20th Transatlantic Students Symposium:

The Transatlantic Relationship in a Multi-Crisis World

ENG 505 / PS 402
Winter Term (Remote): January 7–March 11, 10 AM–12 PM (Pacific Time) & Virtual Conference, May, 2022, TBD

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Syllabus Version 1.0 – 12/29/2022 – living syllabus / subject to change

1. Course Introduction

This course serves as the preparation for the 2021 Transatlantic Students Symposium, held in cooperation with Humboldt-University, Berlin, and Warsaw University. The principal goal is to develop an understanding of cultural and political theories of transatlantic relations, nationhood, colonialism, postcolonialism, and cosmopolitanism. 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 in May with a virtual conference.

2. SIMPLIFIED SYLLABUS FOR OVERVIEW – DETAILS BELOW

UNIT I: FREEDOM & SOVEREIGNTY

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

Week 1: *January 7: Introduction.*

Week 2: *January 14: Nation and Sovereignty.* *Texts by Stuart Hall, Benedict Anderson, Stephen Krasner, and Eric Hobsbawm.*

Week 3: *January 21: Freedom and Responsibility.* *Texts by Eric Foner, Rüdiger Kunow, Philip Pecorino & Immanuel Kant, and Bjørn Myskja.*

UNIT II: STATES OF EXCEPTION

Week 4: *January 28: Democracy and Emergency.* *Texts by Jef Huysmans, Ulrich Beck, Jens Zinn, and Garrett Hardin.*

Week 5: *February 4: Trauma and Suffering.* *Texts by Paul Gilroy and Hannah Arendt.*

Week 6: *February 11: Tradition and Progress.* *Texts by Amartya Sen, Paul Gilroy, Linda Tuhiwai Smith, and Ronald Inglehart & Pippa Norris.*

❖ *Assignment 3: Outline of Research Topic Due*

UNIT III: THE POLITICS OF THE WORLD

Week 7: *February 18: Realism, Idealism and Populism.* *Texts by Jack Snyder, Fareed Zakaria, William Galston, Samuel Huntington, and Wendell Bell.*

Week 8: *February 25: Cosmopolitanism and its Discontents.* *Texts by Kwame Anthony Appiah, John Micklethwait & Adrian Wooldridge, Seyla Benhabib, and Will Kymlicka.*

Week 9: *March 4: Past and Future.* *Texts by Robert Heilbroner, Bruno Latour, Sylvia Winter, Theodor Adorno, and Francis Fukuyama.*

UNIT IV: STUDENT RESEARCH

Week 10: *March 11: Student Presentations (longer session, if possible)*

❖ *Assignment 4: Research Presentation*
❖ *Assignment 5: Research Paper Due Friday of Week 11, March 19*

May: Symposium Conference (Virtual, Date TBC)

We will also have additional virtual events and videoconferences with our partners planned.

3. Introduction to the Symposium: History and Outline of the Program

General Aim and Scope of the Symposia

The Transatlantic Students Symposia are a series of short-term graduate-level exchanges that provide a student-based and largely student-run space for the discussion of topics of contemporary relevance in an interdisciplinary, experiential and transatlantic setting.

The student-based symposia are organized in cooperation between Oregon State University, Humboldt-University Berlin (Germany), and the University of Warsaw (Poland). Faculty-led workshops and courses at all three participating universities prepare a joint field trip, the symposium week, which contains institutional visits, talks and workshops, and concludes with a final student-based and student-organized conference.

The symposia are targeted towards students of the humanities and social sciences, including Public Policy, Political Science, Cultural and Literary Studies, History, Education, and others, who are working together in order to approach political and historical topics with a strong relation to present-day cultural and public policy issues. The students are furthermore provided with an outlook into professional and practical applications of their academic training.

Structure of the Symposia (if held in-person)

The student-based symposia are accompanied by faculty-led workshops and courses in the academic term preceding the field trip portion. Subsequently, the symposium week contains institutional visits, talks and workshops, and concludes with a final student-based and student-organized conference.

The symposia are structured as follows:

During the **Preparatory Phase**, decisions about the symposium theme are made by faculty organizers. During the term directly preceding the symposium, students are prepared in classroom seminars at each of the participating universities. This also includes online tools such as discussion forums and video conferencing. Student selection is based on academic merits, and lies within the discretion of the respective unit.

The **Symposium Week** will take place during Spring Break and consists of several days of joint activities at a specific location. These are:

- cultural activities (museum visits, archaeological sites, art galleries, theater, etc.)
- social activities
- academic workshops by expert speakers on several issues related to the topic of the symposium
- visits to political (both official authorities and NGOs), economic and cultural institutions related to the topic of the symposium

The symposium week concludes with student research presentations that are held in a public **Academic Conference**. The conference is organized by the student/assistant organizers with input from academic faculty.

We will also maintain connections with symposium participants in order to create a community of former symposium participants.

Structure of the Symposia (if held virtually)

If circumstances demand the symposium be held virtually, the class prepares for a virtual student conference. The symposium week will not be held in person. The class itself will be opened to a more global student population in order to enhance the international character of our conversations.

Experiential Learning and Central Objectives of the Program

The Transatlantic Students Symposia allow us to provide graduate students with a **multi-dimensional**, both **theoretical and applied**, outlook for their field of study and their future occupation, moving **beyond traditional classroom instruction**. The symposia are conceived as a form of **experiential learning**. The classroom seminars are aimed at preparing participating students for the experiences of the symposium week. Students are also encouraged to conduct their own research, partially in a collaborative way, which will then cumulate into the final conference presentations.

The field trip portion specifically provides students with a **hands-on perspective** to otherwise rather theoretical classroom discussions. By integrating practical components into the symposium week, we are also offering an **outlook on future career opportunities and internships** (in diplomacy, politics, consulting, cultural work, etc.).

We are choosing program alumni to function as student organizers in their second year of participation. This model of **student leadership** ties in with the experiential learning methodology of the symposium.

Both in the preparatory phase and throughout the symposium week, academic faculty engage in team-teaching and in **expanding their own disciplinary boundaries** by allowing for an inter- and trans-disciplinary exchange of ideas and methods.

Furthermore, opening up an experiential space for the student organizers and the students requires faculty to shift their roles from active teaching to facilitating experiential learning. As a result, this may allow for **innovative approaches to both teaching and learning**. These are realized by also building on the following central components: (1) internationality, (2) inter-disciplinarity, (3) collegiality and collaborative learning, (4) diversity, (5) student scholarship and research, and (6) student leadership.

Further Documentation about the Program

In order to provide a more detailed overview and description of the program, we have provided a Program Report on our web site: https://www2.hu-berlin.de/transatlantic/program/report.html

4.   DESCRIPTION OF THE TOPIC OF THE SYMPOSIUM

We are living in a multi-crisis world. A global pandemic, climate change, challenges to democracy, the continued legacy of colonialism, increased movements of refugees, as well as the global rise of authoritarian tendencies have been the defining features of the last years.

Additionally, the world has moved away from the unipolar world of the brief post-Cold War period and is becoming more multipolar. For several years now, the United States has increasingly resisted the role of the leading power in the world. The geopolitical landscape is undergoing serious changes, from the rise of China, the reestablishing of the Russian sphere of influence, and the creation of new alliances such as the QUAD (US, UK, Japan and India) and AUKUS (Australia, UK and US).

These developments have also affected the transatlantic relationship. Brexit has led to a crisis of identity within Europe and will continue to affect the ability of the European Union to serve as a democratic role model in the world. The transatlantic partners seem to be drifting apart in their foreign policy. Domestically, strong divisions have appeared throughout the recent years, more seriously in the United States and the United Kingdom than in Europe, although due to Covid, such societal divisions seem to have become a global phenomenon.

The 20th Transatlantic Students Symposium will address some of the crises that we share within the transatlantic world: the different policies and cultural attitudes regarding Covid and the resulting social, political and economic conflicts, as well as repercussions of the pandemic on the movements of refugees as they are calling national immigration policies to task.

The program will be held in cooperation between Oregon State University, Humboldt-University Berlin, the University of Warsaw, and the University of Washington. We will pursue a hybrid format, due to limitations still laid upon us by the Covid crisis. Part of the programming will be held virtually, others on site. In addition, we will partner with a program held by the University of Washington in Rome on the topic of "Unity and Disunity: Comparative Perspectives on the EU and the United States." Students will participate in a virtual conference between all four campuses in Spring 2022 allowing for the sharing of research, perspectives and opportunities for ongoing dialogue in a truly global constellation of ideas.

5.   STUDENT ORGANIZERS

The Transatlantic Students Symposia utilize a model of student leadership. Student organizers are alumni that have participated in at least one previous iteration of the program. Each participating university will be represented with a contingent of organizers, who will work together.

Student organizers will take up a selection of tasks during both the class and the symposium, and will work together with the instructors. Tasks include, but may not be limited, to the following:

- Assisting in the teaching by facilitating class and online discussions
- Providing and guiding peer feedback to student research and presentations
- Facilitating student interaction across the universities
- If on-site program possible: Aiding in the organization of logistics of the symposium field trip
- If on-site program possible: Creation of a Participant Handbook
- If on-site program possible: Taking the lead on some field trip visits, including preparation of the visit and organization of the group on site
- Organizing the schedule and format of the student conference
- Conducting the student conference
- Helping with the assessment process

6. 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. 7 for descriptions of assignments, and p. 15 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 research outline 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.

7. SEMINAR SCHEDULE

UNIT I: FREEDOM & SOVEREIGNTY

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

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

1.	*Introduction*

Introductions, Symposium format, thematic overview, initial discussion

2.	*Nation and Sovereignty*

2.1   Hall, Stuart. "The West and the rest: Discourse and power." *Race and Racialization, 2E: Essential Readings* (1992): 85-95.

2.2   Anderson, Benedict. *Imagined Communities. Reflections on the Origin and Spread of Nationalism.* Rev. Ed., New York: Verso, 2006. 9-65.

2.3   Krasner, Stephen D. "Sovereignty." *Foreign Policy* (2001): 20-29.

Additional:

2.4   Hobsbawm, Eric. *Nations and Nationalism since 1780. Programme, Myth, Reality*. Cambridge/New York: Cambridge UP, 1990, Chapter 1: 14-45.

3.	*Freedom and Responsibility*

3.1   Foner, Eric. "The Idea of Freedom in American History." *Bulletin of the GHI Washington*, Issue 34 (Spring 2004) (2004).

3.2   Kunow, Rüdiger. "Another kind of intimacy: Care as transnational and transcultural relationship." *Age, Culture, Humanities* 2.1 (2015): 329-335.

3.3   Pecorino, Philip. "Kant, The Categorical Imperative, and the Golden Rule."

Additional:

3.4   Myskja, Bjørn K. "The categorical imperative and the ethics of trust." *Ethics and Information Technology* 10.4 (2008): 213-220.

UNIT II: STATES OF EXCEPTION

4.	*Democracy and Emergency*

4.1   Huysmans, Jef. "The jargon of exception—on Schmitt, Agamben and the absence of political society." *International political sociology* 2.2 (2008): 165-183.

4.2   Beck, Ulrich. "The terrorist threat: World risk society revisited." *Theory, culture & society* 19.4 (2002): 39-55.

4.3   Zinn, Jens O. "A monstrous threat': how a state of exception turns into a 'new normal." *Journal of Risk Research* 23.7-8 (2020): 1083-1091.

Additional:

4.4   Hardin, Garrett. "The tragedy of the commons." *Journal of Natural Resources Policy Research* 1.3 (2009): 243-253.

5.	*Trauma and Suffering*

5.1   Gilroy, Paul. "Lecture I. Suffering and Infrahumanity." *The Tanner Lectures on Human Values*, Yale University, February 21, 2014. 21-50.

5.2   Gilroy, Paul. "Lecture II. Humanities and a New Humanism." *The Tanner Lectures on Human Values*, Yale University, February 21, 2014. 51-77.

5.3   Arendt, Hannah. "Reflections on Violence." *Journal of International Affairs* 23.1 (1969): 1.

❖   ***Assignment 3: Outline of Research Topic Due***

6.	*Tradition and Progress*

6.1   Sen, Amartya. "Development as freedom (1999)." *The globalization and development reader: Perspectives on development and global change* 525 (2014).

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

6.3   Inglehart, Ronald, and Pippa Norris. "The true clash of civilizations." *Foreign policy* (2003): 63-70.

Additional:

6.4   Gilroy, Paul. "Never Again: refusing race and salvaging the human." *Holberg Lecture*, 2019. https://holbergprisen.no/en/news/holberg-prize/2019-holberg-lecture-laureate-paul-gilroy

UNIT III: THE POLITICS OF THE WORLD

7.	*Realism, Idealism and Populism*

7.1   Snyder, Jack. "One world, rival theories." *Foreign policy* 145 (2004): 52.

7.2   Zakaria, Fareed. "The rise of illiberal democracy." *Foreign Affairs* (1997): 22-43.

7.3   Galston, William A. "The Populist Challenge to Liberal Democracy". *Journal of Democracy*, April 2018, Volume 29, Number 2 , 5-19.

7.4   Bell, Wendell. "The clash of civilizations and universal human values." *Journal of Futures Studies* 6.3 (2002): 1-20.

Additional:

7.5   Huntington, Samuel P. "The clash of civilizations?." *Culture and politics*. Palgrave Macmillan, New York, 2000. 99-118.

8.	**Cosmopolitanism and its Discontents**

8.1   Appiah, Kwame Anthony. "Global citizenship." *Fordham L. Rev.* 75 (2006): 2375.

8.2   Micklethwait John, and Adrian Wooldridge. "The Globalization Backlash." *Foreign Policy* No. 126 (Sep. - Oct., 2001), pp. 16-18+20+22+24+26.

8.3   Benhabib, Seyla. "The philosophical foundations of cosmopolitan norms." *Another cosmopolitanism* (2006): 13-44.

8.4   Kymlicka, Will. "Liberal nationalism and cosmopolitan justice." *Another cosmopolitanism* (2006): 128-44.

9.	**Past and Future**

9.1   Latour, Bruno. *We Have Never Been Modern*. Harvard University Press, 2012. Introduction.

9.2   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.

9.3   Adorno, Theodor W. "Education After Auschwitz." 1971. http://paep.ca/doc/CIYL%20-%20Theodor%20Adorno%20-%20Education%20after%20Auschwitz.pdf

Additional:

9.4   Heilbroner, Robert L. "What has posterity ever done for me?" *The New York Times*, Jan. 19, 1975.

9.5   Fukuyama, Francis. "The End of History." *The National Interest* 16 (Summer 1989): 3–18.

UNIT IV: STUDENT RESEARCH

10.	**Final Presentations**

❖   ***Assignment 4: Research Presentation***
❖   ***Assignment 5: Research Paper Due Friday of Week 11, March 19***

FURTHER DATES:

May: Symposium Conference (Virtual, Date TBC)

We will also have additional virtual events and videoconferences with our partners planned.

8. BIBLIOGRAPHY

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

Week.#   Text

9.3   Adorno, Theodor W. "Education After Auschwitz." 1971. http://paep.ca/doc/CIYL%20-%20Theodor%20Adorno%20-%20Education%20after%20Auschwitz.pdf

2.2   Anderson, Benedict. *Imagined Communities. Reflections on the Origin and Spread of Nationalism.* Rev. Ed., New York: Verso, 2006. 9-65.

8.1   Appiah, Kwame Anthony. "Global citizenship." *Fordham L. Rev.* 75 (2006): 2375.

5.3   Arendt, Hannah. "Reflections on Violence." *Journal of International Affairs* 23.1 (1969): 1.

4.2   Beck, Ulrich. "The terrorist threat: World risk society revisited." *Theory, culture & society* 19.4 (2002): 39-55.

7.4   Bell, Wendell. "The clash of civilizations and universal human values." *Journal of Futures Studies* 6.3 (2002): 1-20.

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3.1   Foner, Eric. "The Idea of Freedom in American History." *Bulletin of the GHI Washington*, Issue 34 (Spring 2004) (2004).

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6.4   Gilroy, Paul. "Never Again: refusing race and salvaging the human." *Holberg Lecture*, 2019. https://holbergprisen.no/en/news/holberg-prize/2019-holberg-lecture-laureate-paul-gilroy

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9.4   Heilbroner, Robert L. "What has posterity ever done for me?" *The New York Times*, Jan. 19, 1975.

2.4   Hobsbawm, Eric. *Nations and Nationalism since 1780. Programme, Myth, Reality*. Cambridge/New York: Cambridge UP, 1990, Chapter 1: 14-45.

7.5   Huntington, Samuel P. "The clash of civilizations?." *Culture and politics*. Palgrave Macmillan, New York, 2000. 99-118.

4.1   Huysmans, Jef. "The jargon of exception—on Schmitt, Agamben and the absence of political society." *International political sociology* 2.2 (2008): 165-183.

6.3   Inglehart, Ronald, and Pippa Norris. "The true clash of civilizations." *Foreign policy* (2003): 63-70.

2.3   Krasner, Stephen D. "Sovereignty." *Foreign Policy* (2001): 20-29.

3.2   Kunow, Rüdiger. "Another kind of intimacy: Care as transnational and transcultural relationship." *Age, Culture, Humanities* 2.1 (2015): 329-335.

8.4   Kymlicka, Will. "Liberal nationalism and cosmopolitan justice." *Another cosmopolitanism* (2006): 128-44.

9.1   Latour, Bruno. *We Have Never Been Modern*. Harvard University Press, 2012. Introduction.

8.2   Micklethwait John, and Adrian Wooldridge. "The Globalization Backlash." *Foreign Policy* No. 126 (Sep. - Oct., 2001), pp. 16-18+20+22+24+26.

3.4   Myskja, Bjørn K. "The categorical imperative and the ethics of trust." *Ethics and Information Technology* 10.4 (2008): 213-220.

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4.3   Zinn, Jens O. "A monstrous threat': how a state of exception turns into a 'new normal." *Journal of Risk Research* 23.7-8 (2020): 1083-1091.

9.   COURSE ASSIGNMENTS

The objective of all assignments is to lead you step by step to the creation of your research paper and presentation.

1)   *Discussion Board*

Students will have to participate in the Forum.

Location: # TBA (# OSU Canvas or HU Moodle)

- Introduce yourself initially to the forum 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 the forum 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.

Grading: 5 points total

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

2)   *Presentation of an Assigned Text (Weeks 1-9)*

In the beginning of the quarter, the texts will be distributed amongst all participants. Texts will be presented by 1 or 2 students (see schedule below). 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.

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)

3)   *Outline of your Research Topic (Weeks 5 Session 2, via e-mail)*

Elaborate on your project description to allow for a discussion. Students will discuss their research process in class. 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 will use for the research presentation. Specifically, the text should contain the following:
a) a more elaborate description of your topic (1 page, 1.5-spaced, 12 point)
b) a tentative structure of your argument (half a page)
c) a tentative outline of research texts you are thinking of using – provide brief justification/explanation

d) a brief reflection on what you are expecting with respect to the contact with the European students, and from travelling abroad (max. 1 page)

Grading: 10 points total

- 3 points for complexity of the argument (Part a)
- 1 point for structure (Part b)
- 2 points for research outline (Part c)
- 3 points for complexity of the argument (Part c)
- 0.5 points for correct bibliography and correct citation (choose either MLA or APA, see Appendices II and III, page 19, and stick to one method throughout your paper).
- 0.5 points for spelling and language

Penalties for turning it in later *(unless there is a legitimate reason – tell me in advance to negotiate an individual turn-in date):*

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

4) *Research Presentation (Weeks 9-10)*

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 research outline paper. The presentations are the preparation for the symposium presentation. A summary of the presentation is to be posted on blackboard after the session.

Guidelines:

- 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.
- Time yourself, you only have 15 minutes. PRACTICE.
- Spell-check your powerpoint / visual aids / handout. Manually. REALLY.
- Prepare up to 3 questions for class discussion.
- Prepare to be interrupted if your time is up.

Grading: 10 points total

- complexity of the argument (up to 5 points)
- adequate use of your research articles (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)

For general remarks, see the presentation guidelines in Appendix I, page 15.

5) *Research Paper (due Week 11, via e-mail – or individual schedule)*

This is the final written version of your presentation paper, based on you **Research Outline Paper** and your **Presentation**. You need to use at least 5 scholarly articles or books, including the 3 scholarly research articles or books you have already identified on your own, and may also use any texts already assigned. Standard citation methods apply. The paper should be **approx. 6 pages** of text (12 point

Times, 1.5-spaced, 1 in. margins) plus bibliography. **Due Date: Friday, 03/19, by 12:00 PM noon, via e-mail.** I will fly to Germany in advance to prepare for the symposium, and will need to grade the papers by the end of that week in order to give you credit.

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 19, 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 *(unless there is a legitimate reason – tell me in advance to negotiate an individual turn-in date):*

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

10. FINAL GRADE DISTRIBUTION

Maximum possible points: 60 points

1)   Presentation of Assigned Text: 10 points
2)   Research Outline: 10 points
3)   Research Presentation: 10 points
4)   Final Research Paper: 15 points
5)   Discussion Forum: 5 points

Grading:

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

11. STUDENT LEARNING OUTCOMES

The course seeks to develop in students…

- an understanding for the central issues relevant to the symposium theme, which includes knowledge in international policy, and is measured through coursework (MPP Learning Outcome 2)
- an interdisciplinary outlook, combining methods of political science and cultural studies, which is measured through coursework (MPP Learning Outcome 4)
- an understanding of the necessity to theorize culture and politics, and to apply different theoretical models to different circumstances, which is measured through coursework
- the ability to present the basic argument of a scholarly text and use it as a resource, which is measured through coursework
- the ability to work collaboratively and collegially, which is measured through coursework and the public presentation (MPP Learning Outcomes 5, 7)
- the ability to develop own scholarly approaches to a topic, and to conduct own research and write a response paper based upon what was discussed in class, and the student's own research interest, which is measured through coursework and the public presentation (MPP Learning Outcome 1)
- the ability to reflect critically on the encounter with another culture, and on one's own identity, which is measured through coursework and applied throughout the field school (MPP Learning Outcome 4)
- the ability to hold a presentation in an international student conference setting (MPP Learning Outcome 5, 3)
- the ability conduct serious and original research following ethical guidelines, which is measured through coursework (MPP Learning Outcome 6)

(MPP Learning Outcomes: http://liberalarts.oregonstate.edu/spp/mpp/mpp-program/mission-and-learning-outcomes)

12. 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

13.   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.

14.   STUDENT CONDUCT

Please review and adhere to the Expectations for Student Conduct, as posted on
https://beav.es/codeofconduct.

15.   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).

16. APPENDIX I: PRESENTATION GUIDELINES

16.1. 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.

16.2. 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.

16.3. 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.

16.4. 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.

16.4.1. Content

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

16.4.2. 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.

16.4.3. Modes of Presenting

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

Reading out a written text:
- pro: safety, you tend to forget less, you can formulate better
- contra: inflexible, less communicative

Speaking freely (without notes):
- pro: flexible, can adapt to audience quickly, communicative
- contra: needs experience, you may forget things, imperfect formulations
- you may compensate with a handout

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

16.4.4. 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.

16.4.5. 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 Canvas 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.

16.4.6. 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)

16.4.7. 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!

16.5.   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.

17. 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.

18. 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.

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