

SYLLABUS

PS 375-H – CIVIL RIGHTS MOVEMENT & POLICIES

HONORS COLLEGE: SPRING 2022, REMOTE DELIVERY

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Syllabus Version 1.00 – 03/26/2022 – living syllabus / subject to change

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1. COURSE INTRODUCTION

The course is centered on the political and social evolution of civil rights in the United States. We will discuss their philosophical and historical background and development from the 19th through the 21st century, including the period of the 1954-1965 Civil Rights movement. This includes reflections and analyses of the meanings of core concepts like race, class, and gender, as well as a review of civil rights politics and policies in the nation and the world.

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 Perspectives, Difference, Power & Discrimination.

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, descriptions of assignments, and 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: CONCEPTS OF IDENTITY & FREEDOM

- ❖ ***Assignment 1 (ongoing): Discussion Board / Class Activity (10 points, continuous participation).***
- ❖ ***Assignment 2: Present one Text of your choice in the week the text is assigned (5 points)***

Week 1: Introduction: Texts by Plato, Hannah Arendt, Theodor Adorno, and others

Week 2: What Are Civil Rights? Texts by Henry David Thoreau, Fareed Zakaria, Gordon S. Wood, K. Anthony Appiah, Anindya Sen, William Lloyd Garrison, Frederick Douglas, Eric Foner, and others

Week 3: Theories of Identity & Difference: K. Anthony Appiah, Charles Taylor, Paul Chappell, Theodore W. Allen, W.E.B. Du Bois, Mark Bauerlein, Bruce Dickson, and others

UNIT 2: THE CIVIL RIGHTS MOVEMENT

Week 4: The Civil Rights Movement (1): Texts by Michael Staub, Darlene Hine, Martin Luther King jr., K. Anthony Appiah, Eric Foner, and others

Week 5: The Civil Rights Movement (2): Texts by Martin Luther King jr., Malcolm X, Ralph Ellison, Cesar Chavez, Edward Said, Victoria Juarez, Allison Davis-White Eyes, Sherman Alexie, Simon Ortiz, Chrystos, and others

- ❖ ***Assignment 3: Response Essay "How is History Relevant to the Understanding of Politics?" due Monday of Week 5, by 8 PM PT; via Canvas (10 p.)***

Week 6: The Civil Rights Movement (3): Texts by Simone de Beauvoir, Betty Friedan, Judith Butler, Kenneth Andrews, Joni Hersch, and others

UNIT 3: GLOBAL IMPACT & REFLECTIONS

Week 7: Decolonization. Texts by Amartya Sen, Gyan Prakash, Jay Maggio, K. Anthony Appiah, Linda Tuhiwai Smith, Stuart Hall, Audre Lorde, and others

Week 8: Impact and Reflections (1): Texts by Ibram X. Kendi, Bobbie Harro, Peggy McIntosh, Paul Gilroy, Hannah Arendt, Sylvia Wynter, and others

Week 9: Impact and Reflections (2): Texts by David Hollinger, Walter Benn Michaels, Hannah Arendt, K. Anthony Appiah, and others.

- ❖ ***Assignment 4: Research Presentations (10 points)***

UNIT 4: STUDENT RESEARCH

Week 10: Own Research for Paper (Dead Week)

- ❖ ***Assignment 4: Research Presentations (10 points)***

Week 11: Submit Your Paper (Finals Week):

- ❖ ***Assignment 5: Final Research Paper on Topic of your Choice, Based on your Research Presentation. Due Wednesday of Finals Week, by 8 PM PT via Canvas (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: CONCEPTS OF IDENTITY & FREEDOM

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) on the Canvas Discussion Board and via Assignments***

<i>Week 1: Introduction</i>	<i>March 28-April 3</i>
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Monday, March 28

Introduction / Concept / Syllabus / Assignments / Personal Introductions

Wednesday, March 30

- 1.1 Plato. *Republic*, Book 7, 514a- 517c: The Allegory (or Metaphor) of the Cave (Excerpts)
- 1.2 Arendt, Hannah. "Organized Guilt and Universal Responsibility." In: Peter Behr, Ed. *The Portable Hannah Arendt*. 1945. London: Penguin, 2000. 146-156.
- 1.3 Adorno, Theodor W. "Education After Auschwitz." 1971.

Other Suggestions:

- 1.x1 Swoyer, Chris. "The Cognitive Construction of Reality". *The Stanford Encyclopedia of Philosophy*. <http://plato.stanford.edu/entries/relativism/supplement6.html>
- 1.x2 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>

Week 2: What Are Civil Rights?**April 4-10****Monday, April 4**

- 2.1 Thoreau, Henry David. "Resistance to Civil Government, or Civil Disobedience." 1848.
- 2.2 Zakaria, Fareed. "The rise of illiberal democracy." *Foreign Affairs* (1997): 22-43.
- 2.3 Wood, Gordon S. *The Radicalism of the American Revolution*. 1991. Excerpt.

Wednesday, April 6

- 2.4 Appiah, Kwame Anthony. "The politics of identity." *Daedalus* 135.4 (2006): 15-22.
- 2.5 Sen, Anindya, and Ömer Avci. "Why social movements occur: Theories of social movements." *Journal of Knowledge Economy and Knowledge Management* 11.1 (2016): 125-130.
- 2.6 Garrison, William Lloyd. Preface. In: *Narrative of Frederick Douglass, 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!)
- 2.7 Douglass, Frederick. "The Meaning of the Fourth of July for the Negro." 1852.

For Historical Overview:

- 2.8 Foner, Eric. *Give Me Liberty! An American History: One Volume. 3rd Edition*. WW Norton, 2012.
Chapter 12, p. 465- 487; Chapter 13, p. 508-533; Chapter 14, p. 548-557; Chapter 15, p. 586-623

Other Suggestions:

- 2.x1 Foner, Eric. "The Idea of Freedom in American History." *Bulletin of the GHI Washington*, Issue 34 (Spring 2004) (2004).
- 2.x2 Grinde Jr, Donald A., and Bruce E. Johansen. *Exemplar of Liberty: Native America and the Evolution of Democracy*. Native American Politics Series No. 3. 1991. Introduction.
- 2.x3 Loewen, James W. *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*. The New Press, 2008. Chapter 4: "Red Eyes."

Week 3: Theories of Identity & Difference**April 11-17****Monday, April 11**

- 3.1 Appiah, Kwame Anthony. "Liberalism, Individuality, and Identity." *Critical Inquiry* 27:2 (Winter, 2001): 305-332.
- 3.2 Taylor, Charles, and Amy Gutmann. "The politics of recognition." *New contexts of Canadian criticism* 98 (1997): 25-73.
- 3.3 Chappell, Paul. "A New Peace Paradigm. Our Human Needs and the Tangles of Trauma." Excerpted from *The Transcendent Mystery* (2018).

Wednesday, April 13

- 3.4 Allen, Theodore William, and Jeffrey B. Perry. "Class struggle and the origin of racial slavery: The invention of the white race." *Cultural Logic: A Journal of Marxist Theory & Practice* 13 (2006).
- 3.5 Du Bois, W.E.B. *The Souls of Black Folk*. 1903. *Journal of Pan African Studies*, 2009 eBook. Chapter 1.
- 3.6 Bauerlein, Mark. "Booker T. Washington and WEB Du Bois: The origins of a bitter intellectual battle." *The Journal of Blacks in Higher Education* 46 (2004): 106-114.
- 3.7 Bruce, Dickson D. "WEB Du Bois and the idea of double consciousness." *American Literature* 64.2 (1992): 299-309.

Other Suggestions (not mandatory):

- 3.x1 Mallon, Ron. "Naturalistic Approaches to Social Construction." *The Stanford Encyclopedia of Philosophy*. <http://plato.stanford.edu/entries/social-construction-naturalistic/#SocConUltExp>
- 3.x2 Iser, Mattias. "Recognition", *The Stanford Encyclopedia of Philosophy*. Edward N. Zalta (ed.), <https://plato.stanford.edu/archives/sum2019/entries/recognition>. Summer 2019.
- 3.x3 Chakrabarty, Dipesh. "History and the Politics of Recognition." *Manifestos for history*. Routledge, 2007. 89-99.
- 3.x4 Stewart, James B. "The legacy of WEB Du Bois for contemporary Black studies." *The Journal of Negro Education* 53.3 (1984): 296-311.
- 3.x5 Du Bois, W. E. B. "The Souls of White Folk. *Darkwater: Voices from within the Veil*." (1920).
- 3.x6 Lenz, Günter H. "Radical cosmopolitanism: WEB Du Bois, Germany, and African American pragmatist visions for twenty-first century Europe." *Journal of Transnational American Studies* 4.2 (2012).
- 3.x7 James, Michael. "Race." *The Stanford Encyclopedia of Philosophy*. <http://plato.stanford.edu/entries/race/>

UNIT 2: THE CIVIL RIGHTS MOVEMENT

Week 4: The Civil Rights Movement (1)	April 18-24
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Monday, April 18

- 4.1 Staub, Michael E. "Race, Holocaust memory, and American Jewish politics." *Holocaust Memory and the Postwar World* (2019).
- 4.2 Hine, Darlene Clark. "Black professionals and race consciousness: origins of the civil rights movement, 1890-1950." *The Journal of American History* 89.4 (2003): 1279-1294.
- 4.3 King Jr, Martin Luther. "My trip to the land of Gandhi." *A Testament of Hope: The Essential Writings and Speeches of Martin Luther King, Jr* (1959): 23-30.

Wednesday, April 20

Texts to be Discussed:

- 4.4 Appiah, Kwame Anthony. "Race, Culture, Identity: Misunderstood Connections." *The Tanner Lectures on Human Values* 17 (1996).

For Historical Overview:

- 4.5 Foner, Eric. *Give Me Liberty! An American History: One Volume. 3rd Edition*. WW Norton, 2012. Chapter 24, p. 1013-1027; Chapter 25, p. 1037-1053, p. 1064-1077.

Other Suggestions:

- 4.x1 Posnock, Ross. "How it feels to be a problem: Du Bois, Fanon, and the "impossible life" of the black intellectual." *Critical Inquiry* 23.2 (1997): 323-349.
- 4.x2 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
- 4.x3 "Thoreau, Gandhi, and Martin Luther King, Jr.": <http://asiasociety.org/education/resources-schools/secondary-lesson-plans/thoreau-gandhi-and-martin-luther-king-jr>

Week 5: The Civil Rights Movement (2)**April 25 – May 1****Activities:**

- ❖ **[Assignment 3: Response Essay "How is History Relevant to the Understanding of Politics?" due Monday of Week 5 \(April 25\), till 8PM PT via Canvas](#)**

Monday, April 25

- 5.1 King, Martin Luther, jr. "Letter from a Birmingham Jail."
5.2 Malcolm X. "The Ballot or the Bullet." 1964.
5.3 Ellison, Ralph. "What America Would Be Like Without Blacks." *Time Magazine* 04/06/1970.
5.4 Chavez, Cesar. "The Organizer's tale." *Ramparts Magazine*, July, 1966.
5.5 Said, Edward. *Orientalism*. New York: Vintage, 1979. Brief Excerpt: Definition. --- and Said, Edward. "Orientalism Reconsidered." *Race & Class* 27 (1985): 1-15.

Wednesday, April 27**Texts to be Discussed:**

- 5.6 Juarez, Victoria. "AIM & the Occupation of Alcatraz Island." *Historical Perspectives: Santa Clara University Undergraduate Journal of History*, Series II 22.1 (2017): 7.
5.7 Davis-White Eyes, Allison. "The Revolution Will be Televised: White (re)framing of Black Power and the American Indian Movement". In: Peters, K., Straus, T., eds. *Visions and Voices: American Indian Activism and the Civil Rights Movement*. New York: Albatross Press, 2009.
5.8 Alexie, Sherman. "How to Write the Great American Indian Novel."
<http://www.poetryfoundation.org/poem/237270>
5.9 Ortiz, Simon J. *From Sand Creek*. Vol. 42. University of Arizona Press, 2000.. Excerpts.
5.10 Chrystos. "Not Vanishing." 1988. <http://voices.cla.umn.edu/artistpages/chrystos.php>

Other Suggestions (not mandatory):

- 5.x1 Howard-Pitney, David. "The Jeremiads of Frederick Douglass, Booker T. Washington, and WEB Du Bois and Changing Patterns of Black Messianic Rhetoric, 1841-1920." *Journal of American Ethnic History* (1986): 47-61.

Week 6: The Civil Rights Movement (3)**May 2-8****Monday, May 2**

- 6.1 De Beauvoir, Simone. "Introduction." In: *The Second Sex*. 1949. New York: Alfred Knopf, 1953. 11-18.
6.2 De Beauvoir, Simone, Alice Jardine. "Interview with Simone de Beauvoir." *Signs* 5:2 (Winter 1979): 224-236.
6.3 Friedan, Betty. "The Problem that Has No Name." Excerpt from: *The Feminine Mystique*. New York: W.W. Norton, 1963.
6.4 Butler, Judith. *Gender Trouble. Feminism and the Subversion of Identity*. London: Routledge, 1990. Chapter 1.

Wednesday, May 4

- 6.5 Andrews, Kenneth T., and Sarah Gaby. "Local protest and federal policy: The impact of the civil rights movement on the 1964 Civil Rights Act." *Sociological Forum*. Vol. 30. 2015.
6.6 Hersch, Joni, and Jennifer Bennett Shinall. "Fifty years later: The legacy of the Civil Rights Act of 1964." *Journal of Policy Analysis and Management* 34.2 (2015): 424-456.

Other Suggestions (not mandatory):

- 6.x1 Fuller, Margaret. *The Great Lawsuit*. 1843. Excerpts.
- 6.x2 Sontag, Susan. "The Double-Standard of Aging." *Saturday Review of the Society* 09/29/1972.
- 6.x3 Thurman, Judith. "Introduction to Simone de Beauvoir's 'The Second Sex'."
- 6.x4 Woolf, Virginia. *A Room of One's Own*.
- 6.x5 Movie, *The Hours* (2002, dir. Stephen Daldry). See <http://www.imdb.com/title/tt0274558>
- 6.x6 Movie, *Mona Lisa Smile* (2003, dir. Mike Newell). See <http://www.imdb.com/title/tt0304415>

UNIT 3: GLOBAL IMPACT & REFLECTIONS

Week 7: Decolonization	May 9-15
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Monday, May 9

- 7.1 Sen, Amartya. "Development as freedom (1999)." *The globalization and development reader: Perspectives on development and global change* 525 (2014).
- 7.2 Prakash, Gyan. "Subaltern studies as postcolonial criticism." *The American historical review* 99.5 (1994): 1475-1490.
- 7.3 Maggio, Jay. "'Can the subaltern be heard?': Political theory, translation, representation, and Gayatri Chakravorty Spivak." *Alternatives* 32.4 (2007): 419-443.

Wednesday, May 11

Texts to be Discussed:

- 7.4 Appiah, Kwame Anthony. "There is no such thing as western civilisation." *The Guardian* 9 (2016).
- 7.5 Smith, Linda Tuhiwai. *Decolonizing methodologies: Research and indigenous peoples*. Zed Books Ltd., 2013. (excerpts)
- 7.6 Hall, Stuart. "Cultural Identity and Diaspora," *Framework* (no. 36), 1989.
- 7.7 Lorde, Audre. "There Is No Hierarchy of Oppressions." In *Homophobia and Education*: New York: Council on Interracial Books for Children, 1983.

Other Suggestions (not mandatory):

- 7.x1 Spivak, Gayatri Chakravorty (1988). "Can the Subaltern Speak?". In Nelson, Cary; Grossberg, Lawrence (eds.). *Marxism and the Interpretation of Culture*. Basingstoke: Macmillan. pp. 271–313.
- 7.x2 Appiah, Kwame Anthony. "Cosmopolitan Patriots." *Critical Inquiry* 23:3 (Spring 1997): 617-639.
- 7.x3 Gilroy, Paul. "Lecture I. Suffering and Infrahumanity." *The Tanner Lectures on Human Values*, Yale University, February 21, 2014. 21-50.
- 7.x4 Gilroy, Paul. "Lecture II. Humanities and a New Humanism." *The Tanner Lectures on Human Values*, Yale University, February 21, 2014. 51-77.
- 7.x5 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.
- 7.x6 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>

Week 8: Impact and Reflections (1)**May 16-22****Monday, May 16**

- 8.1 Kendi, Ibram X. "The American nightmare." *The Atlantic* (2020).
- 8.2 Harro, Bobbie and Adams Maurianne. "The cycle of socialization." *Reading for Diversity and Social Justice*. In Adams et al., ed. New York: Routledge, 2000.
- 8.3 McIntosh, Peggy. "White Privilege: Unpacking the Invisible Knapsack." *Independent School* (Winter 1990). <http://amptoons.com/blog/files/mcintosh.html>
- 8.4 Gilroy, Paul. "Never Again: refusing race and salvaging the human." *Holberg Lecture*, 2019.

Wednesday, May 18

- 8.5 Arendt, Hannah. "Reflections on Violence." *Journal of International Affairs* 23.1 (1969): 1.
- 8.6 Wynter, Sylvia. "Unsettling the coloniality of being/power/truth/freedom: Towards the human, after man, its overrepresentation—An argument." *CR: The new centennial review* 3.3 (2003): 257-337.

Other Suggestions (not mandatory):

- 8.x1 Arendt, Hannah. "1943 'We Refugees'." *Altogether Elsewhere: Writers on Exile*. Boston: Faber & Faber (1994).
- 8.x2 Parekh, Bhikhu. *Rethinking Multiculturalism. 2nd Edition*. New York: Palgrave Macmillan, 2005. 196-238.

Week 9: Impact and Reflections (2)**May 23-29****Monday, May 23**

- 9.1 Hollinger, David. "Postethnic Nationality and the Separatism of the Rich: A Response to Sheldon Hackney." *The Public Historian* 19:1 (Winter 1997): 23-28.
- 9.2 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/>
- 9.3 Arendt, Hannah. "Thinking and moral considerations: A lecture." *Social Research* (1971): 417-446.
- 9.4 Appiah, Kwame Anthony. "Global citizenship." *Fordham L. Rev.* 75 (2006): 2375.

Other Suggestions (not mandatory):

- 9.x1 Schlesinger, Arthur M. *The Disuniting of America: Reflections on a Multicultural Society*. New York: Norton, 1998. 79-124.
- 9.x3 Manuel, Tiffany. "Envisioning the possibilities for a good life: Exploring the public policy implications of intersectionality theory." *Journal of Women, Politics & Policy* 28.3-4 (2007): 173-203.
- 9.x2 Scalzi, John. "Being Poor." *Whatever*, 2005. <http://whatever.scalzi.com/2005/09/03/being-poor/>

Wednesday, May 25

- ❖ **Assignment 4: Present your own research**

UNIT 4: STUDENT RESEARCH

Week 10: Research Presentations (Dead Week)

May 30 – June 5

Monday, May 30

❖ **Assignment 4: Present your own research**

Wednesday, June 1

❖ **Assignment 4: Present your own research**

Week 11: Submit Your Paper (Finals Week)

June 6-12

Activities:

❖ **Assignment 5: Send in Final Research Paper by Wednesday of Week 11 (June 8), 8 PM PT via Canvas**

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

- 4.x3 Anon. "Thoreau, Gandhi, and Martin Luther King, Jr.":
<http://asiasociety.org/education/resources-schools/secondary-lesson-plans/thoreau-gandhi-and-martin-luther-king-jr>
- 1.3 Adorno, Theodor W. "Education After Auschwitz." 1971.
- 5.8 Alexie, Sherman. "How to Write the Great American Indian Novel."
<http://www.poetryfoundation.org/poem/237270>
- 3.4 Allen, Theodore William, and Jeffrey B. Perry. "Class struggle and the origin of racial slavery: The invention of the white race." *Cultural Logic: A Journal of Marxist Theory & Practice* 13 (2006).
- 6.5 Andrews, Kenneth T., and Sarah Gaby. "Local protest and federal policy: The impact of the civil rights movement on the 1964 Civil Rights Act." *Sociological Forum*. Vol. 30. 2015.
- 7.x6 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>
- 9.4 Appiah, Kwame Anthony. "Global citizenship." *Fordham L. Rev.* 75 (2006): 2375.
- 4.4 Appiah, Kwame Anthony. "Race, Culture, Identity: Misunderstood Connections." *The Tanner Lectures on Human Values* 17 (1996).
- 2.4 Appiah, Kwame Anthony. "The politics of identity." *Daedalus* 135.4 (2006): 15-22.

- 7.x2 Appiah, Kwame Anthony. "Cosmopolitan Patriots." *Critical Inquiry* 23:3 (Spring 1997): 617-639.
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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%). Due Regularly

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%). Due depending on when the text is assigned

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.

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 26, 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 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 - ideally by Wednesday

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 **Error! Bookmark not defined..**

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 Wednesday 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 26, 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

- 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: <https://beav.es/codeofconduct>.

11. REACH OUT FOR SUCCESS:

University students encounter setbacks from time to time. If you encounter difficulties and need assistance, it's important to reach out. Consider discussing the situation with an instructor or academic advisor.

Learn about resources that assist with wellness and academic success at oregonstate.edu/ReachOut. If you are in immediate crisis, please contact the Crisis Text Line by texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255)

For Ecampus Students: Learn about resources that assist with wellness and academic success. Ecampus students are always encouraged to discuss issues that impact your academic success with the Ecampus Success Team. Email ecampus.success@oregonstate.edu to identify strategies and resources that can support you in your educational goals.

If you feel comfortable sharing how a hardship may impact your performance in this course, please reach out to me as your instructor. (Instructors: consider tailoring this statement to your personal voice.)

For mental health:

Learn about counseling and psychological resources for Ecampus students. If you are in immediate crisis, please contact the Crisis Text Line by texting OREGON to 741-741 or call the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).

For financial hardship:

Any student whose academic performance is impacted due to financial stress or the inability to afford groceries, housing, and other necessities for any reason is urged to contact the Director of Care for support (541-737-8748).

12. STUDENT EVALUATION OF COURSES:

The online Student Evaluation of Teaching system opens to students the Wednesday of week 8 and closes the Sunday before Finals Week. Students will receive notification, instructions and the link through their ONID. They may also log into the system via Online Services. Course evaluation results are extremely important and used to help improve courses and the learning experience of future students. Responses are anonymous (unless a student chooses to "sign" their comments agreeing to relinquish anonymity) and unavailable to instructors until after grades have been posted. The results of scaled questions and signed comments go to both the instructor and their unit head/supervisor. Anonymous (unsigned) comments go to the instructor only.

13. APPENDIX I: PRESENTATION GUIDELINES

13.1. 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.

13.2. 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.

13.3. 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.

13.4. 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.

13.4.1. Content

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

13.4.2. 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.

13.4.3. 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

13.4.4. 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.

13.4.5. Technology

- Use technology only if necessary.
- Only use technology that you know how to handle.
- Be sure to have reliable equipment. If possible, bring your own computer. Apple computer owners: bring an adapter cable for VGA. Assume no HDMI compatibility.
- Make backups of your presentation. Make a backup of the backup.
- Be only as fancy as absolutely necessary. Anything flashy that distracts from your message can go.
- Sometimes, a blackboard is enough.
- A paper handout may substitute or supplement a visual presentation. It gives people something to take away.
- Be prepared for tech to break down.

13.4.6. 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)

13.4.7. 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!

13.5. 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.

14. 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/kerawar/ushmexicanwar/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.

15. 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/kerawar/ushmexicanwar/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.