

Syllabus
PS 363 Gender and Race in American Political Thought
e-campus: Fall 2018

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1. COURSE INTRODUCTION

This course analyses various forms of the social construction of gender, race, age and class in American political thought.

First, we will discuss some background theories of social construction, race, gender, class and age, then provide a historical overview, and consider current manifestations of such constructions in contemporary discourse. Students are provided with a selection of theoretical texts and other materials, but are required to find some source materials of their own in order to finish the class with a brief research paper of their own.

This course fulfills the Baccalaureate Core requirement for the Difference, Power and Discrimination category by discussing and analyzing theories and representations of race, gender and class.

2. COURSE PHILOSOPHY & POLICIES

2.1. Class Objective

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. Students are required to conduct own research and participate actively in the discussion in order to create a peer learning community.

2.2. Assignment Rationale

Assignments in this class are meant to develop student research and discussion on the topic. These are the assignments – see also below for a detailed description. Assignments 3+5 should also be sent via e-mail to the instructor to preempt technical issues with the online class system. Presentations are posted on Canvas.

1. Ongoing assignment: active participation in the discussion. Graded will be the extent of activity, but not its content. You should aim to post regularly, at least once a week. If that is not possible, post whenever you can, and let me know about a possible individual schedule.
2. One presentation of one assigned text (due depending on when the text is scheduled).
3. Midterm response essay that collects preliminary ideas for student research.
4. Presentation of preliminary research ideas to class towards the end of term, in order to gather peer and instructor feedback for final research paper.
5. Final research paper, based on the research presentation.

2.3. 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. 18 for descriptions of assignments, and p.22 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/participation and reading progress** are below reasonable expectations, I reserve the right to do a quiz in order to check on reading progress.

2.4. Discussions

- 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.
- **Regular participation** in the class is mandatory.

2.5. Communication with Instructor

- Please email your instructor for matters of a personal nature. I will reply to course-related questions and email within 24-48 hours. I will strive to return your assignments and grades for course activities to you within five days of the due date.
- **Please let me know in advance** if you cannot complete assignments on time. We will find a way.
- If you feel you need **additional feedback** about how you are doing in class, do not hesitate to write me an e-mail. Usually, if you are posting regularly, and turn in all the required assignments on time and following instructions, you will be successful in this class.
- Given that this is an online class, I am very flexible in helping you manage your time, and to find an individual route through the class if necessary.
- 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.

2.6. Course Credits

This course combines approximately 90 hours of instruction, online activities, and assignments for 4 credits. This course has no prerequisites.

2.7. Technical Assistance

If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the [OSU Computer Helpdesk](#) online.

2.8. Learning Resources

Ability to Skype with instructor (Webcam & Software for example)

Please check with the OSU Bookstore for up-to-date information for the term you enroll ([OSU Bookstore Website](#) or 800-595-0357). If you purchase course materials from other sources, be very careful to obtain the correct ISBN.

2.9. Canvas

This course will be delivered via Canvas where you will interact with your classmates and with your instructor. Within the course Canvas site, you will access the learning materials, such as the syllabus, class discussions, assignments, projects, and quizzes. To preview how an online course works, visit the [Ecampus Course Demo](#). For technical assistance, please visit [Ecampus Technical Help](#).

3. SCHEDULE

3.1. Abbreviated Schedule – Everything on One Page

UNIT 1: THE LEGACY OF COLONIALISM

- ❖ ***Assignment 1 (ongoing): Discussion Board (10 points for 10 longer posts, continuous participation). Post to the discussion board during the relevant week when you can, I allow for maximum flexibility.***
- ❖ ***Assignment 2: Present one Text of your choice in the week the text is assigned (5 points)***

- Week 1: Introduction:** Introductory Texts on Race, Sex, Gender, Constructivism; Texts from Hannah Arendt and Plato
- Week 2: Historical Legacies:** Texts by Stuart Hall, Fergus Bordewich, William Lloyd Garrison, W.E.B. Du Bois, Theodor Adorno
- Week 3: Civil Rights Movement:** Texts by Henry D. Thoreau, Martin Luther King, Malcolm X, Ralph Ellison, Sherman Alexie, Chrystos

UNIT 2: SOCIAL AND CULTURAL CONSTRUCTIONS OF SOCIETY

- Week 4: Constructivism:** Texts by John Searle, Anthony Appiah, Anne McClintock, Edward Said and others
- Week 5: The Private Is Public: Genders in Trouble?** Texts by Margaret Fuller, Simone de Beauvoir, Betty Friedan, Susan Sontag, Judith Butler, and others
- ❖ ***Assignment 3: Response Essay “How Much of Social and Political Reality is Constructed?” due Monday of Week 5, by 8 PM PT; via e-mail to philipp.kneis@oregonstate.edu (10 p.)***
- Week 6: Multiple Cultures:** Texts by David Hollinger, Arthur M. Schlesinger, Bhikhu Parekh, Walter Benn Michaels, John Scalzi, Peggy McIntosh

UNIT 3: INTERSECTING IDENTITIES

- Week 7: New Global Identities? Globalization and Cosmopolitanism.** Texts by Anthony Appiah, Gloria Anzaldúa, Nelly P. Stromquist, Quentin Youngberg, Stuart Hall, Audre Lorde

UNIT 4: STUDENT RESEARCH

- Week 8: Recent Issues & Cultural Expressions:** A Selection of Video clips and texts by various authors that should be helpful in identifying your personal research topic.
- Week 9:** ❖ ***Assignment 4: Research Presentations (10 points)***
Present your own research anytime this week on-line; Continue with the discussion
- Week 10: Own Research for Paper (Dead Week)**
Write your paper, Continue with the discussion
- Week 11: Submit Your Paper (Finals Week):**
- ❖ ***Assignment 5: Final Research Paper on Topic of your Choice, Based on your Research Presentation. Due Monday of Finals Week, by 8 PM PT via Canvas and e-mail to philipp.kneis@oregonstate.edu (15 points)***

Total Points: 50

Detailed Schedule as follows.

3.2. Extended Introduction to the Topic of the Class

This class familiarizes you with key approaches to theories of difference. You are getting as full and thorough a picture as possible within such a short time. While this means a great deal of reading, the assigned scholarly texts will introduce you to the voices of key political theorists and practitioners themselves. This way, you will get a sense of the debate, and a feeling for the different disciplinary backgrounds of the authors.

3.3. Detailed Schedule

UNIT 1: THE LEGACY OF COLONIALISM

Current conceptions of race, class, gender, and other categories of difference are not simply given, but are the results of complex processes of social and cultural construction. These ideas have a history, which is tied to the history of states and continents; tied thus to political conceptions as well as contests for political power. For the American context, we will first consider an overview of key concepts (Week 1), then continue with a brief overview of the legacy of colonialism, while analyzing central ideas of political and physical emancipation from the 19th century (Week 2), ending up with reflections on the civil rights movement in the 1960s (Week 3).

Ongoing Assignments:

- ❖ ***Assignment 1 (ongoing): Discussion Board (10 points for 10 longer posts, continuous participation is ideal). Post to the discussion board during the relevant week when you can; I allow for maximum flexibility.***
- ❖ ***Assignment 2: Present one Text of your choice in the week the text is assigned (5 points)***

Week 1: Introduction	September 24-30
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We will begin this first week with an overview of the history of terms that we all may well take for granted, but that we should be very skeptical about. This will help us ground our discussion in the awareness of the long history of such debates, and especially with the realization that there is such a history in the first place. We will be reading articles on the concepts of race and gender, as well as articles investigating aspects of cultural and social construction theory, and about moral responsibility.

Materials:

- Audio Lecture 1: Major Themes of the Class

Activities:

- Write your first introductory discussion points
- Select the texts you would like to present

Guiding Discussion Questions and Prompts:

- What is a social resp. cultural construction?
- Reflect on the “classic differences” of Race, Class, and Gender, including the historical and cultural background of main concepts
- Think already about the question of Biology vs. Culture / Nature vs. Nurture Debate – this will become more important later on.
- Also begin to consider not just the local but also the global context of these events and ideas.

- When considering the Hannah Arendt text, can you think of similar or comparable moral issues for today?
- What does it mean when people say that individual citizens are responsible for historical wrongs? What can it not mean? How is this kind of discourse represented in media? What could be the reason for any misrepresentations you might be aware of?

Texts to be Discussed:

- 1.01 James, Michael. "Race." *The Stanford Encyclopedia of Philosophy*.
<http://plato.stanford.edu/entries/race/>
- 1.02 Mikkola, Mari. "Feminist Perspectives on Sex and Gender". *The Stanford Encyclopedia of Philosophy*.
<http://plato.stanford.edu/entries/feminism-gender/>
- 1.03 Swoyer, Chris. "The Cognitive Construction of Reality". *The Stanford Encyclopedia of Philosophy*.
<http://plato.stanford.edu/entries/relativism/supplement6.html>
- 1.04 Mallon, Ron. "Naturalistic Approaches to Social Construction." *The Stanford Encyclopedia of Philosophy*. <http://plato.stanford.edu/entries/social-construction-naturalistic/#SocConUltExp>
- 1.05 Arendt, Hannah. "Organized Guilt and Universal Responsibility." In: Peter Behr, Ed. *The Portable Hannah Arendt*. 1945. London: Penguin, 2000. 146-156.
<http://home.earthlink.net/~lstenmark/Hum2B/ArendtOrgGuilt.pdf>
- 1.06 Plato. *Republic*, Book 7, 514a- 517c: The Allegory (or Metaphor) of the Cave (Excerpts)

Week 2: Historical Legacies	October 1-7
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We will discuss cultural studies as a discipline (Hall), episodes from the genocide of Native Americans (Bordewich), read texts central to the abolition of slavery (Garrison, Douglass), texts that still need our attention as they talk about race in the United States (Du Bois), and end with reflections by a Jewish-German author on how to proceed after Auschwitz (Adorno). The lecture addresses basic ideas about the politics of difference.

Materials:

- Audio Lecture 2: Difference and Politics

Activities:

- Participate in the discussion forum

Guiding Discussion Questions and Prompts:

- What does it mean if we say "culture," and when we say that we study it? What is the purpose?
- When reading about historical events and reflections thereof in the texts below, please critically question yourself about how much you indeed know about history, and whether you feel you should know more – and what probably has prevented you so far to know more.
- Is it important to keep talking about historical wrongs? Are there limits to such discourse? Should there be? Should there not be?
- In Germany, denying that the Holocaust happened is a punishable offence. Should that be so? Should it not be? Can you imagine a similar debate in the United States?
- In Turkey, denying the holocaust of Armenians is state policy. In Russia, denying the Holodomor in Ukraine is state policy. In many European countries, even though there has been historical complicity in the Holocaust, such complicity is frequently denied. European states also routinely deny any historical responsibility for the implication of European empires in genocides of the indigenous population of the Americas. What is the reason for such denial? What are its consequences?
- Countries such as France and Germany recognized the genocide of Armenians by the Ottoman Empire – Turkey claims they are interfering in internal affairs. What would you consider the correct position? Why?

- Can the teaching of history help informing citizens today about how to act and vote?
- Is history taught responsibly and successfully, and if not, what consequences does this have?
- In your personal opinion, can “we” learn from history at all?

Texts to be Discussed:

- 2.01 Hall, Stuart. “Cultural Studies and its Theoretical Legacies.” In: *Cultural Studies*, ed. Lawrence Grossberg, Cary Nelson, Paula Treichler. New York and London: Routledge, 1992, pp. 277-294.
<http://msuweb.montclair.edu/~furr/pursuits/hallcultstuds.html>
- 2.02 Bordewich, Fergus M. *Killing the White Man's Indian: Reinventing Native Americans at the End of the Twentieth Century*. New York: Anchor Books, 1996. 25-59.
- 2.03 Garrison, William Lloyd. Preface. In: *Narrative of Frederick Douglas, an American Slave*. 1845.
http://www.gutenberg.org/files/23/23-h/23-h.htm#link2H_PREF (you may also, of course, read parts of the Narrative itself!)
- 2.04 Du Bois, W.E.B. *The Souls of Black Folk. Chapter 1*.
<http://xroads.virginia.edu/~HYPER/DUBOIS/ch01.html>
- 2.05 Adorno, Theodor W. “Education After Auschwitz.” 1971. <http://paep.ca/doc/CIYL%20-%20Theodor%20Adorno%20-%20Education%20after%20Auschwitz.pdf>

Other Suggestions:

- 2.06 Spatscheck, Christian (2010). “Theodor W. Adorno on Education.” *the encyclopaedia of informal education*. <http://infed.org/mobi/theodor-w-adorno-on-education/>

Week 3: Civil Rights Movement	October 8-14
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The lecture summarizes the historical background. We concentrate on key concepts and key actors of the Civil Rights movement, as it built on the Abolitionist movement and ideas of the American Renaissance, which saw the Abolitionist movement, the early women’s liberation movement, and criticism of colonialism rise, and was situated around the time of the European 1848 revolutions. We start with Thoreau’s legacy on Dr. King, reading texts capturing the urgency and the spirit not only of the times but of the issues.

Materials:

- Audio Lecture 3: Colonialism, the American Revolution, and Democracy (History Recap)

Activities:

- Participate in the discussion forum

Guiding Discussion Questions and Prompts:

- Has the Civil Rights Movement succeeded or failed?
- Have “we” become too politically correct? What is Political Correctness anyway?
- How should modern civil disobedience look like? Do you know of examples that have proven to be effective?
- How can we maintain a civil discourse in a modern society? Should we be civil at all? What is the point of civility? Is it a hindrance or helpful?
- There seems to be increasing frustration within Western democracies with social changes in recent years. Can you think of reasons (beyond blaming individual politicians)?
- How much of an effort should individual citizens be making to understand and converse with those they absolutely do not agree with?

Texts to be Discussed:

- 3.01 Thoreau, Henry David. "Resistance to Civil Government, or Civil Disobedience." 1848. <http://www.panarchy.org/thoreau/disobedience.1848.html>
- 3.02 King, Martin Luther, jr. "Letter from Birmingham Jail." http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html
- 3.03 Malcolm X. "The Ballot or the Bullet." 1964. <http://www.vlib.us/amdocs/texts/malcolmx0364.html>
- 3.04 Ellison, Ralph. "What America Would Be Like Without Blacks." *Time Magazine* 04/06/1970. <http://teachingamericanhistory.org/library/document/what-america-would-be-like-without-blacks/>
- 3.05 Alexie, Sherman. "How to Write the Great American Indian Novel." <http://www.poetryfoundation.org/poem/237270>
- 3.06 Chrystos. "Not Vanishing." 1988. <http://voices.cla.umn.edu/artistpages/chrystos.php>

Other Suggestions (not mandatory):

- 3.07 "Thoreau, Gandhi, and Martin Luther King, Jr.": <http://asiasociety.org/education/resources-schools/secondary-lesson-plans/thoreau-gandhi-and-martin-luther-king-jr>
- 3.08 Philip Glass Opera *Satyagraha*, interweaving stories from Mohandas Karamchand "Mahatma" Gandhi, Leo Tolstoy, Rabindranath Tagore, Martin Luther King jr., with words from the Bhagavad Gita (in Sanskrit): http://en.wikipedia.org/wiki/Satyagraha_%28opera%29

Other Suggestions:

Should you find news articles, clips, something relevant to the course for analysis, please share that on the discussion board any time as a conversation starter!

UNIT 2: SOCIAL AND CULTURAL CONSTRUCTIONS OF SOCIETY

The Civil Rights movement opened the door for a complete transformation of society. Segregation, racism, lynchings, strong KKK presences, denigration of women, extreme Native poverty, and a general sense of deserved white superiority were all amongst the notions under heavy critique and scrutiny. Emboldened by the liberating experiences of African-, Native and Latino Americans having fought in World War II, but returning to a land of segregation; women having worked in the factories during wartime, now about to be replaced again by man; and with an escalating Cold War (Korean War, Cuban Missile Crisis, Viet Nam War), the country was, as they say, at a crossroads if there ever was one. Fueled by the youthful image the first Catholic President exuded, by the tragedy of his death, and by the commitment of his successors, Lyndon Baynes Johnson, but also later Richard Milhouse Nixon, the country was seriously questioning its makeup in terms of race and gender. Such considerations have also inspired theory, and we will be reading about such reflections.

Week 4: Constructivism

October 15-21

Much of how we relate to our world is in fact mediated through narratives. We do not simply look at the world and understand; we rely on how this world has been made accessible to us through language, stories, interactions, and also social structures codified within all of these. We will look more closely at theories of social and cultural construction.

Materials:

- Audio Lecture 4: The Social Construction of Ideas

Activities:

- Participate in the discussion forum

Guiding Discussion Questions and Prompts:

- What is being constructed?
- How far does constructivism reach? What are its limits? Where should it possibly be applied more?

Texts to be Discussed:

- 4.01 Smith, Barry, John Searle. "The Construction of Social Reality: An Exchange." *American Journal of Economics and Sociology*, 62:2 (2003): 285-309. <http://philpapers.org/archive/SMITCO-23.PDF>
- 4.02 Review of: Hacking, Ian. *The Social Construction of What?* Cambridge, MA, London: Harvard UP, 1999. <http://www.2think.org/hacking.shtml>
- 4.03 Appiah, Kwame Anthony. "Liberalism, Individuality, and Identity." *Critical Inquiry* 27:2 (Winter, 2001): 305-332.
- 4.04 McClintock, Anne. "The Angel of Progress: Pitfalls of the Term 'Post-Colonialism'" *Social text* 31/33 (1992): 84-98.
- 4.05 Said, Edward. *Orientalism*. New York: Vintage, 1979. Brief Excerpt: Definition. --- and Said, Edward. "Orientalism Reconsidered." *Race & Class* 27 (1985): 1-15.

Other Suggestions:

Should you find news articles, clips, something relevant to the course for analysis, please share that on the discussion board any time as a conversation starter!

Week 5: The Private Is Public: Genders in Trouble?**October 22-28**

The very question of identity lies at the intersection between public and private spheres. Part of the discussion are aspects of identity related to how physiological differences should play out socially. This relates to questions of sex (biological) and gender (socio-cultural), but also opens up questions of aging.

Activities:

- Participate in the discussion forum
- ❖ **Assignment 3: Response Essay "How Much of Social and Political Reality is Constructed" due Monday of Week 5 (October 22), till 8PM PT via Canvas and e-mail to philipp.kneis@oregonstate.edu**

Guiding Discussion Questions and Prompts:

- What is feminism? What is not feminism?
- How can we say that gender differences are cultural and social, even though there are biological differences? What is the reasoning?
- How is aging cultural? Does not everybody age?
- Consider intersections of Race, Gender, Class and Age

Texts to be Discussed:

- 5.01 Fuller, Margaret. *The Great Lawsuit*. 1843. Excerpts.
- 5.02 De Beauvoir, Simone. "Introduction." In: *The Second Sex*. 1949. New York: Alfred Knopf, 1953. 11-18. <https://www.marxists.org/reference/subject/ethics/de-beauvoir/2nd-sex/introduction.htm>
- 5.03 De Beauvoir, Simone, Alice Jardine. "Interview with Simone de Beauvoir." *Signs* 5:2 (Winter 1979): 224-236. http://www.iaphitalia.org/index.php?option=com_content&view=article&id=447:alice-jardine-interview-with-simone-de-beauvoir&catid=109:articoli&Itemid=336

- 5.04 Friedan, Betty. "The Problem that Has No Name." Excerpt from: *The Feminine Mystique*. New York: W.W. Norton, 1963. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2920960/>
- 5.05 Sontag, Susan. "The Double-Standard of Aging." *Saturday Review of the Society* 09/29/1972. <http://www.unz.org/Pub/SaturdayRev-1972sep23-00029>
- 5.06 Butler, Judith. *Gender Trouble. Feminism and the Subversion of Identity*. London: Routledge, 1990. Chapter 1. <http://poetry.rapgenius.com/Judith-butler-gender-trouble-chapter-1-subjects-of-sex-gender-desire-iv-vi-annotated>

Other Suggestions (not mandatory):

- 5.07 Thurma, Judith. "Introduction to Simone de Beauvoir's 'The Second Sex'." <http://www.nytimes.com/2010/05/30/books/excerpt-introduction-second-sex.html?pagewanted=all&r=0>
- 5.08 Woolf, Virginia. "A Room of Her Own." <http://ebooks.adelaide.edu.au/w/woolf/virginia/w91r/index.html>
- 5.09 Movie, *The Hours* (2002, dir. Stephen Daldry). See <http://www.imdb.com/title/tt0274558/combined>
- 5.10 Movie, *Mona Lisa Smile* (2003, dir. Mike Newell). See <http://www.imdb.com/title/tt0304415/combined>

Should you find news articles, clips, something relevant to the course for analysis, please share that on the discussion board any time as a conversation starter!

Week 6: Multiple Cultures	October 29 - November 4
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There are many approaches attempting to describe how different people for different cultural and social backgrounds can be expected to be living together, in ideas such as that of the "melting pot" (unique identities are melted over time into a same target identity), the "salad bowl" (different identities coexist united in the same nation, coated with the same cultural "dressing"), the "mosaic" (different identities forming a complex image together) or, more general and less flowery, "multiculturalism" (culture in itself consisting of multiple possible enriching identities). We will discuss several such concepts and its consequences, with regard to race, ethnicity, and class.

Activities:

- Participate in the discussion forum

Guiding Discussion Questions and Prompts:

- If you could name the one key marker of difference for American culture, what would it be?
- Is there an American culture at all? If so, what is it? If not, why?
- Has social integration changed due to technology, and if so, why and how?
- Do you find the concept of post-ethnicity convincing?
- Is American society falling apart? How and why? If not, how and why not?
- How do other countries handle the challenge of multiculturalism?
- What does "ethnicity" mean in the United States? What does it mean in other countries?
- What is "white" identity?
- What is privilege?
- The Brazilian liberation theologian Hélder Câmara has said, "When I give food to the poor, they call me a saint. When I ask why they are poor, they call me a communist." How is that scenario playing out in the United States as well?
- Are we living in a meritocracy? If so, how and why? If not, how not, and why not?
- Beyond rhetoric, could you think of effective policy suggestions to alleviate or overcome poverty while not endangering the free market economy?

Texts to be Discussed:

- 6.01 Hollinger, David. "Postethnic Nationality and the Separatism of the Rich: A Response to Sheldon Hackney." *The Public Historian* 19:1 (Winter 1997): 23-28.
- 6.02 Schlesinger, Arthur M. *The Disuniting of America: Reflections on a Multicultural Society*. New York: Norton, 1998. 79-124.
- 6.03 Parekh, Bhikhu. *Rethinking Multiculturalism. 2nd Edition*. New York: Palgrave Macmillan, 2005. 196-238.
- 6.04 Michaels, Walter Benn. "Let Them Eat Diversity. Interview with Walter Benn Michaels." *Jacobin Magazine*, January 2011, <https://www.jacobinmag.com/2011/01/let-them-eat-diversity/>
- 6.05 Scalzi, John. "Being Poor." *Whatever*, 2005. <http://whatever.scalzi.com/2005/09/03/being-poor/>
- 6.06 McIntosh, Peggy. "White Privilege: Unpacking the Invisible Knapsack." *Independent School* (Winter 1990). <http://amptoons.com/blog/files/mcintosh.html>

Other Suggestions:

Should you find news articles, clips, something relevant to the course for analysis, please share that on the discussion board any time as a conversation starter!

UNIT 3: INTERSECTING IDENTITIES

Identities are ideological constructions. Some of them can be seen as mainly influenced by the out-group; others are taken up by the in-group. This makes neither of them "true," instead, they are ideological conceptions of how the world is supposed to be. However, in reality nobody just possesses one single identity; many factors intersect in complex and various ways to make human beings be seen one way or the other. You could be a black male, or a black female; in both cases, the sex/gender component would severely modify your race component, simply spoken. And by the way, race is by biologists seen as a not scientifically sound idea, and the sex/gender construction considered earlier does not allow for easy answers either. Now, everything is connected to everything, and we will be reading texts that try to make sense out of that dilemma.

<i>Week 7: New Global Identities? Globalization and Cosmopolitanism</i>	<i>November 5-11</i>
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As our world is increasingly interconnected, new identity patterns and possibilities have emerged. We will be reading theories by leading post-colonial thinkers which try to conceptualize such international connections, and new ways to re-conceptualize national identities.

Activities:

- Participate in the discussion forum

Guiding Discussion Questions and Prompts:

- Are there new global identities? Consider the theoretical impetus behind concepts versus processes of Globalization and Cosmopolitanism. Look out for intersectionalities again.
- Some critics have called cosmopolitanism an elite project. Is that the case? If so, why? If not, why?
- What do borders mean in a globalized world?
- Does globalization lead to more unity or disunity?
- Is there a hierarchy of oppressions?
- If you believe in the value of emancipation and freedom, and also in the value of immigration and global interconnectedness, how do you negotiate such values in the face of cultural differences, for instance with regards to immigration policy and international cooperation? Not all immigrants may share your

values, neither do all countries the United States cooperates with. How can this problem be solved? For instance, it has been said that the new alt-right “identitarian” movement in Europe shares some core beliefs about traditional family structures with some immigrant cultures, yet is fervently opposed to immigration due to alleged cultural differences. Can you explain that?

- Should there be tolerance of intolerance?

Texts to be Discussed:

- 7.01 Appiah, Kwame Anthony. “Cosmopolitan Patriots.” *Critical Inquiry* 23:3 (Spring 1997): 617-639.
- 7.02 Anzaldúa, Gloria. “Speaking in Tongues: A Letter to 3rd World Women Writers.” In: Moraga, Cherríe, Gloria Anzaldúa. *This Bridge Called My Back. Writings by Radical Women of Color*. New York: Kitchen Table, 1981. <http://wacfall12.files.wordpress.com/2012/10/this-bridge-speaking-in-tongues.pdf>
- 7.03 Stromquist, Nelly P. “Women’s Education in the Twenty-First Century: Balance and Prospects.” In: Arnone, Robert F., Carlos Alberto Torres, Ed. *Comparative Education: The Dialectic of the Global and the Local*. Oxford: Rowan and Littlefield, 1999. 179-205.
- 7.04 Youngberg, Quentin. “Interpenetrations: Re-encoding the Queer Indian in Sherman Alexie’s *The Business of Fancydancing*.” *Studies in American Indian Literature* 20:1 (Spring 2008): 55-75.
- 7.05 Hall, Stuart. “Cultural Identity and Diaspora,” *Framework* (no. 36), 1989. <http://www.rlwclarke.net/Theory/PrimarySources/HallCulturalIdentityandDiaspora.pdf>
- 7.06 Lorde, Audre. “There Is No Hierarchy of Oppressions.” In *Homophobia and Education*: New York: Council on Interracial Books for Children, 1983. <https://lgbt.ucsd.edu/education/oppressions.html>
- 7.07 Pluckrose, Helen. “How French ‘Intellectuals’ Ruined the West: Postmodernism and Its Impact, Explained.” *Aero Magazine*, March 27, 2017. <https://areomagazine.com/2017/03/27/how-french-intellectuals-ruined-the-west-postmodernism-and-its-impact-explained/>

Other Suggestions:

Should you find news articles, clips, something relevant to the course for analysis, please share that on the discussion board any time as a conversation starter!

UNIT 4: STUDENT RESEARCH

Finally, let us hear from you. You’ve burrowed through the theory, now it is time to look at maybe contemporary examples to apply your newly sharpened analytical tools to different kinds of information.

Week 8: Recent Issues & Cultural Expressions

November 12-18

Now that the theoretical background has become clearer, we will investigate specific examples. You are also encouraged to identify own examples to analyze.

Activities:

- Read at least 4 out of the suggested texts and watch at least 2 of the videos, and share your thoughts on them online, and in class
- Participate in the discussion forum
- Identify examples you have found on your own (news, film, television, online) to discuss and analyze, and share that process online and in class, in order to develop ideas for your own research

Selection of Texts to be Discussed:

Audio-Visual Examples:

- 8.01a Katy Perry, E.T., feat. Kanye West (2011)
<http://www.youtube.com/watch?v=t5Sd5c4o9UM>
- 8.01b Rihanna, Pour It Up (2012)
<http://www.youtube.com/watch?v=ehcVomMexkY>
- 8.01c Eminem, White America (2002)
<http://www.youtube.com/watch?v=R6Q6bazfwrM>
- 8.02 Oprah Interview with Ice-T, 1990, <http://www.youtube.com/watch?v=5f0-KzW1YXw>
- 8.03 Dave Chappelle, "Clayton Bigsby, The Black White Supremacist" (2003),
<http://www.ebaumsworld.com/video/watch/82404406/>
(very explicit)

Gender Relations:

- 8.04 Rodger, Elliot. *My Twisted World*. Excerpts. (Trigger Warning: very drastic and controversial)
- 8.05 Valenti, Jessica. "Punching Gloria Steinem: inside the bizarre world of anti-feminist women." *The Guardian*. July 7, 2014. <http://www.theguardian.com/commentisfree/2014/jul/07/anti-feminist-women-hobby-lobby-decision-great#start-of-comments>
- 8.06 Hatfield, Elizabeth Fish. "'What it Means to Be a Man': Examining Hegemonic Masculinity in Two and a Half Men." *Communication, Culture & Critique* 3 (2010): 526–548.
- 8.07 Beyer, Sandra. "A Utopia for Conservatives and Real Men: Sexual Politics and Gendered Relations in *Star Trek*." In: Antje Dallmann, Reinhard Isensee, Philipp Kneis (Eds.) *Envisioning American Utopias. Fictions of Science and Politics in Literature and Visual Culture*. Frankfurt: Peter Lang, 2011. 143–162.
- 8.08 Mizejewski, Linda. "Feminism, Postfeminism, Liz Lemonism. Comedy and Gender Politics on *30 Rock*." *Genders OnLine Journal* 55 (2012). www.genders.org/g55/g55_mizejewski.html (Retrieved 2013/11/24).
- 8.09 Warman, Brittany. "I Am the Wolf: Queering 'Little Red Riding Hood' and 'Snow White and Rose Red' in the Television Show *Once Upon a Time*." *Humanities* 2016, 5(2), 41.

Race & Ethnicity:

- 8.10 Interview with Stuart Hall, BBC Radio 4, Wed 16 Mar, 2011.
<http://www.bbc.co.uk/programmes/b00zfkfn>
- 8.11 Kneis, Philipp. "Barbarians at the Gate: (Ig)Noble Savages and Manifest Destiny at the Final Frontier." In: Antje Dallmann, Reinhard Isensee, Philipp Kneis (Eds.) *Envisioning American Utopias. Fictions of Science and Politics in Literature and Visual Culture*. Frankfurt: Peter Lang, 2011. 103–128.

Aging & Intersectional Identities:

- 8.12 Kunow, Rüdiger. "Postcolonial theory and old age: An explorative essay." *Journal of aging studies* 39 (2016): 101-108.
- 8.13 Kneis, Philipp. "Elders in Exile: Three American Indian Stories of Survivance." Draft Version. -- Published Version: in: Offizier, Frederike, Marc Priewe, Ariane Schröder, eds. *Crossroads in American Studies: Transnational and Biocultural Encounters*. Heidelberg: Winter, 2016.
- 8.14 Kneis, Philipp. "Godfather is Aging." Draft Version. -- Published Version: "Old Age and Disability." With Antje Dallmann. In: Boesenberg, Eva, Antje Dallmann, Martin Klepper, eds. *Approaches to American Studies*. London: Routledge, 2016.

Socio-Economic Inequality:

- 8.15 Chaddha, Anmol, William Julius Wilson. "'Way Down in the Hole': Systemic Urban Inequality and The Wire." *Critical Inquiry* 38:1 (2011): 1–23.

Neurodiversity:

- 8.16 Armstrong, Thomas. "The Myth of the Normal Brain: Embracing Neurodiversity." *AMA Journal of Ethics* 17:4 (April 2015): 348-352.

Week 9: Research Presentations

November 19-25

Finally, let us hear from you. You've burrowed through the theory, now it is time to look at maybe contemporary examples to apply your newly sharpened analytical tools to different kinds of information.

Activities:

- Participate in the discussion forum
- ❖ **Assignment 4: Present your own research**

Week 10: Time for Writing your Paper (Dead Week)

November 26-December 2

Activities:

- Write your research paper

Week 11: Submit Your Paper (Finals Week)

December 3-9

Activities:

- ❖ **Assignment 5: Send in Final Research Paper by Monday of Week 11 (December 3), 8 PM PT via Canvas and e-mail to philipp.kneis@oregonstate.edu**

4. BIBLIOGRAPHY OF REQUIRED TEXTS

There is no textbook required for class. Instead, we will be reading original source texts and academic articles, as listed below.

Wk.Txt Texts in alphabetical order

- 3.07 Anon. "Thoreau, Gandhi, and Martin Luther King, Jr.": <http://asiasociety.org/education/resources-schools/secondary-lesson-plans/thoreau-gandhi-and-martin-luther-king-jr>
- 2.05 Adorno, Theodor W. "Education After Auschwitz." 1971. <http://paep.ca/doc/CIYL%20-%20Theodor%20Adorno%20-%20Education%20after%20Auschwitz.pdf>
- 3.05 Alexie, Sherman. "How to Write the Great American Indian Novel." <http://www.poetryfoundation.org/poem/237270>
- 7.02 Anzaldúa, Gloria. "Speaking in Tongues: A Letter to 3rd World Women Writers." In: Moraga, Cherrie, Gloria Anzaldúa. *This Bridge Called My Back. Writings by Radical Women of Color*. New York: Kitchen Table, 1981. <http://wacfall12.files.wordpress.com/2012/10/this-bridge-speaking-in-tongues.pdf>
- 1.05 Arendt, Hannah. "Organized Guilt and Universal Responsibility." In: Peter Behr, Ed. *The Portable Hannah Arendt*. 1945. London: Penguin, 2000. 146-156. <http://home.earthlink.net/~lstenmark/Hum2B/ArendtOrgGuilt.pdf>
- 8.15 Armstrong, Thomas. "The Myth of the Normal Brain: Embracing Neurodiversity." *AMA Journal of Ethics* 17:4 (April 2015): 348-352.
- 4.03 Appiah, Kwame Anthony. "Liberalism, Individuality, and Identity." *Critical Inquiry* 27:2 (Winter, 2001): 305-332.
- 7.01 Appiah, Kwame Anthony. "Cosmopolitan Patriots." *Critical Inquiry* 23:3 (Spring 1997): 617-639.
- 5.02 De Beauvoir, Simone. "Introduction." In: *The Second Sex*. 1949. New York: Alfred Knopf, 1953. 11-18. <https://www.marxists.org/reference/subject/ethics/de-beauvoir/2nd-sex/introduction.htm>
- 5.03 De Beauvoir, Simone, Alice Jardine. "Interview with Simone de Beauvoir." *Signs* 5:2 (Winter 1979): 224-236. http://www.iaphitalia.org/index.php?option=com_content&view=article&id=447:alice-jardine-interview-with-simone-de-beauvoir&catid=109:articoli&Itemid=336
- 8.09 Beyer, Sandra. "A Utopia for Conservatives and Real Men: Sexual Politics and Gendered Relations in *Star Trek*." In: Antje Dallmann, Reinhard Isensee, Philipp Kneis (Eds.) *Envisioning American Utopias. Fictions of Science and Politics in Literature and Visual Culture*. Frankfurt: Peter Lang, 2011. 143-162.
- 2.02 Bordewich, Fergus M. *Killing the White Man's Indian: Reinventing Native Americans at the End of the Twentieth Century*. New York: Anchor Books, 1996. 25-59.
- 5.06 Butler, Judith. *Gender Trouble. Feminism and the Subversion of Identity*. London: Routledge, 1990. Chapter 1. <http://poetry.rapgenius.com/Judith-butler-gender-trouble-chapter-1-subjects-of-sex-gender-desire-iv-vi-annotated>
- 8.14 Chaddha, Anmol, William Julius Wilson. "'Way Down in the Hole': Systemic Urban Inequality and The Wire." *Critical Inquiry* 38:1 (2011): 1-23.
- 3.06 Chrystos. "Not Vanishing." 1988. <http://voices.cla.umn.edu/artistpages/chrystos.php>
- 2.04 Du Bois, W.E.B. *The Souls of Black Folk. Chapter 1*. <http://xroads.virginia.edu/~HYPER/DUBOIS/ch01.html>
- 3.04 Ellison, Ralph. "What America Would Be Like Without Blacks." *Time Magazine* 04/06/1970. <http://teachingamericanhistory.org/library/document/what-america-would-be-like-without-blacks/>
- 5.04 Friedan, Betty. "The Problem that Has No Name." Excerpt from: *The Feminine Mystique*. New York: W.W. Norton, 1963. <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2920960/>
- 5.01 Fuller, Margaret. *The Great Lawsuit*. 1843. Excerpts.
- 2.03 Garrison, William Lloyd. Preface. In: *Narrative of Frederick Douglas, an American Slave*. 1845. http://www.gutenberg.org/files/23/23-h/23-h.htm#link2H_PREF (you may also, of course, read parts of the Narrative itself!)

- 3.08 Glass, Philip. *Opera Satyagraha*. New York, 1979.
http://en.wikipedia.org/wiki/Satyagraha_%28opera%29
- 4.02 Review of: Hacking, Ian. *The Social Construction of What?* Cambridge, MA, London: Harvard UP, 1999.
<http://www.2think.org/hacking.shtml>
- 2.01 Hall, Stuart. "Cultural Studies and its Theoretical Legacies." In: *Cultural Studies*, ed. Lawrence Grossberg, Cary Nelson, Paula Treichler. New York and London: Routledge, 1992, pp. 277-294.
<http://msuweb.montclair.edu/~furr/pursuits/hallcultstuds.html>
- 7.05 Hall, Stuart. "Cultural Identity and Diaspora," *Framework* (no. 36), 1989.
<http://www.rlwclarke.net/Theory/PrimarySources/HallCulturalIdentityandDiaspora.pdf>
- 8.05 Hall, Stuart. Interview. BBC Radio 4, Wed 16 Mar, 2011.
<http://www.bbc.co.uk/programmes/b00zfkfn>
- 8.06 Hatfield, Elizabeth Fish. "'What it Means to Be a Man': Examining Hegemonic Masculinity in Two and a Half Men." *Communication, Culture & Critique* 3 (2010): 526-548.
- 6.01 Hollinger, David. "Postethnic Nationality and the Separatism of the Rich: A Response to Sheldon Hackney." *The Public Historian* 19:1 (Winter 1997): 23-28.
- 1.01 James, Michael. "Race." *The Stanford Encyclopedia of Philosophy*.
<http://plato.stanford.edu/entries/race/>
- 3.02 King, Martin Luther, jr. "Letter from Birmingham Jail."
http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html
- 8.13 Kneis, Philipp. "Elders in Exile: Three American Indian Stories of Survivance." Draft Version. -- Published Version: in: Offizier, Frederike, Marc Priewe, Ariane Schröder, eds. *Crossroads in American Studies: Transnational and Biocultural Encounters*. Heidelberg: Winter, 2016.
- 8.14 Kneis, Philipp. "Godfather is Aging." Draft Version. -- Published Version: "Old Age and Disability." With Antje Dallmann. In: Boesenberg, Eva, Antje Dallmann, Martin Klepper, eds. *Approaches to American Studies*. London: Routledge, 2016.
- 8.11 Kneis, Philipp. "Barbarians at the Gate: (Ig)Noble Savages and Manifest Destiny at the Final Frontier." In: Antje Dallmann, Reinhard Isensee, Philipp Kneis (Eds.) *Envisioning American Utopias. Fictions of Science and Politics in Literature and Visual Culture*. Frankfurt: Peter Lang, 2011. 103-128.
- 8.12 Kunow, Rüdiger. "Postcolonial theory and old age: An explorative essay." *Journal of aging studies* 39 (2016): 101-108.
- 7.06 Lorde, Audre. "There Is No Hierarchy of Oppressions." In *Homophobia and Education*: New York: Council on Interracial Books for Children, 1983. <https://lgbt.ucsd.edu/education/oppressions.html>
- 3.03 Malcolm X. "The Ballot or the Bullet." 1964. <http://www.vlib.us/amdocs/texts/malcolmx0364.html>
- 1.04 Mallon, Ron. "Naturalistic Approaches to Social Construction." *The Stanford Encyclopedia of Philosophy*. <http://plato.stanford.edu/entries/social-construction-naturalistic/#SocConUltExp>
- 4.04 McClintock, Anne. "The Angel of Progress: Pitfalls of the Term 'Post-Colonialism'" *Social Text* 31/33 (1992): 84-98.
- 6.06 McIntosh, Peggy. "White Privilege: Unpacking the Invisible Knapsack." *Independent School* (Winter 1990). <http://amptoons.com/blog/files/mcintosh.html>
- 6.04 Michaels, Walter Benn. "Let Them Eat Diversity. Interview with Walter Benn Michaels." *Jacobin Magazine*, January 2011, <https://www.jacobinmag.com/2011/01/let-them-eat-diversity/>
- 1.02 Mikkola, Mari. "Feminist Perspectives on Sex and Gender". *The Stanford Encyclopedia of Philosophy*. <http://plato.stanford.edu/entries/feminism-gender/>
- 8.08 Mizejewski, Linda. "Feminism, Postfeminism, Liz Lemonism. Comedy and Gender Politics on *30 Rock*." *Genders OnLine Journal* 55 (2012). www.genders.org/g55/g55_mizejewski.html (Retrieved 2013/11/24).
- 6.03 Parekh, Bhikhu. *Rethinking Multiculturalism. 2nd Edition*. New York: Palgrave Macmillan, 2005. 196-238.

- 7.07 Pluckrose, Helen. "How French 'Intellectuals' Ruined the West: Postmodernism and Its Impact, Explained." *Aero Magazine*, March 27, 2017. <https://areomagazine.com/2017/03/27/how-french-intellectuals-ruined-the-west-postmodernism-and-its-impact-explained/>
- 8.04 Rodger, Elliot. *My Twisted World*. 2014. Excerpts.
- 4.05 Said, Edward. *Orientalism*. New York: Vintage, 1979. Brief Excerpt: Definition. --- and Said, Edward. "Orientalism Reconsidered." *Race & Class* 27 (1985): 1-15.
- 6.05 Scalzi, John. "Being Poor." *Whatever*, 2005. <http://whatever.scalzi.com/2005/09/03/being-poor/>
- 6.02 Schlesinger, Arthur M. *The Disuniting of America: Reflections on a Multicultural Society*. New York: Norton, 1998. 79-124.
- 4.01 Smith, Barry, John Searle. "The Construction of Social Reality: An Exchange." *American Journal of Economics and Sociology*, 62:2 (2003): 285-309. <http://philpapers.org/archive/SMITCO-23.PDF>
- 5.05 Sontag, Susan. "The Double-Standard of Aging." *Saturday Review of the Society* 09/29/1972. <http://www.unz.org/Pub/SaturdayRev-1972sep23-00029>
- 2.06 Spatscheck, Christian (2010). "Theodor W. Adorno on Education." *the encyclopaedia of informal education*. <http://infed.org/mobi/theodor-w-adorno-on-education/>
- 7.03 Stromquist, Nelly P. "Women's Education in the Twenty-First Century: Balance and Prospects." In: Arno, Robert F., Carlos Alberto Torres, Ed. *Comparative Education: The Dialectic of the Global and the Local*. Oxford: Rowan and Littlefield, 1999. 179-205.
- 1.03 Swower, Chris. "The Cognitive Construction of Reality". *The Stanford Encyclopedia of Philosophy*. <http://plato.stanford.edu/entries/relativism/supplement6.html>
- 3.01 Thoreau, Henry David. "Resistance to Civil Government, or Civil Disobedience." 1848. <http://www.panarchy.org/thoreau/disobedience.1848.html>
- 8.05 Valenti, Jessica. "Punching Gloria Steinem: inside the bizarre world of anti-feminist women." *The Guardian*. July 7, 2014. <http://www.theguardian.com/commentisfree/2014/jul/07/anti-feminist-women-hobby-lobby-decision-great#start-of-comments>
- 8.09 Warman, Brittany. "I Am the Wolf: Queering 'Little Red Riding Hood' and 'Snow White and Rose Red' in the Television Show Once Upon a Time." *Humanities* 2016, 5(2), 41.
- 7.04 Youngberg, Quentin. "Interpenetrations: Re-encoding the Queer Indian in Sherman Alexie's *The Business of Fancydancing*." *Studies in American Indian Literature* 20:1 (Spring 2008): 55-75.

Non-Scholarly Video Materials Not Listed Above:

- 8.01 Katy Perry, E.T., feat. Kanye West (2011)
<http://www.youtube.com/watch?v=t5Sd5c4o9UM>
Rihanna, Pour It Up (2012)
<http://www.youtube.com/watch?v=ehcVomMexkY>
Eminem, White America (2002)
<http://www.youtube.com/watch?v=R6Q6bazfwrM>
- 8.02 Oprah Interview with Ice-T, 1990, <http://www.youtube.com/watch?v=5f0-KzW1YXw>
- 8.03 Dave Chappelle, "Clayton Bigsby, The Black White Supremacist" (2003),
<http://www.ebaumsworld.com/video/watch/82404406/>
(very explicit)

5. COURSE ASSIGNMENTS AND GRADING

General Remarks:

- All these assignments are **submitted in writing**. The two presentations have to be submitted to the entire class via the discussion forum (upload as PDF), the response and research paper are only sent to the instructor via e-mail (if you do not receive a confirmation that I have received it within 2 business days, please tell me).
- You are expected to use **correct English**. If there too many mistakes, text understanding may suffer, and you may also be downgraded for complexity. Perform a spell-check (not just via the computer!).
- Pages have to be numbered.
- Text formatting for **all** assignments except discussion posts: 12 point Times, 1.5-spaced, 1 in. margins. Include your name, assignment type, and date in the first line, second line title in bold, one free line, then the text, then works cited, such as:

Name, First Name: Text Presentation, MM/DD/YYYY

Title of Your Presentation (either a topical title, or “Presentation on the Text by N.N.”)

Text (of the length specified)

Works Cited

List the works you cited, either APA or MLA style

Researching Articles and Books:

- Any materials you find for use in your own research should be coming from **academic journals or books**. You may also use original sources (media examples), but need to find 2 research articles minimum.
- Research articles or books are basically distinguished from other materials in that they do not primarily focus on exposition but on **analysis**, and on commenting on other research. **The articles chosen for this class are supposed to serve as examples.**
- You can find such materials, for instance, through the use of **Google Scholar** (<http://scholar.google.com>). **Library catalogs** will be available to you as well.
- **News sources and statistics** can be used – but only to supplement research articles, not to replace them.
- **Internet sources** are good if they are of a scholarly nature.
- **Wikipedia** can be a good starting point for research – it is never its ultimate end!

Explanation of individual assignments:

❖ 1 Discussion Board (10 points / 20%). <u>Due Regularly</u>

Students will have to participate regularly in the Canvas discussion board.

Additional Guidelines:

- **Introduce yourself initially** to Canvas 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 10 posts for Canvas 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: 10 points total

- 1 point per post, but only a maximum of 10 points.

❖ 2 Presentation of one assigned text (5 points / 10%). <u>Due depending on when the text is assigned</u>
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In the beginning of the quarter, the texts will be distributed amongst all participants. The presentation should introduce the main arguments of the text and briefly explain the historical background. The length of the presentation should be **approx. 1 page of text**. 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. You may upload texts as separate documents, or post in the forum. Mark it as “**Text Presentation**”.

Additional Guidelines:

- You are the expert on the text. You can assume everyone else has read the text as well (they should). Nevertheless, recap the major arguments of the text.
- None of the texts holds absolute truth. All of them are written from a specific point of view, with which you may agree or disagree. If you voice any such judgment, you need to provide reasons.
- Prepare up to 2 questions for class discussion.
- For general remarks, see the presentation guidelines in Appendix I, page 24.

Grading: 5 points total

- complexity of the argument (3 points)
- correct rendition of the text’s argument (½ point)
- correct citations (½ point)
- clarity and correctness of writing (½ point)
- handling your responses to questions in the discussion (½ point)

❖ 3 **Midterm Response Essay (10 points / 20%).**
Due Monday of Week 5, 8 PM Pacific Time

This is an opinion piece which is based upon the seminar readings and discussions, and can already prepare ideas for your research. 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 do not need to find additional research articles or books. Standard citation methods apply. The paper should be **approx. 2 pages** of text (12 point Times, 1.5-spaced, 1 in. margins) plus bibliography.

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 27, 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.)
- Penalties for turning it in later: Same day but late: -½ a point; then -1 point per day

❖ 4 **Research Presentation (10 points / 20%).**
Due Anytime During Week 9

Students will present a topic of their own choice to the entire class. The presentation should be the equivalent **2 pages of text and a PowerPoint (up to 10 slides)**. The presentation should ideally be a preparation for the final research paper. You are expected to find 3 scholarly sources for your research that are not part of the assigned reading in class.

Additional Guidelines:

- Find your own topic, and discuss it with the instructor in beforehand via e-mail.
- Find a minimum of 3 new scholarly articles for your research.
- Justify why you think your topic is of relevance.
- Put your own topic into its proper historical and/or political context.
- Structure your argument clearly.
- Prepare up to 3 questions for class discussion.
- For general remarks, see the presentation guidelines in Appendix I, page 24.

Grading: 10 points total

- complexity of the argument (5 points)
- correct rendition of your argument (1 point)
- additional scholarly sources (3 points)
- clarity and correctness of writing (½ point)
- handling your responses to questions in the discussion (½ point)

❖ **5 Final Research Paper on a topic of your own choice (15 points / 30%).**
Due Monday of Week 11, 8 PM Pacific Time

This research paper can be based on the preceding research presentation. Unlike the response paper, your focus has to be on analysis rather than on opinion. 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 2 of the texts discussed throughout the seminar, and to find at least 3 additional scholarly research articles or books. Standard citation methods apply. The paper should be a minimum of **5 pages of text**, no more than 6 (12 point Times, 1.5-spaced, 1 in. margins) plus bibliography in addition to the allotted pages.

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 27, 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 was assigned for class (up to 2 points)
- 1 point per cited article or book that you individually researched (up to 3 points)
- Penalties for turning it in later: Same day but late: -½ a point; then -1 point per day

6. FINAL GRADE DISTRIBUTION

Maximum possible points: 50 points

- | | | |
|----|------------------------|-----------|
| 1. | Discussion Board: | 10 points |
| 2. | Text Presentation: | 5 points |
| 3. | Response Paper: | 10 points |
| 4. | Research Presentation: | 10 points |
| 5. | Research Paper: | 15 points |

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

7. STUDENT LEARNING OUTCOMES

7.1. Political Science Learning Outcomes:

1. Comprehend the basic structures and processes of government systems and/or theoretical underpinnings.
2. Analyze political problems, arguments, information, and/or theories.
3. Apply methods appropriate for accumulating and interpreting data applicable to the discipline of political science.
4. Synthesize experiential learning with political science concepts.

(<http://liberalarts.oregonstate.edu/spp/polisci/programs/political-science-learning-outcomes>)

7.2. General Learning Outcomes, as aligned with Political Science Learning Outcomes

Students who take this course will be able to

- Identify and analyze the central issues relevant to the social construction of gender, race, age, and class. This includes knowledge in political science theory and cultural studies, and is measured through coursework (PS LO # 2+3)
- Accumulate, contextualize and critically interpret relevant theory and knowledge with an interdisciplinary outlook by utilizing methods and approaches applicable to the disciplines of political science and cultural studies. (PS LO # 1+3)
- Recognize the necessity to theorize culture and politics and to apply different theoretical models to different circumstances. (PS LO # 2+3)
- Express the basic argument of a scholarly text and use it as a resource (PS LO # 4)
- Work collaboratively and collegially, by sharing ideas and analyses in a respectful but critical and mutually enriching manner (PS LO # 4)
- Develop own scholarly approaches to a topic, to conduct own research and communicate information in written and presentation format (PS LO # 4)
- Conduct serious and original research by following ethical guidelines (PS LO # 4)

(PS Learning Outcomes: <http://oregonstate.edu/cla/polisci/political-science-learning-outcomes>)

7.3. Baccalaureate Core Category Learning Outcomes: Difference, Power, and Discrimination (DPD)

Successful completion of this course partially fulfills OSU's Baccalaureate Core course requirements in the following Synthesis subcategory:

1. Explain how difference is socially constructed
2. Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination
3. Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.

These Baccalaureate core learning outcomes will be found in this course as follows:

1. Students will be able to use theoretical frameworks to interpret the role of the individual within social process and institutions.
Students will be able to identify, define and analyze some important concepts in political and cultural theory, specifically as they pertain to the central issues relevant to the role of the social construction of difference. This includes the ability to identify and evaluate core ideas of cultural theory, gender studies, postcolonial studies, critical race studies, and the arguments that support them. This includes knowledge in political science theory and cultural studies, and is measured through coursework. (Course LO # 1, PS LO # 2+3)
2. Analyze the interconnectedness of socially and culturally constructed differences, and the multiple ways such constructed differences intersect, specifically with regard to concepts such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age. These discussions will be tied into an analysis of current and past political questions and trends in the United States and the world. (Course LO # 1, PS LO # 2+3, Bacc #3)
3. Analyze current social issues and place them in historical context(s). Specifically, you will be given a genealogy of the ideas of constructivism, difference, power and discrimination, and work with texts ancient and modern that help you situate current social issues. (Course LO # 2, Bacc #2)
4. Recognize the necessity to theorize culture and politics and to apply different theoretical models to different circumstances. Also follow the principle of a “ruthless criticism of everything existing” (Marx to Ruge, 1843) by critiquing the nature, value, and limitations of the basic methods of the social sciences and humanities. (Course LO # 4; PS LO # 2+3; Bacc # 3)
5. Explore interrelationships or connections with other subject areas. This highly interdisciplinary class combines methodology from Political Science, History, Classical Philology, Philosophy, Literary and Cultural Studies, and possibly many more. Interdisciplinarity is very much the guiding principle structuring this entire class. (Course LO # 1, PS LO # 2+3, Bacc #3)
6. In order to further develop and demonstrate critical thinking skills, you will discuss and make arguments about these concepts and issues in writing by relating them to contemporary political debates as reflected in contemporary culture. Students will develop own scholarly approaches to a topic, to conduct own research and communicate information in written and presentation format (Course LO # 7; PS LO # 4).

(<http://main.oregonstate.edu/baccalaureate-core/current-students/bacc-core-learning-outcomes-criteria-and-rationale>)

7.4. Baccalaureate Core Course Requirements/Evaluation of Student Performance

The student learning and Bacc Core Learning outcomes will be achieved and assessed through the following activities and assessments:

- Presentation of an assigned text (Text Presentation)
- Completion of a Response Essay
- Completion of a Research Paper
- Presentation of research (Research Presentation)
- Participation in discussion forums (Discussions)

8. 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

9. 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.

10. STUDENT CONDUCT

Please review and adhere to the Expectations for Student Conduct, as posted on <http://studentlife.oregonstate.edu/studentconduct/offenses-0>.

11. APPENDIX I: PRESENTATION GUIDELINES

(Some of these just apply to presenting in person – most also to online presentations.)

11.1. 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.

11.2. 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.

11.3. 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.

11.4. 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.

11.4.1. Content

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

11.4.2. 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.

11.4.3. 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

11.4.4. 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.

11.4.5. 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.

11.4.6. 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)

11.4.7. 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!

11.5. 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.

12. 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.

13. 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.