

Syllabus

MPP 507- Seminar: Transatlantic Students Symposium Crisis of Mission: Transatlantic (Mis)Understandings of European Integration

Winter Term and Spring Break, 2015; GILK 100, F 12-2 PM

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In cooperation with Dr. Brent Steel (MPP), Dr. Reinhard Isensee (Humboldt-University Berlin),
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in preparation for the **13th Transatlantic Students Symposium**
(<http://www2.rz.hu-berlin.de/transatlantic/mission>)

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1. Course Introduction

This course serves as the preparation for the 2015 Transatlantic Students Symposium, held in cooperation with Humboldt-University, Berlin, and Warsaw University.

The principal goal is to develop an understanding of the historical, cultural and political background of European Integration and the Transatlantic Relationship, with a focus on current trends and issues. 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. Course Philosophy

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, in preparation of the Transatlantic Students Symposium. The readings offered are academic articles or political documents. Students are required to conduct own research and participate actively in the discussion in order to create a peer learning community.

Assignments in this class are meant to develop student research and discussion on the topic. These are the assignments:

1. Ongoing assignment: active participation in the discussion. Graded will be the extent of activity, but not its content.
2. Presentation of an assigned text (due depending on when the text is scheduled).
3. Midterm response paper that collects preliminary ideas for student research.
4. Guided Brainstorming of your ideas with your fellow student peers, for which you need to present a research outline.
5. Presentation of preliminary research ideas to class towards the end of term, in order to gather peer and instructor feedback for final research paper.
6. Final research paper, based on research presentation.

Typically, **following all instructions** will lead to successful participation in class. For more detail, see below for the schedule, as well as on p. 15 **Error! Bookmark not defined.** for descriptions of assignments, and p. 20 for student learning outcomes.

Over the years, I have seen that whenever there is a strong instructor presence in a discussion board, **student participation in the discussions** goes down. Therefore I will limit my contributions in the discussion forum. I will read student entries and respond whenever I feel there is a need to correct something or add a perspective that has not been addressed so far, or when discussion participation is low. But the main point of the discussion board is student peer discussion, and not overwhelming instructor input.

For every assignment posted in the discussion board (text presentation, research presentation), there is also a mandatory **Q&A** component. I will wait a while till I grade such assignment to incorporate how the presenter handles peer responses.

Please send all other assignments (response paper, final) to the instructor via **e-mail** directly, to preempt technical issues with the online class system.

If you feel you need **additional feedback** about how you are doing in class, do not hesitate to talk to me or write me an e-mail. Usually, if you are participating regularly, and turn in all the required assignments on time and are following instructions, you will be successful in this class.

You are required to **read this syllabus in full**. Please direct any questions directly to the instructor in person or via e-mail.

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

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 two-day public **Academic Conference**. The conference is organized by the student/assistant organizers with input from academic faculty.

During the symposium, learning outcomes are undergoing **Assessment**. The findings of this process will be fed back into the next iteration of the program.

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

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 detailed reports of both the symposium series and of recent symposia on our web site: <https://www2.hu-berlin.de/transatlantic/program/report.html>

4. The Topic of the Symposium: Crisis of Mission: Transatlantic (Mis)Understandings of European Integration

The idea of crisis has been very prevalent in both Europe and North America in recent years. A conjunction of economic, social, political, cultural and diplomatic challenges has seemingly left both continents with a sense of having to reconcile their respective identities, and consequently also their connection with each other.

Specifically, both the United States of America and the European Union have ostensibly been founded with a sense of mission. Part of the American mission saw its realization in supporting their European partners during two world wars, and subsequently during the Cold War. Marshall Plan aid and coordination was instrumental in supporting a process of European integration that was begun already in the aftermath of World War I and that sought to bring an end to an almost constant state of war on the European continent by the means of economic integration and under the protective umbrella of NATO.

The end of the Cold War seemed to affirm the victory of these joint efforts, and to demonstrate the superiority of the new transatlantic alliance. Yet history – and specifically, the debate over the most successful system of governance and economy – was not at an end. The violent breakup of Yugoslavia, the wars in Chechnya, Terror attacks in New York, Madrid and London, wars in Afghanistan and Iraq, the Russo-Georgian War, the Arab Spring and the current conflict in Ukraine have all put to a test not just the European Union and the United States, but also the transatlantic relationship itself.

Despite a growing awareness of the need for greater EU-US economic cooperation in the face of global challenges, there is a growing sense of divergent interests and a level of distrust between the transatlantic partners. In the eyes of many Europeans, the United States is at fault for placing its security interests ahead of civil liberties and human rights by conducting extensive government surveillance at home and abroad, and by continuing to conduct military interventions. Conversely, in the eyes of many Americans, Europe is toothless in its reluctance to provide for its own security, and to intervene militarily wherever it is seen as necessary. Most recently, this concerns the recent hesitation in responding to the annexation of Crimea and further threats to Ukrainian sovereignty by Russia.

This crisis has been exacerbated by an ongoing economic crisis since 2008, which has led to serious questioning not just of the economic system, but also of national sovereignty, free trade vs. protectionism, social welfare, political participation, civil society, even of democracy itself. These questions also touch on social and cultural issues, such as definitions of marriage, immigration, protection of minorities, solidarity, separatist movements in Europe, and challenges to deeply entrenched notions of cultural identity.

Ample ground exists for possible mutual misunderstandings of the specific issues and interests involved, both within Europe and in the United States, about the ongoing process of European integration. Given the wide range of stakes for the various parties involved, the task of defining a mission for the European Union and for the relationship between the United States and Europe is both a daunting challenge and a pressing necessity.

The 13th Transatlantic Students Symposium will explore and evaluate the many complexities characterizing current American and European policy making and the transatlantic relationship pertaining to European integration. This will include issues such as immigration, minority rights, national and regional identity as well as their cultural representations.

An interdisciplinary group of students and faculty from Europe and the US will visit sites of historical, political and cultural importance in Bulgaria, Greece, Macedonia and Germany in order to address the aims of the mission of European integration that is anchored in a strong transatlantic partnership and the ways it can respond to the challenges posed by the current crisis in various intersecting spheres of domestic and foreign policy, culture, society and education.

5. Seminar Schedule

PART 1: EXPOSITION

... during which we read a corpus of texts common to all participants across all participating universities, and in which you develop ideas for your own research.

Before Regular Seminar Session 1

Please read the texts for the Friday Session in advance

Assignment 7: Discussion Forum (ongoing, all weeks)

Week 1: January 9: Introduction / EU History / Overview

Introduction

Required Reading

(texts marked with * are shared by all participating campuses)

- 1.1. Coudenhove-Kalergi, Richard. "The Pan-European Outlook." *International Affairs (Royal Institute of International Affairs 1931-1939)* 10.5 (Sep., 1931): 638-651.
- 1.2. Spinelli, Altiero. Manifesto for an Integrated Europe.
http://www.altierospinelli.org/manifesto/en/manifesto1944en_en.html
- 1.3. Spaak, Paul-Henri. "The Integration of Europe: Dreams and Realities." *Foreign Affairs* 29.1 (Oct. 1950): 94-100.
- 1.4.* Dinan, Desmond. "Fifty Years of European Integration: A Remarkable Achievement.", *Fordham International Law Review* 31: 5, 2007, 1118-1142.
<http://ir.lawnet.fordham.edu/cgi/viewcontent.cgi?article=2111&context=ilj>
- 1.5.* The Founding Principles of the Union (Fact Sheet).
http://europa.eu/scadplus/constitution/objectives_en.htm

Week 2: January 16: Transatlantic Relations

Required Reading / Assignment 1: Presentation of Assigned Text (as per sign-up sheet)

- 2.1. Schmidt, Helmut. "Miles to Go: From American Plan to European Union." *Foreign Affairs* 76.3 (May-Jun 1997): 213-221.
- 2.2. Lundestad, Geir. "Empire by Invitation? The United States and Western Europe, 1945-1952." *Journal of Peace Research* 23 (1986): 263-277.
- 2.3. Höslé, Vittorio. "The European Union and the U.S.A.: Two Complementary Versions of Western 'Empires'?" In: *Symposium (Canadian Journal of Continental Philosophy / Revue canadienne de philosophie continentale)* 14: 1 (2010): 22-51.
- 2.4. Judt, Tony. "Europe vs. America" *New York Review of Books* 02/10/2005. 1-10.
<http://www.nybooks.com/articles/archives/2005/feb/10/europe-vs-america/>

- 2.5.* Ekvovich, Steven. "European Integration and the United States: Shared Prosperity and Shared Crises." *European Studies Journal* Vol 1 (Oct 2010): 51-61. http://esj.epoka.edu.al/ESJ_1_5.pdf

Week 3: January 23: Soft Power / Public Diplomacy

Required Reading / Assignment 1: Presentation of Assigned Text (as per sign-up sheet)

Read 5 out of 7

- 3.1. Huntington, Samuel P. "The Clash of Civilizations?" *Foreign Affairs* 72:3 (Summer 1993): 22-49.
- 3.2. Fukuyama, Francis. "The End of History." *The National Interest* 16 (Summer 1989): 3-18.
- 3.3. Kagan, Robert. "Power and Weakness," *Policy Review*, No. 113, June and July 2002, 1-19.
<https://www.mtholyoke.edu/acad/intrel/bush/kagan.htm>
- 3.4. Nye, Joseph. "Soft Power." *Foreign Policy* 80 (Autumn 1990): 153-171.
- 3.5. Cammack, Paul. "Smart Power and US Leadership: A Critique of Joseph Nye." *49th Parallel* 22 (Autumn 2008): 5-20.
- 3.6. Bayles, Martha. "Interview: Martha Bayles on Popular Culture and Public Diplomacy." *Public Diplomacy Council* 02/23/2014. <http://www.publicdiplomacycouncil.org/commentaries/02-23-14/interview-martha-bayles-popular-culture-and-public-diplomacy>
- 3.7. Stanley, Timothy; Alexander Lee. "It's Still Not the End of History." *The Atlantic* 09/1/2014.
http://www.theatlantic.com/politics/archive/2014/09/its-still-not-the-end-of-history-francis-fukuyama/379394/?single_page=true&

Week 4: January 30: Current Issues

Required Reading / Assignment 1: Presentation of Assigned Text (as per sign-up sheet)

Read 5 out of 7

- 4.1. Hrytsak, Yaroslav. "The borders of Europe – seen from the outside." *Eurozine* 01/10/2005.
<http://www.eurozine.com/articles/2005-01-10-hrytsak-en.html>
- 4.2. Mearsheimer, John J. "Why the Ukraine Crisis Is the West's Fault. The Liberal Delusions That Provoked Putin." *Foreign Affairs* 93 (2014): 1-12.
- 4.3. Snyder, Timothy. "Fascism Returns to Ukraine." *The New Republic* May 11, 2014.
<http://www.newrepublic.com/article/117692/fascism-returns-ukraine>.
- 4.4. Moravcsik, Andrew. "The myth of Europe's 'democratic deficit'." *Intereconomics* 43.6 (2008): 331-340.
- 4.5.* Smilov, Daniel. "Bulgaria and the Anxieties of Incomplete Membership." 2012.
<http://www.ecfr.eu/page/-/ReinventingBulgaria.pdf>
- 4.6. Krol, Marcin. "A Europe of Nations or a Universalistic Europe?" *International Affairs (Royal Institute of International Affairs 1944-)* 66.2 (Apr. 1990): 285-290.
- 4.7. Edward, David. "The Moral Case for Europe" *Talk at Europa Institute / UACES Lecture, University of Edinburgh*, 8 March 2013.
- 4.8. Engels, David. *Le déclin: la crise de l'Union européenne et la chute de la République romaine*. Paris: Éditions du Toucan, 2012. Reviewed by McAuley, Alex. *Bryn Mawr Classical Review* 2014.01.13.

**Week 5: February 6: Interdisciplinary Research & Brainstorming
(Allison Davis-White Eyes)**

Assignment 2: Outline of Research Topic Due

Prepare to participate in a brief brainstorming of your topic – send everybody your outline

PART II: YOUR RESEARCH

... during which you will present initial ideas for research and receive peer feedback.

Week 6 Session 1: February 12, 8-10 AM: Video Conference (#TBC)

Upload Presentation Outlines Beforehand

Week 6 Session 2: February 13: Social Justice and Cultural Identity in the Transatlantic Community (Jeff Kenney, Allison Davis-White Eyes)

Assignment 3: Midterm Response Paper Due

Required Reading / Assignment 1: Presentation of Assigned Text (as per sign-up sheet)

- 6.1. Asad, Talal. "Muslims and European Identity: Can Europe Represent Islam?" In: Pagden, Anthony, Ed. *The Idea of Europe. From Antiquity to the European Union*. New York: Cambridge UP, 2002. 209-227.
- 6.2. Tully, James. "The Kantian Idea of Europe: Critical and Cosmopolitan Perspectives" In: Pagden, Anthony, Ed. *The Idea of Europe. From Antiquity to the European Union*. New York: Cambridge UP, 2002. 331-358.
- 6.3. Anthias, Floya. "Belongings in a Globalising and Unequal World: Rethinking Translocations." In: Yuval-Davis, Nirva, Kalpana Kannabiran, Ulrike Vieten, Eds. *The Situated Politics of Belonging*. London: Sage, 2006. 17-31.
- 6.4. Bhabra, Gurinder. "Culture, Identity and Rights: Challenging Contemporary Discourses of Belonging." In: Yuval-Davis, Nirva, Kalpana Kannabiran, Ulrike Vieten, Eds. *The Situated Politics of Belonging*. London: Sage, 2006. 32-41.

**Week 7: February 20: Research Workshop – Double Session: 12-4 PM
(Julia McKenna)**

Assignment 4: Research Discussion Presentation

PART III: PRESENTATIONS

... during which you will present more refined ideas for research and receive further peer feedback.

Week 8: February 27: Presentation Session I – Possible Double Session: 12-4 PM

Assignment 5: “Dry Run” Symposium Presentation

Week 9: March 6: Presentation Session II – Possible Double Session: 12-4 PM

Assignment 5: “Dry Run” Symposium Presentation

***Week 10: March 13: Pre-departure Practicalities, Concluding Discussion (Dead Week)
(Allison Davis-White Eyes, Julia McKenna, Jeff Kenney)***

Assignment 6: Research Paper Due Beginning of Week 10, March 10

Required Reading:

- 10.1. Greenblatt, Stephen. “A Mobility Studies Manifesto.” In: *Cultural Mobility. A Manifesto*. Cambridge: Cambridge UP, 2010. 250-3.
- 10.2. Kunow, Rüdiger. “‘Unavoidably Side by Side.’ Mobility Studies – Concepts and Issues.” In: Franz, Norbert, Rüdiger Kunow, Eds. *Kulturelle Mobilitätsforschung: Themen – Theorien – Tendenzen*. Potsdam: Universitätsverlag Potsdam, 2011. 17–32.

Assignment 7: Discussion Forum (finishing)

Week 11: March 20: Departure (Finals Week)

Flight departs probably Fri, March 20, around noon (PDX-AMS-SOFIA)

6. TENTATIVE Symposium Week Schedule

Fri	3/20	Departure of American delegation for Blagoevgrad (Arrival +1 day)
Sat	3/21	Departure of the Polish and German delegations Arrival of all participants in Blagoevgrad, Bulgaria Joint Orientation Meeting and Dinner
Sun	3/22	Blagoevgrad, Bulgaria SITE VISITS: in and near Blagoevgrad
Mon	3/23	Blagoevgrad, Bulgaria SITE VISITS: Sofia, Bulgaria
Tue	3/24	Blagoevgrad, Bulgaria SITE VISITS: Thessaloniki, Greece
Wed	3/25	flight to Berlin Berlin: free time
Thu	3/26	Berlin, Germany flight to Berlin SITE VISITS: in Berlin
Fri	3/27	Berlin, Germany SITE VISITS: in Berlin Conference, Part 1
Sat	3/28	Berlin, Germany Conference, Part 2 Farewell Dinner with Alumni
Sun	3/29	Departure of the American and Polish delegations

7. Bibliography

Required Texts at OSU

(texts marked with * are shared by all participating campuses)

- 1.5. * Anon. The Founding Principles of the Union (Fact Sheet). http://europa.eu/scadplus/constitution/objectives_en.htm
- 6.3. Anthias, Floya. "Belongings in a Globalising and Unequal World: Rethinking Translocations." In: Yuval-Davis, Nirva, Kalpana Kannabiran, Ulrike Vieten, Eds. *The Situated Politics of Belonging*. London: Sage, 2006. 17-31.
- 6.1. Asad, Talal. "Muslims and European Identity: Can Europe Represent Islam?" In: Pagden, Anthony, Ed. *The Idea of Europe. From Antiquity to the European Union*. New York: Cambridge UP, 2002. 209-227.
- 3.6. Bayles, Martha. "Interview: Martha Bayles on Popular Culture and Public Diplomacy." *Public Diplomacy Council* 02/23/2014. <http://www.publicdiplomacycouncil.org/commentaries/02-23-14/interview-martha-bayles-popular-culture-and-public-diplomacy>
- 6.4. Bhambra, Gurinder. "Culture, Identity and Rights: Challenging Contemporary Discourses of Belonging." In: Yuval-Davis, Nirva, Kalpana Kannabiran, Ulrike Vieten, Eds. *The Situated Politics of Belonging*. London: Sage, 2006. 32-41.
- 3.5. Cammack, Paul. "Smart Power and US Leadership: A Critique of Joseph Nye." *49th Parallel* 22 (Autumn 2008): 5-20.
- 1.1. Coudenhove-Kalergi, Richard. "The Pan-European Outlook." *International Affairs (Royal Institute of International Affairs 1931-1939)* 10.5 (Sep., 1931): 638-651.
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- 4.8. Engels, David. *Le déclin: la crise de l'Union européenne et la chute de la République romaine*. Paris: Éditions du Toucan, 2012. Reviewed by McAuley, Alex. *Bryn Mawr Classical Review* 2014.01.13.
- 3.2. Fukuyama, Francis. "The End of History." *The National Interest* 16 (Summer 1989): 3-18.
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- 2.4. Judt, Tony. "Europe vs. America" *New York Review of Books* 02/10/2005. 1-10. <http://www.nybooks.com/articles/archives/2005/feb/10/europe-vs-america/>
- 3.3. * Kagan, Robert. "Power and Weakness," *Policy Review*, No. 113, June and July 2002, 1-19. <https://www.mtholyoke.edu/acad/intrel/bush/kagan.htm>

- 4.6. Krol, Marcin. "A Europe of Nations or a Universalistic Europe?" *International Affairs (Royal Institute of International Affairs 1944-)* 66.2 (Apr. 1990): 285-290.
- 2.2. Lundestad, Geir. "Empire by Invitation? The United States and Western Europe, 1945-1952." *Journal of Peace Research* 23 (1986): 263-277.
- 4.2. Mearsheimer, John J. "Why the Ukraine Crisis Is the West's Fault. The Liberal Delusions That Provoked Putin." *Foreign Affairs* 93 (2014): 1-12.
- 4.4. Moravcsik, Andrew. "The myth of Europe's 'democratic deficit'." *Intereconomics* 43.6 (2008): 331-340.
- 3.4. Nye, Joseph. "Soft Power." *Foreign Policy* 80 (Autumn 1990): 153-171.
- 2.1. Schmidt, Helmut. "Miles to Go: From American Plan to European Union." *Foreign Affairs* 76.3 (May-Jun 1997): 213-221.
- 4.5.* Smilov, Daniel. "Bulgaria and the Anxieties of Incomplete Membership." 2012.
<http://www.ecfr.eu/page/-/ReinventingBulgaria.pdf>
- 4.3. Snyder, Timothy. "Fascism Returns to Ukraine." *The New Republic* May 11, 2014.
<http://www.newrepublic.com/article/117692/fascism-returns-ukraine>.
- 1.3. Spaak, Paul-Henri. "The Integration of Europe: Dreams and Realities." *Foreign Affairs* 29.1 (Oct. 1950): 94-100.
- 1.2.* Spinelli, Altiero. Manifesto for an Integrated Europe.
http://www.altierospinelli.org/manifesto/en/manifesto1944en_en.html
- 3.7. Stanley, Timothy; Alexander Lee. "It's Still Not the End of History." *The Atlantic* 09/1/2014.
http://www.theatlantic.com/politics/archive/2014/09/its-still-not-the-end-of-history-francis-fukuyama/379394/?single_page=true&
- 6.2. Tully, James. "The Kantian Idea of Europe: Critical and Cosmopolitan Perspectives" In: Pagden, Anthony, Ed. *The Idea of Europe. From Antiquity to the European Union*. New York: Cambridge UP, 2002. 331-358.

Further Recommended Texts read by students from partner universities

- ECB. "Comparing the Recent Financial Crisis In the United States and the Euro Area with the Experience of Japan In The 1990s.", 95-112.
- ECB. "The European Central Bank, The Eurosystem, The European Banking System, ECB brochure 2011."
https://www.ecb.europa.eu/pub/pdf/other/escb_web_2011en.pdf?81ac9e6aad3bbdcfe4fe04af795fa290
- Harris, Mylonas. *The Politics of Nation-Building: Making Co-Nationals, Refugees, and Minorities*. New York: Cambridge UP, 2012.
- Hoerber, Thomas: "The Nature of the Beast: the past and future purpose of European integration.", 2006.
<http://www.geopolitis.net/EUROPE%20EN%20FORMATION/The%20Nature%20of%20the%20Beast.pdf>
- Hurrelmann, Achim. "Will the Eurozone Crisis Lead to a Politicization of European Integration?," 2012.
https://www.maxwell.syr.edu/uploadedFiles/moynihan/merc/Hurrelmann_EurozoneCrisis_Politization%20of%20European%20Integration_Syracuse2012.pdf
- Klinkers, Leo. "European Federalist Papers" (1-3).
<http://www.europeanfederalistpapers.eu/index.php/en/papers/published-papers>
- Kurzydowski, Desislava Hristova. "Programming EU funds in Bulgaria: Challenges, Opportunities and the Role of Civil Society." *Studies of Transition States and Societies*, Vol. 5, Issue 1, 22-41.
http://www.tlu.ee/stss/wp-content/uploads/2013/06/stss_jun_2013_hristova.pdf

- Madison, James, John Jay, Alexander Hamilton. *Federalist Papers* 10, 14 and 39;
- Majone, Giandomenico: "Rethinking European Integration after the Debt Crisis", 2012.
<http://www.ucl.ac.uk/european-institute/analysis-publications/publications/WP3.pdf>
- Parsons, Craig. "Brief History of EU". Working paper, 2009. eucenter.berkeley.edu/publications.html
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8. Course Assignments

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

1. **Presentation of an Assigned Text (10 points / 14%)**

Due once within Weeks 2-4, 6

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)

2. **Outline of your Research Topic (10 points / 14%)**

Due Week 5, Feb 6

Elaborate on your project description to allow for a discussion. 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 d)
- 0.5 points for correct bibliography and correct citation (choose either MLA or APA, see Appendices II and III, page 25, 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

3. Midterm Response Paper (10 points / 14%)
due Week 6, Feb. 13

This is a raw version of your presentation paper, based on you **Outline**. 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 02/22, by 12:00 PM, PRINTED OUT HARDCOPY ONLY (before the seminar session).**

Grading: 10 points total

- 5 points for complexity of the argument
- 1 points for correct bibliography and correct citation (choose either MLA or APA, see Appendices II and III, page 25, and stick to one method throughout your paper).
- 0.5 point for spelling and language
- 0.5 point for structure
- 0.5 point for fulfilling formal criteria (formatting, length, etc.)
- 0.5 point per cited article or book that you individually researched (min. 3 articles, max. 1.5 points)
- 0.5 point per other cited article or book, which may or may not have been assigned for class (min. 2 articles or books, max. 1 point)

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 Discussion Presentation (10 points / 14%)
due Weeks 7, Feb 20

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 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. Texts to be discussed in class need to be uploaded on Blackboard 3 days in advance. Your brief presentation should take between 5-10 minutes, plus subsequent discussion.

Grading: 10 points total

- complexity of the argument (up to 5 points)
- number of articles (up to 3 points)
- adequate use or non-use of technology and/or visual aids and/or handout (1 point)
- handling your responses to questions (1 point)

For general remarks, see the presentation guidelines in Appendix I, page 22.

**# 5. "Dry Run" Symposium Presentation (10 points / 14%)
due within Weeks 8-9, Feb 27 or Mar 6**

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.

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 22.

**# 6. Final Research Paper (15 points / 21%)
due Beginning of Week 10, March 9**

This is the final written version of your presentation paper, based on your **Response 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: Monday 03/11, 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 25, 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

7. Discussion Board (5 points / 7%) due regularly
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Additional Guidelines:

- **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.
- Discussions will be graded in terms of frequency of participation and quality of your contributions. Students need to participate on at least 2-3 days per week.
- You then need to write **at least 5 posts for blackboard of substantial length and quality**. Quality posts are those that are substantial in content and indicate that the student is engaged with the course readings and content (i.e. posts are not “off the top of your head,” but rather demonstrate that you have completed and understood the course readings). Such post cannot just be brief responses of twitter length, or a mere link, but have to be contributions for discussion of at least 2 paragraphs of length which open up a possible discussion topic and/or discuss or introduce a topic and/or provide a thoughtful response to a post opened by someone else earlier.
- You are **also expected to respond in other ways**, by briefly commenting on other people’s comments. These will not be graded, as they are part of the class conversation.

Grading: 5 points total

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

9. Final Grade Distribution

Maximum possible points: 70 points

- 1) Presentation of Assigned Text: 10 points
- 2) Research Outline: 10 points
- 3) Response Paper: 10 points
- 4) Research Discussion Presentation: 10 points
- 5) "Dry Run" Symposium Presentation: 10 points
- 6) Final Research Paper: 15 points
- 7) Forum: 5 points

Grading:

A	95% to under or equal	100%	66.00 to under or equal	70.00 points
A-	90% to under	95%	63.00 to under	66.00 points
B+	87% to under	90%	61.00 to under	63.00 points
B	83% to under	87%	58.00 to under	61.00 points
B-	80% to under	83%	56.00 to under	58.00 points
C+	77% to under	80%	54.00 to under	56.00 points
C	73% to under	77%	51.00 to under	54.00 points
C-	70% to under	73%	49.00 to under	51.00 points
D+	67% to under	70%	47.00 to under	49.00 points
D	63% to under	67%	44.00 to under	47.00 points
D-	60% to under	63%	42.00 to under	44.00 points

10. 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
- Aiding in the organization of logistics of the symposium field trip
- Creation of a Participant Handbook
- 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

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://oregonstate.edu/cla/mpp/mpp-learning-outcomes>)

12. Course Policy

- **Regular participation** in the online discussions and class activities is mandatory. Students should be prepared to log in to participate in the online course on at least two days per week, starting no later than Wednesday each week. They are required to read all course materials, and to also conduct further research on their own.
- If for whatever reason you cannot complete assignments on time, please **let me know in advance if problems arise**, and we will work together to find a solution.
- 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. Focus any **critique** on 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 **monitor announcements** 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 via e-mail, or by appointment** also via phone, Skype, or in person if possible.
- To fully understand **student conduct expectations** (definitions and consequences of plagiarism, cheating, etc.), see oregonstate.edu/studentconduct/offenses.
- 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. 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.

13. 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

14. Students with Disabilities

Oregon State University is committed to student success; however, we do not require students to use accommodations nor will we provide them unless they are requested by the student. The student, as a legal adult, is responsible to request appropriate accommodations. The student must take the lead in applying to Disability Access Services (DAS) and submit requests for accommodations each term through DAS Online. OSU students apply to DAS and request accommodations at our [Getting Started with DAS](http://ds.oregonstate.edu/getting-started-das) page at <http://ds.oregonstate.edu/getting-started-das>).

15. Student Conduct

Please review and adhere to the Expectations for Student Conduct, as posted on oregonstate.edu/studentconduct/offenses.

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 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.

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.