift*, a novel (2003), *Countering the Counterculture: Rereading Postwar American Dissent from Jack Kerouac to Tomas Rivera* (2004), and *Day of the Dead*, a novel (2010). He is the recipient of Ford Foundation grants, fellowships from the MacDowell Artists Colony, the PEN American Center Best Book by a Writer of Color, and the 2011 Dobie Paisano/Texas Institute of Letters Writing Fellow. Areas of expertise include contemporary American literature, Chicano/a literature, countercultural literature, 20th-century British and American literature, and creative writing.

Danielle Marx-Scouras (PhD Columbia University), Professor of French in the Department of French and Italian. Professor Marx-Scouras works in contemporary French and francophone literature, theory, and cultural history. She has written on Camus, Sénac, Chraïbi, Zebda, *Tel Quel*, women writing on war, French popular music, Maghrebine francophone literature and theory, Vittorini and *Il Politecnico*. Her most recent book, *La France de Zebda 1981-2004: Faire de la musique un acte politique* was published by the Editions Autrement in Paris in 2005. She is currently working on a new book project, "Rock the Hexagon: Popular Music and Identity Politics in France Today," supported by an OSU Arts and Humanities Seed Grant. Professor Marx-Scouras received the College of Humanities Rodica C. Botoman Award for Distinguished Undergraduate Teaching and Mentoring in 2004.

Brian McHale (DPhil, Oxford University), Humanities Distinguished Professor in the Department of English. Professor McHale has taught at Tel Aviv University, West Virginia University, the University of Pittsburgh, the University of Freiburg (Germany), and the University of Canterbury (New Zealand), among other institutions. He was for many years associate editor, and later co-editor, of the journal *Poetics Today*. He is the author of *Postmodernist Fiction* (1987), *Constructing Postmodernism* (1992), and *The Obligation toward the Difficult Whole* (2004), as well as articles on free indirect discourse, mise en abyme, narrativity, modernist and postmodernist poetics, and science fiction. He is co-editor with Randall Stevenson of *The Edinburgh Companion to Twentieth-Century Literatures in English* (2006). Areas of expertise include 20th-century British and American literature.

Koritha Mitchell (PhD University of Maryland, College Park), Associate Professor in the Department of English. Professor Mitchell specializes in late 19th- and early 20th-century African American literature, racial violence throughout American literature and culture, and black drama and performance. She has won fellowships from the David Driskell Center for the Study of the African Diaspora, the Ford Foundation, and the AAUW, and her book, *Living with Lynching: African American Lynching Plays, Performance, and Citizenship, 1890-1930* (University of Illinois Press, 2011), focuses on black-authored lynching drama written before 1930. A brief selection of this research appears as "(Anti) Lynching Plays: Angelina Weld Grimké, Alice Dunbar-Nelson, and the Evolution of African American Drama" in the edited volume *Post-Bellum, Pre-Harlem: African American Literature & Culture, 1877 - 1919* (New York University Press, 2006). Professor Mitchell is equally interested in examining the impact that racial violence has had on artists who work in forms other than drama. For example, see her article "Mamie Bradley's Unbearable Burden: Sexual and Aesthetic Politics in Bebe Moore Campbell's *Your Blues Ain't Like Mine*" in *CALLALOO* (2008). While examining a novel prompted by Emmett Till's murder, this essay builds on traditions of black feminist criticism to begin explicating what she calls "homebuilding anxiety," a concept that will animate some of her future work. Areas of expertise include U.S. ethnic and post-colonial studies; gender and sexuality studies; American literature to 1900; 20th-century British and American literature.

Linda Mizejewski (PhD University of Pittsburgh), Professor in the Department of Women's, Gender, and Sexuality Studies. Professor Mizejewski is the author of *Divine Decadence: Fascism, Female Spectacle, and the Makings of Sally Bowles* (1992), *Ziegfeld Girl: Image and Icon in Culture and Cinema* (1999), and *Hardboiled and*

High Heeled: the Woman Detective in Popular Culture (Routledge, 2004). Her most recent book, *It Happened One Night* (2010), is part of the Wiley-Blackwell Studies in Film and Television. She is currently working on a book on contemporary women comics. Professor Mizejewski has been a Fulbright Lecturer in Slovakia and Romania, and her research has been supported by the National Endowment for the Humanities and the American Council of Learned Societies. At Ohio State, she has won the Alumni Distinguished Teaching Award and the Harlan Hatcher Distinguished Faculty Award. Areas of expertise include popular culture, film studies, and comedy.

Gabriella Modan (PhD Georgetown University), Associate Professor in the Department of English.

Professor Modan's teaching and research interests are in linguistics; folklore; Jewish studies; gender and sexuality studies; ethnography; and sociolinguistics. Her research focuses on language and urban identity, with a focus on ethnic identity and the discursive construction of cities and city neighborhoods as particular kinds of places. She is also interested in ethnicity, gentrification, urban planning, narrative, intercultural communication, and language variation. She is the author of *Turf Wars: Discourse, Diversity and the Politics of Place* (Blackwell, 2007) and articles in linguistics, anthropology, and urban studies journals on the topics mentioned above. Areas of expertise include sociolinguistics, discourse analysis, ethnography, ethnicity, and place and space theory.

Debra Moddelmog (PhD Pennsylvania State University), Professor in the Department of English, Co-Director of Sexuality Studies, and Director and Co-Organizer of DISCO (Diversity and Identity Studies Collective at OSU: <http://disco.osu.edu>). Professor Moddelmog specializes in twentieth-century American literature, sexuality studies, and intersectionality studies. She is author of two books—*Reading Desire: In Pursuit of Ernest Hemingway and Readers* (Cornell University Press, 1999) and *Mythic Signs: The Oedipus Myth in 20th-Century Fiction* (Illinois University Press, 1993)—as well as numerous articles on twentieth-century American writers and sexuality-based topics. She is a recipient of the College of Humanities Diversity Enhancement Award, the Ohio State Distinguished Diversity Enhancement Award, and the Dr. Marlene B. Longenecker English Faculty Leadership and Teaching Award. Her current projects include *Hemingway in Context* (co-edited with Suzanne del Gizzo; forthcoming from Cambridge) and a study of Havelock Ellis's influence on modernist and Harlem Renaissance writers. Areas of expertise include gender and sexuality studies, 20th-Century American literature, and modernism.

Laura Podalsky (PhD Tulane University), Associate Professor of Literatures and Cultures of Latin America in the Department of Spanish and Portuguese. Professor Podalsky's on-going interests involve the relationship between Latin American culture, politics, and socio-historical formations. Her main area of research is Latin American film, but she has developed projects on urban culture, gendered discourses, questions of affect, and, more recently, youth cultures. Her book, *Specular City: Transforming Culture, Consumption, and Space in Buenos Aires, 1955-1973* (Temple University Press, 2004), analyzes new films, literature, magazines, advertising, architecture, and car culture, and discusses the material and discursive transformation of the Argentine capital in relation to contemporary struggles between middle-class and working-class sectors in the aftermath of the first Peronist administration. She is currently working on a book on contemporary Latin American cinema and the politics of affect. The manuscript explores the evocation and deployment of emotion in contemporary film as a response to the hyper-rationalist discourses of postdictatorial politics and neoliberalism. The project examines the recent documentaries of Fernando Solanas and Patricio Guzman, thrillers about the 1960s and 1970s and engages a variety of theoretical models on affect—from Raymond Williams' argument about structures of feeling, to the contributions of trauma studies, to Deleuzian-inspired accounts about "intensities." By placing recent films alongside larger socio-cultural debates, the manuscript will suggest that such affectively-charged articulations register and address epistemological crises accompanying the breakdown of traditional political and social paradigms and call for a rethinking of traditional conceptualizations of the public sphere.

Martin Joseph Ponce (Ph.D. Rutgers University), Associate Professor in the Department of English. Professor Ponce's teaching and research interests are in Asian American literature, African American literature, and queer studies. He is the author of articles on Carlos Bulosan, Langston Hughes, Jose Garcia Villa, and the Filipino diaspora. His book, *Beyond the Nation: Diasporic Filipino Literature and Queer Reading*, was published by New York University Press in 2012. His current projects include a study of how competing imperialisms and nationalisms are mediated through sexuality in Asian American literature; an analysis of how non-normative desires and sexualities are framed in post-1965 Asian American literature; and a reconsideration of "identity politics" in 1960s and 70s ethnic cultures. Areas of expertise include gender and sexuality studies and 20th-Century British and American literature.

Charles Quinn (Ph.D. University of Michigan), Associate Professor of Japanese in the Department of East Asian Languages and Literatures. Professor Quinn teaches courses in Japanese language, language pedagogy, classical Japanese, and linguistics. His work in pedagogy seeks to more fully conceptualize language as a cultural phenomenon, and to develop instructional practices that answer to that conceptualization. Another pedagogical challenge that Japanese culture confronts us with is in helping learners develop a reliable feel for socially apt ways of referring to themselves and others. Professor Quinn's interest in "everyday genres" has a parallel in his studies of classical Japanese, in the semi-regular ways in which purposes, audiences, words, and grammar mutually implicate one another. If an adept reader of any genre is attuned to these mutual associations, identifying and exemplifying them in significant numbers of text tokens seems like good pedagogy for classical Japanese, too. A book underway, "Classical Japanese in context: a reader's rhetoric of grammar," aims to explore the consequences of this. Areas of expertise include Classical Japanese language, and linguistics and literature.

Shelley Fenno Quinn (PhD Indiana University), Associate Professor of Japanese in the Department of East Asian Languages and Literatures. Professor Quinn's field is premodern Japanese language and literature, and her special interests include literature and culture of medieval Japan, and Japanese performance traditions, in particular, arts of narrative recitation, and the Noh drama. She is author of *Developing Zeami: The Noh Actor's Attunement in Practice* (2005), an interpretive study that traces the development of the medieval playwright/actor Zeami's seminal theories of performance. Presently she is working on a monograph tracing the modern Noh actor Kanze Hisao's efforts to broaden his base in the years after World War II. She is also interested in East Asian pedagogies, issues of modernity as they affect traditional arts, and literary translation. Quinn teaches graduate and undergraduate courses on Japanese literature and culture, theatre and performance, and classical Japanese language.

Paul Reitter (Ph.D. University of California, Berkeley), Associate Professor in the Department of Germanic Languages and Literatures. Professor Reitter specializes in German-Jewish literature and culture, German modernism, fin-de-siècle Vienna, and critical theory. He has written a number of articles and essays on Freud; Kraus; Kafka; Heine; the erotics of Viennese modernism; biographing Thomas Mann; Erich Auerbach and Edward Said; Holocaust historiography; Jewish self-hatred. His first book, *The Anti-Journalist* (University of Chicago Press, 2008) is a study of the Viennese critic and satirist Karl Kraus, and has been reviewed in *The Forward*, *The German Quarterly*, *H-Net*, *The New York Review of Books* (www.nybooks.com/articles/21976), and the *Times Literary Supplement*, which named *The Anti-Journalist* one of the best books of 2008. Currently, he is working on a monograph-length reckoning with the topic of Jewish self-hatred—to be published by Princeton University Press—as well as a translation of Salomon Maimon's brilliant and scabrous autobiography. His articles and essays have appeared in such forums as *Jewish Social Studies*; *The German Quarterly*; *Harper's Magazine*; *The Nation*; and the *TLS*.

Ileana Rodriguez (PhD University of California, San Diego), Professor of Literatures and Cultures of Latin America in the Department of Spanish and Portuguese. Professor Rodriguez's areas of specialization include Latin American literature and culture; Caribbean and Central American narratives; feminist studies; post-colonial theory; and subaltern studies. Books include *Guerrillas, and Love: Understanding War in Central America* (University of Minnesota Press, 1996) and *House/Garden/Nation: Space, Gender, and Ethnicity in Post-Colonial Latin American Literatures by Women* (Duke University Press, 1994), as well as several others and a number of edited volumes. Her current research is on the methods of constructing discourses and defining fields of knowledge. Her work seeks to map conceptual routes, the long journey from Mercantilism to Neo-Liberalism. Her main quest is to enter the dynamics of discourse intersection itself and to follow its inner logic, focusing on nature and the representation of nature as it mutates from landscape into sugar fields, from forests into plantations, from cascades and lakes into transoceanic canals. As discursive formations pass from wilderness into pastoral, and from pastoral into narratives of travel and exploration and from there into discourses on mining, industry, commerce and development, the natural process once narrated as disorder, ignorance, and entropy follows a curve that briefly passes through a moment of positivistic order, then seems to lead again towards narratives of entropy and chaos. How that process is written is her main purpose; how it mutates, enables and condones is her aim. As new enclosures of natural spaces get under way, and increasingly smaller margins of nature are assigned to "natives," the current processes of natural industrial development could betray these workings in reverse. The hermeneutics of cultural constructions are part of her discussion. Inevitably, she skirts the issues of civility, *civitas*, and

civilization, as concepts counterposed to native/nature. The sources for this text are varied, and do not necessarily follow a chronological order. Rather, she advocates adjacency and wants to inscribe colonial texts into postcolonial discourse to pinpoint the continuities.

Tamar Rudavsky (Ph.D. Brandeis University), Professor and Director of Undergraduate Studies in the Department of Philosophy. Professor Rudavsky's areas of expertise include ancient and Medieval philosophy; Jewish and Islamic philosophy; and phenomenology and existentialism. She has published a number of books, including *Maimonides* (Blackwell-Wiley Press, 2010) and *Time Matters: Time, Creation and Cosmology in Medieval Jewish Philosophy* (SUNY Press, 2000), as well as a number of edited volumes, including *Gender and Judaism: Tradition and Transformation* (New York University Press, 1995) and, with S. Nadler, *The Cambridge History of Medieval Philosophy: From Antiquity to the Seventeenth Century*, (Cambridge University Press, 2009).

Peter M. Shane (J.D. Yale Law School), Jacob E. Davis and Jacob E. Davis II Chair in Law. Professor Shane came to Ohio State in 2003 from Carnegie Mellon University's H. John Heinz III School of Public Policy and Management. He is an internationally recognized scholar in administrative law, with a specialty in separation of powers law, and has co-authored leading casebooks on each subject. His research interests are in constitutional and administrative law (with special emphasis on separation of powers and the U.S. presidency), democratic theory, and cyberdemocracy theory and practice. In 2008-09, he served as executive director of the Knight Commission on the Information Needs of Communities in a Democracy. Recent books include Stephen Coleman and Peter M. Shane, *Connecting Democracy: Online Consultation and the Flow of Political Communication* (MIT Press, 2012), and Peter M. Shane, *Madison's Nightmare: Executive Power and the Threat to American Democracy* (University of Chicago Press, 2009). Areas of expertise include administrative law, civic engagement, Constitutional law, E-Democracy, judicial appointment, media and democracy, U.S. President, and separation of powers.

Amy Shuman (PhD University of Pennsylvania), Professor in the Department of English. Professor Shuman is the author of articles on conversational narrative, literacy, political theory, food customs, feminist theory, and critical theory. She has published *Storytelling Rights: The Uses of Oral and Written Texts by Urban Adolescents* (Cambridge University Press, 1986); *Other People's Stories: Entitlement Claims and the Critique of Empathy* (University of Illinois Press, 1994); and (with Carol Bohmer) *Rejecting Refugees: Political Asylum in the 21st Century* (Routledge, 2007). She is a Guggenheim Fellow, a recent fellow at the Hebrew University Institute for Advanced Studies in Jerusalem, and a recipient of the College of Humanities Exemplary Faculty Award, 2007. Areas of expertise include gender and sexuality studies, folklore, and critical studies.

Mytheli Sreenivas (Ph.D. Yale University), Assistant Professor in the Department of History and the Department of Women's, Gender, and Sexuality Studies. Professor Sreenivas has research interests in women's history, the history of sexuality and the family, colonialism and nationalism, and the cultural and political economy of reproduction. Her work has been supported by several grants, including from the Fulbright Foundation and the National Endowment for the Humanities. Her book, *Wives, Widows, Concubines: The Conjugal Family Ideal in Colonial India* (Indiana University Press, 2008), was awarded the Joseph Elder Prize in the Indian Social Sciences from the American Institute of Indian Studies. Her current project, which examines the cultural history of population and reproduction in modern South Asia, is tentatively titled "Counting Indians: Population and the Body Politic, 1800-1970." Professor Sreenivas teaches courses in History and Women's, Gender, and Sexuality Studies on modern South Asia, comparative women's history, postcolonial and transnational feminisms, and world history. Fields of Study include women's history; constellations include Colonialism, Post-Colonialism, and the Origins of Globalization; Environment, Technology, and Science; and Race, Ethnicity, and Nation.

Michael D. Swartz (PhD SUNY , Binghamton), Professor in the Department of Near Eastern Languages and Cultures. Professor Swartz specializes in the cultural history of Judaism in late antiquity, rabbinic studies, early Jewish mysticism and magic, and ritual studies. He is the author of *Scholastic Magic: Ritual and Revelation in Early Jewish Mysticism* (Princeton University Press, 1996) and *Mystical Prayer in Ancient Judaism: An Analysis of Ma'aseh Merkavah* (Coronet, 1992); and co-author, with Joseph Yahalom, of *Avodah: Ancient Poems for Yom Kippur* (Penn State University Press, 2005) and *Hebrew and Aramaic Incantation Texts from the Cairo Genizah: Selected Texts from Taylor-Schechter Box K1* (1992), with Lawrence H. Schiffman. He also served as the Associate Editor for *Judaica* for the second edition of the *Encyclopedia of Religion* (2005). Professor Swartz is currently working on a history of ideas of sacrifice in post-biblical Judaism.

Mary Thomas (PhD University of Minnesota), Associate Professor in the Department of Geography and the Department of Women's, Gender, and Sexuality Studies. Professor Thomas studies teenage girlhood in the United States, particularly gender, race and sexual identities, and racial segregation in high school spaces. She draws on a range of social, feminist, and psychoanalytic theories, and considers the role of space in subject formation. Her book, *Multicultural Girlhood*, is forthcoming from Temple University Press. She has co-edited, with V. Del Casino, Jr., *A Companion to Social Geography* (Oxford, Blackwell). Areas of expertise include are girlhood studies, feminist geography, and subjectivity and space.

Abril Trigo (PhD University of Maryland), Professor in the Department of Spanish and Portuguese). Professor Trigo's areas of specialization are Latin American cultural studies; 19th-Century Latin American thought; theater and film; popular culture and cultural theory; and globalization studies. His main publications include *Critical Index of Uruguayan Theater/Índice crítico del teatro uruguayo*, co-edited with Graciela Míguez; *Memorias migrantes. Testimonios y ensayos sobre la diáspora uruguaya. Rosario/Montevidéo* (Beatriz Viterbo Editora, 2003); *The Latin American Cultural Studies Reader*, co-edited with Alicia Ríos and Ana Del Sarto (Duke University Press, 2004). Current research projects include "Crisis y transfiguración de los estudios culturales latinoamericanos." This is a book-length essay that analyzes the main critical paradigms as well as the most significant debates that shaped the field of Latin American cultural studies, evaluates the present situation of the field, and projects its future directions in the larger context of globalization. He is also at work on "Para una crítica de la economía político-libidinal de la cultura." This is also a book-length essay on the cultural global processes. It combines a critique of material production (economics), a critique of power (politics), and a critique of the production of desires and social meanings (the libidinal and the symbolic). The book will attempt to elaborate a critique of culture that brings together a critique of political economy, ideological hegemony and libidinal economy, the missing subject in cultural studies.

Shannon Winnubst (PhD Pennsylvania State University), Associate Professor in the Department of Women's, Gender, and Sexuality Studies. Professor Winnubst is an invited editor and contributor to a special edition of *Foucault Studies: Foucault and Queer Theory* (forthcoming 2012). Other recent articles and essays include "The Missing Link: Homo Economicus (*Reading Foucault and Bataille Together*)," *Blackwell Companion to Foucault* (forthcoming 2012) and "Sacrifice as Ethics: The Strange Religiosity of Neoliberalism," in *Negative Ecstasies: Georges Bataille and the Study of Religion* (Indiana University Press: forthcoming 2012). She is the author of *Queering Freedom* (Indiana university Press, 2006), editor of *Reading Bataille Now* (Indiana University Press, 2006), and has published essays in journals such as *Hypatia: A Journal of Feminist Philosophy* and *Philosophy and Social Criticism*, as well as numerous anthologies. In addition to ongoing work in French philosophy (especially on Foucault, Lacan and Bataille), her current book project focuses on the questions of ethics and difference in neoliberalism, developing a queer critique that highlights the intertwining incommensurabilities of race and sexuality in our contemporary milieu. Areas of expertise include 20th-century French theory, queer theory, and race and feminist theory.

Karen A. Winstead (PhD Indiana University), Professor in the Department of English. Professor Winstead's research interests are in Medieval literature and comparative studies; Saints' legends; and religious, gender, and political issues in late-medieval literature and art. She is the author of *Virgin Martyrs: Legends of Sainthood in Late Medieval England* and *John Capgrave's Fifteenth Century*. She is also editor of *John Capgrave's Life of Saint Katherine* and editor/translator of *Chaste Passions: Medieval English Virgin Martyr Legends*. Areas of expertise include Medieval literature and gender and sexuality studies.

Judy Tzu-Chun Wu (Ph.D. Stanford University), Associate Professor in the Department of History. Professor Wu has a joint appointment with the Department of Women's, Gender, and Sexuality Studies and is on the coordinating committee for the Asian American Studies Program as well as DISCO (The Diversity and Identity Studies Collective at OSU). She also serves on the board of editors for the *Journal of Women's History*. She teaches courses on modern U.S. history, Asian American history, women's history, immigration history, history of comparative racialization, the 1960s, intersectionality, women and labor, race and sex, and American women's movements. She is particularly interested in incorporating new media assignments into her classes. Her first book, *Dr. Mom Chung of the Fair-Haired Bastards: The Life of a Wartime Celebrity* (University of California Press, 2005), is a biography of Margaret Jessie Chung (1889-1959), the first American-born Chinese female physician. This

biography uses Chung's remarkable life to explore the shifting social norms of race, gender, and sexuality from the late Victorian era to the early Cold War period in U.S. society. Her current book project, tentatively titled "Radicals on the Road: Internationalism, Orientalism, and Feminism during the Viet Nam Era," is under contract with Cornell University Press for a series on U.S. and the World that is edited by Mark Bradley and Paul Kramer. This work focuses on the international travels of American antiwar activists during the U.S. War in Viet Nam. It specifically explores how these encounters with Asian culture, politics, and people shaped the radical imaginary of U.S. activists of varying racial, gender, and sexual identifications. She also has published a number of articles that examine issues related to racialized notions of beauty and sexuality, the significance of western religion and medicine for the lives of Asian American women, and the significance of race, gender, and sexuality in fostering international political solidarity. Fields of study include women's history; constellations include Race, Ethnicity, and Nation.

XVI. STAFF OF THE DEPARTMENT OF COMPARATIVE STUDIES

Elizabeth Marsch is Academic Program Coordinator and Associated Faculty.

Brenda Hosey and Wen Tsai manage HR and Fiscal concerns for the department.

APPENDIX A. THE DISSERTATION PROSPECTUS

A dissertation prospectus is a paradoxical piece of writing. It is not an abstract (which is to say, a summary of a completed dissertation) or an introductory chapter of a dissertation, but rather an attempt to describe what is planned before it has actually been done. Since it is meant to be submitted soon after completion of the candidacy examination, it need not be a huge document. Indeed, it could be around fifteen double-spaced pages in length (roughly 3500-4000 words) with up to ten further pages of bibliography. As indicated, the prospectus should provide a preliminary description of the proposed dissertation. It should delineate what topic and area the dissertation will explore; discuss why this topic and area merit such exploration; and include a provisional chapter outline and as complete a bibliography as possible. The outline should be as precise as possible, even if it is very likely to be modified in the course of writing the dissertation.

Finding, defining, and communicating a topic that is at once significant and of realistic scope are tasks that require discussion and cooperation between the dissertation writer and faculty members. Therefore, the dissertation writer is encouraged to show drafts of the prospectus to his or her dissertation committee and other faculty members. After these initial consultations, the writer will submit the final version of the prospectus for formal approval by the committee. The committee will then meet collectively with the candidate to discuss the project and its implementation.

There is no single recipe for a good dissertation prospectus. But all writers should answer, to the best of their abilities at this early stage of research, certain fundamental questions:

- What is the central problem that the dissertation will address? This problem can be theoretical, critical, or historical; but it should, in most cases, be presented as a question or related set of questions to which the dissertation will attempt to find answers. It is important that the problem and hypothetical answers be stated from the outset, so that your research will not risk becoming random, and your exposition will not lapse into mere description. The sense that an argument is being made should be constantly kept in mind.

- To persuade your reader that you are not just reinventing the wheel or restating what has already been said, you should include a brief review of the present “state of the art” with respect to your topic. Has this topic been treated before? How does your approach differ from earlier ones? Has new evidence appeared (for example, a new primary source) since previous treatments?

Outlining a sequence of potential chapters will help you clarify the argument of your dissertation and check the balance of its parts in relation to one another. A chapter should be conceived as approximately 30-40 double-spaced pages. If the major sections of your dissertation seem likely to exceed this length, plan to subdivide them. A finished dissertation is generally 200-300 pages long. You will find that developing an outline helps your thinking to move forward substantially, so that the actual writing of the dissertation is more clearly focused.

Once you have drafted your prospectus under the guidance of your dissertation committee, you might want to have it read by someone who knows nothing about your topic, to see whether you have clearly set out your problem and defined a workable method. Seeking out a general reader right at the start is a good reminder that although you may be writing on a specialized topic, your dissertation should be written in clear, intelligible prose. Make sure you define the theoretical categories you are introducing, and try to avoid technical jargon unless it is necessary to the intricacies of your argument.

Prospectuses and dissertations tend to either lose themselves in detail, or to be too general. To avoid this, try to do what you would in any paper you write: make sure that your main argument remains clearly above ground, and that each paragraph has a clear connection with the ones preceding and following it. The prospectus is not a mini-dissertation, and need not involve more time in writing and revising than another paper of comparable length. Yet enough care and stylistic grace should be exercised so that the prospectus clearly and concisely articulates the project, its arguments, methods, and special considerations in a manner that anyone in interdisciplinary studies can grasp.

APPENDIX B 1.MA STUDENT EVALUATION FORM AND PROGRAM OUTLINE; 2.MA TRANSITION POLICY

1. MA STUDENT EVALUATION FORM AND PROGRAM OUTLINE

M.A. Student Evaluation Form

Evaluation for:

Evaluating Advisor:

Please comment on student's progress toward degree completion and whether the student intends to continue to the Ph.D. program.

Conference Papers, Publications, Other Professional Activities:

Pending milestones to be completed by the following dates (e.g., thesis prospectus, thesis draft, statement of purpose for Ph.D. Note that review of applications to continue on to the Ph.D. will occur in January, when external applications are also discussed):

(1)

(2)

(3)

If milestones have been missed, explain why.

Please verify with the student the projected dates for completing future milestone accomplishments.

Student has made sufficient progress toward completion. Yes/No?

(If no, please attach a progress agreement detailing what will be completed in the subsequent semester to justify continuation in the program.)

Student Signature

Date

Evaluating Advisor

Date

M.A. Program Outline

M.A. Program Worksheet for: _____ **Year in Program:** _____

Thesis Advisor: _____

Thesis Committee member: _____

Thesis Committee member: _____

(Dissertation Committee Members, if continuing)

Program Milestones

Milestone Comments

Course Work Completed: _____

Thesis prospectus completed: _____

Thesis Defense Expected: _____

Language Proficiency Passed: _____

Core Courses (6 hours)

Grade

Hours

Sem.

CS 6390 (or 710) Appr to Comparative Cultural St I _____ 3 _____

CS 6391 (or 711) Appr to Comparative Cultural St II _____ 3 _____

Additional Courses in Comparative Studies (MINIMUM 9 hours)

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Additional Courses in Other Departments (MAXIMUM 12 hours)

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

GIS or Graduate

Minor _____

Comments:

2. MA TRANSITION POLICY

Transition Policy for the Master of Arts in Comparative Studies

Under the quarter system, the MA in Comparative Studies required 50 coursework hours plus additional hours for the thesis, several more than were required by the Graduate School (45). With the conversion to semesters, students will need 27 coursework hours and at least 3 additional thesis hours. The structure remains the same, and requirements (9 courses plus thesis) are only slightly modified in the conversion to semesters.

The transition will not require additional coursework for any students, regardless of their status at the time of transition. We have devised the following table to show students how the change to semesters will affect their completion of the MA degree:

Semester Conversion Table for Master of Arts in Comparative Studies			
Quarter Courses Completed*	Quarter Credit Hours Completed*	Semester Courses Needed*	Additional Semester Credit Hours Needed
0	0	9	27
1	5	8	24
2	10	7	21
3	15	6	18
4	20	5	15
5	25	4	12
6	30	3	9
7	35	2	6
8	40	1	3
9	45	0	0
10	50	0	0
TOTAL COURSEWORK HOURS NEEDED	50 Quarter Hours		27 Semester Hours
THESIS HOURS NEEDED	1-10		3-9
TOTAL HOURS NEEDED	51+		30+

APPENDIX C. 1. PH.D. STUDENT EVALUATION FORM AND PROGRAM OUTLINE; 2. PH.D. TRANSITION POLICY; 3. SAMPLE MAPS FOR STUDENTS ENTERING WITH BA OR MA

1. PH.D. STUDENT EVALUATION FORM AND PROGRAM OUTLINE

Ph. D. Student Evaluation Form

Evaluation for:

Evaluating Advisor:

Please comment on student's progress toward degree completion.

Conference Papers, Publications, Grants Awarded, and Other Professional Activities/Achievements this year:

Pending milestones to be completed by the following dates (e.g. reading lists, qualifying exams, dissertation prospectus, dissertation defense):

(1)

(2)

(3)

If milestones have been missed, explain why.

Please verify with the student the projected dates for completing future milestone accomplishments.

Student has made sufficient progress toward completion. Yes/No?

(If no, please attach a progress agreement detailing what will be completed in the subsequent semester to justify continuation in the program.)

Student Signature

Date

Evaluating Advisor

Date

Ph.D. Program Outline

Ph.D. Program Worksheet for: _____ Year in Program: _____
 Critical, Social, and Cultural Theory Exam : _____ Advisor/Director: _____
 Second Exam Area: _____ Director: _____
 Third Exam Area : _____ Director: _____

Dissertation Committee Members _____

Program Milestones

Milestone Comments

Course Work Completed:	_____	_____
Reading Lists Completed:	_____	_____
Candidacy Exam Taken:	_____	_____
Language Proficiency Passed: (second language, if required)	_____	_____
Dissertation Prospectus Approved:	_____	_____
Dissertation Defense Expected:	_____	_____

Core Courses

Grade

Hours

Sem.

CS 6390 (or 710) Appr to Comparative Cultural St I	_____	3	_____
CS 6391 (or 711) Appr to Comparative Cultural St II	_____	3	_____

Additional Courses in Comparative Studies (MINIMUM 9 hours)

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Additional Courses in Other Departments (MAXIMUM 21 hours)

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

M. A. Credits /Courses Transferred _____

GIS or Graduate Minor _____

Comments: _____

2. PH.D. TRANSITION POLICY

Transition Policy for the Ph.D. in Comparative Studies

Under the quarter system, the Ph.D. in Comparative Studies required 95 coursework hours plus additional hours for the Candidacy Examination and the Dissertation. With the conversion to semesters, students will need 54 coursework hours and 26 additional examination, thesis, and dissertation hours. The structure and requirements for the Ph.D. are minimally altered, requiring 18 courses, one less at the MA level than were required under the quarter system, a change that will leave students able to devote one semester to the thesis. Other than that small change, the conversion to semesters has been largely mechanical.

The transition will not require additional coursework for any students, regardless of their status at the time of transition. We have devised the following table to show students how the change to semesters will affect their completion of the Ph.D. degree:

SEMESTER CONVERSION TABLE FOR Ph.D. IN COMPARATIVE STUDIES

Semester Conversion Table for Ph.D. in Comparative Studies					
Quarter Courses Completed*	Quarter Coursework Hours Completed*	Quarter Exam and Dissertation hours Completed	Semester Courses Needed*	Additional Semester Coursework Hours Needed	Additional Exam and Dissertation hours Needed
0	0		18	54	
1	5		17	51	
2	10		16	48	
3	15		15	45	
4	20		14	42	
5	25		13	39	
6	30		12	36	
7	35		11	33	
8	40		10	30	
9	45		9	27	
10	50		8	24	
11	55		7	21	
12	60		6	18	
13	65		5	15	
14	70		4	12	
15	75		3	9	
16	80		2	6	
17	85		1	3	
18	90		0	0	0-26
19	95	0-25	0	0	0-23
TOTAL HOURS NEEDED		120			80

3. SAMPLE MAPS FOR STUDENTS ENTERING WITH BA OR MA.

Sample Map to PhD in Comparative Studies for Students Entering with a BA in a Humanities, Social Science, or Interdisciplinary Field

Year One:

- Semester one: 3 courses (9 credit hours)
- Semester two: 3 courses (9 credit hours)
- (Summer/May Session: Fulfill language requirement if needed)

Year Two:

- Semester three: 3 courses (9 credit hours)
- Semester four: 1 course (3 credit hours); complete MA thesis in Comparative Studies (6 credit hours)

Year Three:

- Semester five: 3 courses (9 credit hours)
- Semester six: 3 courses (9 credit hours)
- Summer/May Session: 1 course (3 credit hours)

Year Four:

- Semester seven: 1 course (3 credits); 6 credit hours of directed readings, for candidacy exams, prospectus writing, teaching apprenticeship etc.
- Semester eight: 9 credit hours of directed readings for candidacy exams, prospectus writing, teaching apprenticeship etc.; complete candidacy exams at end of Semester eight

Year Five:

- Semester nine: 3 credit hours of dissertation writing
- Semester ten: 3 credit hours of dissertation writing; complete dissertation at end of semester ten

TOTAL: 81 credit hours

Typical Course distribution

Required courses:

- CS 6390 Approaches to Comparative Cultural Studies I (3 credits)
- CS 6391 Approaches to Comparative Cultural Studies II (3 credits)

Department Courses: Minimum nine courses (27 credits; can be more)

Courses outside the department: Maximum eight courses (24 credits; can be less)

Total Coursework hours required: 54 credits

Directed readings, research work, prospectus, MA thesis, teaching apprenticeship: 21 credits

Dissertation work: 6 credits

TOTAL: 81 credits hours

Sample Map to Ph.D. in Comparative Studies for Students Entering with the M.A. in a Humanities, Social Science, or Interdisciplinary Field

MA from another field: 30 credits

Year One:

- Semester one: 3 courses (9 credit hours)
- Semester two: 3 courses (9 credit hours)
- (Summer/May Session: Fulfill language requirement if needed)

Year Two:

- Semester three: 3 courses (9 credit hours)
- Semester four: 1 course (3 credit hours); 6 credit hours of directed readings for candidacy exam

Year Three:

- Semester five: 9 credit hours of directed readings for candidacy exam; candidacy exam at end of Semester five.
- Semester six: 3 credit hours of dissertation writing

Year Four:

- Semester seven: 3 credit hours of dissertation writing
- Semester eight: 3 credit hours of dissertation writing

TOTAL 84 credit hours

Typical Course Distribution

Required courses:

- CS 6390 Approaches to Comparative Cultural Studies I (3 credits)
- CS 6391 Approaches to Comparative Cultural Studies II (3 credits)

Department Courses: Minimum four courses (12 credits)

Courses outside the department: Maximum four courses (12 credits)

Directed readings, research work, prospectus, teaching apprenticeship: 15 credits

Dissertation work: 9 credits

MA Transfer: 30 credits

TOTAL 84 credit hours