

COMPARATIVE STUDIES

GRADUATE HANDBOOK

2014-2015

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 Nina Berman (berman.58@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
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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

International Applicants:

E-mail: international.grad@osu.edu

Regular U.S. postal mail:

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

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

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.
4. **Deadlines.** Admission to the graduate program is for Autumn Quarter only. **The deadline for admission for Autumn 2015 is November 30, 2014** 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.**

5. 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 2015.

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.

6. 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

MA Students may choose a non-thesis or thesis option. The M.A. requires 27 coursework credits, or a minimum of nine courses. The thesis option requires an additional 3 credit hours of thesis writing for a minimum of 30 credit hours.

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. Foreign languages play a prominent role in the Department of Comparative Studies and the research undertaken by both faculty and students. Both MA and PhD students are thus required to demonstrate reading competence in a language other than English. The department has no list of approved scholarly languages. But it expects students to read a language pertinent to their own research and to forms of scholarly writing in their field. A student may petition the Graduate Studies Committee to have a language accepted that is not taught at OSU.

Typically the requirement is fulfilled by asking students to translate a piece of scholarly writing in their own field of research (with the help of a dictionary). The course requirement is not about the number of years one must take to study a language but about the level of competence required to read a foreign language in a given field.

It should be noted that some scholarly and (inter)disciplinary fields require knowledge of specific languages, while others open to a wider range of possible languages. At the same time, the language requirement for both MA and PhD students is distinct from the languages a student might need for their MA thesis or PhD exams and dissertation, which may require much greater proficiency than the language requirement. Likewise, language proficiency might include not just a specific national/literary/spoken language but another language based on the scholarship in a given field or discipline. Students are encouraged to speak with their advisors regarding the language requirements suited to their research.

The language requirement should be fulfilled within the first two years of taking classes (i.e. before the MA thesis or PhD Candidacy Exams).

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 language.

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

3. Thesis and Non-Thesis Options In autumn of the student’s second year, the student must submit a letter of intent to either continue on to the PhD program or to complete the terminal MA degree. Permission to continue will be granted with the approval of the student’s advisor and the Graduate Studies Committee. Students who are not approved to continue to the PhD program must complete the terminal MA degree. In both cases, the student may choose a thesis or non-thesis option to complete their MA in Comparative Studies.

a. For Students who do not continue to the PhD Program (Terminal MA degree)

1. The student may choose to complete a thesis to complete their MA degree.
2. The student may option for an MA non-thesis exam or a small substantial written paper. The exam option is a four-hour written exam that demonstrates advanced knowledge of the field, including at least one question from each of two faculty advisors. Or students may produce a substantial written paper of publishable length and substance that also demonstrates advanced knowledge in the field—under the guidance of at least two faculty advisors who will meet with the student to discuss the paper’s development at it is being written and who will agree upon its readiness for publication.

b. For MA Students who continue on to the PhD Program

1. Students may complete the MA through a thesis or non-thesis option, ordinarily by the end of the second year of study, and will be awarded the MA degree at that time.
2. Students may complete coursework for the PhD and be awarded the MA degree upon successful completion of Doctoral Candidacy Exams.

4. 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 or the MA Exam or Paper Committee (for non-thesis students).

5. Master’s Thesis Defense Committee (Thesis Option). 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.

6. Master’s Exam/Paper Advisors (Non-Thesis Option) In addition to the adviser, students must select a co-adviser from the Core Faculty or Affiliated Faculty of the Department of Comparative Studies who will write questions for and evaluate the students’ four hour written examination. If the student opts to complete the written paper non-thesis, these two advisors will oversee the development of the student’s paper and agree upon its readiness for publication.

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. (see MA Language requirement, p. 12) All students completing the Ph.D. in Comparative Studies must demonstrate competence in at least one 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 languages other than English. 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 languages other than English. 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 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 non-thesis option is selected by the student, students who entered the graduate program with a 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 2014, twenty-seven 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 INTERDISCIPLINARY SPECIALIZATION (GIS) IN COMPARATIVE LITERATURE

1. **Requirements:** Interested students should contact the chair of the Comparative Literature GIS Committee, Professor Nina Berman (berman.58@osu.edu). A total of 12 Semester credit hours of graduate-level coursework. These hours must be in at least four different courses. At least 9 hours must be from outside the home graduate program but may include cross-listed courses (e.g., English/Germanic 7888). Cross-listed courses taken within this 9-hour minimum must be enrolled in outside the home graduate program. Syllabi for open topics courses and seminars will be reviewed by the CL-GIS Advisory Board in consultation with the instructor for inclusion in the student's coursework distribution. "Literature," for this purpose, is defined broadly, but may exclude, for example, a class that is entirely devoted to linguistics or film. The 4 courses will be distributed as follows:
 - Required core course: Students need to complete the core course CS 7301, Theorizing Comparative Literature. The course will be rotated among CL specialists in participating programs and administered through Comparative Studies. CS 7301 will be offered once a year.
 - Two courses in Literature in a Second Research Language: Students must enroll in two graduate-level courses in a literature other than that of their home department. Final papers may, in consultation with the professor, be written in any agreed-upon language, but students must demonstrate the ability to carry out the readings and participate in class discussions in the target language. Proficiency in the second research language may be determined by an appropriate faculty member from the target language department or by successful completion of coursework at a level determined by that department. For lesser-taught languages, an appropriate faculty member will determine proficiency in consultation with the CL-GIS Advisory Board.
 - One approved comparative literature graduate seminar, to be determined in consultation with the student's CL-GIS advisor, in consultation with the student and his or her departmental advisor. This course must be comparative and/or transnational in focus, or in the field of comparative literary or translation theories.
2. **Prerequisite** While there is not a language prerequisite, it is assumed that students in the GIS have demonstrated proficiency in at least two languages. Students should consult with an advisor in the target department to ensure that their linguistic proficiency is sufficient to participate in a graduate-level course.
3. **Advising** Students enrolled in the Graduate Interdisciplinary Specialization in Comparative Literature will be assigned to an advisor. The advisor will help students select courses from the various language, literature, and cultures, Theatre, and Comparative Studies graduate programs—and as appropriate from other departments—to form a coherent program that is tailored to their individual needs and interests. The Advisory Board for the GIS in CL will approve the list of selected courses.
4. **Completion of Requirements:** An Advisory Board for the GIS in Comparative Literature will be established. In consultation with the student's advisor, it will monitor the student's progress and confirm completion of the approved program of study. The Graduate School will certify that the

student has completed all the requirements pertaining to the interdisciplinary specialization. The graduate interdisciplinary specialization will be awarded only on completion of the MA or PhD.

The course requirements are generally flexible and allow students the freedom to conduct coursework in subfields tailored to their academic interests in comparative literary studies. In consultation with their advisors, students will establish a list of courses that they choose from the list of required and elective courses; the list will then be approved by the CL-GIS Advisory Board. Please see the appendix for a master list of required and elective courses.

Sample Curricula

Example 1: A graduate student in English, whose research focuses on the novel and who has a working knowledge of French, could establish the following list of courses for the GIS:

1. Comparative Studies 7301 Theorizing Comparative Literature
2. French 8203 Modern and Contemporary Studies. [Topic: The Postmodern Novel]
3. French 8204 Francophone Studies. [Topic: The novel in Francophone Context]
4. Comparative Studies 8805 Seminar in Literature in Global Context

Example 2: A graduate student in Arabic, with a focus on postcolonial literature and with a command of Spanish, could establish the following list of courses for the GIS:

1. Comparative Studies 7301 Theorizing Comparative Literature
2. English 7864 Postcolonial/Transnational Literatures
3. Spanish 7560 Studies in Independence and 19th-Century Latin American Literature
4. AFAM 7756 Theorizing Race and Ethnicity

5. **Admission to the Program** To apply to the program, students should contact the Comparative Literature GIS Chair, Professor Nina Berman (berman.58@osu.edu). The following criteria must be fulfilled for admission to the GIS program:

- Completion of a brief application form and permission of the departmental advisor and the Advisory Board of the Graduate Interdisciplinary Specialization in Comparative Literature (based on a letter of application stating the reasons and goals for undertaking the specialization);
- admission to, and enrollment in, a graduate degree program at The Ohio State University;
- good standing in the home department and the Graduate School, that is, maintenance of a cumulative GPA of at least 3.0;
- demonstration of proficiency in at least 2 languages, to be established in consultation with the CL-GIS advisor and the appropriate department (see 2 above);
- assignment of an advisor by the GIS- CL Advisory Board.

6. Resources

- **GIS Advising Sheet:**
<https://comparativestudies.osu.edu/sites/comparativestudies.osu.edu/files/CL%20GIS%20Advising%20sheet.pdf>
- **GIS Process:** <http://gradsch.osu.edu/process-graduate-minors-and-interdisciplinary-specializations.html>

- **GIS Forms:** <http://gradsch.ohio-state.edu/Depo/PDF/InterdisciplinarySpecializationForm.pdf>

List of Courses Available for Completion of the GIS

Note: Additional relevant courses may be approved by the CL-GIS advisor upon petition by the graduate student pending a review of the syllabus and subject to the approval of the advisory board.

AFRICAN AMERICAN AND AFRICAN STUDIES

Requires Fluency in English, though another research language might be helpful

AAAS 6757.01 Introduction to Grad Studies in African American and African Literature, 1746-1900

AAAS 6757.02 Introduction to Grad Studies in African American and African Literature, 1900-Present

AAAS 7751 Introduction to Graduate Studies in African Literature.

AAAS 7756 Theorizing Race and Ethnicity

CLASSICS

Requires Fluency in Greek

Greek 6891 Greek Survey: Prose

Greek 6892 Greek Survey: Poetry

Greek 7890 Graduate Seminar on Greek Literature and Culture

Modern Greek 5210 Studies in Modern Greek Literature

Modern Greek 8110 Modern Greek Seminar

Requires Fluency in Latin

Latin 6891 Latin Survey: Prose

Latin 6892 Latin Survey: Poetry

Latin 7890 Graduate Seminar, Latin

COMPARATIVE STUDIES

Requires Fluency in English, though another research language might be helpful

Comparative Studies 7301 Theorizing Comparative Literature

Comparative Studies 7300 Theorizing Genre

Comparative Studies 8802 Seminar in Life Narrative

Comparative Studies 8805 Seminar in Literature in Global Context

Comparative Studies 8888 Interdepartmental Seminar in Critical Theory

EAST ASIAN LANGUAGES AND LITERATURES

Requires Fluency in English, though another research language might be helpful

EALL 5475 Women Writers, Culture and Society in East Asia

Requires Fluency in Chinese

Chinese 7461 Modern Chinese Poetry

Chinese 7462 Modern Chinese Prose

Chinese 7463 Modern Chinese Fiction

Chinese 7464 Modern Chinese Drama

Chinese 7465 Literature in Socialist/Postsocialist China

Chinese 7466 Lu Xun

Chinese 7467 Taiwan Literature

Chinese 7470 Ethnic Literature and Culture in China

Chinese 8471 Traditional Chinese Poetry

Chinese 8472 Traditional Chinese Fiction

Chinese 8473 Traditional Chinese Drama
Chinese 8474 Traditional Chinese Prose
Chinese 8475 Chinese Literary Criticism

Requires Fluency in Japanese
Japanese 7451 Studies in Japanese Poetry
Japanese 7452 Studies in Japanese Prose Literature
Japanese 7453 Studies in Japanese Drama
Japanese 7454 War Tales in the Japanese Tradition
Japanese 7455 Tale of Genji
Japanese 8477 Topics and Problems in Japanese Literature

Requires Fluency in Korean
Korean 6445 Studies in Korean-American Literature
Korean 6454 Korean Literary Traditions

ENGLISH

Requires Fluency in English
English 7851 Seminar in Critical Approaches to Black Literatures
English 7858 Seminar in U.S. Ethnic Literatures and Cultures
English 7860 Seminar in 20th Century British and/or American Literature
English 7861 Studies in Narrative and Narrative Theory
English 7864 Postcolonial/Transnational Literatures
English 7871 Seminar in the Forms of Literature
English 7876 Seminar in Critical Theory
English 7879 Seminar in Rhetoric
English 7890 Seminar in Feminist Studies in Literature and Culture
English 7891 Seminar in Disability Studies in Language and Literature
English 8888 Interdepartmental Seminar in Critical Theory

FRENCH AND ITALIAN

Requires Fluency in French
French 8201 Medieval and Renaissance Studies
French 8202 Classical and Enlightenment
French 8203 Modern and Contemporary Studies
French 8204 Francophone Studies
French 8205 French and Francophone Studies Across Boundaries
French 8401 Cultural Studies
French 8701 French and Francophone Cinema

Requires Fluency in Italian
Italian 8221 Studies in Italian Literature
Italian 8231 Dante Studies

Requires Fluency in French or Italian or both
FRIT 8206 Comparative French and Italian Studies
French 8601/ Italian 8601 French and Italian Theory and Practice
French 8602/ Italian 8602 Comparative French and Italian Studies

GERMANIC LANGUAGES AND LITERATURES

Requires Fluency in German
Germanic 8200 Seminar in Literature and Literary Culture
Germanic 8300 Seminar in Intellectual History and Cultural Studies

NEAR EASTERN LANGUAGES AND CULTURES

Requires Fluency in English, though another research language might be helpful
NELC/CS 73201 Theorizing Literature
NELC 7401 Ottoman Manuscript Culture
NELC 7402 Cultural Currents of the Late Antique Middle East

Requires Fluency in Arabic
Arabic 6401 The Experience of Modernity and Its Aesthetic Representations:
Europe and the Middle East
Arabic 7601 Studies in Arabic Poetry
Arabic 7602 Studies in Arabic Prose
Arabic 7604 The Arabic Detective: Classical and Modern Crime Narratives
Arabic 7604 The Poetics of Arabic Narrative
Arabic 8891 Seminar in Arabic Studies

Requires Fluency in Hebrew
Hebrew 7601 Studies in Hebrew Poetry
Hebrew 7602 Studies in Hebrew Prose
Hebrew 8891 Seminar in Hebrew Studies

SLAVIC AND EAST EUROPEAN LANGUAGES AND CULTURES

Requires Fluency in Russian
Russian 6252 Issues in 19th-century Russian Literature
Russian 6253 Issues in 20th- and 21st-Century Russian Literature
Russian 6254 Russian Literary Genres
Russian 7250 The Russian Writer
Russian 7356 Gender, Feminism, and Russian Women's Culture
Russian 8550 Seminar in Russian Literature, Film, or Cultural Studies

Requires Fluency in English, though another research language might be helpful
Slavic 7370 Violence and Alterity in the Balkans
Slavic 8675 Seminar in Slavic and East European Literature and Culture

SPANISH and PORTUGUESE

Requires Fluency in Spanish
Spanish 6700 Literary and Cultural Analysis
Spanish 7410 Mapping Medieval and Renaissance Iberian Literatures and Cultures
Spanish 7430 Mapping Modern and Contemporary Iberian Literatures and Cultures
Spanish 7450 Mapping Indigenous, Colonial and 19th-Century Latin American Literatures and Cultures
Spanish 7470 Mapping Modern and Contemporary Latin American Literatures, Cultures
Spanish 7510 Studies in Medieval Spanish Literature
Spanish 7520 Studies in Renaissance and Baroque Iberia
Spanish 7530 Studies in Modern Iberian Literatures and Cultures
Spanish 7540 Studies in Contemporary Iberian Literatures and Cultures

Spanish 7550 Studies in Indigenous and Colonial Latin American Literature
Spanish 7560 Studies in Independence and 19th Century Latin American Literature
Spanish 7570 Studies in Modern Latin American Literatures and Cultures
Spanish 7580 Studies in Contemporary Latin American Literatures and Cultures
Spanish 7590 Comparative Topics in Iberian and Latin American Literature
Spanish 7595 Comparative Topics in Luso-Hispanic Literature and Culture
Spanish 7900 Foundations of Contemporary Critical Theory
Spanish 8510 Seminar in Medieval Iberia
Spanish 8520 Seminar in Renaissance and Baroque Iberia
Spanish 8530 Seminar in Modern Iberian Literatures and Cultures
Spanish 8540 Seminar in Contemporary Iberian Literatures and Cultures
Spanish 8550 Seminar in Indigenous and Colonial Latin American Literature
Spanish 8560 Seminar in Independence and 19th Century Latin American Literature
Spanish 8570 Seminar in Modern Latin American Lit & Cultures
Spanish 8580 Seminar in Contemporary Latin American Lit & Cultures
Spanish 8595 Seminar in Comparative Luso-Hispanic Literature and Culture
Spanish 8800 Seminar in Literary and Cultural Theory
Spanish 8894 Literatures and Cultures Colloquium

Requires Fluency in Portuguese

Portuguese 7400 Literatures and Cultures in Portuguese, from the Middle Ages to Neoclassicism
Portuguese 7420 Literatures and Cultures in Portuguese, from Romanticism to Modernism
Portuguese 7460 Literatures and Cultures in Portuguese, from Modernism to the Present
Portuguese 7500 Studies in Literatures and Cultures of the Portuguese-Speaking World
Portuguese 8500 Seminar in Comparative Luso-Hispanic Literature and Culture

THEATRE

Requires Fluency in English, though another research language might be helpful

Theatre 7701 Greek, Roman and Medieval Theatre and Performance: History, Literature and Theory
Theatre 7702 Early Modern to Enlightenment: Theatre, Performance, Theory, Text
Theatre 7703 Mass Entertainment, Modernism and the Rise of Realism
Theatre 7704 Contemporary Theatre and Performance: Experimentation and New Media

XII. 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.

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.

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.

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?

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.

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.

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.

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 (Parveneh 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>.

XIII. 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>.

XIV. 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>.

XV. CORE 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 19th and 20th-century culture and literature (modernity, postcolonial fiction, minority literature, travel literature, translation); globalization, colonialism, orientalism; Germany and the Middle East, Middle Ages to present; 19th and 20th century Germany and Africa. Her publications include *German Literature on the Middle East: Discourses and Practices, 1000-1989* (Ann Arbor: University of Michigan Press, 2011); *Impossible Missions: German Economic, Military, and Humanitarian Efforts in Africa*

(Lincoln: 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) studies and teaches about the artfulness of ordinary life, and the ways in which traditional expressive arenas constitute contested terrain. Her current book projects include a collection of reflective essays on international volunteering in Central America, co-edited with Abigail E. Adams and entitled: *Good Works in Central America?: Reflections from the Academy on the Practice of International Volunteering*; and a text, tentatively entitled, *Engendering Folkloristics and Folklorizing Feminism*, co-written with Amy Shuman. She also plan to produce a film on the interactions of tourism and traditional performance in the Palo de Mayo Festival of Bluefields, Nicaragua. In her teaching she works particularly with undergraduate students to develop and hone interpretive, synthesizing and analytic skills through shared inquiry, team research and writing.

Leo Coleman (Ph.D. in Anthropology, Princeton University) is Associate Professor in science and technology studies. His research areas include political anthropology, South Asian studies, technology and globalization, and urban theory, with a focus throughout on ethnographic encounters, interpersonal exchanges, and interactions between people, things, infrastructures, and political ideals. He has conducted field and archival research in Delhi, Edinburgh, and London, and he is working on a book about the politics of electrification and urban change 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 what we learn about other people when we share their foods and conditions of life and about the changing conditions of food production and consumption around the world. He has published articles on ethnographic method, urbanism and solitude, infrastructure and politics, and legal knowledge, as well as several review essays on the overlapping histories of science studies and cultural anthropology. Core themes of his teaching include: modern technologies and subjectivity; nineteenth- and twentieth-century industrial and urban growth; colonialism and globalization; and sustainability as both a technological and political issue. Dr. Coleman's ongoing research focuses on questions of civic belonging, the environment, and the conditions for and sustainability of urban life.

Associate Professor **Theresa Delgadillo** (Ph.D. in English, University of California, Los Angeles) Theresa Delgadillo's work has been devoted to three areas: spirituality and religion, African Diaspora and Latinidad, and Latino/as in the Midwest. Her objects of study have included novels, autobiographies, memoirs, photographic collections, feature and documentary films, poetry and music. In research and teaching I explore the intersections among gender, sexuality, race and nation as well as critique these categories; engage with comparative, transnational and migratory paradigms and movements; pursue transdisciplinary knowledge; and desire to make socially transformative knowledge possible. Future projects will focus on twentieth and twenty-first century comparative ethnic, multiethnic, postcolonial and women's texts in the Americas. She is interested in exploring topics such as spirituality, religion, nationalism, transnationalism, ethnicity, race, gender, sexuality, class, cultural and social change, history, memory, remembrance, diaspora, exile, identity, community, interpretation, networks, cross-cultural exchange, justice, intersectionality, hybridity, immigration and war in literature, visual culture and music.

Professor of Comparative Studies and French and Chair of the Department of Comparative Studies, **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. 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) is an enthusiast of remnants and ruins, is a historian of religions, a professor in the Department of Comparative Studies, and a former director of the Center for

the Study of Religion at The Ohio State University. He has a broad interest in the methods, theories, histories, and topics associated with the cross-cultural study of religion, along 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*, two volumes (Harvard University Press, 2000), reissued as a seven-book set by Kazi Publications, 2015; co-editor with David Carrasco and Scott Sessions of *Mesoamerica's Classic Heritage: From Teotihuacan to the Aztecs* (University Press of Colorado, 1999); editor-in-chief for the revised second edition of Mircea Eliade's sixteen-volume *Encyclopedia of Religion* (Macmillan Reference, 2005); and co-editor with Richard D. Shiels of *The Earthworks of Newark, Ohio: Enduring Monuments, Contested Meanings* (University of Virginia Press, 2015). His current project involves composition of a 2500-year "ritual-architectural reception history" of the southern Mexican archeological-tourist site of Monte Albán, Oaxaca.

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).

John N. Low (Ph.D. in American Culture, University of Michigan) is Assistant Professor at the Newark Campus. He is an enrolled citizen of the Pokagon Band of Potawatomi Indians. He is also the recipient of a graduate certificate in Museum Studies and a Juris Doctorate from the University of Michigan. He earned a BA from Michigan State University, a second BA in American Indian Studies from the University of Minnesota, and an MA in Social Sciences from the University of Chicago. Low's dissertation, "Chicago's First Urban Indians – the Potawatomi," is currently under contract for publication by the Michigan State University Press. He has authored several published articles, most recently his essay, "The Architecture of Simon Pokagon - In Text and on Display," included in the 2011 reprint of Simon Pokagon's *Ogimawkwe Mitigwaki: Queen of the Woods* (Michigan State University Press, American Indian Studies Series). Professor Low previously served as Executive Director of the Mitchell Museum of the American Indian in Evanston, Illinois, and is a member of the Advisory Committee for the Indians of the Midwest Project at the D'Arcy McNickle Center for American Indian and Indigenous Studies at the Newberry Library. He was invited to present his most recent work, "Fort Dearborn – "Conflict, Commemoration, Reconciliation, and the Struggle with 'Battle vs. Massacre'" at the 44th annual Algonquian Conference at the University of Chicago in November, 2012. Professor Low's research interests and courses at the Ohio State University – Newark include American Indian Histories, Literatures, and Cultures, Indigenous canoe cultures around the world, Urban American Indians, museums, material culture and representation, memory studies, American Indian law and treaty rights, Indigenous cross-cultural connections, critical landscape studies, and Native environmental perspectives and practices.

Associate Professor **Miranda Martinez** (Ph.D. in Sociology, New York University) specializes in Latino and Puerto Rican Studies, particularly in relation to urbanization and she has published widely in this area, including *Power at the Roots: Gentrification, Community Gardens and the Puerto Ricans of the Lower East Side* (Lexington Books, 2010). She is currently conducting research on community responses to the foreclosure crisis in low income neighborhoods in Brooklyn, New York.

Nada Moutaz (Ph.D. in Cultural Anthropology, Graduate Center, CUNY) is Assistant Professor of Near Eastern Languages and Cultures and Comparative Studies. Her work is at the intersection of the Anthropology of Islam, Law,

Property and the Economy, Ottoman history during the era of reform, and Islamic legal studies. As an architect, she has had a long-standing engagement with urban issues. She recently co-organized the yearly conference of the Graduate Programs in Urban Planning, Policy, and Design at the American University of Beirut, City Debates 2014, entitled, *Of Property and Planning*. She has contributed a chapter on the Anthropology of Islam to the *Wiley-Blackwell Companion to the Anthropology of the Middle East*. Her research on the expropriation and exchange of Islamic endowments during the rebuilding of downtown Beirut after the 1975-1990 Civil War will appear in *Droit et propriété au Liban : Explorations Empiriques*. During the academic year 2014/2015, Nada will be a postdoctoral fellow at the program "Europe in the Middle East, the Middle East in Europe" of the Forum Transregionale Studien in Berlin, where she will prepare her book manuscript *Modernizing Charity: Property, Law, and Religion in Modern Beirut* for publication. Based on archival and ethnographic research conducted in Beirut, Ankara, and Istanbul, the book analyzes the modernization of Islamic charitable endowments [*waqfs*] and their law to trace how the grammar of the concepts of intent, family, and public good in the Islamic tradition were transformed. Modern subjects and conceptions of property, religion, and economy, it argues, radically changed the very practice of charitable giving, opening space for new practices such as NGO-*waqfs*, while still allowing for the ethical project that these endowments sustained.

Dorothy Noyes (Ph.D. in Folklore and Folklife, University of Pennsylvania) is Professor in the Departments of English and Comparative Studies, a faculty associate of the Mershon Center for International Security Studies, and past director of the Center for Folklore Studies, all at the Ohio State University. Her ethnographic and historical research addresses the traditional public sphere in Romance-speaking Europe; she also writes on folklore theory and on the international policy careers of culture concepts. She is the author of the award-winning *Fire in the Plaça: Catalan Festival Politics After Franco* (Penn 2003) and a Fellow of the American Folklore Society. She teaches courses in folklore and performance theory, American regional cultures, fairy tale, poetry and politics, the cultural history of trash, and cultural diplomacy.

Professor **Daniel Reff** (Ph.D. in Anthropology, University of Oklahoma) is an anthropologist and ethnohistorian with a particular interest in the comparative study of the role of missionaries in "the rise of Christianity" in various cultural-historical contexts. His research has been made possible by a Weatherhead Fellowship from the School of American Research as well as Fellowships and grants from the Research Division of the National Endowment for the Humanities. His first book, *Disease, Depopulation, and Culture 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. In 1992 Professor Reff headed-up an NEH-funded, interdisciplinary team, which prepared the first critical, English-language edition of Andrés de Ribas monumental history of the Jesuit missions of colonial Mexico (History of the *Triumphs of Our Holy Faith Amongst the Most Fierce and Barbarous Peoples of the New World (1645)*, University of Arizona Press, 1999). Professor Reff subsequently completed a comparative study of missionary texts from early medieval Europe and colonial Latin America (*Plagues, Priests and Demons*, Cambridge University Press, 2005). More recently, again with funding from NEH, he assembled a team of scholars that produced the first English-language edition of Luis Frois' "Striking Contrasts in the Customs of Europe and Japan" (*The First European Description of Japan, 1585*, Routledge, 2014). Professor Reff's research also has appeared in journals such as *American Anthropologist*, *Ethnohistory*, *Romance Philology*, *Colonial Latin American Review*, *The Journal of Anthropological Research*, and the *Journal of the Southwest*, which awarded him the Spicer Prize for his 1996 article on Cabeza de Vaca's eight-year sojourn across North America ("Text and Context, Cures, Miracles and Fear in the Relación of Alvar Núñez Cabeza de Vaca")

Brian Rotman (Ph.D. in Mathematics, London University) is Professor Emeritus 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).

Barry Shank (Ph.D. in American Studies, University of Pennsylvania) is Professor and chair of the Department of Comparative Studies. Trained in the interdisciplinary field of American Studies, Professor Shank's books include *The Political Force of Musical Beauty* (Duke University Press, 2014), *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 is the co-editor of *The Popular Music Studies Reader* (Routledge, 2005) (with Andy Bennett and Jason Toynbee), and *American Studies: A New Anthology* (Wiley/Blackwell, 2009) (with Janice Radway, Kevin Gaines and Penny Von Eschen). He has published in such journals as *American Quarterly*, *American Studies*, *boundary 2*, and *Radical History Review*, and he has served on the editorial boards of *American Quarterly* and *Popular Music*. His courses provide undergraduate students with the opportunity to investigate 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 lay at the heart of interdisciplinary work. He has served as President of the US branch of the International Association for the Study of Popular Music and is currently the Chair of the Department of Comparative Studies at Ohio State University.

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).

Noah Tamarkin (Ph.D. in Anthropology, University of California, Santa Cruz) is Assistant Professor of Comparative Studies. His research examines the social circulation of genomics, postcolonial citizenship, and the racial and religious politics of belonging. Trained as a cultural anthropologist, his research and teaching are also informed by science and technology studies, feminist studies, African studies, and Jewish studies. He is currently writing a book manuscript *Jewish Blood, African Bones: The Afterlives of Genetic Ancestry*, which analyzes how Lemba South Africans reconcile their understanding of their genetic test results as proof that they have Jewish blood with their active pursuit of claims to ancient bones now reburied at the World Heritage Site Mapungubwe, a thirteenth century southern African kingdom. His research has appeared in the *Annals of the American Academy of Social and Political Science*, *The Routledge Handbook of Global Citizenship Studies*, and is forthcoming in the August 2014 issue of *Cultural Anthropology*. His courses encourage students to critically examine technologies of power and belonging through topics such as science and technology studies, sexuality studies, and race and the body. His ongoing research moves from the politics of recognition to the politics of incarceration to examine the introduction and implementation of legislation to expand South Africa's national criminal DNA database. This work considers the social, cultural, and political implications of genomics as it emerges as a global technology of governance and as a form of postcolonial development.

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. She currently serves as Associate Dean for Recruitment and Diversity in the College of Arts and Sciences. 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 .

Isaac Weiner (Ph.D. in Religion and Culture, University of North Carolina, Chapel Hill) is Assistant Professor. His research focuses on the politics of religious pluralism in the U.S. and in relationships among religious contact, sensory and material culture, and law. His first book, "Religion Out Loud: Religious Sound, Public Space, and American Pluralism," was released earlier this year. The book analyzes the politics of religious pluralism in the U.S. by attending to disputes about religious sound in the public realm and explores how these disputes have offered a surprisingly productive site for exploring competitions over public power, social order, and legitimacy in American society and for analyzing the concrete mechanisms through which Americans have managed their religious differences.

Also teaching in the Department of Comparative Studies:

Eliza Barstow, lecturer

Senior Lecturer, **Lucia Bortoli** (Ph.D. University of Notre Dame) is interested in studies in subjectivity and women and migrant literature.

Ricky Crano (Ph.D. in Comparative Studies, Ohio State University) is a lecturer in Comparative Studies. His research interests include Critical media theory, computer cultures, postwar cinema, post humanism, neoliberal governmentality, and philosophy of human sciences.

Susan Hanson is lecturer and Assistant Program Director of LiteracyStudies@OSU. She also coordinates the Veterans Learning Community and teaches in the department of Comparative Studies. Her course topics include folklore and performance studies; the experience and literature of war; and qualitative research theory and practice. She studies the aesthetics of everyday life, most recently life transitioning out of the military.

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.

Ilana Maymind (Ph.D. in Comparative Studies, Ohio State University) is a lecturer in Comparative Studies. She defended her dissertation, "Ethics in Exile: A Comparative Study of Shinran and Maimonides" in 2011.

Oded Nir (Ph.D. in Comparative Studies, Ohio State University) is a lecturer in Comparative Studies. His research interests include Marxism and post-Marxism, world literature, globalization, critical theory, totality, and Israeli literature and culture.

Jason Payne, lecturer.

Visiting Assistant Professor, **Ashley Perez**.

Rashelle Peck (Ph.D in Comparative Studies, Ohio State University) is a lecturer in Comparative Studies. Her research interests include gender studies, performance and music studies, and Kenyan cultural studies.

Aaron Seddon, lecturer.

Nancy Tewksbury, lecturer.

Rita Trimble (Ph.D. in Comparative Studies, Ohio State University) is a lecturer in Comparative Studies. She recently completed her dissertation entitled "Conceiving a 'Natural Family' Order: The World Congress of Families and Transnational Conservative Christian Politics". Her research interests include American religions and cultures, religion and globalization, theories of citizenship and human rights, biopolitics, gender and sexuality studies, and feminist and queer theories. She is also an instructor at Ohio Wesleyan University.

XVI. AFFILIATED FACULTY OF THE DEPARTMENT OF COMPARATIVE STUDIES

Associated 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.

For a Complete and updated list of affiliated faculty please go to this web page:

<http://comparativestudies.osu.edu/directory?filter=32>

XVII. STAFF OF THE DEPARTMENT OF COMPARATIVE STUDIES

Brenda Hosey is the Fiscal and Human Resources Manager.

Elizabeth Marsch is Academic Program Coordinator and Associated Faculty.

Shu-Wen Tsai is the Fiscal and Human Resources Officer.

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)

<u>Program Milestones</u>	<u>Milestone Comments</u>
Course Work Completed: _____	_____
Thesis prospectus completed: _____	_____
Thesis Defense Expected: _____	_____
Language Proficiency Passed: _____	_____

<u>Core Courses (6 hours)</u>	<u>Grade</u>	<u>Hours</u>	<u>Sem.</u>
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