



Course Information

Course Name: Power, Inequality, and Public Policy

Course Number: PPOL 460

Course Credits: 4

Instructor Name: Philipp Kneis

Instructor Email: philipp.kneis@oregonstate.edu

Prerequisite and/or Corequisite: (Recommended) Completion of a Difference, Power, and Oppression Foundations course

Expectations for Time and Participation

This course combines approximately 120 total hours of instruction, online activities, and assignments for 4 credits.

This course is asynchronous and somewhat flexible, but not self-paced. Our schedule of Course Content and the due dates that appear in Canvas provide guidelines for how you'll interact and with what frequency. I recommend that you create your own workload schedule and set reminders for assignment due dates.

Instructor Communication

Please post all course-related questions in the Q&A Discussion Forum so that the whole class may benefit from our conversation. Please contact me privately via OSU Email or Canvas inbox for matters of a personal nature. You can expect a reply to your questions within 24 hours on business days (Monday-Friday). Grading and providing feedback on your assignments and activities may take up to five days. If I need more time, I will let you know when to expect a response.

Catalog Course Description

Examines the role of public policy in addressing issues of power, oppression, and inequality in the contemporary United States. Explores issues and engagement with difference, power, and oppression in the fields of economics, political science, public policy, and sociology and associated careers. Examines policy problems and solutions contemporary issues such as environmental justice, economic, social, and political inequality, discrimination, and inequities in

access to and quality of education, health care, and the criminal justice system using toolkits from these disciplines.

Learning Resources

This course provides all required materials at no cost to you. Required and Optional Readings are located on Canvas under each week's module.

Technical Assistance

If you experience any errors or problems while in your online course, contact 24/7 Canvas Support through the Help link within Canvas. If you experience computer difficulties, need help downloading a browser or plug-in, or need assistance logging into a course, contact the IS Service Desk for assistance. You can call (541) 737-8787 or visit the [Service Desk](#) online.

Ecampus Reach Out for Success

If you encounter difficulties, need assistance or want to connect with someone one-on-one, it's important to reach out. Your Ecampus student success team is here to support you. As part of your success team, Ecampus student services and success coaches are here to help answer any questions you may have.

Ecampus students are always encouraged to discuss issues that impact your academic success with the Ecampus success team. Email ecampus.success@oregonstate.edu to get help with identifying strategies and resources that can support you in pursuing your educational goals.

- **For mental health:**

Ecampus students have a different set of support options for [counseling and psychological services](#) than on-campus students do. These services include the free, virtual mental health and physical wellness support resource, [Anytime Anywhere](#). If you are in immediate crisis, please call or text the Suicide and Crisis Lifeline at 988 or Crisis Text Line by texting 741-741.

- **For financial hardship:**

Any student whose academic performance is impacted by financial stress or the inability to afford groceries, housing or other necessities, for any reason, is urged to contact the [Office of Student Care](#) (541-737-8748).

To find even more resources, check out [the Student Resources Guide](#) for additional support services and guidance.

Measurable Student Learning Outcomes

Core Education

This is a Core Education course that fulfills the requirements for the Difference, Power, and Oppression (DPO): Advanced category.

Outcomes	How this outcome will be addressed in the course [Hint: Provide a direct, clear, and explicit description of the specific course content that addresses each outcome and how it will be delivered. The level of detail used should make it evident to students how different aspects of the course fulfill each outcome.]	How this outcome will be assessed in the course [Hint: Provide a clear description of the student work that will be used to assess this outcome within the course. Assessments need to be described in enough detail that the connection between assessment method and learning outcome is apparent. (simply stating “exam, quizzes, homework, class discussion” will not provide enough detail).]
1. Analyze how systemic power operates through the ascription of difference to reproduce structural inequities and how they and others in their field of study are positioned in relationship to those systems.	Students are introduced to foundational theories of power, inequality, and social construction in Weeks 1–4 through lectures and readings. These materials examine how political institutions and social systems construct difference and reproduce inequality. Students apply these theoretical frameworks to contemporary public policy issues through case studies in Weeks 5-9 on representation, education inequality, energy justice, food insecurity, media systems, and the rural–urban divide.	Students demonstrate their analytical understanding through weekly discussion forums (Weeks 1–4 and case study weeks) and a response essay, in which they apply course concepts to readings and policy issues. In addition, the midterm response essay requires students to analyze why questions of difference, power, and oppression matter to public policy using course readings. Case study policy analysis assignments (Weeks 5–9) further require students to examine how structural power and social constructions influence specific policy outcomes.
2. Demonstrate, by using social justice theories, how historic constructions of racism and other forms of systemic oppression result in intersecting inequities – crossroads of oppression – experienced in current times (last 10 years).	Students engage with social justice theory and intersectional frameworks through readings addressing racism, colonialism, gender inequality, and structural injustice. Historical and theoretical texts are paired with contemporary case studies addressing issues such as educational inequality, health care access, Indigenous policy, and artificial intelligence. These materials highlight how historical systems of oppression continue to shape contemporary inequalities across multiple social dimensions.	Students demonstrate their understanding through written case study assignments that connect historical systems of oppression to contemporary policy issues. Weekly case study policy analyses in Weeks 5-9 require students to draw on theoretical readings to explain intersecting inequalities in specific policy contexts. The final research paper, preceded by a research Presentation, further requires students to analyze a contemporary inequality and situate it within broader historical and theoretical frameworks.
3. Compare approaches for dismantling racism	Students explore a variety of public policy approaches	Students compare policy approaches through case study policy analysis

and other systems of oppression within their field of study with the goal of advancing cultural, economic, social, and/or political equity.	intended to address systemic inequalities, including reforms in education, energy policy, food systems, media governance, and Indigenous governance. Lectures and readings emphasize competing policy frameworks and normative debates about equity, justice, and democratic governance. Students also develop their own case studies on contemporary policy interventions designed to address inequality.	assignments and class discussions. In the research presentation assignment, students design and present their own case study examining a policy intervention intended to address inequality. The final research paper requires students to critically evaluate policy solutions and assess their effectiveness in advancing equity and reducing structural inequalities.
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Course Content

Week 1: Introduction/Overview of DPO theory

Lecture(s)

Introductory Lecture: Major Themes of Class (Kneis)

- Power and Public Policy
- Difference and Social Construction
- Oppression
- Inequality
- Why Does This Matter?

Interviews with Faculty / Practitioners

- Dr. Andrew Valls

Readings

1. Swoyer, Chris. (n.d.). The cognitive construction of reality. In Edward N. Zalta (Ed.), *The Stanford Encyclopedia of Philosophy*. Stanford University.
<http://plato.stanford.edu/entries/relativism/supplement6.html>
2. Arendt, Hannah. (1971). Thinking and moral considerations: A lecture. *Social Research*, 38(3), 417–446.
3. Adorno, Theodor W. (2020). *Education after Auschwitz*. *Filosofiya Osvity. Philosophy of Education*, 25(2), 82–99.
4. Curtis, Craig. (2012, October). The value of the public service motivation. *PA Times*, 35, 3.

5. Lorde, Audre. (1983). There is no hierarchy of oppressions. *Bulletin: Homophobia and Education*, 14(3–4), 9.

Additional Readings

There are also additional readings compiled on Canvas; feel free to draw from them as well.

Assignments

Assignment 1: Discussion Forum

Week 2: Knowledge creation in the disciplines

Lecture(s)

Lecture: Epistemology, Bias, Disciplinarity, Theory

- What are facts? How do we know what we know?
- What is bias?
- Why different disciplines?
- Theory across disciplines

Interviews with Faculty / Practitioners

- Dr. Mary Follo

Readings

1. Smith, B., Searle, J. (2003). "The Construction of Social Reality: An Exchange." *American Journal of Economics and Sociology*, 62:2: 285-309.
2. Head, Brian W., & Alford, John. (2015). Wicked problems: Implications for public policy and management. *Administration & Society*, 47(6), 711–739.
3. 2Think. (n.d.) Review of: Hacking, Ian. *The Social Construction of What?* Cambridge, MA, London: Harvard UP, 1999. <http://www.2think.org/hacking.shtml>
4. Appiah, Kwame Anthony. (2001). Liberalism, individuality, and identity. *Critical Inquiry*, 27(2), 305–332.

Additional Readings

There are also additional readings compiled on Canvas; feel free to draw from them as well.

Assignments

Assignment 1: Discussion Forum

Week 3: DPO engagement in the disciplines

Lecture(s)

Lecture: DPO and Public Policy

- What does DPO mean for Public Policy
- What do we miss when we do not consider questions raised by DPO?

Interviews with Faculty / Practitioners

- Dr. Mark Edwards

Readings

1. Bachrach, Peter, & Baratz, Morton S. (1962). Two faces of power. *American Political Science Review*, 56(4), 947–952.
2. Bachrach, Peter, & Baratz, Morton S. (1963). Decisions and nondecisions: An analytical framework. *American Political Science Review*, 57(3), 632–642.
3. Ingram, Helen M., & Schneider, Anne L. (2005). Public policy and the social construction of deservedness. In A. L. Schneider & H. M. Ingram (Eds.), *Deserving and entitled: Social constructions and public policy* (pp. 1–28). State University of New York Press.
4. Ingram, Helen, deLeon, Peter, & Schneider, Anne L. (2016). Conclusion: Public policy theory and democracy: The elephant in the corner. In B. G. Peters & P. Zittoun (Eds.), *Contemporary approaches to public policy* (pp. 175–200). Palgrave Macmillan.

Additional Readings

There are also additional readings compiled on Canvas; feel free to draw from them as well.

Assignments

Assignment 1: Discussion Forum

Week 4: DPO within career trajectories

Lecture(s)

Micro-Lecture: DPO, Public Policy, and the workplace

- Public Service
- Democracy as a participator activity

Interviews with Faculty / Practitioners

- Dr. Chance White Eyes

Readings

1. Skidmore, Max J. (1995). Ethics and public service. *Annals of the American Academy of Political and Social Science*, 537, 25–36.
2. Roots, Roger I. (2004). When laws backfire: Unintended consequences of public policy. *American Behavioral Scientist*, 47(11), 1376–1394.
3. Hoppe, Robert. (1999). Policy analysis, science and politics: From “speaking truth to power” to “making sense together.” *Science and Public Policy*, 26(3), 201–210.

Additional Readings

There are also additional readings compiled on Canvas; feel free to draw from them as well.

Assignments

Assignment 1: Discussion Forum

Assignment 2: Response Essay – Due Monday of Week 5

Week 5: Contemporary Issues: Case Studies Session I

Case Studies

Case Study 1: Representation (Bolzendahl)

See also separate Case Study Canvas Page with further instructions

Videos:

- Introduction
- You Have to Run to Win
- Is the Deck Stacked?
- Solutions?

Readings:

1. Hatfield, Jen. 2025. “[The changing face of Congress in 7 charts.](#)” *Pew Research*.
2. Podcast: “No Jargon Podcast: White Collar Government.” Interview with Nicholas Carnes. <https://scholars.org/podcast/archive-episode-white-collar-government>
3. Center for American Women in Politics. “[Chapter 4: Structural Barriers and Opportunities](#)” and “[Chapter 5: Social/Political Barriers and Opportunities](#)” in *Rethinking Women’s Political Power*.

Case Study 2: Energy Poverty & Energy Justice (Hazboun)

See also separate Case Study Canvas Page with further instructions

Videos:

- Introduction
- Energy Poverty Policies & Interventions
- Policy Efficacy

Readings:

1. Bednar, D. J., & Reames, T. G. (2020). Recognition of and response to energy poverty in the United States. *Nature Energy*, 5(6), 432-439.
2. Podcast: "Combating Energy Poverty in the US"
<https://kleinmanenergy.upenn.edu/podcast/combating-energy-poverty-in-the-u-s/>
3. "Who is in fuel poverty? The government has no idea as it moves to cut winter fuel payments." 2024. *The Conversation*. <https://theconversation.com/who-is-in-fuel-poverty-the-government-has-no-idea-as-it-moves-to-cut-winter-fuel-payments-238918>
4. "Why some Texans are facing catastrophic electric bills after a winter storm." 2021.
<https://www.vox.com/2021/2/20/22292926/texas-high-electric-bills-winter-storm-griddy>

Assignments

Pick at least 1 case study this week

Assignment 1: Discussion Forum for Case Study

Assignment 3 Part 1: Case Study Personal Reflection, 1 page to instructor (10 points)

Assignment 4 Part 1: Case Study Policy Analysis, 2 pages to instructor (20 points)

Week 6: Contemporary Issues: Case Studies Session II

Case Studies

Case Study 3: Education "Achievement Gap"

See also separate Case Study Canvas Page with further instructions

Videos:

- Schools and Social Inequality
- Achievement Gaps in K-12 Education
- School Finance Reforms
- Effects of School Finance Reforms

Readings:

Empirical Article: *Choose one of the following:*

1. Rothbart, M. W. (2020). Does school finance reform reduce the race gap in school funding?. *Education Finance and Policy*, 15(4), 675-707.
2. Lafortune, J., Rothstein, J., & Schanzenbach, D. W. (2018). School finance reform and the distribution of student achievement. *American Economic Journal: Applied Economics*, 10(2), 1-26.

Choose two of the following:

1. "America's public school teachers are far less racially and ethnically diverse than their students" Pew Research Center
2. "Who's to Blame for the Black-White Achievement Gap?" EdWeek
3. [Video] "A closer look at education inequality during Black History Month" 11Alive
4. "Having Just One Black Teacher Can Keep Black Kids in School" NPR
5. [Podcast] "How Teacher Expectations Directly Impact Students" Education Next
6. "Falling Behind" Education Next
7. [Data Visualization] "What Explains White-Black Differences in Average Test Scores?" The Educational Opportunity Project
8. "The Racist Beginnings of Standardized Testing" NEA Today

Case Study 4: Poverty, Food Insecurity and Inequality

See also separate Case Study Canvas Page with further instructions

Videos:

- Introduction

Readings:

Read at least 3 in detail – and the others maybe cursorily:

1. Chilton, Mariana and Donald Rose. 2009. "A Rights-Based Approach to Food Insecurity in the United States." *American Journal of Public Health* 99(7): 1203-1211.
2. Chappell, Paul. (2018). A new peace paradigm: Our human needs and the tangles of trauma. Excerpt from *The Transcendent Mystery*.
3. Etzioni, Amitai. (1996). The responsive community: A communitarian perspective. *American Sociological Review*, 1–11.
4. Riesman, David, Glazer, Nathan, & Denney, Reuel. (1950). *The lonely crowd: A study of the changing American character*. New Haven, CT: Yale University Press. Excerpt.
5. Scalzi, John. (2005, September 3). Being poor. *Whatever*.

6. Sen, Amartya. (1999). *Development as freedom* (pp. 3–4, 15–18, 20–23, 33–34, 300–302, 314–315, 319, 324–326, 328). Oxford University Press.
7. Siisiainen, Martti. (2003). Two concepts of social capital: Bourdieu vs. Putnam. *International Journal of Contemporary Sociology*, 40(2), 183–204.
8. Wengrow, David, & Appiah, Kwame Anthony. (2022, January 13). The roots of inequality: An exchange. *The New York Review of Books*.

Supplemental Readings (Completely Voluntary):

1. Alkon, Alison Hope. 2012. "Chapter 1: Food Justice and the Green Economy" in *Black, White, and Green*. [not provided]

Assignments

Pick at least 1 case study this week

Assignment 1: Discussion Forum for Case Study

Assignment 3: Case Study Personal Reflection, 1 page to instructor (10 points)

Assignment 4: Case Study Policy Analysis, 2 pages to instructor (20 points)

Week 7: Contemporary Issues: Case Studies Session III

Lecture(s)

Intro Lecture for week

Case Studies

Case Study 5: AI and Public Policy (Kneis)

See also separate Case Study Canvas Page with further instructions

Videos:

- Introduction
- Additional Videos from Erratic Attempts / Dr. Kneis' YouTube Channel:
 - v#75: Too Irresponsible for A.I.? Aka A.I. and Civic Responsibility
 - v#51: This Conversation with A.I. Surprised Me
 - v#49: AI Requires us to Know and Think More, Not Less
 - v#23: Human Bias in Artificial Intelligence

Readings:

Read at least 3 in detail – and the others maybe cursorily:

1. Abrams, Jerold J. (2004). Pragmatism, artificial intelligence, and posthuman bioethics: Shusterman, Rorty, Foucault. *Human Studies*, 27, 241–258.
2. Braidotti, Rosi. (2025). Posthuman ethics for AI. *Journal of Bioethical Inquiry*, 22(3), 587–591.
3. Castells, Manuel. (2004). Informationalism, networks, and the network society: A theoretical blueprint (pp. 3–46). In Manuel Castells (Ed.), *The network society: A cross-cultural perspective*. Northampton, MA: Edward Elgar Publishing.
4. Pepperell, Robert. (2005). The posthuman manifesto. *Kritikos*, 2(1).
5. Postman, Neil. (1998). *Five things we need to know about technological change* [Lecture]. NewTech '98 Conference, Denver, CO.
6. Hanna, M. G., Pantanowitz, L., Jackson, B., Palmer, O., Visweswaran, S., Pantanowitz, J., ... & Rashidi, H. H. (2025). Ethical and bias considerations in artificial intelligence/machine learning. *Modern Pathology*, 38(3), 100686.
7. Wijarnarko, A. F., & Maharani, S. D. (2024). *Human's Relationship with Technology in Nick Land's Accelerationism*. *Jurnal Filsafat*, 34(1), 1-22.
8. Walter, Yoshija. "Managing the race to the moon: Global policy and governance in Artificial Intelligence regulation—A contemporary overview and an analysis of socioeconomic consequences." *Discover Artificial Intelligence* 4, no. 1 (2024): 14.
9. Capraro, Valerio, Austin Lentsch, Daron Acemoglu, Selin Akgun, Aisel Akhmedova, Ennio Bilancini, Jean-François Bonnefon et al. "The impact of generative artificial intelligence on socioeconomic inequalities and policy making." *PNAS nexus* 3, no. 6 (2024): page191.
10. Thierer, Adam D., Andrea Castillo O'Sullivan, and Raymond Russell. "Artificial intelligence and public policy." *Mercatus Research Paper* (2017).

Supplemental Readings (Completely Voluntary):

1. Beilharz, Peter. (2016). 'All that is solid'... Maelstrom and Modernity in Zygmunt Bauman, Marshall Berman (and the ones in between: Marx, Trotsky, Faust and Spengler). *Revue internationale de philosophie*, 277(3), 291-304.
2. O'Neil, Cathy. 2016. "Introduction" and "Chapter 1: Bomb Parts" in *Weapons of Math Destruction*. [not provided]
3. Eubanks, Virginia. 2017. "The Digital Poorhouse" (excerpt) from *Automating Inequality*. [not provided]

Case Study 6: Media Literacy

See also separate Case Study Canvas Page with further instructions

Videos:

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- Introduction
- Human Bias in Artificial Intelligence

Readings:

1. Baumgartner, Jody C., & Morris, Jonathan S. (2010). MyFaceTube politics: Social networking web sites and political engagement of young adults. *Social Science Computer Review*, 28(24), 24–44.
2. boyd, danah. (2018, April 12). You think you want media literacy... do you? *Points Blog Post*. <https://points.datasociety.net/you-think-you-want-media-literacy-do-you-2f8a6b1a7f8a>
3. Carr, Nicholas. (2008). Is Google making us stupid? *Yearbook of the National Society for the Study of Education*, 107(2), 89–94.
4. Geer, John G. (2012). The news media and the rise of negativity in presidential campaigns. *PS: Political Science & Politics*, 45(3), 422–427.
5. Habermas, Jürgen. (1974). The public sphere: An encyclopedia article. *New German Critique*, 3(Autumn), 49–55.
6. Herbst, Susan. (2003). Political authority in a mediated age. *Theory and Society*, 32(4), 481–503.
7. Hobbs, Renee, & McGee, Sandra. (2014). Teaching about propaganda: An examination of the historical roots of media literacy. *Journal of Media Literacy Education*, 6(2), 5.
8. Kneis, Philipp. (2007). Communicating democracy: Entering the American Republic through *The West Wing* or *The Commander in Chief*. In Antje Dallmann, Reinhard Isensee, & Philipp Kneis (Eds.), *Picturing America: Trauma, realism, politics and identity in American visual culture* (pp. 131–149). Peter Lang.
9. McCombs, Maxwell E., & Shaw, Donald L. (1972). The agenda-setting function of mass media. *Public Opinion Quarterly*, 36(2), 176–187.
10. Papacharissi, Zizi. (2002). The virtual sphere: The internet as a public sphere. *New Media & Society*, 4(1), 9–27.
11. Postman, Neil. (1984). Amusing ourselves to death [Address at Frankfurt Book Fair].
12. Sperry, C., & Sperry, S. (2020). Checking the facts: Media literacy and democracy. *Social Education*, 84(1), 35–38.

Supplemental Readings (Completely Voluntary):

1. Anderson, Benedict. (1983). *Imagined communities: Reflections on the origin and spread of nationalism* (pp. 1–46). Verso.
2. Sontag, Susan. (1977). In Plato's cave. In *On photography* (pp. 1–24). Picador.
3. Chaddha, Anmol, & Wilson, William Julius. (2011). 'Way down in the hole': Systemic urban inequality and *The Wire*. *Critical Inquiry*, 38(1), 1–23.
4. Kneis, Philipp. (2011). Finding Atlantis instead of utopia: From Plato to Starfleet and Stargate Command. In Antje Dallmann, Reinhard Isensee, & Philipp Kneis (Eds.), *Envisioning American utopias: Fictions of science and politics in literature and visual culture* (pp. 79–102). Peter Lang.

5. Kneis, Philipp. (2011). "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* (pp. 103–128). Peter Lang, 2011.
6. Darzabi, Robert C. (2020). Civic engagement, social justice, and media literacy. In *Media literacy in a disruptive media environment* (pp. 272–282). Routledge. [not provided]

Week 8: Contemporary Issues: Case Studies Session IV

Lecture(s)

Intro Lecture for week

Case Studies

Case Study 7: Rural / Urban Divide (Kneis)

See also separate Case Study Canvas Page with further instructions

Videos:

- Introduction
- Conceptualizing the Rural/Urban Divide

Readings:

1. Partridge, M. D., Olfert, M. R., & Economics, B. R. B. P. (2009). Dissension in the countryside: Bridging the rural-urban divide with a new rural policy. *Globalization and the Rural-Urban Divide*, ed. M Gopinath, H Kim. Seoul: Seoul Natl. Univ. Press.
2. Walker, B. H., & Brown, D. C. (2022). Trends in lifespan variation across the spectrum of rural and urban places in the United States, 1990–2017. *SSM-Population Health*, 19, 101213.
3. Kneis, Philipp. "Rural policy and the cultural construction of the urban/rural divide in the United States and Europe." *The Routledge handbook of comparative rural policy*. Routledge, 2019. 223-234.
4. Kneis, Philipp, & Baker, Keith. (2019). *Understanding the dimensions of aging and old age in rural areas*. In *The Routledge Handbook of Comparative Rural Policy*, 2019. 203-211.
5. Buylova, A. (2020). Spotlight on energy efficiency in Oregon: investigating dynamics between energy use and socio-demographic characteristics in spatial modeling of residential energy consumption. *Energy Policy*, 140, 111439.
6. Giordono, Leanne S., et al. "Opposition "overblown"? Community response to wind energy siting in the Western United States." *Energy Research & Social Science* 43 (2018): 119-131.

7. Cramer, Katherine. 2016. "Chapter 1: Making Sense of Politics through Resentment" in *The Politics of Resentment*.
8. Rodden, Jonathan. 2019. "Chapter 5" in *Why Cities Lose*.
9. Sheridan, Thomas E. (2007). Embattled ranchers, endangered species, and urban sprawl: The political ecology of the new American West. *Annual Review of Anthropology*, 36, 121–138.
10. Scala, Dante J., & Johnson, Kenneth M. (2017). *Political polarization along the rural–urban continuum? The geography of the presidential vote, 2000–2016*. The ANNALS of the American Academy of Political and Social Science, 672(1), 162–184.

Case Study 8: Health Care Access

See also separate Case Study Canvas Page with further instructions

Videos:

- Introduction
- Some Thoughts on Healthcare

Readings:

Read at least 3 in detail – and the others maybe cursorily:

1. Mahajan, Sanjay, Caraballo, Christian, Lu, Yongfei, Valero-Elizondo, Javier, Massey, Daniel, Annapureddy, Anusha R., ... Krumholz, Harlan M. (2021). Trends in differences in health status and health care access and affordability by race and ethnicity in the United States, 1999–2018. *JAMA*, 326(7), 637–648. <https://doi.org/10.1001/jama.2021.9907>
2. Estes, Carroll L., & Binney, Elizabeth A. (1989). *The biomedicalization of aging: dangers and dilemmas*. *The Gerontologist*, 29(5), 587–596.
3. Kneis, Philipp. (2016). Godfather is aging (Draft version). Published version as Old age and disability (with Antje Dallmann), in Eva Boesenberg, Antje Dallmann, & Martin Klepper (Eds.), *Approaches to American studies*. Routledge.
4. Gaffney, Adam, & Himmelstein, David. (2020). The Effect Of Veterans Health Administration Coverage On Cost-Related Medication Nonadherence. *JAMA*.
5. Burtin, Olivier. (2020). The history of veterans' policy in the United States. *Historical Social Research / Historische Sozialforschung*, 45(2 [172]), 239–260.
6. O'Toole, Thomas P., Pape, Liza M., Kane, Vincent, Diaz, María, Dunn, Andrew, Rudolph, James L., & Elnahal, Shereef. (2024). Changes in homelessness among U.S. veterans after implementation of the Ending Veteran Homelessness Initiative. *JAMA Network Open*, 7(1), e2353778.
7. Kenny, Katherine E. (2015). The biopolitics of global health: Life and death in neoliberal time. *Journal of Sociology*, 51(1), 9–27.

8. Lawrence, Jane. (2000). *The Indian Health Service and the sterilization of Native American women*. *American Indian Quarterly*, 24(3), 400–419
9. U.S. Commission on Civil Rights. (2004). *Broken Promises: Evaluating the Native American Health Care System*. U.S. Commission on Civil Rights.

Assignments

Pick at least 1 case study this week

Assignment 1: Discussion Forum for Case Study

Assignment 3: Case Study Personal Reflection, 1 page to instructor (10 points)

Assignment 4: Case Study Policy Analysis, 2 pages to instructor (20 points)

Week 9: Contemporary Issues: Student Case Studies: Research Presentation

Case Study 9: Indigenous Policy

See also separate Case Study Canvas Page with further instructions

Videos:

- Introduction
- A Very, Very Concise History of America

Readings:

Read at least 3 in detail – and the others maybe cursorily:

1. Alfred, Taiaiake, & Cornsattel, Jeff. (2005). Being Indigenous: Resurgences against contemporary colonialism. *Government and Opposition*, 40(4), 597–614.
2. Amnesty International. (2007). *Maze of injustice: The failure to protect Indigenous women from sexual violence in the USA*. Amnesty International.
3. Barker, Joanne. (2003). Indian(tm) USA. *Wicazo Sa Review*, 18(1), 201–203.
4. Barton, James D., & Ketchum, Kelvin. (2012). The Columbia River Treaty: Managing for uncertainty. In Barbara Cosens (Ed.), *The Columbia River Treaty revisited: Transboundary river governance in the face of uncertainty* (pp. 43–59). Oregon State University Press.
5. Black, Jason Edward. (2002). The “mascotting” of Native America: Construction, commodity, and assimilation. *American Indian Quarterly*, 26(4), 605–622.
6. Bordewich, Fergus M. (1996). Chapter 1, 2, 9. In *Killing the White Man’s Indian: Reinventing Native Americans at the end of the twentieth century*. Anchor Books.
7. Denevan, William M. (1992). The pristine myth: The landscape of the Americas in 1492. *Annals of the Association of American Geographers*, 82(3), 369–385.

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8. Federal Bureau of Investigation. (2012, May). *Indian country and the Tribal Law and Order Act of 2010*. FBI Law Enforcement Bulletin.
9. Grant, C. M. (2013). *Native American involvement in the gang subculture: Current trends & dynamics*. Community Corrections Institute.
10. Institute for Natural Progress. (1999). In usual and accustomed places: Contemporary American Indian fishing rights struggles. In M. Annette Jaimes (Ed.), *The state of Native America: Genocide, colonization, and resistance* (pp. 217–237). South End Press.
11. Kneis, Philipp. (2011). 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* (pp. 103–128). Peter Lang.
12. Kneis, Philipp. (2016). Elders in exile: Three American Indian stories of survivance. In Frederike Offizier, Marc Priewe, & Ariane Schröder (Eds.), *Crossroads in American studies: Transnational and biocultural encounters*. Winter.
13. Kneis, Philipp. (2013). (S)aged by culture: Representations of old age in American Indian literature and culture. Peter Lang. Ch. 7-9.
14. Morris, Glenn T. (1992). Toward a right to self-determination for Indigenous peoples. In M. Annette Jaimes (Ed.), *The state of Native America: Genocide, colonization, and resistance* (pp. 55–81). South End Press.
15. Mouat, Jeremy. (2012). The Columbia exchange: A Canadian perspective on the negotiation of the Columbia River Treaty, 1944–1964. In Barbara Cosens (Ed.), *The Columbia River Treaty revisited: Transboundary river governance in the face of uncertainty* (pp. 15–33). Oregon State University Press.
16. Sheffield, Gail K. (1997). Chapter 4. In *The arbitrary Indian: The Indian Arts and Crafts Act of 1990*. University of Oklahoma Press.
17. Smith, Andrea. (2003). Not an Indian tradition: The sexual colonization of Native peoples. *Hypatia*, 18(2), 70–85.
18. Smith, Linda Tuhiwai. (2012). *Decolonizing methodologies: Research and Indigenous peoples* (2nd ed.). Zed Books. 30-55.
19. United States Commission on Civil Rights. (2006). *Broken promises: Evaluating the Native American health care system*. U.S. Commission on Civil Rights.
20. Warm Springs Treaty. (1855). Treaty with the Tribes of Middle Oregon (June 25, 1855).
21. Wilkinson, Charles F. (2006). Chapter 11. In *Blood struggle: The rise of modern Indian nations*. W. W. Norton.

Poetry:

- Alexie, Sherman. (1996). How to write the great American Indian novel. In *The summer of black widows*. Hanging Loose Press.
- Ortiz, Simon. (1981). *From Sand Creek*. Thunder's Mouth Press.
- Welch, James. (2004). In my lifetime. In *Riding the Earthboy 40* (p. 23). Penguin.

Case Study 10: Theories of Identity and the Politics of Recognition

See also separate Case Study Canvas Page with further instructions

Videos:

- Introduction
- On Equity and Equality of Opportunity

- Human Bias in Artificial Intelligence

Blog Posts In lieu of videos:

- Philipp Kneis, Blog Post, "Race Does Not Exist. But Racism Does"
- Philipp Kneis, Blog Post, "Guilt vs. (Historical) Responsibility"

Readings:

Read at least 3 in detail – and the others maybe cursorily:

1. Appiah, Kwame Anthony. (2016, September 9). There is no such thing as Western civilisation. *The Guardian*.
2. Du Bois, William Edward Burghardt. (1903). *The souls of Black folk* (Chap. 1).
3. Estes, Carroll L., & Binney, Elizabeth A. (1989). The biomedicalization of aging: Dangers and dilemmas. *The Gerontologist*, 29(5), 587–596.
4. Gilroy, Paul. (2014). Lecture I: Suffering and inhumanity. *Tanner Lectures*.
5. Gilroy, Paul. (2014). Lecture II: Humanities and a new humanism. *Tanner Lectures*.
6. Harro, Bobbie. (2000). The cycle of liberation. In *Readings for diversity and social justice* (pp. 52–58). Routledge.
7. Harro, Bobbie, & Adams, Maurianne. (2000). The cycle of socialization. In Maurianne Adams et al. (Eds.), *Readings for diversity and social justice*. Routledge.
8. Iser, Mattias. (2019). Recognition. In Edward N. Zalta (Ed.), *The Stanford encyclopedia of philosophy* (Summer 2019 ed.).

Supplemental Readings (Completely Voluntary):

1. Chakrabarty, Dipesh. (1992). Provincializing Europe: Postcoloniality and the critique of history. *Cultural Studies*, 6(3), 337–357.
2. Gilroy, Paul. (2019, November 11). Never again: Refusing race and salvaging the human. *Holberg Lecture*.
3. Mignolo, Walter D. (2011). Who speaks for the "human" in human rights? *Cadernos de Estudos Culturais*, 3(5).
4. Young, Iris Marion. (2007). Structural injustice and the politics of difference. In Günter H. Lenz & Antje Dallmann (Eds.), *Justice, governance, cosmopolitanism, and the politics of difference*.
5. Alexie, Sherman. (1996). How to write the great American Indian novel. *The Summer of Black Widows*, 95.
6. Crenshaw, Kimberlé. 1991. "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color." *Stanford Law Review* 43(6): 1241-1299.

7. McIntosh, P. (Winter 1990). "White Privilege: Unpacking the Invisible Knapsack." *Independent School*.

Assignments

Pick at least 1 case study this week

Assignment 1: Discussion Forum for Case Study

Assignment 3: Case Study Personal Reflection, 1 page to instructor (10 points)

Assignment 4: Case Study Policy Analysis, 2 pages to instructor (20 points)

Week 10: Contemporary Issues: Student Case Studies: Student Case Studies: Research Presentation

Videos:

- Closing Reflection on Case Studies

Assignments

Assignment 1: Discussion Forum for Research Topic Brainstorming

Assignment 5: Research Presentation, as Discussion post in Week 10 (15 points)

Week 11: Final Research Paper

Assignments

Assignment 6: Research Paper (25 points)

Evaluation of Student Performance

Assignment Overview

Assignment 1: Discussion Forum (10 points)

Week 1-4: 2.5 points * 4 = 10

Assignment 2: Midterm: Response Essay, 2 pages, due Monday Week 5 (10 points)

Assignment 3: Case Study Personal Reflection, 1 page to instructor (15 points)

Week 5-9: 5 points * 5 = 25

Assignment 4: Case Study Policy Analysis, 1 page discussion (25 points)

Week 5-9: 5 points * 5 = 25

Assignment 5: Research Presentation, as Discussion post in Week 9 (10 points)

Assignment 6: Final Paper (20 points)

100 points total

Assignment Details

Assignment 1: Discussion Forum (10 points)

Week 1-4 regular posts, 2 points each, due end of week

Week 9: Research Presentation Brainstorming

10 posts total minimum

Students are also encouraged to reply to fellow student comments.

Assignment 2: Midterm: Response Essay, 2 pages, due Monday Week 5 (10 points)

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

- The focus of this paper is on preliminary research and opinion.
- Select a topic based on the following prompt, which you are free to interpret:
“Why do the Questions of Difference, Power and Oppression Matter to Public Policy?”
- You need to develop a thesis in the beginning, and then develop arguments in support of the thesis, but also hint at possible counterarguments.
- Use previously assigned readings(s) in support of your essay. You do not need to find additional research articles or books. Standard citation methods apply.
- The paper should be approximately 2-3 pages of text (12-point font, 1.5 or double-spaced, 1-inch margins) plus bibliography in addition to the above page count.

Evaluation – 10 points max

- 6 points for complexity of the argument
- 1 point for structure
- 1 points for correct bibliography and correct citation (choose either [MLA or APA](#) and stick to one method throughout your paper)
- 1 point for spelling and language
- 1 point for fulfilling formal criteria (formatting, length, etc.)
- Deduction for late submission: -1 point per day

**Assignment 3: Case Study Personal Reflection Pre-Work, Weeks 5-9, 1 page to instructor
(5 points * 5 weeks = 25 points)**

This is a personal reflection piece which is based on your original understanding of the theme of the case study before you dive into the readings.

- What do you know about the subject without having done any further research?
- What personal experiences have you had with the subject matter of the case study – either yourself, or family, friends, acquaintances?
- The paper should be approximately 1 page of text, maximum 3 (12-point font, 1.5 or double-spaced, 1-inch margins).

Evaluation – 5 points max per week / 25 points total for all 5 weeks

- 4 points for complexity of the argument
- .5 point for spelling and language
- .5 point for fulfilling formal criteria (formatting, length, etc.)
- Deduction for late submission: -1 point per day

**Assignment 4: Case Study Policy Analysis, Weeks 5-9, 1 page to instructor
(5 points * 5 weeks = 25 points)**

This is an analysis piece which is based upon our readings and discussions, and can already prepare ideas for your research project.

- The focus of this paper is on preliminary research and opinion.
- Select a topic based on the following prompt, which you are free to interpret:
“Why do the Questions of Difference, Power and Oppression Matter to Public Policy?”
- You need to develop a thesis in the beginning, and then develop arguments in support of the thesis, but also hint at possible counterarguments.
- Use previously assigned readings(s) in support of your essay. You do not need to find additional research articles or books. Standard citation methods apply.
- The paper should be approximately 2-3 pages of text (12-point font, 1.5 or double-spaced, 1-inch margins) plus bibliography in addition to the above page count.

Evaluation – 5 points max per week / 25 points total for all 5 weeks

- 4 points for complexity of the argument
- .5 point for spelling and language
- .5 point for fulfilling formal criteria (formatting, length, etc.)
- Deduction for late submission: -1 point per day

Assignment 5: Own Case Study Research Presentation, Discussion Brainstorming in Week 9, as Discussion post in Week 10 (10 points)

Create your own case study! Throughout the term you will have multiple opportunities to build components of your own case study, including (a) choosing a topic related to a contemporary inequality that exists in society; (b) finding popular press articles related to the inequality and policy intervention you choose to explore in your case study; (c) finding scholarly research articles that assess the effectiveness of the policy intervention in addressing the specific inequality; (d) three one-page essays that explain the policy problem, a public policy intervention, and the realized effects of that policy intervention; and (e) an oral presentation of your case study.

- Find your own topic, and [contact your instructor](#) to discuss it beforehand.
- Find a *minimum of three* 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 10* slides to share with your audience.
- Prepare *up to three* questions for class discussion.
- Share your work in an initial post, conduct Q&A.

Evaluation – 10 points max

- 6 points for complexity of the argument
- 1 point for structure
- 1 points for correct bibliography and correct citation (choose either [MLA or APA](#) and stick to one method throughout your paper)
- 1 point for spelling and language
- 1 point for fulfilling formal criteria (formatting, length, etc.)
- Deduction for late submission: -1 point per day

Assignment 6: Final Policy Research Paper (20 points)

This research paper can be based on the preceding research presentation. Unlike the midterm response paper, your focus has to be on analysis rather than opinion.

- The focus of this paper is on critical analysis.
- Select a topic of your choice that meets the following requirements.
- You need 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 two** of the texts discussed in previous modules, and to find **at least three** additional scholarly research articles or books. Standard citation methods apply.
- The paper should be at least 5 pages of text and no more than 8 pages (12-point font, 1.5 or double-spaced, 1-inch margins) plus bibliography in addition to the above page count.

Evaluation

- 10 points for complexity of the argument
- 1 point for structure
- 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)
- 2 points for correct bibliography and correct citation (choose either [MLA or APA](#) and stick to one method throughout your paper)
- 1 point for spelling and language
- 1 point for fulfilling formal criteria (formatting, length, etc.)
- Deduction for late submission: -1 point per day

Submission Details

Submit your paper as a [Word](#) or PDF file. Refer to [How do I submit an online assignment?](#)

Grading Scale

A point system will be used to calculate grades. The total possible points for each of these components are noted below. Total points obtained will be added and divided by the total possible points.

Letter Grade	Percentage Range	Point Range
A	93 – 100	93-100
A-	90 – 92.9	90-92

Letter Grade	Percentage Range	Point Range
B+	87 – 89.9	87-89
B	83 – 86.9	83-86
B-	80 – 82.9	80-82
C+	77 – 79.9	77-79
C	73 – 76.9	73-76
C-	70 – 72.9	70-72
D+	67 – 69.9	67-69
D	63 – 66.9	63-66
D-	60 – 62.9	60-62
F	< 60	< 60

Course Statements

Discussion Participation

Students are expected to participate in all graded discussions. While there is great flexibility in online courses, this is not a self-paced course. You will need to participate in discussions on at least two different days each week, with your first post due no later than Wednesday evening, and your second and third posts due by the end of each week.

Late Work Policy

Most assignments in this course will be open for several days to account for the varying schedules of our diverse student body. If for some reason you find yourself unable to complete work by the due date, please contact me. You may have the opportunity to submit late work for partial credit.

Incompletes

When a requirement of a course has not been completed for reasons acceptable to the instructor and the rest of the academic work is passing, a report of “I” (incomplete) may be made and additional time granted, according to Academic Regulation 17 of [OSU Academic Regulations](#).

If you are having any difficulty that might prevent you completing the coursework, please don’t wait until the end of the term; let me know right away.

Statement Regarding Religious Accommodation

Oregon State University is required to provide reasonable accommodations for employee and student sincerely held religious beliefs. It is incumbent on the student making the request to make the faculty member aware of the request as soon as possible prior to the need for the accommodation. See the [Religious Accommodation Process for Students](#).

Class Participation and Building Community

Active interaction with peers and your instructor is essential to everyone's success in this online course. I encourage you to please practice the following:

- Value the diversity of the class. Recognize and respect the experiences, abilities, and knowledge each person brings to our learning environment.
- Challenge others' ideas with the intent of facilitating growth. Acknowledge your peers' contributions and highlight areas of further inquiry.
- Be open to being challenged on your ideas or prejudices.
- Practice self-awareness in your communication with peers and consider that your comments may hurt others unintentionally.
- Assume the best of your classmates and instructor and expect the best from them.

Expectations for Student Conduct

Student conduct is governed by the university's policies, as explained in the Student Conduct Code (<https://beav.es/codeofconduct>). Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility.

Academic Integrity

It is important that you understand what student actions are defined as academic misconduct at Oregon State University. The OSU Libraries offer a [tutorial on academic misconduct](#), and you can also refer to the [OSU Student Code of Conduct](#) and [the Office of Student Conduct and Community Standards](#) for more information. More importantly, if you are unsure if something will violate our academic integrity policy, ask your professors, GTAs, academic advisors, or academic integrity officers.

Academic misconduct, or violations of academic integrity, can fall into seven broad areas, including but not limited to: cheating; plagiarism; falsification; assisting; tampering; multiple submissions of work; and unauthorized recording and use.

In this course, AI tool use is restricted. Additional details will be shared in course activity and assignment prompts. I encourage you to contact me if you have questions about the use of AI tools so that, together, we can ensure that we are using these tools in productive and ethical ways.

Statement Regarding 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.

Accessibility of Course Materials

All materials used in this course are accessible with the exception of select PDF reading options (listed below). If you require accommodations please contact [Disability Access Services \(DAS\)](#).

- Week 7: Postman (1998)
- Week 8: Rodden (2019), Estes & Binney (1989)
- Week 9: Sheffield (1997), Harro (2000), Harro & Adams (2000)

Additionally, Canvas, the learning management system through which this course is offered, provides a [vendor statement](#) certifying how the platform is accessible to students with disabilities.

Tutoring and Writing Assistance

You can connect live with experienced online tutors by accessing Online Tutoring in the side navigation bar of your Canvas course. You are eligible for up to 5 hours of tutoring each week. To learn more, go to [Online Tutoring - Overview](#).

To get help with any form of writing, you can contact [Oregon State Online Writing Support](#) for feedback via email or live Zoom appointment.

Academic Calendar

All students are subject to the registration and refund deadlines as stated in [the Academic Calendar](#).

Student Bill of Rights

OSU [has twelve established student rights](#). They include due process in all university disciplinary processes, an equal opportunity to learn, and grading in accordance with the course syllabus.

Student Learning Experience Survey

During Fall, Winter, and Spring term the online Student Learning Experience surveys open to students the Wednesday of week 9 and close the Sunday before Finals Week. Students will receive notification, instructions, and the link through their ONID email. They may also log into the survey

via MyOregonState or directly at <https://beav.es/Student-Learning-Survey>. Survey results are extremely important and are 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 of written comments) and are not available 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.