

**Syllabus**  
***PS 363 Gender and Race in American Political Thought***  
***e-campus: Fall 2015***

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## **1. Course Introduction**

This course analyses various forms of the social construction of gender, race, age and class in American political thought.

First, we will discuss some background theories of social construction, race, gender, class and age, then provide a historical overview, and consider current manifestations of such constructions in contemporary discourse. Students are provided with a selection of theoretical texts and other materials, but are required to find some source materials of their own in order to finish the class with a brief research paper of their own.

This course combines approximately 90 hours of instruction, online activities, and assignments for 4 credits. This course has no prerequisites.

## 2. Course Philosophy

The **main objective** of this course is to foster critical thinking on the basis of increased domain knowledge and advanced theoretical reflections on the topic of the class. The readings offered are academic articles or political documents. Students are required to conduct own research and participate actively in the discussion in order to create a peer learning community.

**Assignments** in this class are meant to develop student research and discussion on the topic. These are the assignments:

1. Ongoing assignment: active participation in the discussion. Graded will be the extent of activity, but not its content.
2. Presentation of an assigned text (due depending on when the text is scheduled).
3. Midterm response paper that collects preliminary ideas for student research.
4. Presentation of preliminary research ideas to class towards the end of term, in order to gather peer and instructor feedback for final research paper.
5. Final research paper, based on research presentation.

Typically, **following all instructions** will lead to successful participation in class. For more detail, see below for the schedule, as well as on p. 15 for descriptions of assignments, and p. 19 for student learning outcomes.

Over the years, I have seen that whenever there is a strong instructor presence in a discussion board, **student participation in the discussions** goes down. Therefore I will limit my contributions in the discussion forum. I will read student entries and respond whenever I feel there is a need to correct something or add a perspective that has not been addressed so far, or when discussion participation is low. But the main point of the discussion board is student peer discussion, and not overwhelming instructor input.

For every assignment posted in the discussion board (text presentation, research presentation), there is also a mandatory **Q&A** component. I will wait a while till I grade such assignment to incorporate how the presenter handles peer responses.

Please send all other assignments (response paper, final) to the instructor via **e-mail** directly, to preempt technical issues with the online class system.

If you feel you need **additional feedback** about how you are doing in class, do not hesitate to write me an e-mail. Usually, if you are posting regularly, and turn in all the required assignments on time and following instructions, you will be successful in this class.

You are required to **read this syllabus in full**. Please direct any questions directly to the instructor via e-mail.

### 3. Schedule

The course consists of topical units that are dedicated to the discussion of required readings, preparing a subsequent discussion of student research on topics of their choice that prepare the final research paper. All readings are mandatory unless otherwise indicated.

#### **UNIT 1: THE LEGACY OF COLONIALISM**

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Current conceptions of race, class, gender, and other categories of difference are not simply given, but are the results of complex processes of social and cultural construction. These ideas have a history, which is tied to the history of states and continents; tied thus to political conceptions as well as contests for political power. For the American context, we will first consider an overview of key concepts (Week 1), then continue with a brief overview of the legacy of colonialism, while analyzing central ideas of political and physical emancipation from the 19<sup>th</sup> century (Week 2), ending up with reflections on the civil rights movement in the 1960s (Week 3).

##### ***Week 1: Introduction***

##### ***Guiding Discussion Topics and Questions:***

What is a social resp. cultural construction?

Reflect on the “classic differences” of Race, Class, and Gender, including the historical and cultural background of main concepts

Think already about the question of Biology vs. Culture / Nature vs. Nurture Debate – this will become more important later on.

Also begin to consider not just the local but also the global context of these events and ideas.

##### ***Activities:***

MICRO-LECTURE: Major Themes of the Seminar

Select the texts you would like to present

Write your first introductory discussion points

In the News: What are current issues with regard to gender, race, class, and age?

##### ***Introductory Texts:***

1.01 James, Michael. “Race.” *The Stanford Encyclopedia of Philosophy*.  
<http://plato.stanford.edu/entries/race/>

1.02 Mikkola, Mari. “Feminist Perspectives on Sex and Gender”. *The Stanford Encyclopedia of Philosophy*. <http://plato.stanford.edu/entries/feminism-gender/>

1.03 Swoyer, Chris. “The Cognitive Construction of Reality”. *The Stanford Encyclopedia of Philosophy*. <http://plato.stanford.edu/entries/relativism/supplement6.html>

- 1.04 Mallon, Ron. "Naturalistic Approaches to Social Construction." *The Stanford Encyclopedia of Philosophy*. <http://plato.stanford.edu/entries/social-construction-naturalistic/#SocConUltExp>
- 1.05 Arendt, Hannah. "Organized Guilt and Universal Responsibility." In: Peter Behr, Ed. *The Portable Hannah Arendt*. 1945. London: Penguin, 2000. 146-156. <http://home.earthlink.net/~lstenmark/Hum2B/ArendtOrgGuilt.pdf>
- 1.06 Plato. *Republic*, Book 7, 514a- 517c: The Allegory (or Metaphor) of the Cave (Excerpts)

<p><b>Week 2: Historical Legacies</b></p>
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**Guiding Discussion Topics and Questions:**

What does it mean if we say "culture," and when we say that we study it? What is the purpose?

When reading about historical events and reflections thereof in the texts below, please critically question yourself about how much you indeed know about history, and whether you feel you should know more – and what probably has prevented you so far to know more.

We will discuss cultural studies as a discipline (Hall), episodes from the genocide of Native Americans (Bordewich), read texts central to the abolition of slavery (Garrison, Douglass), texts that still need our attention as they talk about race in the United States (Du Bois), and end with reflections by a Jewish-German author on how to proceed after Auschwitz (Adorno).

**Activities:**

Text presentations

**Texts to be Presented:**

- 2.01 Hall, Stuart. "Cultural Studies and its Theoretical Legacies." In: *Cultural Studies*, ed. Lawrence Grossberg, Cary Nelson, Paula Treichler. New York and London: Routledge, 1992, pp. 277-294. <http://msuweb.montclair.edu/~furr/pursuits/hallcultstuds.html>
- 2.02 Bordewich, Fergus M. *Killing the White Man's Indian: Reinventing Native Americans at the End of the Twentieth Century*. New York: Anchor Books, 1996. 25-59.
- 2.03 Garrison, William Lloyd. Preface. In: *Narrative of Frederick Douglass, an American Slave*. 1845. [http://www.gutenberg.org/files/23/23-h/23-h.htm#link2H\\_PREF](http://www.gutenberg.org/files/23/23-h/23-h.htm#link2H_PREF) (you may also, of course, read parts of the Narrative itself!)
- 2.04 Du Bois, W.E.B. *The Souls of Black Folk*. Chapter 1. <http://xroads.virginia.edu/~HYPER/DUBOIS/ch01.html>
- 2.05 Adorno, Theodor W. "Education After Auschwitz." 1971. <http://paep.ca/doc/CIYL%20-%20Theodor%20Adorno%20-%20Education%20after%20Auschwitz.pdf>

**Other Suggestions:**

- 2.06 Spatscheck, Christian (2010). "Theodor W. Adorno on Education." *the encyclopaedia of informal education*. <http://infed.org/mobi/theodor-w-adorno-on-education/>

<b>Week 3: Civil Rights Movement</b>
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**Guiding Discussion Topics and Questions:**

We concentrate on key concepts and key actors of the Civil Rights movement, as it built on the Abolitionist movement and ideas of the American Renaissance, which saw the Abolitionist movement, the early women's liberation movement, and criticism of colonialism rise, and was situated around the time of the European 1848 revolutions. We start with Thoreau's legacy on Dr. King, reading texts capturing the urgency and the spirit not only of the times but of the issues.

**Activities:**

Text presentations

**Texts to be Presented:**

- 3.01 Thoreau, Henry David. "Resistance to Civil Government, or Civil Disobedience." 1848. <http://www.panarchy.org/thoreau/disobedience.1848.html>
- 3.02 King, Martin Luther, jr. "Letter from Birmingham Jail." [http://www.africa.upenn.edu/Articles\\_Gen/Letter\\_Birmingham.html](http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html)
- 3.03 Malcolm X. "The Ballot or the Bullet." 1964. <http://www.vlib.us/amdocs/texts/malcolmx0364.html>
- 3.04 Ellison, Ralph. "What America Would Be Like Without Blacks." *Time Magazine* 04/06/1970. <http://teachingamericanhistory.org/library/document/what-america-would-be-like-without-blacks/>
- 3.05 Alexie, Sherman. "How to Write the Great American Indian Novel." <http://www.poetryfoundation.org/poem/237270>
- 3.06 Chrystos. "Not Vanishing." 1988. <http://voices.cla.umn.edu/artistpages/chrystos.php>

**Other Suggestions (not mandatory):**

- 3.07 "Thoreau, Gandhi, and Martin Luther King, Jr.": <http://asiasociety.org/education/resources-schools/secondary-lesson-plans/thoreau-gandhi-and-martin-luther-king-jr>
- 3.08 Philip Glass Opera *Satyagraha*, interweaving stories from Mohandas Karamchand "Mahatma" Gandhi, Leo Tolstoy, Rabindranath Tagore, Martin Luther King jr., with words from the Bhagavad Gita (in Sanskrit): [http://en.wikipedia.org/wiki/Satyagraha\\_%28opera%29](http://en.wikipedia.org/wiki/Satyagraha_%28opera%29)

**Other Suggestions:**

*Should you find news articles, clips, something relevant to the course for analysis, please share that on the discussion board any time as a conversation starter!*

## **UNIT 2: SOCIAL AND CULTURAL CONSTRUCTIONS OF SOCIETY**

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The Civil Rights movement opened the door for a complete transformation of society. Segregation, racism, lynchings, strong KKK presences, denigration of women, extreme Native poverty, and a general sense of deserved white superiority were all amongst the notions under heavy critique and scrutiny. Emboldened by the liberating experiences of African-, Native and Latino Americans having fought in World War II, but returning to a land of segregation; women having worked in the factories during wartime, now about to be replaced again by man; and with an escalating Cold War (Korean War, Cuban Missile Crisis, Viet Nam War), the country was, as they say, at a crossroads if there ever was one. Fueled by the youthful image the first Catholic President exuded, by the tragedy of his death, and by the commitment of his successors, Lyndon Baynes Johnson, but also later Richard Milhouse Nixon, the country was seriously questioning its makeup in terms of race and gender. Such considerations have also inspired theory, and we will be reading about such reflections.

### **Week 4: Constructivism**

**Guiding Discussion Topics and Questions:**

What is Constructed? How far does constructivism reach?

Identify core issues of the texts assigned, and discuss them rigorously. These are all controversial, so intellectual critique is always invited.

**Activities:**

Text presentations

**Texts to be Presented:**

- 4.01 Smith, Barry, John Searle. "The Construction of Social Reality: An Exchange." *American Journal of Economics and Sociology*, 62:2 (2003): 285-309.  
<http://philpapers.org/archive/SMITCO-23.PDF>
- 4.02 Review of: Hacking, Ian. *The Social Construction of What?* Cambridge, MA, London: Harvard UP, 1999. <http://www.2think.org/hacking.shtml>
- 4.03 Appiah, Kwame Anthony. "Liberalism, Individuality, and Identity." *Critical Inquiry* 27:2 (Winter, 2001): 305-332.
- 4.04 McClintock, Anne. "The Angel of Progress: Pitfalls of the Term 'Post-Colonialism'" *Social text* 31/33 (1992): 84-98.

- 4.05 Said, Edward. *Orientalism*. New York: Vintage, 1979. Brief Excerpt: Definition. --- and Said, Edward. "Orientalism Reconsidered." *Race & Class* 27 (1985): 1-15.

**Other Suggestions:**

*Should you find news articles, clips, something relevant to the course for analysis, please share that on the discussion board any time as a conversation starter!*

**Week 5: The Private Is Public: Genders in Trouble?**

**Guiding Discussion Topics and Questions:**

Consider intersections of Race, Gender, Class and Age

Identify core issues of the texts assigned, and discuss them rigorously. These are all controversial, so intellectual critique is always invited.

**Activities:**

Text presentations

**Texts to be Presented:**

- 5.01 Fuller, Margaret. *The Great Lawsuit*. 1843. Excerpts.
- 5.02 De Beauvoir, Simone. "Introduction." In: *The Second Sex*. 1949. New York: Alfred Knopf, 1953. 11-18. <https://www.marxists.org/reference/subject/ethics/de-beauvoir/2nd-sex/introduction.htm>
- 5.03 De Beauvoir, Simone, Alice Jardine. "Interview with Simone de Beauvoir." *Signs* 5:2 (Winter 1979): 224-236. [http://www.iaphitalia.org/index.php?option=com\\_content&view=article&id=447:alice-jardine-interview-with-simone-de-beauvoir&catid=109:articoli&Itemid=336](http://www.iaphitalia.org/index.php?option=com_content&view=article&id=447:alice-jardine-interview-with-simone-de-beauvoir&catid=109:articoli&Itemid=336)
- 5.04 Friedan, Betty. "The Problem that Has No Name." Excerpt from: *The Feminine Mystique*. New York: W.W. Norton, 1963. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2920960/>
- 5.05 Sontag, Susan. "The Double-Standard of Aging." *Saturday Review of the Society* 09/29/1972. <http://www.unz.org/Pub/SaturdayRev-1972sep23-00029>
- 5.06 Butler, Judith. *Gender Trouble. Feminism and the Subversion of Identity*. London: Routledge, 1990. Chapter 1. <http://poetry.rapgenius.com/Judith-butler-gender-trouble-chapter-1-subjects-of-sex-gender-desire-iv-vi-annotated>

**Other Suggestions (not mandatory):**

- 5.07 Thurma, Judith. "Introduction to Simone de Beauvoir's 'The Second Sex'." <http://www.nytimes.com/2010/05/30/books/excerpt-introduction-second-sex.html?pagewanted=all&r=0>

- 5.08 Woolf, Virginia. "A Room of Her Own."  
<http://ebooks.adelaide.edu.au/w/woolf/virginia/w91r/index.html>
- 5.09 Movie, *The Hours* (2002, dir. Stephen Daldry). See  
<http://www.imdb.com/title/tt0274558/combined>
- 5.10 Movie, *Mona Lisa Smile* (2003, dir. Mike Newell). See  
<http://www.imdb.com/title/tt0304415/combined>

*Should you find news articles, clips, something relevant to the course for analysis, please share that on the discussion board any time as a conversation starter!*

***Response Paper "How Much of Social and Political Reality is Constructed?"  
due Monday of Week 5, by 8 PM PT  
via e-mail to philipp.kneis@oregonstate.edu***

### ***Week 6: Multiple Cultures***

#### ***Guiding Discussion Topics and Questions:***

How does constructivism affect how we understand the state? Do the categories of difference mentioned throughout, namely race, gender, age, class, all hold the same validity?

Identify core issues of the texts assigned, and discuss them rigorously. These are all controversial, so intellectual critique is always invited.

#### ***Activities:***

Text presentations

#### ***Texts to be Presented:***

- 6.01 Hollinger, David. "Postethnic Nationality and the Separatism of the Rich: A Response to Sheldon Hackney." *The Public Historian* 19:1 (Winter 1997): 23-28.
- 6.02 Schlesinger, Arthur M. *The Disuniting of America: Reflections on a Multicultural Society*. New York: Norton, 1998. 79-124.
- 6.03 Parekh, Bhikhu. *Rethinking Multiculturalism. 2nd Edition*. New York: Palgrave Macmillan, 2005. 196-238.
- 6.04 Michaels, Walter Benn. "Let Them Eat Diversity. Interview with Walter Benn Michaels." *Jacobin Magazine*, January 2011, <https://www.jacobinmag.com/2011/01/let-them-eat-diversity/>
- 6.05 Scalzi, John. "Being Poor." *Whatever*, 2005. <http://whatever.scalzi.com/2005/09/03/being-poor/>
- 6.06 McIntosh, Peggy. "White Privilege: Unpacking the Invisible Knapsack." *Independent School* (Winter 1990). <http://amptoons.com/blog/files/mcintosh.html>

### **Other Suggestions:**

Should you find news articles, clips, something relevant to the course for analysis, please share that on the discussion board any time as a conversation starter!

## **UNIT 3: INTERSECTING IDENTITIES**

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Identities are ideological constructions. Some of them can be seen as mainly influenced by the out-group; others are taken up by the in-group. This makes neither of them “true,” instead, they are ideological conceptions of how the world is supposed to be. However, in reality no body just possesses one single identity; many factors intersect in complex and various ways to make human beings be seen one way or the other. You could be a black male, or a black female; in both cases, the sex/gender component would severely modify your race component, simply spoken. And by the way, race is by biologists seen as a not scientifically sound idea, and the sex/gender construction considered earlier does not allow for easy answers either. Now, everything is connected to everything, and we will be reading texts that try to make sense out of that dilemma.

### **Week 7: New Global Identities? Globalization and Cosmopolitanism**

#### **Guiding Discussion Topics and Questions:**

Are there new global identities? Consider the theoretical impetus behind concepts versus processes of Globalization and Cosmopolitanism. Look out for intersectionalities again.

Identify core issues of the texts assigned, and discuss them rigorously. These are all controversial, so intellectual critique is always invited.

#### **Activities:**

Text presentations

#### **Texts to be Presented:**

- 7.01 Appiah, Kwame Anthony. “Cosmopolitan Patriots.” *Critical Inquiry* 23:3 (Spring 1997): 617-639.
- 7.02 Anzaldúa, Gloria. “Speaking in Tongues: A Letter to 3<sup>rd</sup> World Women Writers.” In: Moraga, Cherríe, Gloria Anzaldúa. *This Bridge Called My Back. Writings by Radical Women of Color*. New York: Kitchen Table, 1981. <http://wacfall12.files.wordpress.com/2012/10/this-bridge-speaking-in-tongues.pdf>
- 7.03 Stromquist, Nelly P. “Women’s Education in the Twenty-First Century: Balance and Prospects.” In: Arnove, Robert F., Carlos Alberto Torres, Ed. *Comparative Education: The Dialectic of the Global and the Local*. Oxford: Rowan and Littlefield, 1999. 179-205.
- 7.04 Youngberg, Quentin. “Interpenetrations: Re-encoding the Queer Indian in Sherman Alexie’s *The Business of Fancydancing*.” *Studies in American Indian Literature* 20:1 (Spring 2008): 55-75.

- 7.05 Hall, Stuart. "Cultural Identity and Diaspora," *Framework* (no. 36), 1989.  
<http://www.rlwclarke.net/Theory/PrimarySources/HallCulturalIdentityandDiaspora.pdf>
- 7.06 Lorde, Audre. "There Is No Hierarchy of Oppressions." In *Homophobia and Education*: New York: Council on Interracial Books for Children, 1983.  
<https://lgbt.ucsd.edu/education/oppressions.html>

***Other Suggestions:***

*Should you find news articles, clips, something relevant to the course for analysis, please share that on the discussion board any time as a conversation starter!*

## **UNIT 4: STUDENT RESEARCH**

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Finally, let us hear from you. You've burrowed through the theory, now it is time to look at maybe contemporary examples to apply your newly sharpened analytical tools to different kinds of information.

<b><i>Week 8: Recent Issues &amp; Cultural Expressions</i></b>
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***Guiding Discussion Topics and Questions:***

***Activities:***

Continue to identify examples to discuss and analyze, and share that process online

Class Discussion

***Read/watch 6 out of the following Texts/videos to be Presented (up to 2 presenters per text, depending on class size):***

- 8.01a Katy Perry, E.T., feat. Kanye West (2011)  
<http://www.youtube.com/watch?v=t5Sd5c4o9UM>
- 8.01b Rihanna, Pour It Up (2012)  
<http://www.youtube.com/watch?v=ehcVomMexkY>
- 8.01c Eminem, White America (2002)  
<http://www.youtube.com/watch?v=R6Q6bazfwrM>
- 8.02 Oprah Interview with Ice-T, 1990, <http://www.youtube.com/watch?v=5f0-KzW1YXw>
- 8.03 Dave Chappelle, "Clayton Bigsby, The Black White Supremacist" (2003),  
<http://www.ebaumsworld.com/video/watch/82404406/>  
 (very explicit)
- 8.04 Rodger, Elliot. *My Twisted World*. Excerpts. (very controversial)
- 8.05 Interview with Stuart Hall, BBC Radio 4, Wed 16 Mar, 2011.  
<http://www.bbc.co.uk/programmes/b00zfkfn>

- 8.06 Valenti, Jessica. "Punching Gloria Steinem: inside the bizarre world of anti-feminist women." *The Guardian*. July 7, 2014.  
<http://www.theguardian.com/commentisfree/2014/jul/07/anti-feminist-women-hobby-lobby-decision-great#start-of-comments>
- 8.07 Hatfield, Elizabeth Fish. "What it Means to Be a Man': Examining Hegemonic Masculinity in Two and a Half Men." *Communication, Culture & Critique* 3 (2010): 526–548.
- 8.08 Kneis, Philipp. "Barbarians at the Gate: (Ig)Noble Savages and Manifest Destiny at the Final Frontier." In: Antje Dallmann, Reinhard Isensee, Philipp Kneis (Eds.) *Envisioning American Utopias. Fictions of Science and Politics in Literature and Visual Culture*. Frankfurt: Peter Lang, 2011. 103–128.
- 8.09 Beyer, Sandra. "A Utopia for Conservatives and Real Men: Sexual Politics and Gendered Relations in *Star Trek*." In: Antje Dallmann, Reinhard Isensee, Philipp Kneis (Eds.) *Envisioning American Utopias. Fictions of Science and Politics in Literature and Visual Culture*. Frankfurt: Peter Lang, 2011. 143–162.
- 8.10 Mizejewski, Linda. "Feminism, Postfeminism, Liz Lemonism. Comedy and Gender Politics on *30 Rock*." *Genders OnLine Journal* 55 (2012). [www.genders.org/g55/g55\\_mizejewski.html](http://www.genders.org/g55/g55_mizejewski.html) (Retrieved 2013/11/24).
- 8.11 Chaddha, Anmol, William Julius Wilson. "Way Down in the Hole': Systemic Urban Inequality and *The Wire*." *Critical Inquiry* 38:1 (2011): 1–23.

### **Week 9: Research Presentations**

#### **Activities:**

Present your own research anytime this week

Continue with the discussion

### **Week 10: Own Research for Paper (Dead Week)**

#### **Activities:**

Write your paper

Continue with the discussion

### **Week 11: Submit Your Paper (Finals Week)**

#### **Activity:**

**Final Research Paper Due Monday of Finals Week, by PM PT  
 via e-mail to [philipp.kneis@oregonstate.edu](mailto:philipp.kneis@oregonstate.edu)**

## 4. Bibliography of Required Texts

There is no textbook required for class. Instead, we will be reading original source texts and academic articles, as listed below.

- 3.07 Anon. "Thoreau, Gandhi, and Martin Luther King, Jr.": <http://asiasociety.org/education/resources-schools/secondary-lesson-plans/thoreau-gandhi-and-martin-luther-king-jr>
- 2.05 Adorno, Theodor W. "Education After Auschwitz." 1971. <http://paep.ca/doc/CIYL%20-%20Theodor%20Adorno%20-%20Education%20after%20Auschwitz.pdf>
- 3.05 Alexie, Sherman. "How to Writ the Great American Indian Novel." <http://www.poetryfoundation.org/poem/237270>
- 7.02 Anzaldúa, Gloria. "Speaking in Tongues: A Letter to 3<sup>rd</sup> World Women Writers." In: Moraga, Cherríe, Gloria Anzaldúa. *This Bridge Called My Back. Writings by Radical Women of Color*. New York: Kitchen Table, 1981. <http://wacfall12.files.wordpress.com/2012/10/this-bridge-speaking-in-tongues.pdf>
- 1.05 Arendt, Hannah . "Organized Guilt and Universal Responsibility." In: Peter Behr, Ed. *The Portable Hannah Arendt*. 1945. London: Penguin, 2000. 146-156. <http://home.earthlink.net/~lstenmark/Hum2B/ArendtOrgGuilt.pdf>
- 4.03 Appiah, Kwame Anthony. "Liberalism, Individuality, and Identity." *Critical Inquiry* 27:2 (Winter, 2001): 305-332.
- 7.01 Appiah, Kwame Anthony. "Cosmopolitan Patriots." *Critical Inquiry* 23:3 (Spring 1997): 617-639.
- 5.02 De Beauvoir, Simone. "Introduction." In: *The Second Sex*. 1949. New York: Alfred Knopf, 1953. 11-18. <https://www.marxists.org/reference/subject/ethics/de-beauvoir/2nd-sex/introduction.htm>
- 5.03 De Beauvoir, Simone, Alice Jardine. "Interview with Simone de Beauvoir." *Signs* 5:2 (Winter 1979): 224-236. [http://www.iaphitalia.org/index.php?option=com\\_content&view=article&id=447:alice-jardine-interview-with-simone-de-beauvoir&catid=109:articoli&Itemid=336](http://www.iaphitalia.org/index.php?option=com_content&view=article&id=447:alice-jardine-interview-with-simone-de-beauvoir&catid=109:articoli&Itemid=336)
- 8.09 Beyer, Sandra. "A Utopia for Conservatives and Real Men: Sexual Politics and Gendered Relations in *Star Trek*." In: Antje Dallmann, Reinhard Isensee, Philipp Kneis (Eds.) *Envisioning American Utopias. Fictions of Science and Politics in Literature and Visual Culture*. Frankfurt: Peter Lang, 2011. 143-162.
- 2.02 Bordewich, Fergus M. *Killing the White Man's Indian: Reinventing Native Americans at the End of the Twentieth Century*. New York: Anchor Books, 1996. 25-59.
- 5.06 Butler, Judith. *Gender Trouble. Feminism and the Subversion of Identity*. London: Routledge, 1990. Chapter 1. <http://poetry.rapgenius.com/Judith-butler-gender-trouble-chapter-1-subjects-of-sex-gender-desire-iv-vi-annotated>
- 8.11 Chaddha, Anmol, William Julius Wilson. "'Way Down in the Hole': Systemic Urban Inequality and The Wire." *Critical Inquiry* 38:1 (2011): 1-23.
- 3.06 Chrystos. "Not Vanishing." 1988. <http://voices.cla.umn.edu/artistpages/chrystos.php>
- 2.04 Du Bois, W.E.B. *The Souls of Black Folk. Chapter 1*. <http://xroads.virginia.edu/~HYPER/DUBOIS/ch01.html>
- 3.04 Ellison, Ralph. "What America Would Be Like Without Blacks." *Time Magazine* 04/06/1970. <http://teachingamericanhistory.org/library/document/what-america-would-be-like-without-blacks/>
- 5.04 Friedan, Betty. "The Problem that Has No Name." Excerpt from: *The Feminine Mystique*. New York: W.W. Norton, 1963. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2920960/>
- 5.01 Fuller, Margaret. *The Great Lawsuit*. 1843. Excerpts.
- 2.03 Garrison, William Lloyd. Preface. In: *Narrative of Frederick Douglas, an American Slave*. 1845. [http://www.gutenberg.org/files/23/23-h/23-h.htm#link2H\\_PREF](http://www.gutenberg.org/files/23/23-h/23-h.htm#link2H_PREF) (you may also, of course, read parts of the Narrative itself!)
- 3.08 Glass, Philip. Opera *Satyagraha* . New York, 1979. [http://en.wikipedia.org/wiki/Satyagraha\\_%28opera%29](http://en.wikipedia.org/wiki/Satyagraha_%28opera%29)

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- 5.05 Sontag, Susan. "The Double-Standard of Aging." *Saturday Review of the Society* 09/29/1972. <http://www.unz.org/Pub/SaturdayRev-1972sep23-00029>

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- 7.03 Stromquist, Nelly P. "Women's Education in the Twenty-First Century: Balance and Prospects." In: Arnove, Robert F., Carlos Alberto Torres, Ed. *Comparative Education: The Dialectic of the Global and the Local*. Oxford: Rowan and Littlefield, 1999. 179-205.
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- 3.01 Thoreau, Henry David. "Resistance to Civil Government, or Civil Disobedience." 1848. <http://www.panarchy.org/thoreau/disobedience.1848.html>
- 8.06 Valenti, Jessica. "Punching Gloria Steinem: inside the bizarre world of anti-feminist women." *The Guardian*. July 7, 2014. <http://www.theguardian.com/commentisfree/2014/jul/07/anti-feminist-women-hobby-lobby-decision-great#start-of-comments>
- 7.04 Youngberg, Quentin. "Interpenetrations: Re-encoding the Queer Indian in Sherman Alexie's *The Business of Fancydancing*." *Studies in American Indian Literature* 20:1 (Spring 2008): 55-75.

### Non-Scholarly Video Materials Not Listed Above:

- 8.01 Katy Perry, E.T., feat. Kanye West (2011)  
<http://www.youtube.com/watch?v=t5Sd5c4o9UM>
- Rihanna, Pour It Up (2012)  
<http://www.youtube.com/watch?v=ehcVomMexkY>
- Eminem, White America (2002)  
<http://www.youtube.com/watch?v=R6Q6bazfwrM>
- 8.02 Oprah Interview with Ice-T, 1990, <http://www.youtube.com/watch?v=5f0-KzW1YXw>
- 8.03 Dave Chappelle, "Clayton Bigsby, The Black White Supremacist" (2003),  
<http://www.ebaumsworld.com/video/watch/82404406/>  
(very explicit)

## 5. Course Assignments and Grading

### General Remarks:

- All these assignments are submitted in writing. The two presentations have to be submitted to the entire class via the discussion forum (upload as PDF if possible), the response and research paper are only sent to the instructor via e-mail (if you do not receive a confirmation that I have received it within 2 business days, please tell me).
- You are expected to use correct English. If there too many mistakes, text understanding may suffer, and you may also be downgraded for complexity. Perform a spell-check (not just via the computer!).
- Text formatting for **all** assignments except discussion posts: 12 point Times, 1.5-spaced, 1 in. margins. Include your name, assignment type, and date in the first line, second line title in bold, one free line, then the text, then works cited, such as:

Name, First Name: Text Presentation, MM/DD/YYYY
<b>Title of Your Presentation (either a topical title, or "Presentation on the Text by N.N.")</b>
Text (of the length specified)
<b>Works Cited</b>
List the works you cited, either APA or MLA style

- Pages have to be numbered.

### Researching Articles and Books:

- Any materials you find for use in your own research should be coming from academic journals or books. You may also use original sources (media examples), but need to find 2 research articles minimum.
- Research articles or books are basically distinguished from other materials in that they do not primarily focus on exposition but on analysis, and on commenting on other research. The articles chosen for this class are supposed to serve as examples.
- You can find such materials, for instance, through the use of Google Scholar (<http://scholar.google.com>). Library catalogs will be available to you as well.
- News sources and statistics can be used – but only to supplement research articles, not to replace them.
- Internet sources are good if they are of a scholarly nature.
- Wikipedia can be a good starting point for research – it is never its ultimate end!

## Explanation of individual assignments:

- 1) **Presentation of an assigned text (5 points / 10%).** In the beginning of the quarter, the texts will be distributed amongst all participants. The presentation should introduce the main arguments of the text and briefly explain the historical background. The length of the presentation should be **approx. 1 page of text**. Presenters will then also be responsible for facilitating the class discourse by being the experts on the text. Whether you are presenting or not, **everybody is required to read all the texts**, unless they are marked as additional.

**Text Presentation Due Date:** in the first half of the assigned week

**Delivery:** to be posted in the discussion forum

### ***Additional Guidelines:***

- You are the expert on the text. You can assume everyone else has read the text as well (they should). Nevertheless, recap the major arguments of the text.
- None of the texts holds absolute truth. All of them are written from a specific point of view, with which you may agree or disagree. If you voice any such judgment, you need to provide reasons.
- Prepare up to 2 questions for class discussion.
- For general remarks, see the presentation guidelines in Appendix I, page 21.

### ***Grading: 5 points total***

- complexity of the argument (3 points)
- correct rendition of the text's argument (½ point)
- correct citations (½ point)
- clarity and correctness of writing (½ point)
- handling your responses to questions in the discussion (½ point)

- 2) **Response Paper on the topic of "How Much of Social and Political Reality is Constructed?" (10 points / 20%).** This is an opinion piece which is based upon the seminar readings and discussions. You are supposed to develop a thesis in the beginning, and then develop arguments in support of the thesis, but also hint at possible counterarguments. You do not need to find additional research articles or books. Standard citation methods apply. The paper should be **approx. 2 pages** of text (12 point Times, 1.5-spaced, 1 in. margins) plus bibliography.

**Response Paper Due Date:** **Monday of Week 5, by 8 PM PT**

**Delivery:** via e-mail to philipp.kneis@oregonstate.edu

### ***Grading: 10 points total***

- 5 points for complexity of the argument
- 2 points for correct bibliography and correct citation (choose either MLA or APA, see Appendices II and III, page 24, and stick to one method throughout your paper).
- 1 point each for: spelling and language; structure; formal criteria (formatting, length, etc.)

### ***Penalties for turning it in later:***

- Turning in the assignment late: -1 point per day
- if you turn it in on the same day but later, -½ a point

- 3) **Research Presentation (10 points / 20%).** Students will present a topic of their own choice to the entire class. The presentation should be **2 pages of text and a PowerPoint (up to 10 slides)**. The presentation should ideally be a preparation for the final research paper. You are expected to find 3 scholarly sources for your research that are not part of the assigned reading in class.

**Research Presentation Due Date:** in the first half of the Week 9

**Delivery:** to be posted in the discussion forum

**Additional Guidelines:**

- Find your own topic, and discuss it with the instructor in beforehand via e-mail.
- Find a minimum of 3 new scholarly articles for your research.
- Justify why you think your topic is of relevance.
- Put your own topic into its proper historical and/or political context.
- Structure your argument clearly.
- Prepare up to 3 questions for class discussion.
- For general remarks, see the presentation guidelines in Appendix I, page 21.

**Grading: 10 points total**

- complexity of the argument (5 points)
- correct rendition of the your argument (1 point)
- additional scholarly sources (3 points)
- clarity and correctness of writing (½ point)
- handling your responses to questions in the discussion (½ point)

- 4) **Final Research Paper on a topic of your own choice (15 points / 30%).** This research paper can be based on the preceding research presentation. Unlike the response paper, your focus has to be on analysis rather than on opinion. You are supposed to develop a thesis in the beginning, and then develop arguments in support of the thesis, but also hint at possible counterarguments. You need to use at least 2 of the texts discussed throughout the seminar, and to find at least 3 additional scholarly research articles or books. Standard citation methods apply. The paper should be a minimum of **5 pages of text**, no more than 6 (12 point Times, 1.5-spaced, 1 in. margins) plus bibliography in addition to the allotted pages.

**Final Research Paper Due Date:** **Monday of Finals Week, by 8 PM PT**

**Delivery:** via e-mail to philipp.kneis@oregonstate.edu

**Grading: 15 points total**

- 5 points for complexity of the argument
- 2 points for correct bibliography and correct citation (choose either MLA or APA, see Appendices II and III, page 24, and stick to one method throughout your paper).
- 1 point each for: spelling and language; structure; formal criteria (formatting, length, etc.)
- 1 point per cited article or book that was assigned for class (min. 2 articles or books, max. 2 points)
- 1 point per cited article or book that you individually researched (min. 3 articles or books, max. 3 points)

**Penalties for turning it in later:**

- Turning in the assignment late: -1 point per day
- if you turn it in on the same day but later, -½ a point

5) **Discussion Board (10 points / 20%).** Students will have to participate regularly in the Blackboard discussion board.

**Additional Guidelines:**

- Introduce yourself initially to Blackboard by saying who you are, what your study interests are, and whatever else you would like people to know about yourself.
- Discussions will be graded in terms of frequency of participation and quality of your contributions. Students need to participate on at least 2-3 days per week.
- You then need to write **at least 10 posts for blackboard of substantial length and quality.** Quality posts are those that are substantial in content and indicate that the student is engaged with the course readings and content (i.e. posts are not “off the top of your head,” but rather demonstrate that you have completed and understood the course readings). Such post cannot just be brief responses of twitter length, or a mere link, but have to be contributions for discussion of at least 2 paragraphs of length which open up a possible discussion topic and/or discuss or introduce a topic and/or provide a thoughtful response to a post opened by someone else earlier.
- You are also expected to respond in other ways, by briefly commenting on other people’s comments.
- Posts will not be graded in content, as they are part of the class conversation – only in frequency substance.

**Grading: 10 points total**

- 1 point per post, but only a maximum of 10 points

## 6. Final Grade Distribution

Maximum possible points: 50 points

- Text Presentation: 5 points
- Research Presentation: 10 points
- Response Paper: 10 points
- Research Paper: 15 points
- Longer Posts: 10 points

<b>A</b>	95% to under or equal	100%	47.5 to under or equal	50 points
<b>A-</b>	90% to under	95%	45 to under	47.5 points
<b>B+</b>	87% to under	90%	43.5 to under	45 points
<b>B</b>	83% to under	87%	41.5 to under	43.5 points
<b>B-</b>	80% to under	83%	40 to under	41.5 points
<b>C+</b>	77% to under	80%	38.5 to under	40 points
<b>C</b>	73% to under	77%	36.5 to under	38.5 points
<b>C-</b>	70% to under	73%	35 to under	36.5 points
<b>D+</b>	67% to under	70%	33.5 to under	35 points
<b>D</b>	63% to under	67%	31.5 to under	33.5 points
<b>D-</b>	60% to under	63%	30 to under	31.5 points
<b>F</b>	0% to under	60%	0 to under	30 points

## 7. Student Learning Outcomes

### 7.1. General Learning Outcomes, as aligned with Political Science Learning Outcomes

Students who take this course will be able to

- Identify and analyze the central issues relevant to the social construction of gender, race, age, and class. This includes knowledge in political science theory and cultural studies, and is measured through coursework (PS LO # 2+3)
- Accumulate, contextualize and critically interpret relevant theory and knowledge with an interdisciplinary outlook by utilizing methods and approaches applicable to the disciplines of political science and cultural studies. (PS LO # 1+3)
- Recognize the necessity to theorize culture and politics and to apply different theoretical models to different circumstances. (PS LO # 2+3)
- Express the basic argument of a scholarly text and use it as a resource (PS LO # 4)
- Work collaboratively and collegially, by sharing ideas and analyses in a respectful but critical and mutually enriching manner (PS LO # 4)
- Develop own scholarly approaches to a topic, to conduct own research and communicate information in written and presentation format (PS LO # 4)
- Conduct serious and original research by following ethical guidelines (PS LO # 4)

(PS Learning Outcomes: <http://oregonstate.edu/cla/polisci/political-science-learning-outcomes>)

### 7.2. Bacc Core Learning Outcomes for Synthesis

Successful completion of this course partially fulfills OSU's Baccalaureate Core course requirements in the following Synthesis subcategory:

#### ***Difference, Power, and Discrimination (DPD)***

1. Explain how difference is socially constructed
2. Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination
3. Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.

#### ***Course Requirements/Evaluation of Student Performance***

The student learning and Bacc Core Learning outcomes will be achieved and assessed through the following activities and assessments:

- Presentation of an assigned text (Text Presentation)
- Completion of a Response Paper
- Completion of a Research Paper
- Presentation of research (Research Presentation)
- Participation in discussion forums (Discussions)

## 8. Course Policy

- **Regular participation** in the online discussions and class activities is mandatory. Students should be prepared to log in to participate in the online course on at least two days per week, starting no later than Wednesday each week. They are required to read all course materials, and to also conduct further research on their own.
- If for whatever reason you cannot complete assignments on time, please **let me know in advance if problems arise**, and we will work together to find a solution.
- A seminar thrives on the regular participation of every single member of the group. You are expected to participate actively in the discussions, and you should feel free to do so. **This is a place to learn, not a place to be perfect.** You do not need to be intimidated. Everyone is in the same boat.
- **Respect your fellow students.**
- If somebody makes a mistake, be patient and understanding. Focus any **critique** on the argument and the issue, not about the person.
- People are indeed able to **see things differently**, even though they have the same facts.
- During the course there may be some unforeseen circumstances which arise that alter the schedule below. In this case it will be YOUR responsibility to **monitor announcements** to find out what those adjustments might be.
- This is a **living syllabus**, it may be subject to change.
- If you are experiencing problems with this course, its content, the readings, my teaching style, I strongly encourage you to **raise your concerns at the earliest possible moment via e-mail, or by appointment** also via phone, Skype, or in person if possible.
- To fully understand **student conduct expectations** (definitions and consequences of plagiarism, cheating, etc.), see [oregonstate.edu/studentconduct/offenses](http://oregonstate.edu/studentconduct/offenses).
- Language skills should not distract from your message. I do not grade language and style per se, but if writing mistakes distract too much from your argument, so that any reasonable reader would have difficulties understanding it, your grade may be affected. Writing is difficult for everyone, and takes years of practice and skill. Feel free to ask for help if you feel that your writing needs improvement. The **Writing Center** provides students with a free consulting service for their writing assignments, see <http://cwl.oregonstate.edu/owl.php>.
- In the case that I feel **attendance and reading progress** are below reasonable expectations, I reserve the right to do a quiz in order to check on reading progress. These would have 2 questions. If every question is answered correctly, your total point balance will be unaffected. Any question answered wrongly (or not at all) will downgrade your total points by -0.25 points. You can avoid such tests if everybody attends regularly, participates actively, and does their reading.

## 9. General Argumentation Rules (for Presentations and Papers)

- If you refer to somebody or a text, always provide a detailed source. Never say “As Aristotle has said, ...” but provide a concrete source. You will find that many quotes are continually misattributed. Do the research.
- Be respectful of others’ opinions and arguments, no matter how harshly you may disagree. Any criticism must be aimed at the argument or subject matter (“*argumentum ad rem*”), not at the person (“*argumentum ad hominem*”).
- If you disagree with a certain position, make sure you represent it accurately in all its scope, and not as a distorted caricature (“straw man argument”).
- Base your argument on a solid database, not just on your own experiences or things you have heard (“anecdotal evidence”).
- Just because a famous or influential person made a certain argument, does not automatically provide it with legitimacy (“argument from authority”).
- Just because something occurs in nature, does not make it good (“naturalistic fallacy”).
- See also: [www.fallacyfiles.org](http://www.fallacyfiles.org)

## 10. Students with Disabilities

Oregon State University is committed to student success; however, we do not require students to use accommodations nor will we provide them unless they are requested by the student. The student, as a legal adult, is responsible to request appropriate accommodations. The student must take the lead in applying to Disability Access Services (DAS) and submit requests for accommodations each term through DAS Online. OSU students apply to DAS and request accommodations at our [Getting Started with DAS](http://ds.oregonstate.edu/getting-started-das) page at <http://ds.oregonstate.edu/getting-started-das>).

## 11. Student Conduct

Please review and adhere to the Expectations for Student Conduct, as posted on [oregonstate.edu/studentconduct/offenses](http://oregonstate.edu/studentconduct/offenses).

## 12. Appendix I: Presentation Guidelines

### 12.1. When Introducing a Text

*These questions need not be answered verbatim or in that order– but address them or be kept in mind.*

- What is it about?
- Who is the author? (relevant if important person of history -- but no extended biographies)
- What is the context?
- What is the line of argument?
- What are the theoretical assumptions? Does the text speak to a specific school of thought?
- How is it written? What can you derive from the structure of the text?
- How was it perceived? What has it achieved? (relevant if this text is a historical source or has had a deep impact on a field of research)
- Provide own evaluations and analysis, briefly.

### 12.2. When Presenting Your Own Analysis or Argument

*These questions need not be answered verbatim or in that order– but address them or be kept in mind.*

- Be transparent: name your sources, provide a handout with a bibliography and a structure of your presentation.
- Provide a clear line of argument
- Prefer analysis over opinion, personal experiences and anecdotal knowledge
- Be clear to differentiate between your own analysis and someone else's.

### 12.3. Q&A Rules

- Welcome critique as an opportunity to better yourself.
- When critiquing others, aim the argument at the issue, not the person, and remain respectful.
- When you don't know what to answer, offer to follow up with them later -- don't improvise.

### 12.4. General Presentation Rules

- Everybody is nervous. EVERYBODY.
- Everybody makes mistakes.
- Preparation always helps.
- Practice.
- A class presentation is supposed to help you to learn, you are not expected to be perfect.

#### 12.4.1. Content

- The presentation is not about you. It is about the content.

#### 12.4.2. Structure

- You are *communicating*, not talking *at* somebody.
- Make sure you do everything to get your message across in the short time you have.
- Tell them what you're about to tell them. -- Tell them. -- Tell them what you've just told them.
- Intelligent redundancy is good.
- Patronizing is bad.

#### 12.4.3. Modes of Presenting

- Do what you feel is most comfortable to you.
- Talk loudly and clearly.
- Make eye contact as much as possible.
- Provide a handout with your most important points, central quotes or data (brief!), works cited, and your contact information.

*Reading out a written text:*

- pro: safety, you tend to forget less, you can formulate better
- contra: inflexible, less communicative

*Speaking freely (without notes):*

- pro: flexible, can adapt to audience quickly, communicative
- contra: needs experience, you may forget things, imperfect formulations
- you may compensate with a handout

*Speaking freely with notes*

- possibly best of both worlds
- you may even write an introduction & a closing to read out

**12.4.4. Time**

- Time yourself. You have limited time allotted. Test out your presentation beforehand; then add 2-3 minutes. You will always take longer than planned.
- Provide a handout collating your most important findings, central quotes, a bibliography, and your contact information. If you forget to say something important in the presentation, it'll be there.

**12.4.5. Technology**

- Use technology only if necessary.
- Only use technology that you know how to handle.
- Be sure to have reliable equipment. If possible, bring your own computer. Apple computer owners: bring an adapter cable for VGA. Assume no HDMI compatibility.
- Make backups of your presentation. Make a backup of the backup.
- Be only as fancy as absolutely necessary. Anything flashy that distracts from your message can go.
- Sometimes, a blackboard is enough.
- A paper handout may substitute or supplement a visual presentation. It gives people something to take away.
- Be prepared for tech to break down.

**12.4.6. Attire**

- Appear professional. This is work, it should look like that. Respect your audience.
- There will always be a question from the audience you won't like. Be cordial. Admit if you don't know something; promise to get back with more information.
- Know how to react: "Never answer the question that is asked of you. Answer the question that you wish had been asked of you." (Robert S. McNamara, *The Fog of War*, 87:11-87:19)

**12.4.7. Remember Murphy's Law**

- Nothing is as easy as it seems. -- Everything takes longer than expected. -- And if something can go wrong it will, -- at the worst possible moment.
- Well, hopefully not. But be prepared anyway. Presentations are always a test of how to react to unforeseen circumstances, and the more you practice, the more experienced you'll be. Good luck!

**12.5. Netiquette: How to Present Yourself Online**

- Always remember you are still talking to human beings – it is very easy to lose sight of that online.
- Try to build community with your fellow students by being active in the discussion, by responding to their posts, and by taking part in the Q&A peer critique process after uploaded assignments.
- Check your spelling --- mistakes in writing are unnecessary distractions from what you want to say.
- Name your sources.
- Be concise but substantial. Remember that people tend to read in an F-pattern online: first paragraphs are read, then beginnings oftentimes just scanned (sadly). Make it interesting.

### 13. Appendix II: Citation Guide MLA

You can use MLA or APA style for citations, see: [owl.english.purdue.edu/owl/resource/560/01](http://owl.english.purdue.edu/owl/resource/560/01). The major rules MLA style are summarized here, as follows:

#### Page/font format:

- Font Size 12 pt (use a normal system font like Times New Roman, Arial, Cambria, etc.)
- Line spacing 1.5
- Footnotes: 10 pt, Line spacing 1
- Indent quotations longer than 3 lines, with 10 pt size font
- Mark omitted parts of a quotation with squared brackets to distinguish them from possible (round) brackets within the quotation:

*"Falling Down* is a smart film, but it struggles [...] to convince viewers that [the hero] represents an ultimately (mythologically) redundant model of white masculinity." (Kennedy 2000: 122)

#### Bibliographical reference in parentheses (Author Year: Page):

Blabla blabla (Soja 1989: 37).

When Works Cited holds more than one title of the same author and from the same year, specify text by adding letters to the publication date:

Blabla blabla (Soja 1989a: 37).

Blabla blabla (Soja 1989b: 1).

**Footnotes** should be used only for further comments, not as bibliographical reference.

The **Works Cited** appears at the end of your paper. The format is the following:

#### For articles in collective volumes:

Name, First Name. "Article". In: Name, First Name, ed. *Larger Volume*. Publishing Place: Publishing House, Year. Pages.

e.g. Kennedy, Liam. "Paranoid Spatiality: Postmodern Urbanism and American Cinema." In: Balshaw Maria, Liam Kennedy, eds. *Urban Space and Representation*. London: Pluto, 2000. 116-30.

(use ed. for one Editor, eds. for multiple Editors)

#### For articles in journals or magazines:

Name, First Name. "Article". *Magazine Title*. Magazine Number (Year): Pages.

e.g. Foucault, Michel. "Of Other Spaces." *Diacritics* 16.1 (1986): 22-27.

#### For monographs:

Name, First Name. *Larger Volume*. Publishing Place: Publishing House, Year. Pages.

e.g. Soja, Edward. *Postmodern Geographies: The Reassertion of Space in Critical Social Theory*. London: Verso, 1989.

**For internet articles:** Name, First Name. "Article." *Main Web Site Title*. URL. Retrieved MM/DD/YYYY.

(or variations, such as organization name or alias in the first place, depending on nature of the web site)

e.g. Edmunds, R. David. "The US-Mexican War: A Major Watershed." *PBS*. [pbs.org/kera/usmexicanwar/war/major\\_watershed.html](http://pbs.org/kera/usmexicanwar/war/major_watershed.html). Retrieved 09/01/2009.

e.g. World Health Organization (WHO). *Active Ageing: A Policy Framework*. Geneva: WHO, 2002. [who.int/ageing/publications/active/en](http://who.int/ageing/publications/active/en). Retrieved 08/25/2011.

*Some publication guides say you do not need to list the URL any more – I require you to do this nevertheless.*

## 14. Appendix III: Citation Guide APA

You can use MLA or APA style for citations, see: [owl.english.purdue.edu/owl/resource/560/01](http://owl.english.purdue.edu/owl/resource/560/01). The major rules for APA style are summarized here, as follows:

### Page/font format:

- Font Size 12 pt (use a normal system font like Times New Roman, Arial, Cambria, etc.)
- Line spacing 1.5
- Footnotes: 10 pt, Line spacing 1
- Indent quotations longer than 3 lines, with 10 pt size font
- Mark omitted parts of a quotation with [squared] brackets to distinguish them from possible (round) brackets within the quotation:

*"Falling Down* is a smart film, but it struggles [...] to convince viewers that [the hero] represents an ultimately (mythologically) redundant model of white masculinity." (Kennedy, 2000, p. 122)

### Bibliographical reference in parentheses (Author Year: Page):

Blabla blabla (Soja, 1989, p. 37).

When Works Cited holds more than one title of the same author and from the same year, specify text by adding letters to the publication date:

Blabla blabla (Soja, 1989a, p. 37).

Blabla blabla (Soja, 1989b, p.1).

**Footnotes** should be used only for further comments, not as bibliographical reference.

The **Works Cited** appears at the end of your paper. The format is the following:

### For articles in collective volumes:

Name, First Name. (Year). Article. In: Editor1FirstName Editor1LastName & Editor2FirstName Editor2LastName Editor (Eds.). *Larger Volume* (pages of chapter). Publishing Place: Publishing House.

e.g. Kennedy, Liam. (2000). Paranoid Spatiality: Postmodern Urbanism and American Cinema. In: Balshaw Maria & Liam Kennedy (Eds.). *Urban Space and Representation* (pp. 116-30). London: Pluto.

(use Ed. for one Editor, Eds. for multiple Editors)

### For articles in journals or magazines:

Name, First Name. (Year). Article. *Magazine Title*. Magazine Number, Pages.

e.g. Foucault, Michel. (1986). Of Other Spaces. *Diacritics* 16.1, 22-27.

### For monographs:

Name, First Name. (Year). *Larger Volume*. Publishing Place: Publishing House. Pages.

e.g. Soja, Edward. (1989). *Postmodern Geographies: The Reassertion of Space in Critical Social Theory*. London: Verso.

**For internet articles:** Name, First Name. (Date of Publication). Article. *Main Web Site Title*. Retrieved from URL on MM/DD/YYYY.

(or variations, such as organization name or alias in the first place, depending on nature of the web site)

e.g. Edmunds, R. David. (n.d.). "The US-Mexican War: A Major Watershed." *PBS*. Retrieved from [pbs.org/kera/usmexicanwar/war/major\\_watershed.html](http://pbs.org/kera/usmexicanwar/war/major_watershed.html) on 09/01/2009.

e.g. World Health Organization. (2002). *Active Ageing: A Policy Framework*. Geneva: WHO. Retrieved from [who.int/ageing/publications/active/en](http://who.int/ageing/publications/active/en) on 08/25/2011.

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