

SYLLABUS

AT HOME IN THE WORLD? THE POLITICS OF GLOBAL CITIZENSHIP

HONORS COLLEGE: SPRING 2022, REMOTE DELIVERY

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Syllabus Version 1.0 – 03/27/2022 – living syllabus / subject to change

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1. COURSE INTRODUCTION

Multiple crises are challenging every single country on the planet and with it the global order. Most recently, both Climate Change and the Coronavirus pandemic have shown that the global and the local need to be considered together, and that after years of an increased focus on the national level, a more global perspective is needed. We are also seeing the very concepts of democracy and democratic citizenship and participation under attack. As a consequence, this requires every person on the planet to see themselves as citizens of a world that needs cooperation rather than division.

Throughout the course, we will explore key concepts of global cultural studies and political theory such as cosmopolitanism, post-colonialism, mobility, migration, and human rights. In their own research, students will be able to apply the theoretical perspectives introduced in the readings to practical problems in international politics and policy.

2. SIMPLIFIED SYLLABUS FOR OVERVIEW – DETAILS BELOW

UNIT I: COSMOPOLITANISM

❖ **Assignment 1: Discussion Forum (ongoing, all weeks)**

❖ **Assignment 2: Presentation of Assigned Text (as per sign-up sheet)**

Week 1: Introduction. Texts by Samuel Huntington and K. Anthony Appiah.

Week 2: Sovereignty and The End of History. Texts by Francis Fukuyama, Fareed Zakaria and Stephen Krasner.

Week 3: Cosmopolitanism. Texts by Anthony Appiah, Seyla Benhabib, John Micklethwait & Adrian Wooldridge.

UNIT III: HUMAN RIGHTS & MOBILITY

Week 4: Mobility. Texts by Hannah Arendt, Patrick Hayden & Natasha Saunders, Rüdiger Kunow, Stephen Greenblatt and Homi Bhabha.

Week 5: Postcolonial Perspectives. Texts by Stuart Hall, Dipesh Chakrabarty, Jay Maggio, Gayatri Spivak, Patrick Wolfe, and Diana Lary.

❖ **Assignment 3: Response Essay Due**

Week 6: Human Rights. Texts by Paul Gilroy.

UNIT IV: GLOBAL KNOWLEDGE & JUSTICE

Week 7: Cosmopolitan Justice. Texts by Will Kymlicka, Audre Lorde, Hannah Arendt, Paul Chappell, Donald Brown and Wendell Bell.

Week 8: Epistemology. Texts by Walter Mignolo, Sylvia Wynter, Theodor Adorno and Linda Tuhiwai Smith.

UNIT V: STUDENT RESEARCH

Week 9: Student Research Discussion

Week 10: Student Presentations (longer session, if possible)

❖ **Assignment 4: Research Presentation**

❖ **Assignment 5: Research Paper Due Friday of Week 11, March 19**

3. COURSE PHILOSOPHY & POLICIES

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. **Assignments** in this class are meant to develop student research, and critical reflection and discussion of the topic. Students are required to conduct own research and participate actively in the discussion in order to create a peer learning community.

General Guidelines:

- You are required to **read this syllabus in full**. Please direct any questions directly to the instructor in person or via e-mail. Please also monitor announcements in case the schedule needs to change.
- Typically, **following all instructions** will lead to successful participation in class. For more detail, see below for the schedule, as well as on p. 4 for descriptions of assignments, and p. **Error! Bookmark not defined.** for student learning outcomes.
- 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.** Everybody should feel safe to be as honest as possible. People are indeed able to **see things differently**, even though they have the same facts. If somebody makes what could be seen a mistake, be patient and understanding. Focus any **critique** on the argument and the issue, not on the person making the statement. We are all learning, and we will never be perfect.
- 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.

Discussions:

- With regard to the online discussion forum: **Student participation in the discussions** tends to go down with strong instructor presence. Therefore, I will limit my contributions. I will respond whenever I feel there is a need to correct or add something, or when participation is low.
- For every assignment aimed at the group (text presentation, research presentation), there is also a mandatory **Q&A** component, which will be considered when grading.
- **Regular participation** in the class is mandatory.

Communication with Instructor:

- **Please let me know in advance** if you cannot complete assignments on time. We will find a way.
- Please send your response essay and final paper to the instructor via e-mail directly, to preempt technical issues with the online class system.
- Please feel free to contact me about any aspect of the course, or your performance. Let me know as soon as possible if there are any issues that might need my immediate attention. I'm always willing to learn myself, and improve the class whenever necessary.

4. SEMINAR SCHEDULE

UNIT I: COSMOPOLITANISM

- ❖ **Assignment 1: Active Discussion & Online Forum (ongoing, all weeks)**
- ❖ **Assignment 2: Presentation of Assigned Text (as per sign-up sheet)**

Week 1: Introduction	March 28-April 3
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Introduction / syllabus / organizational matters

- 1.1 Huntington, Samuel P. "The clash of civilizations?" *Foreign Affairs* (1993): 22-49.
- 1.2 Appiah, Kwame Anthony. "There is no such thing as western civilisation." *The Guardian* 9 (2016).

Week 2: Sovereignty and The End of History	April 4-10
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- 2.1 Fukuyama, Francis. "The End of History." *The National Interest* 16 (Summer 1989): 3-18.
- 2.2 Zakaria, Fareed. "The rise of illiberal democracy." *Foreign Affairs* (1997): 22-43.
- 2.3 Krasner, Stephen D. "Sovereignty." *Foreign Policy* (2001): 20-29.

Week 3: Cosmopolitanism	April 11-17
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- 3.1 Appiah, Kwame Anthony. "Global citizenship." *Fordham L. Rev.* 75 (2006): 2375.
- 3.2 Benhabib, Seyla. "The philosophical foundations of cosmopolitan norms." *Another cosmopolitanism* (2006): 13-44.
- 3.3 Micklethwait, John, and Adrian Wooldridge. "The globalization backlash." *Foreign Policy* (2001): 16-26.

UNIT II: HUMAN RIGHTS & MOBILITY

Week 4: Mobility	April 18-24
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- 4.1 Arendt, Hannah. "1943 'We Refugees'." *Altogether Elsewhere: Writers on Exile*. Boston: Faber & Faber (1994).
- 4.2 Hayden, Patrick, and Natasha Saunders. "Solidarity at the margins: Arendt, refugees, and the inclusive politics of world-making." *Arendt on freedom, liberation, and revolution*. Palgrave Macmillan, Cham, 2019. 171-199.
- 4.4 Kunow, Rüdiger. "'Unavoidably side by side': Mobility Studies-Concepts and Issues." (2011). In: Norbert Franz, Rüdiger Kunow (Eds.) *Kulturelle Mobilitätsforschung: Themen – Theorien – Tendenzen*. Universitätsverlag Potsdam, 2011.

Other Suggestions:

- 4.x1 Greenblatt, Stephen. "A mobility studies manifesto." *Cultural Mobility: A Manifesto* (2010): 250-253.
- 4.x2 Bhabha, Homi K. "The barbed wire labyrinth: Thoughts on the culture of migration." *Philosophy & Social Criticism* 45.4 (2019): 403-412.

Week 5: Post- and Decolonial Perspectives

April 25 – May 1

❖ **Assignment 3: Response Essay Due. Topic: What Does it Mean to be a Global Citizen? Monday of Week 5**

- 5.1 Hall, Stuart. "The West and the rest: Discourse and power." *Race and Racialization*, 2E: Essential Readings (1992): 85-95.
- 5.2 Chakrabarty, Dipesh. "Provincializing Europe: Postcoloniality and the critique of history." *Cultural studies* 6.3 (1992): 337-357.
- 5.3 Maggio, Jay. "'Can the subaltern be heard?': Political theory, translation, representation, and Gayatri Chakravorty Spivak." *Alternatives* 32.4 (2007): 419-443.

Other Suggestions:

- 5.x1 Spivak, Gayatri Chakravorty (1988). "Can the Subaltern Speak?". In Nelson, Cary; Grossberg, Lawrence (eds.). *Marxism and the Interpretation of Culture*. Basingstoke: Macmillan. pp. 271–313.
- 5.x2 Wolfe, Patrick. "Settler Colonialism and the Elimination of the Native." *Journal of genocide research* 8.4 (2006): 387-409.
- 5.x3 Lary, Diana. "Edward Said: Orientalism and Occidentalism." *Journal of the Canadian Historical Association/Revue de la Société historique du Canada* 17.2 (2006): 3-15.

Week 6: Human Rights

May 2-8

- 6.1 Gilroy, Paul. "Lecture I. Suffering and inhumanity." *Tanner Lectures* (2014).
- 6.2 Gilroy, Paul. "Lecture II. Humanities and a new humanism." *Tanner Lectures* (2014).

UNIT III: GLOBAL KNOWLEDGE & JUSTICE

Week 7: Cosmopolitan Justice

May 9-15

- 7.1 Kymlicka, Will. "Liberal nationalism and cosmopolitan justice." *Another cosmopolitanism* (2006): 128-144.
- 7.2 Lorde, Audre. "There is no hierarchy of oppressions." *Bulletin: Homophobia and education* 14.3/4 (1983): 9.

- 7.3 Arendt, Hannah. "Thinking and moral considerations: A lecture." *Social Research* (1971): 417-446.
- 7.4 Chappell, Paul. "A New Peace Paradigm. Our Human Needs and the Tangles of Trauma." (2018). <https://paulkchappell.com>.
- 7.5 Brown's Human Universals, List in: Pinker, Steven. *The blank slate: The modern denial of human nature*. Penguin, 2003.

Other Suggestions:

- 7.x1 Brown, Donald E. "Human universals, human nature & human culture." *Daedalus* 133.4 (2004): 47-54.
- 7.x2 Bell, Wendell. "The clash of civilizations and universal human values." *Journal of Futures Studies* 6.3 (2002): 1-20.

Week 8: Epistemology	May 16-22
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- 8.1 Mignolo, Walter. "The geopolitics of knowledge and the colonial difference." *The South Atlantic Quarterly* 101.1 (2002): 57-96.
- 8.3 Wynter, Sylvia. "Unsettling the coloniality of being/power/truth/freedom: Towards the human, after man, its overrepresentation—An argument." *CR: The new centennial review* 3.3 (2003): 257-337.
- 8.4 Adorno, Theodor W. "Education After Auschwitz." 1971. <http://paep.ca/doc/CIYL%20-%20Theodor%20Adorno%20-%20Education%20after%20Auschwitz.pdf>

Other Suggestions:

- 8.x1 Smith, Linda Tuhiwai. *Decolonizing methodologies: Research and indigenous peoples*. Zed Books Ltd., 2013. (excerpts)

UNIT IV: STUDENT RESEARCH

Week 9: Student Research Discussion	May 23-29
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Students will be asked to contribute texts from their own research fields to be read in advance and discussed in class.

- ❖ **[Assignment 4: Research Presentation](#)**

Week 10: Student Presentations (longer session, if possible)	May 30 – June 5
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- ❖ **[Assignment 4: Research Presentation](#)**
- ❖ **[Assignment 5: Research Paper Due Friday of Week 11](#)**

5. BIBLIOGRAPHY

While all campuses share a core syllabus, there are curricular differences due to the interdisciplinary nature of the class.

- | <u>Week.#</u> | <u>Text</u> |
|---------------|---|
| 8.4 | Adorno, Theodor W. "Education After Auschwitz." 1971. http://paep.ca/doc/CIYL%20-%20Theodor%20Adorno%20-%20Education%20after%20Auschwitz.pdf |
| 3.1 | Appiah, Kwame Anthony. "Global citizenship." <i>Fordham L. Rev.</i> 75 (2006): 2375. |
| 2.2 | Appiah, Kwame Anthony. "There is no such thing as western civilisation." <i>The Guardian</i> 9 (2016). |
| 7.3 | Arendt, Hannah. "Thinking and moral considerations: A lecture." <i>Social Research</i> (1971): 417-446. |
| 4.4 | Arendt, Hannah. "1943 'We Refugees'." <i>Altogether Elsewhere: Writers on Exile. Boston: Faber & Faber</i> (1994). |
| 4.3 | Bhabha, Homi K. "The barbed wire labyrinth: Thoughts on the culture of migration." <i>Philosophy & Social Criticism</i> 45.4 (2019): 403-412. |
| 3.2 | Benhabib, Seyla. "The philosophical foundations of cosmopolitan norms." <i>Another cosmopolitanism</i> (2006): 13-44. |
| 5.2 | Chakrabarty, Dipesh. "Provincializing Europe: Postcoloniality and the critique of history." <i>Cultural studies</i> 6.3 (1992): 337-357. |
| 6.1 | Gilroy, Paul. "Lecture I. Suffering and inhumanity." <i>Tanner Lectures</i> (2014). |
| 6.2 | Gilroy, Paul. "Lecture II. Humanities and a new humanism." <i>Tanner Lectures</i> (2014). |
| 4.1 | Greenblatt, Stephen. "A mobility studies manifesto." <i>Cultural Mobility: A Manifesto</i> (2010): 250-253. |
| 2.1 | Hall, Stuart. "The West and the rest: Discourse and power." <i>Race and Racialization, 2E: Essential Readings</i> (1992): 85-95. |
| 4.2 | Kunow, Rüdiger. "'Unavoidably side by side': Mobility Studies-Concepts and Issues." (2011). In: Norbert Franz, Rüdiger Kunow (Eds.) <i>Kulturelle Mobilitätsforschung: Themen – Theorien – Tendenzen</i> . Universitätsverlag Potsdam, 2011. |
| 7.1 | Kymlicka, Will. "Liberal nationalism and cosmopolitan justice." <i>Another cosmopolitanism</i> (2006): 128-144. |
| 5.4 | Lary, Diana. "Edward Said: Orientalism and Occidentalism." <i>Journal of the Canadian Historical Association/Revue de la Société historique du Canada</i> 17.2 (2006): 3-15. |
| 7.2 | Lorde, Audre. "There is no hierarchy of oppressions." <i>Bulletin: Homophobia and education</i> 14.3/4 (1983): 9. |
| 3.3 | Micklethwait, John, and Adrian Wooldridge. "The globalization backlash." <i>Foreign Policy</i> (2001): 16-26. |

- 8.1 Mignolo, Walter. "The geopolitics of knowledge and the colonial difference." *The South Atlantic Quarterly* 101.1 (2002): 57-96.
- 8.2 Smith, Linda Tuhiwai. *Decolonizing methodologies: Research and indigenous peoples*. Zed Books Ltd., 2013. (excerpts)
- 5.1 Spivak, Gayatri Chakravorty (1988). "Can the Subaltern Speak?". In Nelson, Cary; Grossberg, Lawrence (eds.). *Marxism and the Interpretation of Culture*. Basingstoke: Macmillan. pp. 271-313.
- 5.3 Wolfe, Patrick. "Settler Colonialism and the Elimination of the Native." *Journal of genocide research* 8.4 (2006): 387-409.
- 8.3 Wynter, Sylvia. "Unsettling the coloniality of being/power/truth/freedom: Towards the human, after man, its overrepresentation—An argument." *CR: The new centennial review* 3.3 (2003): 257-337.

6. 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), 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!).
- Pages have to be numbered.
- 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

Title of Your Presentation (either a topical title, or “Presentation on the Text by N.N.”)

Text (of the length specified)

Works Cited

List the works you cited, either APA or MLA style

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 **Discussion Board (10 points / 20%).** **Due Regularly**

Students will have to participate regularly in the Canvas discussion board.

Additional Guidelines:

- **Introduce yourself initially** to Canvas 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 Canvas 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. These will not be graded, as they are part of the class conversation.

Grading: 10 points total

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

❖ 2 **Presentation of one assigned text (5 points / 10%).** **Due depending on when the text is assigned, via Assignments & Discussion Board**

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. You may upload texts as separate documents, or post in the forum. Mark it as “**Text Presentation**”.

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 16.

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)

❖ 3 **Midterm Response Essay (10 points / 20%).**
Due Monday of Week 5, 8 PM Pacific Time, via Assignments

This is an opinion piece which is based upon the seminar readings and discussions, and can already prepare ideas for your research. 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.

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 20, and stick to one method throughout your paper).
- 1 point for spelling and language
- 1 point for structure
- 1 point for fulfilling formal criteria (formatting, length, etc.)
- Penalties for turning it in later: Same day but late: -½ a point; then -1 point per day

❖ 4 **Research Presentation (10 points / 20%).**
Due Anytime During Week 9, via Assignments & Discussion Board

Students will present a topic of their own choice to the entire class. The presentation should be the equivalent **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.

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 16.

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)

❖ 5 **Final Research Paper on a topic of your own choice (15 points / 30%).**
Due Wednesday of Week 11, 8 PM Pacific Time, via Assignments

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.

Grading: 15 points total

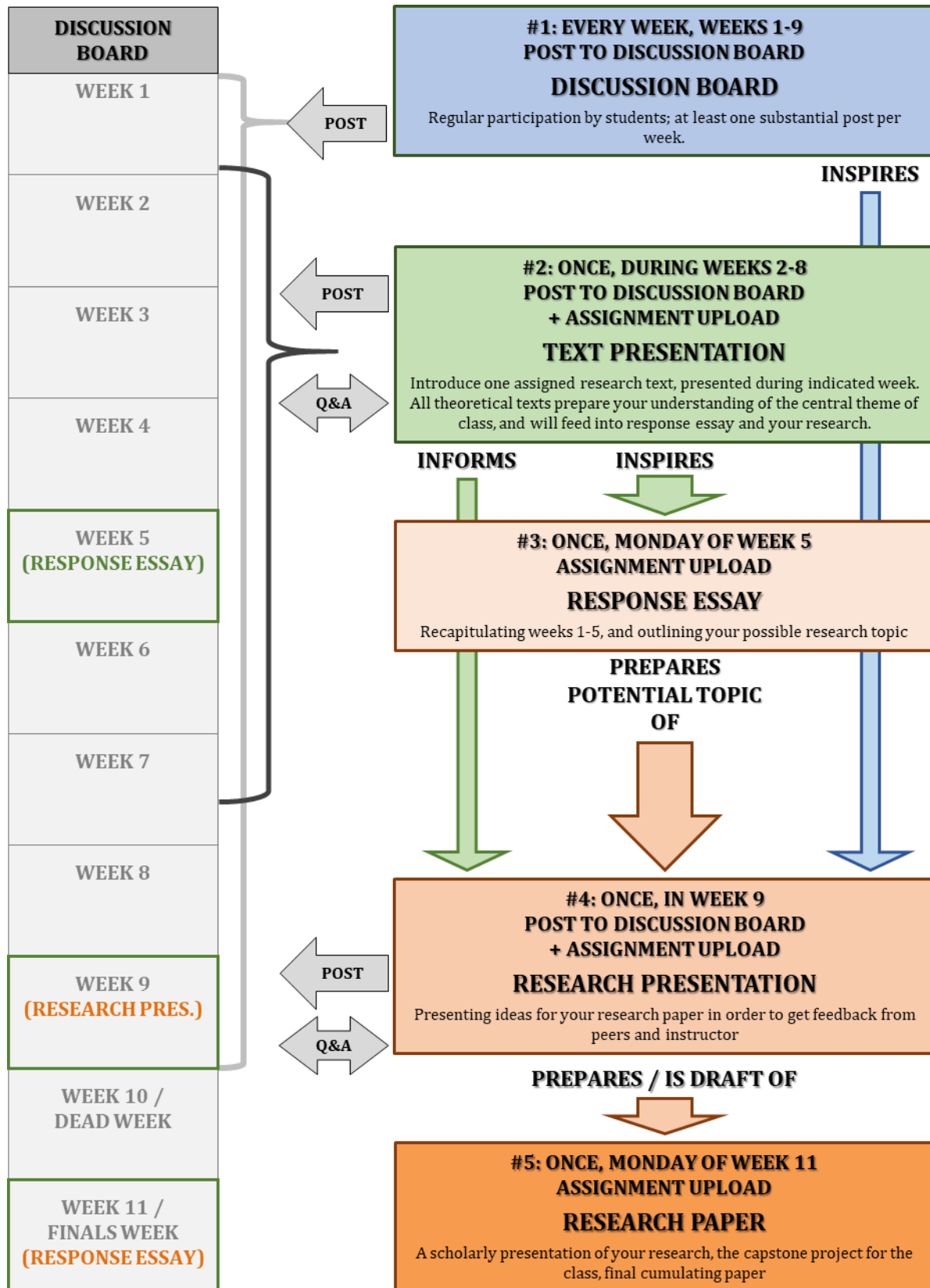
- 5 points for complexity of the argument
- 2 points for correct bibliography and correct citation (choose either MLA or APA, see Appendices II and III, page 20, and stick to one method throughout your paper).
- 1 point for spelling and language
- 1 point for structure
- 1 point for fulfilling formal criteria (formatting, length, etc.)
- 1 point per cited article or book that was assigned for class (up to 2 points)
- 1 point per cited article or book that you individually researched (up to 3 points)
- Penalties for turning it in later: Same day but late: -½ a point; then -1 point per day

7. FINAL GRADE DISTRIBUTION

Maximum possible points:	50 points
1. Discussion Board:	10 points
2. Text Presentation:	5 points
3. Response Paper:	10 points
4. Research Presentation:	10 points
5. Research Paper:	15 points

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

8. WEEK-BY-WEEK ASSIGNMENT FLOW



9. STUDENT LEARNING OUTCOMES

9.1. Political Science Learning Outcomes:

1. Comprehend the basic structures and processes of government systems and/or theoretical underpinnings.
2. Analyze political problems, arguments, information, and/or theories.
3. Apply methods appropriate for accumulating and interpreting data applicable to the discipline of political science.
4. Synthesize experiential learning with political science concepts.

(<http://liberalarts.oregonstate.edu/spp/polisci/programs/political-science-learning-outcomes>)

9.2. General Learning Outcomes, as aligned with Political Science Learning Outcomes

Students who take this course will be able to

1. Identify, define and analyze some important concepts in political and cultural theory, specifically as they pertain to the central issues relevant to political and social dimensions of various forms of media. This included the ability to identify and evaluate core ideas of media theory, and the arguments that support them. This includes knowledge in political science theory and cultural studies, and is measured through coursework. (PS LO # 2+3; Bacc # 1)
2. Analyze current social issues and place them in historical context(s). Specifically, you will be given a genealogy of the ideas of the relationship between media and the state, and work with texts ancient and modern that help you situate current social issues. (Bacc #2)
3. Accumulate, contextualize, recall, analyze and critically interpret some of the major issues in political theory as well as critical domain knowledge with an interdisciplinary outlook by utilizing methods and approaches applicable to the disciplines of political science and cultural studies. (PS LO # 1+3)
4. Recognize the necessity to theorize culture and politics and to apply different theoretical models to different circumstances. Also follow the principle of a “ruthless criticism of everything existing” (Marx to Ruge, 1843) by critiquing the nature, value, and limitations of the basic methods of the social sciences. (PS LO # 2+3; Bacc # 3)
5. Express the basic argument of a scholarly text and use it as a resource (PS LO # 4)
6. Work collaboratively and collegially, by sharing ideas and analyses in a respectful but critical and mutually enriching manner (PS LO # 4)

Discuss and make arguments about these concepts and issues in writing by relating them to contemporary political debates as reflected in contemporary culture. Students will develop own scholarly approaches to a topic, and conduct own research.

9.3. Baccalaureate Core Category Learning Outcomes: Social Processes and Institutions

This course fulfills the Baccalaureate Core requirement for the Social Processes and Institutions category. It does this by examining theories and fictions of ideal governments throughout history, and inviting students to critically reflect upon how these discussions continue to shape contemporary politics and culture.

Students in Social Processes and Institutions courses shall:

1. Use theoretical frameworks to interpret the role of the individual within social process and institutions.
2. Analyze current social issues and place them in historical context(s).
3. Critique the nature, value, and limitations of the basic methods of the social sciences.
4. explore interrelationships or connections with other subject areas
5. any other ways that students will develop and demonstrate critical thinking skills

These Baccalaureate core learning outcomes will be found in this course as follows:

1. Students will be able to use theoretical frameworks to interpret the role of the individual within social process and institutions.
Students will be able to identify, define and analyze some important concepts in political and cultural theory, specifically as they pertain to the central issues relevant to the role of media in politics, and the political dimensions of media. This includes the ability to identify and evaluate core ideas of media theory, and the arguments that support them. This includes knowledge in political science theory and cultural studies, and is measured through coursework. (Course LO # 1, PS LO # 2+3)
2. Analyze current social issues and place them in historical context(s). Specifically, you will be given a genealogy of the ideas of the relationship between media and the state, and work with texts ancient and modern that help you situate current social issues. (Course LO # 2, Bacc #2)
3. Recognize the necessity to theorize culture and politics and to apply different theoretical models to different circumstances. Also follow the principle of a “ruthless criticism of everything existing” (Marx to Ruge, 1843) by critiquing the nature, value, and limitations of the basic methods of the social sciences and humanities. (Course LO # 4; PS LO # 2+3; Bacc # 3)
4. Explore interrelationships or connections with other subject areas. This highly interdisciplinary class combines methodology from Political Science, History, Classical Philology, Philosophy, Literary and Cultural Studies, and possibly many more. Interdisciplinarity is very much the guiding principle structuring this entire class.
5. In order to further develop and demonstrate critical thinking skills, you will discuss and make arguments about these concepts and issues in writing by relating them to contemporary political debates as reflected in contemporary culture. Students will develop own scholarly approaches to a topic, to conduct own research and communicate information in written and presentation format (Course LO # 7; PS LO # 4).

<http://main.oregonstate.edu/baccalaureate-core/current-students/bacc-core-learning-outcomes-criteria-and-rationale>

9.4. Baccalaureate Core Course Requirements/Evaluation of Student Performance

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

1. Participation in class discussion
2. Presentation of an assigned text (Text Presentation)
3. Completion of a Response Essay
4. Presentation of research (Research Presentation)
5. Completion of a Research Paper

10. GENERAL ARGUMENTATION RULES

- 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

11. STUDENTS WITH DISABILITIES

Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at <http://ds.oregonstate.edu>. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.

12. STUDENT CONDUCT

Please review and adhere to the Expectations for Student Conduct: <https://beav.es/codeofconduct>.

13. REACH OUT FOR SUCCESS

University students encounter setbacks from time to time. If you encounter difficulties and need assistance, it’s important to reach out. Consider discussing the situation with an instructor or academic advisor.

Learn about resources that assist with wellness and academic success at oregonstate.edu/ReachOut. If you are in immediate crisis, please contact the Crisis Text Line by texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255)

For Ecampus Students: Learn about resources that assist with wellness and academic success. Ecampus students are always encouraged to discuss issues that impact your academic success with the Ecampus Success Team. Email ecampus.success@oregonstate.edu to identify strategies and resources that can support you in your educational goals.

If you feel comfortable sharing how a hardship may impact your performance in this course, please reach out to me as your instructor. (Instructors: consider tailoring this statement to your personal voice.)

For mental health:

Learn about counseling and psychological resources for Ecampus students. If you are in immediate crisis, please contact the Crisis Text Line by texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).

For financial hardship:

Any student whose academic performance is impacted due to financial stress or the inability to afford groceries, housing, and other necessities for any reason is urged to contact the Director of Care for support (541-737-8748).

14. STUDENT EVALUATION OF COURSES:

The online Student Evaluation of Teaching system opens to students the Wednesday of week 8 and closes the Sunday before Finals Week. Students will receive notification, instructions and the link through their ONID. They may also log into the system via Online Services. Course evaluation results are extremely important and used to help improve courses and the learning experience of future students. Responses are anonymous (unless a student chooses to “sign” their comments agreeing to relinquish anonymity) and unavailable to instructors until after grades have been posted. The results of scaled questions and signed comments go to both the instructor and their unit head/supervisor. Anonymous (unsigned) comments go to the instructor only.

15. APPENDIX I: GENERAL PRESENTATION GUIDELINES

15.1. 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.

15.2. 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.

15.3. 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.

15.4. 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.

15.4.1. Content

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

15.4.2. 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.

15.4.3. Modes of Presenting (in person)

- 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

15.4.4. 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.

15.4.5. 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.

15.4.6. 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)

15.4.7. 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!

15.5. 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.

16. APPENDIX II: CITATION GUIDE MLA

You can use MLA or APA style for citations, see: 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. Retrieved 09/01/2009.

e.g. World Health Organization (WHO). *Active Ageing: A Policy Framework*. Geneva: WHO, 2002.
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.

17. APPENDIX III: CITATION GUIDE APA

You can use MLA or APA style for citations, see: 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 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 on 08/25/2011.

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