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Email: valdez.39@osu.edu
Office: 2072 Derby Hall
Office hours: By appointment

COURSE DESCRIPTION

The notion of cosmopolitanism has enjoyed a renewed interest among political and critical theorists in the last couple of decades. Its utility and limitations to think through our global, interconnected, and unequal world have been widely discussed. In particular, its Enlightenment roots and the exclusions associated with race and empire have been noted as reasons to scrutinize, critique, and reform the notion. These legacies are not absent from contemporary iterations of the notion, which have differently addressed the way in which our post-colonial neoliberal global condition affects the cosmopolitan quest for peace.

This course engages critically with Immanuel Kant’s classic account of cosmopolitanism and examines its roots and anthropological commitments seriously. In particular, the linkage between Kant’s cosmopolitanism and his infamous thinking on race is scrutinized. Next, W. E. B. Du Bois is recovered as a cosmopolitan thinker, and his writings from the first half of the twentieth century examined as critical interventions that have too often been ignored by anachronistic appropriations of Kant in the present. Neo-Kantian scholars and their critics are examined next, before turning to historical and theoretical accounts that seek to recover the radical potential of this idea.

Students new to the readings and thinkers listed below, as well as those more familiar with this work, should feel equally welcome to participate in the seminar.

COURSE REQUIREMENTS

1. Regular seminar participation and attendance: 25%.
2. Response paper: 20%. You will choose a week to write a critical essay (i.e., not a summary) on the assigned readings (one page, single spaced) to be shared with the class.
3. Seminar presentation: 20%. You will be responsible for leading discussion during one meeting (starting on Week 5), along with one of your peers. Your goal is to highlight and discuss key arguments from the assigned texts, and which you consider worthy of extended group attention.
4. Review essay: 35%. You will write a 2500 word review essay that evaluates critically at least two major texts from the seminar. For guidance, check out Laura Belcher’s excellent handout.
GRADES

If you fulfill all the requirements for this course, as above, you will receive one of the five following letter grades:

A  93-100%
A-  90-92.9%
B+  87-89.9%
B  83-86.9%
B-  80-82.9%

An “A” grade indicates truly outstanding performance and top prospects for future scholarships and academic careers. An “A-” grade indicates a good student who performs at the standard expected for graduate students with no particular concerns or weaknesses. Students with clear weaknesses or generally mediocre performance will earn a “B+” or lower. A “B” or lesser grade indicates major problems.

EXPECTATIONS

There is a good deal of reading for this course. I consider reading, as well as related discussion of the readings during seminar, to comprise the bulk of work for this course. Hence, I have weighted your regular seminar participation and your seminar presentation to count for 45% of your grade.

My baseline expectation is that seminar participants will come every week having read the assigned readings in their entirety. I also expect seminar participants to come prepared with something substantive to say about the week’s readings.

Attendance for all seminars is required. If you miss a seminar, you must complete a response paper based on the readings for the day. The essay should not be a summary; it should raise substantive issues. Essays for missed classes will be due the following week, at the beginning of seminar. If you do not turn in your essay, I will automatically take 5% off your final grade.

If personal issues arise which make attendance (and active participation) difficult, please talk to me immediately.

Lastly, please participate actively in seminar. This will be a fun and rewarding seminar if

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1 Given that you’ll be looking at two books (or a series of articles) that are meaningfully paired and thus speak to the same theme or debate, you’ll have to adapt the model and devote a few paragraphs to a critical evaluation/comparison of the books.
2 You can find some advice about reading for graduate school in this post: http://miriamsweeney.net/2012/06/20/readforgradschool/
everyone pitches in. On this, see also the next section on Discussion Ethics.

**DISCUSSION ETHICS**

Participants in the seminar are expected to conduct themselves with respect toward the others. This implies that we should approach dialogue constructively, listen attentively, and frame our interventions so that all members of the seminar benefit from our insights. Given that we come to the seminar from different backgrounds and with diverse training, a constructive conversation will imply keeping our references to authors and readings to those included in the syllabus.

I have a broad notion of participation; it includes attentive listening, asking questions of one another (including "what do you mean?"), reading relevant passages aloud, helping another person find the right page, explaining why you agree or disagree with what someone else has said, taking detailed notes, and engaging in and facilitating discussion. Everyone must experiment with a variety of forms of participation, rather than always playing the same role.

I understand that some people are nervous about speaking in public, but I still expect you to challenge yourself to do so. Writer and poet Audre Lorde’s reminds that us that we (or some of us) have been socialized to respect fear more than our own needs, but waiting in silence for fearlessness only gets us further away from language and self-definition.³

**ACADEMIC INTEGRITY**

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research and other educational and scholarly activities. The Ohio State University and the Committee on Academic Misconduct (COAM) expects that all students have read and understand the University’s Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s Code of Student Conduct and in this syllabus may constitute “Academic Misconduct.”

**COURSE MATERIALS**

You are in charge of ordering or otherwise obtaining all books assigned for this course. Plan ahead to obtain the book on a timely manner and contact me immediately if you are not able to find a particular book.

** Please note that there are readings assigned for the first session **

The following are required books (in chronological order of appearance in the course schedule):


Assigned articles or chapters not part of books above will be posted on the Carmen course site following “author_year” format in alphabetical order.

**Course Schedule**

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<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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| F, 8/28   | 1    | Introduction Discussion Ethics Outline of the course | Moi, Toril Kant, “Idea for a Universal History with a Cosmopolitan Purpose” (1784) (in Kant CUP)  
Kant, “An Answer to the Question: ‘What is Enlightenment?’” (1784) (in Kant CUP) |
| F, 9/4    | 2    | Kantian Cosmopolitanism                     | Kant, “On the Use of Teleological Principles in Philosophy” (1788)  
Kant, “Toward Perpetual Peace” (1795) (in Kant CUP)  
Kant, “The Theory of Right Part II: Public Right” (1797) (in Kant CUP) |
Du Bois, *Dark Princess* (1924), select portions tbd. |
| F, 9/25   | 5    | Cosmopolitanism and Empire                  | Du Bois, *Color and Democracy* (1945)  
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<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Authors</th>
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<tbody>
<tr>
<td>F, 10/16</td>
<td>8</td>
<td>Autumn Break</td>
<td>No Class. Submit to Carmen a 500 word text specifying your choice of two authors for response paper and a brief explanation of the rationale of your interest in these authors</td>
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<tr>
<td>F, 10/23</td>
<td>9</td>
<td>APT Meeting</td>
<td>No Class. Submit to Carmen a 500 word text specifying your choice of two authors for response paper and a brief explanation of the rationale of your interest in these authors</td>
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<tr>
<td>F, 10/30</td>
<td>10</td>
<td>Anti-colonialism and Cosmopolitanism</td>
<td>Wilder, Freedom Time</td>
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<td>F, 11/6</td>
<td>11</td>
<td>Actually Existing Cosmopolitanisms</td>
<td>Singh, Black is a Country</td>
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<td>F, 11/13</td>
<td>12</td>
<td>Contemporary Cosmopolitanisms</td>
<td>Cheah, Inhuman Conditions</td>
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<tr>
<td>F, 11/20</td>
<td>13</td>
<td>Contemporary Cosmopolitanisms</td>
<td>Godrej, Cosmopolitan Political Thought</td>
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<tr>
<td>F, 11/27</td>
<td>14</td>
<td>Thanksgiving Break</td>
<td>No Class</td>
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<tr>
<td>F, 12/4</td>
<td>15</td>
<td>Contemporary Cosmopolitanisms</td>
<td>Ingram, Radical Cosmopolitics</td>
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<td>F, 12/6</td>
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<td>Review Essay Due on Carmen</td>
<td>by 7pm</td>
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