

Syllabus

RS 599 - Seminar: International Comparative Rural Policy Studies in Context

Fall Term 2013, based on Field School of Summer, 2013

GILK 305, W 2-5 PM

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Syllabus Version 3 – 02/02/2014
(living syllabus / subject to change)

1. Course Introduction

This course follows the 2013 *International Comparative Rural Policy Studies* summer school and the *Transatlantic Students Symposium* and offers student participants of either program with the opportunity to discuss some of the themes that were relevant to the field school in more depth, in order to relate them to the students' graduate program research interests.

We will discuss possible theoretical frameworks, and offer in-depth discussions, brainstormings, open interchanges, oral presentations with peer comments that will turn into a draft chapter for the graduate program's final essay or thesis.

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

2. Student Learning Outcomes

The course seeks to develop in students...

- an understanding for the central issues relevant to the symposium and summer school theme respectively, which includes knowledge in international policy and rural policy, and is measured through coursework (MPP Learning Outcome 2)
- an interdisciplinary outlook, combining methods of political science, cultural studies, policy theory and rural 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 based on the public presentation at the preceding field school (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 at the preceding field school (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 has already been applied throughout the preceding field school (MPP Learning Outcome 4)
- the ability to reflect upon an international student conference setting, namely the preceding field school (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://oregonstate.edu/cla/mpp/mpp-learning-outcomes>)

3. 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, contacting me via e-mail, requesting an individual appointment, or simply talking to me before or after class.
- 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.

4. Seminar Schedule

- 10/2/2013 no class (Prof Development Seminars Meeting)
10/09/2013 Research & Framework Brainstorming I
10/16/2013 ICRPS/TraSym Debriefing: Experiential Learning Models in Comparison

Block I: Transforming Field School Experience into MPP Research

In the beginning sessions, we will work with the students to identify texts and issues that they would like to see discussed in class.

We will then approach different frameworks in a comparative perspective, as they can be applied to policy. We will look at the creation, implementation and outcomes of policies, how they can be compared internationally, and how they can be conceptualized differently.

- 10/23/2013 Research & Framework Brainstorming II
10/30/2013 Research & Framework Brainstorming III / Thorbecke Example

Block II: Presentation of Proposed MPP Research

Students will choose a theoretical framework to be applied to your own research designs. Students are asked to identify a portion of your MPP Essay that you would like to prepare in class. This can be a literature review, a research design description, an introduction, or a topical chapter. Students will present the core ideas and, if applicable, a draft to be shared in class as a presentation.

- 11/6/2013 Research Design Presentations & Consultations I
11/13/2013 Research Design Presentations & Consultations II
11/20/2013 Research Design Presentations & Consultations III

Block III: Writing

Students will write a brief paper (min. 5 pages) in which they will utilize such a framework.

- 11/27/2013 no session
12/4/2013 Final Paper

The outcomes of the seminar, and experiences made during the last ICRPS conference, will be shared with incoming ICRPS students for the following year. Also, it is hoped that we can share our reflections with the other ICRPS organizers.

5. Course Assignments

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

1) *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. The presentations will reflect on the students' MPP essay topic and research design, and prepare the chapter to be written as a final paper.

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 7.

2) *Research Paper (due Beginning of Week 10, March 10)*

This is the final written version of your presentation paper, and will constitute a draft of the respective MPP chapter. Length can vary individually.

Grading: 10 points total

- 5 points for complexity of the argument
- 2 points for correct bibliography and correct citation (choose either MLA or APA, see Appendices II and III, page 9, 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.)

6. Bibliography

We will decide upon reading materials within class, based on your suggestions.

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. Final Grade Distribution

Maximum possible points: 20 points

- 1) Research Presentation: 10 points
- 2) Final Research Paper: 10 points

Grading:

A	95% to under or equal	100%	19.0 to under or equal	20.0 points
A-	90% to under	95%	18.0 to under	19.0 points
B+	87% to under	90%	17.5 to under	18.0 points
B	83% to under	87%	16.5 to under	17.5 points
B-	80% to under	83%	16.0 to under	16.5 points
C+	77% to under	80%	15.5 to under	16.0 points
C	73% to under	77%	14.5 to under	15.5 points
C-	70% to under	73%	14.0 to under	14.5 points
D+	67% to under	70%	13.5 to under	14.0 points
D	63% to under	67%	12.5 to under	13.5 points
D-	60% to under	63%	12.0 to under	12.5 points

9. Appendix I: Presentation Guidelines

9.1. WHEN INTRODUCING A RESEARCH 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

9.2. 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.

9.3. 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!

10. 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/ushispanicwar/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.

11. 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>

12. 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.