

Syllabus
PS 206 Introduction to Political Thought
OSU, Remote Campus

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1. COURSE INTRODUCTION

This course is an introduction to some of the big questions in political theory. Why have a state? Is there an obligation to obey the law? What kind of state do we want? What is democracy, and is it better than other systems? What do we want the state to do, and not do? What is the proper role of the state in relation to the economy? Should the state regulate the market? Redistribute wealth? What is the relation between individual rights and majority rule? What rights do individuals have? And what is the relation between the state (and the nation that it represents) and the globe? That is, what is that moral status of national boundaries, and do we have moral obligations to those beyond our borders? Is there any such thing as global justice, and if so, what does it entail? We explore these questions through reading and discussing both historical and contemporary works in political theory.

As a remote course, the class will meet once a week on Zoom for an hour and fifty minutes, and will involve a substantial amount of independent and online work. We will use the lectures and other materials provided by Michael Sandel of Harvard University, whose course on justice is very popular among Harvard students (900 sign up for it each year) and is now world-renowned because it became the subject of a series on PBS.

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. Assignment 6 should also be sent via e-mail to the instructor to preempt technical issues with the online class system. Text presentations are posted on Canvas.

1. Ongoing assignment: active participation in the discussion board. 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. Three 2-page response essays that collect preliminary ideas for student research.
3. 5-minute Presentation of preliminary research ideas to the class towards the end of term, in order to gather peer and instructor feedback for final research paper.
4. Final 4-page research paper, based on the research ideas and response essays.

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. 7 for descriptions of assignments, and p. 7 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

There is the ability to Skype with your instructor (Webcam & Software for example). Please consult also <https://liberalarts.oregonstate.edu/advising> for remote advising resources.

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](#).

2.10. Zoom

Some class sessions will be conducted via Zoom: <https://is.oregonstate.edu/zoom/getting-started>

3. SCHEDULE

3.1. Abbreviated Schedule – Everything on One Page

- ❖ 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.

Week 1: Moral Reasoning

Week 2: Utilitarianism

Week 3: Libertarianism

- ❖ Assignment 2: Response Essay 1: “How do you measure usefulness in society?”. due Monday of Week 3, till 8PM PT

Week 4: The Morality of Markets

Week 5: Rights and Duties

- ❖ Assignment 3: Response Essay 2: “Is there a value to individual freedom?”. due Monday of Week 5, till 8PM PT

Week 6: Liberal Egalitarianism

Week 7: Ends and Desert

- ❖ Assignment 4: Response Essay 3 “What is a citizen’s duty to society?”. due Monday of Week 7, till 8PM PT

Week 8: Membership and Loyalty

Week 9: Can the State be Neutral?

Week 10: Research Presentations

- ❖ Assignment 5: Research Presentation

Week 11: Submit Your Paper (Finals Week):

- ❖ Assignment 6: Send in Final Research Paper by Wednesday of Week 11, 8 PM PT, via Canvas

Total Points: 70

Detailed Schedule as follows.

3.2. Detailed Schedule

The main learning resources for the course are the books on justice—one written, one edited by Sandel (available for purchase at the OSU bookstore)—and the corresponding website:

1. Michael J. Sandel, *Justice: What's the Right Thing To Do?* New York: Farrar, Straus and Giroux, 2009. (referred to as "Sandel")
2. Michael J. Sandel, ed., *Justice: A Reader*. Oxford: Oxford University Press, 2007. (referred to as "Reader")
3. www.justiceharvard.org (referred to below as "the website")

Ongoing Assignment:

- ❖ **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.**

Week 1: Moral Reasoning

Monday, March 30: Zoom Session, 10-10:50 AM

Wednesday, April 1: Zoom Session, 10-10:50 AM

Activities:

- Write your first discussion post

Texts to be Discussed:

Read: Sandel, chapter 1; and Reader, chapter 1.

On the website: Watch Episode 1, Parts I and 2; and consider the questions raised in the Discussion Guides.

Week 2: Utilitarianism

Monday, April 6: Independent Work / Canvas

Wednesday, April 8: Zoom Session, 10-10:50 AM

Texts to be Discussed:

Read: Sandel, chapter 2; and Reader, chapter 2.

On the website: Watch Episode 2, Parts 1 and 2; and consider the questions raised in the Discussion Guides.

Week 3: Libertarianism

Monday, April 13: Independent Work / Canvas

Wednesday, April 15: Zoom Session, 10-10:50 AM

Activities:

- ❖ **Assignment 2: Response Essay 1: "How do you measure usefulness in society?" due Monday of Week 3, till 8PM PT**

Guiding Discussion Questions:

- #

Texts to be Discussed:

Read: Sandel, chapter 3; and Reader, chapters 3 and 4.

On the website: Watch Episode 3, Parts 1 and 2 and Episode 4, Parts 1 and 2; and consider the questions raised in the Discussion Guides.

Week 4: The Morality of Markets

Monday, April 20: Independent Work / Canvas

Wednesday, April 22: Zoom Session, 10-10:50 AM

Texts to be Discussed:

Read: Sandel, chapter 4; and Reader, chapter 5.

On the website: Watch Episode 5, Parts 1 and 2; and consider the questions raised in the Discussion Guides.

Week 5: Rights and Duties

Monday, April 27: Independent Work / Canvas

Wednesday, April 29: Zoom Session, 10-10:50 AM

Activities:

❖ ***Assignment 3: Response Essay 2: "Is there a value to individual freedom?". due Monday of Week 5, till 8PM PT***

Texts to be Discussed:

Read: Sandel, chapter 5; and Reader, chapter 6.

On the website: Watch Episode 6, Parts 1 and 2 and Episode 7, Part 1; and consider the questions raised in the Discussion Guides.

Week 6: Liberal Egalitarianism

Monday, May 4: Independent Work / Canvas

Wednesday, May 6: Zoom Session, 10-10:50 AM

Texts to be Discussed:

Read: Sandel, chapter 6; and Reader, chapters 7 and 8.

On the website: Watch Episode 7, Part 2 and Episode 8, Parts 1 and 2; and consider the questions raised in the Discussion Guides.

Week 7: Ends and Desert

Monday, May 11: Independent Work / Canvas

Wednesday, May 13: Zoom Session, 10-10:50 AM

Activities:

❖ ***Assignment 4: Response Essay 3 "What is a citizen's duty to society?". due Monday of Week 7, till 8PM PT***

Texts to be Discussed:

Read: Sandel, chapters 7 and 8; and Reader, chapters 9 and 11.

On the website: Watch Episode 9, Parts 1 and 2, and Episode 10, Parts 1 and 2; and consider the questions raised in the Discussion Guides.

Module 8: Membership and Loyalty

Monday, May 18: *Independent Work / Canvas*

Wednesday, May 20: *Zoom Session, 10-10:50 AM*

Texts to be Discussed:

Read: Sandel, chapter 9; and Reader, chapter 12.

On the website: Watch Episode 11, Parts 1 and 2; and consider the questions raised in the Discussion Guides.

Week 9: Can the State be Neutral?

Monday, May 25: *Independent Work / Canvas*

Wednesday, May 27: *Zoom Session, 10-10:50 AM*

Activities:

- Prepare your research presentation

Texts to be Discussed:

Read: Sandel, chapter 10; and Reader, chapter 14.

On the website: Watch Episode 12, Parts 1 and 2; and consider the questions raised in the Discussion Guides.

Week 10: Research Presentations

Monday, June 1: *Zoom Session, 10-10:50 AM*

Wednesday, June 3: *Zoom Session, 10-10:50 AM*

Activities:

- ❖ **Assignment 5: Research Presentation**

Week 11: Final Paper

Wednesday, June 10: *Final Paper Due*

- ❖ **Assignment 6: Send in Final Research Paper**
by Wednesday of Week 11, 8 PM PT, via Canvas

4. BIBLIOGRAPHY OF REQUIRED TEXTS

The main learning resources for the course are the books on justice—one written, one edited by Sandel (available for purchase at the OSU bookstore)—and the corresponding website:

4. Michael J. Sandel, *Justice: What's the Right Thing To Do?* New York: Farrar, Straus and Giroux, 2009. (referred to as "Sandel")
5. Michael J. Sandel, ed., *Justice: A Reader*. Oxford: Oxford University Press, 2007. (referred to as "Reader")
6. www.justiceharvard.org (referred to below as "the website")

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:

<p>❖ 1 Discussion Board (10 points / 14%) <u>Due Regularly / post by the end of the week</u></p>
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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.

<p>❖ 2 Response Essay 1 (10 points / 14%). Topic: “How do you measure usefulness in society?” <u>Due Monday of Week 3, 8 PM Pacific Time</u></p>

<p>❖ 3 Response Essay 2 (10 points / 14%). Topic: “Is there a value to individual freedom?” <u>Due Monday of Week 5, 8 PM Pacific Time</u></p>

<p>❖ 4 Response Essay 3 (10 points / 14%). Topic: “What is a citizen’s duty to society?” <u>Due Monday of Week 7, 8 PM Pacific Time</u></p>
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These are opinion pieces which are based upon the class 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 17, 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

❖ 5 Research Presentation on a topic of your own choice (10 points / 14%).
Due Week 10

Students will present a topic of their own choice to the entire class. The presentation should be **1 page of text and a PowerPoint (up to 5 slides)**. The presentation should ideally be a preparation for the final research paper. You are expected to discuss a case study of your own choice and relate it to the readings for class.

Additional Guidelines:

- Find your own topic. You may discuss it with the instructor beforehand via e-mail.
- 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 2 questions for class discussion.
- For general remarks, see the presentation guidelines in Appendix I.

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)

❖ 6 Final Research Paper on a topic of your own choice (20 points / 29%).
Due Wednesday of Week 11, 8 PM Pacific Time

This research paper is a longer write-up of your research presentation. Unlike the response essays, 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. Standard citation methods apply. The paper should be a minimum of **4 pages of text**, no more than 5 (12 point Times, 1.5-spaced, 1 in. margins) plus bibliography in addition to the allotted pages.

Grading: 20 points total

- 10 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 17, 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: 70 points

1. Discussion Board: 10 points
2. Response Essay 1: 10 points
3. Response Essay 1: 10 points
4. Response Essay 3: 10 points
5. Research Presentation: 10 points
6. Research Paper: 20 points

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

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

1. Identify, define and analyze some important concepts in political and cultural theory, specifically as they pertain to the central issues relevant to political and social dimensions of various forms of media. This included the ability to identify and evaluate core ideas of media theory, and the arguments that support them. This includes knowledge in political science theory and cultural studies, and is measured through coursework. (PS LO # 2+3; Bacc # 1)
2. Analyze current social issues and place them in historical context(s). Specifically, you will be given a genealogy of the ideas of the relationship between media and the state, and work with texts ancient and modern that help you situate current social issues. (Bacc #2)
3. Accumulate, contextualize, recall, analyze and critically interpret some of the major issues in political theory as well as critical domain knowledge with an interdisciplinary outlook by utilizing methods and approaches applicable to the disciplines of political science and cultural studies. (PS LO # 1+3)
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. (PS LO # 2+3; Bacc # 3)
5. Express the basic argument of a scholarly text and use it as a resource (PS LO # 4)
6. Work collaboratively and collegially, by sharing ideas and analyses in a respectful but critical and mutually enriching manner (PS LO # 4)

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, and conduct own research.

7.3. Baccalaureate Core Category Learning Outcomes: Social Processes and Institutions

This course fulfills the Baccalaureate Core requirement for the Social Processes and Institutions category. It does this by examining theories and fictions of ideal governments throughout history, and inviting students to critically reflect upon how these discussions continue to shape contemporary politics and culture.

Students in Social Processes and Institutions courses shall:

1. Use theoretical frameworks to interpret the role of the individual within social process and institutions.
2. Analyze current social issues and place them in historical context(s).
3. Critique the nature, value, and limitations of the basic methods of the social sciences.
4. explore interrelationships or connections with other subject areas
5. any other ways that students will develop and demonstrate critical thinking skills

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 media in politics, and the political dimensions of media. This includes the ability to identify and evaluate core ideas of media theory, 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 current social issues and place them in historical context(s). Specifically, you will be given a genealogy of the ideas of the relationship between media and the state, and work with texts ancient and modern that help you situate current social issues. (Course LO # 2, Bacc #2)
3. 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)
4. 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.
5. 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 Baccalaureate Core Learning outcomes will be achieved and assessed through the following activities and assessments:

1. Participation in class discussion
2. Presentation of an assigned text (Text Presentation)
3. Completion of 3 Response Essays
4. Completion of a Research Paper

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.