

Syllabus

MPP 507- Seminar: Transatlantic Students Symposium

Rural Frontier Communities, Global Challenges?

The American West, the European East, and the Resurgence of National Mythologies

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Syllabus Version 1.0 – 01/11/2012
(living syllabus / subject to change)

1. Course Introduction

This course serves as the preparation for the 2012 Transatlantic Students Symposium, held in cooperation with Humboldt-University, Berlin, University of Washington, Seattle, and Warsaw University.

The principal goal is to develop an understanding of cultural and political aspects of rural policy development, and to be able to theorize such processes.

Furthermore, students will be reading and presenting research articles, in order to develop their own research interests and skills, and prepare for their symposium presentation. The seminar will conclude during Spring Break with the Symposium Week.

The seminar depends on the active participation of every single member of the class.

2. Description of the Topic of the Symposium

The American Frontier has been a place both of promise and loss; a loss of life and land for the Native population, but a promise to those who have come to colonize these lands. What could be called the European frontier is a possible or recent region of EU expansion into former territories controlled by the Soviet Union.

Today, the American frontier is both “closed” and ubiquitous. Celebrations of frontier life can be seen throughout the United States, manifested in the continued affirmation of the so-called pioneer spirit, of rugged individualism and self-reliance as demonstrated by the Tea Party movement and its political representatives. Consequences of frontier ideology can also be seen in the persistent challenges for Native cultures and economies. In rural, frontier America, however, both Native and non-Native communities ideologically and culturally have become part of the national mythology of Cowboys and Indians: The frontier has always been defined as a “meeting place,” however euphemistically phrased by Frederick Jackson Turner.

In the aftermath of the recent economic downturn, but already following an intensive economic globalization, rural, frontier America has felt the consequences of the economic downturn and a change in industrial and labor structures. What has this meant for the cultural legacy of the pioneer spirit and the “winning” of the West?

On the other side of the Atlantic, the European Union has developed a mythology of community and progress, of peace and prosperity after World War II, a movement that has been rejuvenated by the end of the Cold War. This “winning” of the East had been interpreted also as an ideological victory for democracy and post-nationalism. However, following initial euphoria, the fall of the Soviet Union has enabled economic globalization to an unprecedented degree. Rural communities in Europe have been hit hard by the ensuing deindustrialization. Furthermore, in some former Communist states, the ideological push towards neo-liberal policies stands in stark contrast to established welfare states and state-mandated solidarity in the former Western Europe. These processes are also questioning national mythologies and borders, for instance in the border regions of Germany and Poland, but also with respect of resurging nationalism in Hungary, Finland, Austria, Belgium and Italy.

Thus in a critical comparison, the Tenth Transatlantic Students Symposium will investigate in how far the impact of both the intensified globalization and the economic crisis has affected rural communities in the United States and the European Union, and how this has translated into a reexamination of national mythologies based on the respective frontiers, in the American case towards the West, in the European case towards the East.

3. Student Learning Outcomes

The course seeks to develop in students...

- an understanding for the central issues relevant to rural policy and to cultural questions relating to the frontier, West and East
- an interdisciplinary outlook, combining methods of political science and cultural studies
- an understanding of the necessity to theorize culture and politics, and to apply different theoretical models to different circumstances
- the ability to present the basic argument of a scholarly text
- the ability to work collaboratively on a presentation
- the ability to conduct own research and write a response paper based upon what was discussed in class, and the student's own research interest
- to hold a presentation in an international student conference setting

4. Course Policy

- Attendance is mandatory.
- A seminar thrives on the regular participation of every single member of the group. You are expected to participate actively in the discussions, and you should feel free to do so. This is a place to learn, not a place to be perfect. You do not need to be intimidated. Everyone is in the same boat.
- Respect your fellow students.
- If somebody makes a mistake, be patient and understanding. Make any criticism about the argument and the issue, not about the person.
- People are indeed able to see things differently, even though they have the same facts.
- During the course there may be some unforeseen circumstances which arise that alter the schedule below. In this case it will be YOUR responsibility to be in class to find out what those adjustments might be.
- This is a living syllabus, it may be subject to change.
- If you are experiencing problems with this course, its content, the readings, my teaching style, I strongly encourage you to raise your concerns at the earliest possible moment. You can do so by visiting me during my office hours.
- Student Conduct: To fully understand student conduct expectations (definitions and consequences of plagiarism, cheating, etc.), see <http://oregonstate.edu/studentconduct/regulations/index.php#acdis>.
- 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 an unannounced quiz at the beginning of a session in order to check on reading progress. These would have 2 questions. If every question is answered correctly, your total point balance will be unaffected. Any question answered wrongly (or not at all) will downgrade your total points by - 0.25 points. You can avoid such tests if everybody attends regularly, participates actively, and does their reading.

5. Required Texts by Session

See Blackboard for further reading assignments.

Session 1: Frontier

Turner, Frederick Jackson. "The Significance of the Frontier in American History." 1894. <http://www.historians.org/pubs/archives/turnerthesis.htm>. Retrieved 01/11/2012.

Session 2: American Frontier and Rural America

Sheridan, Thomas E. "Embattled Ranchers, Endangered Species, and Urban Sprawl: The Political Ecology of the New American West". *Annual Reviews Anthropology*, 2007, 36, 121-138.

Johnson, Carly. "Defining Rural Oregon: An Exploration." *Oregon State University EM 8937*(September 2007).

Partridge, Mark D., M. Rose Olfert. "Dissension in the Countryside: Bridging the Rural-Urban Divide with a New Rural Policy." 2008. [http://crrl.usask.ca/research_assets/Partridge-Olfert BK Chapter june 18.pdf](http://crrl.usask.ca/research_assets/Partridge-Olfert_BK_Chapter_june_18.pdf). Retrieved 01/11/2012.

Session 3: Challenges to Rural Economy

Isserman, Andrew M. et al. "Why Some Rural Places Prosper and Others Do Not". *International Regional Science Review*, Vol. 32, No. 3, July 2009, 300-342.

Macke, Don and Deborah Markley. "Entrepreneurship and Rural America". *Rural Research Report*, Spring 2006, Vol. 17, Issue 4, 1-6.

Haggblade, Steven, Peter B. R. Hazell, and Thomas Reardon. "Transforming the Rural Nonfarm Economy. Opportunities and Threats in the Developing World." *IFPRI Issue Brief* 58 (February 2009).

Session 4: The European Frontier and Rural Europe

Favell, Adrian: "The New Face of East-West Migration in Europe". *Journal of Ethnic and Migration Studies*, Vol. 34, No. 5, July 2008, 701-716.

Bryden, John. "Rural Development Indicators and Diversity in the European Union." 2002.
http://srdc.msstate.edu/trainings/presentations_archive/2002/2002_bryden.pdf.
Retrieved 01/11/2012.

Bryden, John. "Rural Development Situation & Challenges in EU-25." 2003.
<http://ec.europa.eu/agriculture/events/salzburg/bryden.pdf>. Retrieved 01/11/2012.

Korek, Janusz. "Central and Eastern Europe from a post-colonial perspective." 2009.
<http://www.postcolonial-europe.eu/index.php/en/essays/60--central-and-eastern-europe-from-a-postcolonial-perspective>. Retrieved 01/11/2012.

6. Course Assignments

- 1) **Presentation of an assigned text (Weeks 2-4).** In the beginning of the quarter, the texts will be distributed amongst all participants. Texts may be presented by 1 or 2 students, depending on the number of students. The presentation should introduce the main arguments of the text and briefly explain the historical background. The duration of the presentation should be **approx. 5 minutes**. During the discussion, the 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. If you share a presentation with another student, both of you must speak for an equal portion of the time. A summary of the presentation is to be posted on blackboard after the session.
- 2) **Response Paper on a topic of your own choice, in relation to the seminar.** This is an academic opinion piece which is based upon the seminar readings and discussions. You are supposed to develop a thesis in the beginning, and then develop arguments in support of the thesis, but also hint at possible counterarguments. You need to use at least 5 scholarly articles or books. You need to find at least 3 scholarly research articles or books on your own, and may also use any texts already assigned. Standard citation methods apply. The paper should be **approx. 4 pages** of text (12 point Times, 1.5-spaced, 1 in. margins) plus bibliography. **Due Date: Friday 02/17, by 12:00 PM, PRINTED OUT HARDCOPY ONLY (before the seminar session).**
- 3) **Research Presentation.** Students will work on their own and present a topic of their own choice. The presentation must not be longer than **15 minutes**. Students need to find additional research beyond the texts provided by the instructor, at least 3 scholarly articles or books. These can be the same that you already found for the response paper. The presentations are the preparation for the symposium presentation. A summary of the presentation is to be posted on blackboard after the session.

- 4) **Blackboard.** Students will have to participate in Blackboard.

7. **General Argumentation Rules (for Presentations and Papers)**

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

8. **Presentation Guidelines and Grading**

For general remarks, see the presentation guidelines in Appendix I, page 12.

Grading: 10 points total

- complexity of the argument (up to 5 points)
- correct rendition of the argument (1 point)
- clarity of the argument (1 point)
- adequate use or non-use of technology and/or visual aids and/or handout (1 point)
- handling your responses to questions (1 point)
- pose and clarity of speaking (1 point)

8.1. Specific Guidelines for the Presentation of an Assigned Text (Weeks 2-4)

- 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.
- If you have a presentation partner, work with them. Make sure you divide up the work equally, and that both of you present your parts of the presentation.

- Time yourself, you only have 5 minutes.
- Prepare up to 2 questions for class discussion.
- Prepare to be interrupted if your time is up.

8.2. Specific Guidelines for the Research Presentation (Weeks 9-10)

- Find your own topic, and discuss it with the instructor in beforehand.
- Find 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.
- Work with your presentation partner. Make sure you divide up the work equally, and that all of you present your parts of the presentation.
- Time yourself, you only have 15 minutes.
- Prepare up to 3 questions for class discussion.
- Prepare to be interrupted if your time is up.

9. Response Paper 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 14, 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 you individually researched (min. 3 articles, max. 3 points)
- 1 point per other cited article or book, which may or may not have been assigned for class (min. 2 articles or books, max. 2 points)

Penalties for turning it in later:

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

10. Blackboard Guidelines and Grading

- Introduce yourself initially to Blackboard by saying who you are, what your study interests are, and whatever else you would like people to know about yourself.
- You then need to write at least 5 posts for blackboard of substantial length and quality. This cannot just be a brief response of twitter length, or a link, but has to be

a contribution for discussion of at least 2 paragraphs of length which opens up a possible discussion topic and/or discusses or introduces a topic and/or provides a thoughtful response to a post opened by someone else earlier.

- Blackboard min. 5 posts, total

Grading: 5 points total

- 1 point per post, but only a maximum of 5 points

11. Final Grade Distribution

Maximum possible points: 40 points

- Text Presentation: 10 points
- Research Presentation: 10 points
- Response Paper: 15 points
- Blackboard: 5 points

Grading:

A	95% to under or equal	100%	38 to under or equal	40 points
A-	90% to under	95%	36 to under	38 points
B+	87% to under	90%	34.8 to under	36 points
B	83% to under	87%	33.2 to under	34.8 points
B-	80% to under	83%	32 to under	33.2 points
C+	77% to under	80%	30.8 to under	32 points
C	73% to under	77%	29.2 to under	30.8 points
C-	70% to under	73%	28 to under	29.2 points
D+	67% to under	70%	26.8 to under	28 points
D	63% to under	67%	25.2 to under	26.8 points
D-	60% to under	63%	24 to under	25.2 points
F	0% to under	60%	0 to under	24 points

12. Seminar Schedule

Week	Session	Thursday
1	1	1/13/2012
INTRO	<p><u>Introduction to the Symposium</u> History of the Program Interdisciplinary Character Practicalities</p> <p><u>The American Frontier</u> An Approach to Cultural Theories</p>	
2	2	1/20/2012
RURAL AMERICA I	<p><u>The American Frontier and Rural America</u> Current Issues</p> <p>Texts: Sheridan 2007 (20 pg.) Johnson 2007 (2 pg.) Partridge, Offert 2008 (31 pg.)</p>	
3	3	1/27/2012
RURAL AMERICA II	<p><u>Challenges to Rural Economy</u> Current Policy Issues</p> <p>Texts: Isserman et al. 2009 (43 pg.) Mackle, Markley 2006 (6 pg.) Haggblade et al. 2009 (4pg.)</p>	
4	4	2/3/2012
RURAL EUROPE	<p><u>The European Frontier and Rural Europe</u> Theoretical Approaches and Current Issues</p> <p>Texts: Favell 2008 (17 pg.) Bryden 2002 (15 pg.) Bryden 2003 (10 pg.) Korek 2009 (13 pg.)</p>	

5	5 2/09/2012
VIDEO CONF.	<u>Video Conference THURSDAY, FEB 9, 8 AM-10AM</u> Room to be announced. We will discuss ideas for Symposium presentations.
6	6 2/17/2012
BRAIN-STORMING	<u>Symposium Papers</u> <u>Brainstorming</u> We will discuss ideas for Symposium presentations.
7	7 2/24/2012
DISCUSSION	<u>Policy Issues: Discussion of Student Research</u> <u>Response Paper Due</u>
8	8 3/2/2012
DISCUSSION	<u>Cultural Issues: Discussion of Student Research</u>
9	9 3/9/2012
PRESENTATIONS	<u>Research Presentations / Test Presentation for Symposium</u> Part I
10	10 3/16/2012
PRESENTATIONS	<u>Research Presentations / Test Presentation for Symposium</u> Part II
	3/23/2012
FINALS WEEK	<u>Friday Evening: Departure for Portland</u>

13. TENTATIVE Symposium Week Schedule

Friday, March 23	arrival of all groups in Portland, Oregon
Saturday, March 24	morning and afternoon: free time orientation meeting in the evening
Sunday, March 25	Portland: morning and lunch meeting: meeting with African American community, meeting with International Refugee Center, visits to Japanese Memorial Plaza and other locations; late afternoon and evening: free time
Monday, March 26	drive to Pendleton, OR (3.5h) briefing on field trips on the bus site visits at Pendleton, OR and the Umatilla Indian Reservation
Tuesday, March 27	Pendleton, OR: morning: site visits at Pendleton, OR and the Umatilla Indian Reservation late afternoon: drive to Warm Springs Indian Reservation (4h)
Wednesday, March 28	Warm Springs to Corvallis, morning: Warm Springs Indian Reservation, drive to Bend, OR (Lunch), High Desert Museum, Sisters, Corvallis, OR (4.5h total driving time)
Thursday, March 29	visit of a migrant worker center in Woodburn, OR (2h), Grand Ronde Indian Reservation (1h, incl. Lunch), dinner in Newport, OR (2h), visit to OSU Extension Office, return to Corvallis (1.5 h) (5.5h total driving time)
Friday, March 30	morning: spare time, preparation for the symposium visit with community members / workshop afternoon: student conference, part 1
Saturday, March 31	student conference, part 2
Sunday, April 1	return to Portland, return flights

14. Appendix I: Presentation Guidelines

14.1. When Introducing a Text

These questions need not be answered in that order or that directly – but these issues should be addressed or be kept in mind.

- What is it about?
- Who is the author? (relevant if important person of history, but no extended biographies in presentation)
- What is the context?
- How is it written?
- What is the line of argument?
- 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)
- own evaluations

14.2. WHEN PRESENTING YOUR OWN ANALYSIS OR ARGUMENT

These questions need not be answered in that order or that directly – but these issues should be addressed 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 and personal experiences
- Be clear about what is your own analysis, and what is someone else's.

14.3. GENERAL PRESENTATION RULES

- Everybody is nervous. EVERYBODY.
- Everybody makes mistakes.
- Preparation always helps.
- Practice.
- A seminar presentation is supposed to help you to learn.

CONTENT

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

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.

MODES OF PRESENTING

- Do what you feel is most comfortable to you.
- Talk loudly and clearly.

- Make eye contact as much as possible.

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

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

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.

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.
- 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.

ATTIRE

- Look 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)

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.
- Good luck!

15. Appendix II: Citation Guide MLA

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". Name, First Name. *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/kerawar/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.

16. Appendix III: Citation Guide APA

You can also use APA style for citations, see:

<http://owl.english.purdue.edu/owl/resource/560/01>

<http://www2.liu.edu/cwis/cwp/library/workshop/citapa.htm>

17. Students with Disabilities

Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know, or who need special arrangements in the event of evacuation, should make an appointment with the instructor as early as possible (use email for this class), no later than the first week of the term. In order to arrange alternative testing the student should make the request at least one week in advance of the test. Students seeking accommodations should be registered with the Office of Services for Students with disabilities.