

SYLLABUS

# PS 201 INTRODUCTION TO UNITED STATES GOVERNMENT AND POLITICS

OSU, E-CAMPUS

**Dr. Philipp Kneis**

Political Science Program, School of Public Policy  
315 Bexell Hall, Oregon State University, Corvallis, Oregon 97330-6206

Tel. Office: 541-737-1325; Cell: 541-602-5321; skype: philipp.kneis

Office Hours per appointment

**philipp.kneis@oregonstate.edu**

Syllabus Version 2.0 – 06/18/2023 – living syllabus / subject to change

1.	COURSE INTRODUCTION .....	1
2.	COURSE PHILOSOPHY & POLICIES.....	2
3.	SCHEDULE .....	4
4.	BIBLIOGRAPHY OF REQUIRED TEXTS.....	12
5.	COURSE ASSIGNMENTS AND GRADING.....	14
6.	FINAL GRADE DISTRIBUTION .....	17
7.	STUDENT LEARNING OUTCOMES .....	18
8.	GENERAL ARGUMENTATION RULES (FOR PRESENTATIONS AND PAPERS) .....	20
9.	STUDENTS WITH DISABILITIES.....	20
10.	STUDENT CONDUCT .....	20
11.	APPENDIX I: PRESENTATION GUIDELINES .....	21
12.	APPENDIX II: CITATION GUIDE MLA.....	23
13.	APPENDIX III: CITATION GUIDE APA.....	24

## 1. COURSE INTRODUCTION

---

This course serves as an introduction to the basic institutions, actors and processes of the U.S. political system. Particular attention is paid to the historical development of U.S. politics, but a focus on contemporary issues and problems is also central. Students taking this course should emerge with a clear understanding of the basic features of the U.S. political system, a sense of how that system has changed since its inception, and have developed a critical lens through which the problems and issues central to U.S. politics today can be viewed. As such, students completing this course should be well prepared for further study of U.S. politics, but also be more knowledgeable in order to get involved on their own as political actors.

## 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. 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. 3 response essays that collect preliminary ideas for student research.
4. 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.
5. Final 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. 13 for descriptions of assignments, and p. 13 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](mailto:osuhelpdesk@oregonstate.edu) or visit the [OSU Computer Helpdesk](#) online.

## 2.8. Learning Resources

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

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

## 2.9. Canvas

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

### 3. SCHEDULE

---

#### 3.1. Abbreviated Schedule – Everything on One Page

#### UNIT 1: THE ORIGINS OF THE UNITED STATES

---

- ❖ Assignment 1 (ongoing): Discussion Board (5 points for 5 longer posts, continuous participation). Post to the discussion board during the relevant week when you can, I allow for maximum flexibility.

Week 1: *Origins*

Week 2: *Citizens, Governments, and Democracy*

Week 3: *The Founding of the United States*

- ❖ Assignment 2: Response Essay 1 "Why Did the United States Declare Independence?" due Monday of Week 3, till 8PM PT

Week 4: *Federalism and Anti-Federalism*

#### UNIT 2: AMERICAN SOCIETY AND CONSTITUENCIES

---

Week 5: *Civil Liberties and Civil Rights*

- ❖ Assignment 3: Response Essay 2 "What is the Debate on Federalism About?" due Monday of Week 5, till 8PM PT

Week 6: *Public Opinion and Media*

Week 7: *Constituencies*

- ❖ Assignment 4: Response Essay 3 "Who or What Is an American?" due Monday of Week 7, till 8PM PT

#### UNIT 3: BRANCHES OF US GOVERNMENT

---

Week 8: *Congress and Presidency*

Week 9: *Bureaucracy, Courts, and the Separation of Powers*

#### UNIT 4: US POLITICS

---

Week 10: *Domestic and Foreign Policy*

Week 11: *Submit Your Paper (Finals Week):*

- ❖ Assignment 5: Send in Final Research Paper "How has the American political system worked with regards to a specific policy issue?" by Wednesday of Week 11, 8 PM PT, on Canvas

**Total Points: 50**

Detailed Schedule as follows.

### 3.2. Detailed Schedule

The class uses the **Textbook:** Krutz, Glen, Sylvie Waskiewicz et al. *American Government, 2<sup>nd</sup> or 3<sup>rd</sup> Edition*. Open Textbook Library, 2019. <https://open.umn.edu/opentextbooks/textbooks/318>

From edition to edition, there may be minor changes. Follow the description of the chapters if the chapter numbers diverge.

## UNIT 1: THE ORIGINS OF THE UNITED STATES

---

... in which the foundations of the political order of the United States of America will be examined.

- ❖ ***Assignment 1 (ongoing): Discussion Board (5 points for 5 longer posts, continuous participation is ideal). Post to the discussion board during the relevant week when you can; I allow for maximum flexibility.***

### Week 1: Origins

#### **Introduction:**

We will begin with the history and origins of the American political system by taking a look at the history of the continent and its indigenous civilizations before the arrival of Columbus. The colonization of the Americas happens in competition between several European powers. English colonies are set up in territories of which many are claimed by Spain. There is also competition by France. Indigenous nations, though diminished by diseases after the arrival of the colonists, are still a steady presence on the East Coast. Colonization changes the cultural and political perspectives of Europeans settling into what they see as a new world. In the several English colonies, which follow different models of colonization, the liberal traditions of Britain that were established through Magna Carta, Habeas Corpus and the English Bill of Rights meet with indigenous perspectives and new opportunities emerging societies far away from home.

#### **Activities:**

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

#### **Guiding Discussion Questions:**

- What are the political constellations in Europe and America during colonial times?
- What political traditions are intersecting in the English colonies in America?
- How do you evaluate the role of frontier living and indigenous civilizations in shaping American views of liberty?

#### **Texts to be Discussed:**

1. Foner, Eric. *Give Me Liberty! An American History*. 3<sup>rd</sup> Ed. New York: W.W. Norton, 2011. Chapter 1.
2. Mann, Charles C. "1491." *Atlantic Monthly* 289.3 (2002): 41-53.
3. Lloyd, Gordon. "The English and Colonial Roots of the U.S." <http://teachingamericanhistory.org/bor/roots-chart/>. N.D.
4. Crèvecoeur, James Hector St. John de. *Letters to an American Farmer*. Letter 1: What is an American? 1782.

#### **Other Suggested Materials:**

5. Loewen, see <https://zinnedproject.org/materials/lies-my-teacher-told-me/>

## **Week 2: Citizens, Governments, and Democracy**

### **Introduction:**

The conflicts between European powers influence the power play in the Americas. After the French and Indian wars – also known as the Seven Years’ War, which really was the first global war – arises the question of payment for the safety of the British colonies. The suggested taxation and increasing feeling of disenfranchisement amongst English citizens in colonies create a rebellious situation, which leads to a vigorous debate, and intertwined revolutions in France and America.

### **Activities:**

- Read the required texts
- Participate in the discussion forum
- Write response essay # 1 due Monday.

### **Guiding Discussion Questions:**

- What are key arguments brought up by Thomas Paine?
- What distinguishes the concept of the Citizen from the Subject?
- What, and who, is a sovereign?
- What are Tocqueville’s key realizations about American democracy?

### **Texts to be Discussed:**

1. Textbook: American Government: Chapter 1: American Government and Civic Engagement
2. Paine, Thomas. “Common Sense.” 1776.
3. Franklin, Benjamin. “Rules by Which a Great Empire May Be Reduced to a Small One.” 1773.
4. Burke, Edmund. “Speech to Parliament on Reconciliation with the American Colonies.” 1775.
5. Tocqueville, Alexis de. *Democracy in America*. Excerpts. 1835.

## **Week 3: The Founding of the United States**

### **Introduction:**

The revolution is fueled by new ideas about human social organization emerging out of interactions between Europeans and indigenous civilizations, especially the League of the Haudenosaunee / Iroquois in what is now upstate New York. The League may have been an inspiration for the Articles of Confederation, which are invoked after the Declaration of Independence. The Articles prove too weak to bind the former colonies together. A constitutional convention creates a new foundational document for the new nation.

### **Activities:**

- Read the required texts
- Participate in the discussion forum
- ❖ **Assignment 2: Response Essay 1 “Why Did the United States Declare Independence?” due Monday of Week 3, till 8PM PT**

### **Guiding Discussion Questions:**

- What rhetorical similarities can you find between the Declaration of Independence and English documents (Magna Carta, Bill of Rights) we discussed earlier?
- What are key differences between the Articles of Confederation and the Constitution?
- What distinguishes the British constitution from the American?
- What “legacy features” from the British style of government do you still see in the American system?
- How is the system of slavery codified in the Constitution?

**Texts to be Discussed:**

1. Textbook: American Government: Chapter 2: The Constitution and Its Origins
2. 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.
3. The Declaration of Independence:  
[https://avalon.law.yale.edu/18th\\_century/declare.asp](https://avalon.law.yale.edu/18th_century/declare.asp)
4. The Articles of Confederation:  
[https://avalon.law.yale.edu/18th\\_century/artconf.asp](https://avalon.law.yale.edu/18th_century/artconf.asp)
5. The Constitution of the United States of America + Amendments:  
[https://avalon.law.yale.edu/18th\\_century/usconst.asp](https://avalon.law.yale.edu/18th_century/usconst.asp)

**Week 4: Federalism and Anti-Federalism**

**Introduction:**

Not all conflicts over the role of federal government are settled by the constitution. The “Federalist Papers”, though not a constitutional document, lay open the arguments for and against a strong Federal government. The issue of slavery increasingly divides states, especially when it comes to maintaining the balance between slave-holding and non-slave holding states upon admission of new states to the union.

**Activities:**

- Read the required texts
- Participate in the discussion forum
- Write response essay # 2 due Monday.

**Guiding Discussion Questions:**

- Provide arguments both for and against a strong Federal government.
- Why did some states abandon slavery, why did some maintain it?
- Could the Civil War have been avoided?

**Texts to be Discussed:**

1. Textbook: American Government: Chapter 3: American Federalism
2. Willis, Garry. “Introduction.” In: Hamilton, Alexander, James Madison, and John Jay. *The Federalist Papers*. Bantam Classic, New York, 1982.
3. The Federalist Papers: (just skim for overview, read 1 or 2 letters)  
[https://avalon.law.yale.edu/subject\\_menus/fed.asp](https://avalon.law.yale.edu/subject_menus/fed.asp)
4. Lincoln, Abraham. First Inaugural Address. Excerpts. 1861.  
Lincoln, Abraham. Second Inaugural Address. Excerpts. 1865.  
“Declaration of the Immediate Causes Which Induce and Justify the Secession of South Carolina From the Federal Union.” December 24, 1860.

## UNIT 2: AMERICAN SOCIETY AND CONSTITUENCIES

---

... in which the composition and expansion of the political constituents of the US will be discussed.

### Week 5: Civil Liberties and Civil Rights

#### **Introduction:**

The promises made in the founding documents of the United States take a long time to be fulfilled. We will discuss key aspects of civil liberties and the Civil Rights movement.

#### **Activities:**

- Read the required texts
- Participate in the discussion forum
- ❖ **Assignment 3: Response Essay 2 “What is the Debate on Federalism About?”**  
**due Monday of Week 5, till 8PM PT**

#### **Guiding Discussion Questions:**

- How central are civil liberties to the American political system?
- What further challenges to civil liberties do you know of, historical or current?
- Is the maintenance of civil liberties important? Under all circumstances? Why / why not?

#### **Texts to be Discussed:**

1. Textbook: Chapter 4: – Civil Liberties / Chapter 5: Civil Rights
2. Thoreau, Henry David. “Civil Disobedience.” 1849.
3. Douglass, Frederick. “The Meaning of the Fourth of July for the Negro.” 1852.
4. Du Bois, W.E.B. “Double Consciousness” (Excerpt) from: *The Souls of Black Folk*. 1903.
5. King, Martin Luther. “I Have a Dream.” 1963.
6. Malcolm X: “The Ballot or the Bullet.” 1964.

### Week 6: Public Opinion and Media

#### **Introduction:**

A thriving public sphere has been of central importance to democratic rule. We will consider several aspects of this important interface between the government and the people.

#### **Activities:**

- Read the required texts
- Participate in the discussion forum
- Write response essay # 3 due Monday.

#### **Guiding Discussion Questions:**

- How has this public sphere changed over time?
- What role has technology played in this transformation?
- How important is a free media to the functioning of a democratic republic?
- What challenges to the public sphere do you see today or in the near future?

#### **Texts to be Discussed:**

1. Textbook: Chapter 6: The Politics of Public Opinion / Chapter 7: Voting and Elections
2. Textbook: Chapter 8: The Media



3. Postman, Neil. "Amusing Ourselves to Death." Address at Frankfurt Book Fair. 1984.
4. David, Riesman, Denney Reuel, and Glazer Nathan. *The Lonely Crowd: A Study of the Changing American Character*. 1952. Chapter 1.
5. Jürgen Habermas: "The Public Sphere: An Encyclopedia Article"

## **Week 7: Constituencies**

### **Introduction:**

Citizens cannot easily interact with the government on their own, not even in democratic republics. What may have been easier in antiquity, or in smaller states, seems impossible now. The will of the people has to be organized in some fashion, be it through political parties, lobbyists, and other interest groups. This is typically called a representative democracy. How can the will of the people be ideally represented? What kind of problems are created by too much, or too little democracy?

### **Activities:**

- Read the required texts
- Participate in the discussion forum
- ❖ **Assignment 4: Response Essay 3 "Who or What Is an American?"**  
**due Monday of Week 7, till 8PM PT**

### **Guiding Discussion Questions:**

- Why are there typically only 2 parties that matter in the American system? What does the voting system have to do with this?
- Are "the people" always right?
- What are the different levels of democracy within American politics and society?
- How can citizens be energized to be more political?
- What roles do elites play? Should expert opinions matter more than lay opinion, or vice versa?

### **Texts to be Discussed:**

1. Textbook: Chapter 9: Political Parties
2. Textbook: Chapter 10: Interest Groups
3. Hartz, Louis. "American political thought and the American revolution." *American Political Science Review* 46.2 (1952): 321-342.
4. Hartz, Louis. *The Liberal Tradition in America*. 1955. Excerpt.
5. Hofstadter, Richard. *Anti-Intellectualism in American Life*. New York: Vintage, 1962. 3-51. Chapter 1

## UNIT 3: BRANCHES OF US GOVERNMENT

---

... in which we will discover the power dynamics within the American system of government.

### **Week 8: Congress and Presidency**

#### **Introduction:**

We will discuss the first two branches of government, the executive and the legislative.

#### **Activities:**

- Read the required texts
- Participate in the discussion forum
- **Post research ideas for final paper on discussion forum for peer feedback. Also e-mail instructor about research ideas for instructor feedback.**

#### **Guiding Discussion Questions:**

- What are the powers of the President?
- What are the powers of Congress?
- Why is the American system set up to work in such a fashion?
- Was the American revolution revolutionary? If yes, why; if not, why not?

#### **Texts to be Discussed:**

1. Textbook: Chapter 11: Congress
2. Textbook: Chapter 12: The Presidency
3. Weber, Max. "Politics as Vocation." (Speech at Munich University, 1918). Published as "Politik als Beruf." In: *Gesammelte Politische Schriften*. Munich, 1921. 396-450. English Version 1968.
4. Zinn, Howard. *A People's History of the United States: 1492-present*. New York. 2003. Excerpt.
5. Wood, Gordon S. *The Radicalism of the American Revolution*. 1991. Excerpt.

### **Week 9: Bureaucracy, Courts, and the Separation of Powers**

#### **Introduction:**

We will discuss the third branch of government – the courts – and what is sometimes called the fourth branch (competing with the media for this role) – the bureaucracy. We will conclude the theoretical section with reflections on the separation of powers and checks and balances.

#### **Activities:**

- Read the required texts
- Participate in the discussion forum
- ❖ **Post research ideas for final paper on discussion forum for peer feedback, if you have not done so. Also e-mail instructor about research ideas for instructor feedback.**

#### **Guiding Discussion Questions:**

- Do we need checks and balances? If yes, why / If no, why not?
- Does the bureaucracy exert a stabilizing influence? If yes, why / If no, why not?

#### **Texts to be Discussed:**

1. Textbook: Chapter 13: The Courts

2. Textbook: Chapter 14: State and Local Government
3. Textbook: Chapter 15: The Bureaucracy
4. Gaus, Gerald. "Should philosophers 'apply ethics'?" *Think* 3.9 (2005): 63-68.
5. Anon., Constitutional Topic: Separation of Powers.  
[https://www.usconstitution.net/consttop\\_sepp.html](https://www.usconstitution.net/consttop_sepp.html)
6. Waldron, Jeremy. "Separation of powers in thought and practice." *BCL Rev.* 54 (2013): 433.

## UNIT 4: US POLITICS

---

... in which concrete policy issues will be discussed.

### ***Week 10: Domestic and Foreign Policy***

#### ***Introduction:***

We will discuss concrete policy issues pertaining to either the domestic or the foreign policy sphere.

#### ***Activities:***

- Read the required texts
- Participate in the discussion forum
- Write your research paper

#### ***Guiding Discussion Questions:***

- What current policy issues are reflective of the Federalist debate?
- How is America an example to other political systems in the world? How is it not? Should it be?
- What are the historical interconnections between the United States and other democratic nations? How does that interplay work today? Is it necessary? If yes, why, if not, why not?

#### ***Texts to be Discussed:***

1. Textbook: Chapter 16 – Domestic Policy
2. Textbook: Chapter 17 – Foreign Policy

*Pick 3 out of 5:*

3. Kagan, Robert. "Power and Weakness." *Policy Review* 113. June & July 2002. 3-28.
4. Lind, Michael. "The Liberal Roots of Populism." *Demos Quarterly*, Oct. 2014, 1-12.
5. Fukuyama, Francis. "The End of History." *The National Interest* 16 (Summer 1989): 3–18.
6. Ingram, Helen M., and Anne L. Schneider. "Public Policy and the Social Construction of Deservedness." *Deserving and Entitled: Social Constructions and Public Policy* (2005): 1-28.
7. Giroux, Henry, and Peter McLaren. "Teacher Education and the Politics of Engagement: The Case for Democratic Schooling." *Harvard Educational Review* 56.3 (1986): 213-239.

### ***Week 11: Paper Done (Finals Week)***

#### ***Activities:***

- ❖ ***Assignment 5: Send in Final Research Paper***  
***"How has the American political system worked with regards to a specific policy issue?"***  
***by Wednesday of Week 11, 8 PM PT, on Canvas***

- How has the American political system worked with regards to a specific policy issue?

- Pick a recent or historical policy issue, foreign or domestic.
- What is the issue about?
- Which sides are there to the issue? Represent the 2 major positions, and critique them briefly.
- How did the American system of governance solve it?
- What remains to be done? What are your suggestions?

## 4. BIBLIOGRAPHY OF REQUIRED TEXTS

---

### 4.1. Textbook

Krutz, Glen, Sylvie Waskiewicz et al. *American Government, 2<sup>nd</sup> or 3<sup>rd</sup> Edition*. Open Textbook Library, 2019. <https://open.umn.edu/opentextbooks/textbooks/318>

### 4.2. Scholarly Texts

<u>Week.Text#</u>	<u>Texts in alphabetical order</u>
9.4.	Anon., Constitutional Topic: Separation of Powers. <a href="https://www.usconstitution.net/consttop_sepp.html">https://www.usconstitution.net/consttop_sepp.html</a>
2.4.	Burke, Edmund. "Speech to Parliament on Reconciliation with the American Colonies." 1775.
1.4.	Crevecoeur, James Hector St. John de. <i>Letters to an American Farmer</i> . Letter 1: What is an American? 1782.
5.3.	Douglass, Frederick. "The Meaning of the Fourth of July for the Negro." 1852.
5.4.	Du Bois, W.E.B. "Double Consciousness" (Excerpt) from: <i>The Souls of Black Folk</i> . 1903.
1.1	Foner, Eric. <i>Give Me Liberty! An American History</i> . 3rd Edition. New York: W.W. Norton, 2011. Chapter 1.
2.3.	Franklin, Benjamin. "Rules by Which a Great Empire May Be Reduced to a Small One." 1773.
10.5.	Fukuyama, Francis. "The End of History." <i>The National Interest</i> 16 (Summer 1989): 3-18.
9.3	Gaus, Gerald. "Should philosophers 'apply ethics'?" <i>Think</i> 3.9 (2005): 63-68.
10.7.	Giroux, Henry, and Peter McLaren. "Teacher Education and the Politics of Engagement: The Case for Democratic Schooling." <i>Harvard Educational Review</i> 56.3 (1986): 213-239.
3.2.	Grinde Jr, Donald A., and Bruce E. Johansen. <i>Exemplar of Liberty: Native America and the Evolution of Democracy</i> . Native American Politics Series No. 3. 1991.
6.05	Habermas, Jürgen. "The Public Sphere: An Encyclopedia Article." <i>New German Critique</i> 3 (Autumn, 1974): 49-55.
7.2.	Hartz, Louis. "American political thought and the American revolution." <i>American Political Science Review</i> 46.2 (1952): 321-342.
7.3.	Hartz, Louis. <i>The Liberal Tradition in America</i> . 1955. Excerpt
7.5.	Hofstadter, Richard. <i>Anti-Intellectualism in American Life</i> . New York: Vintage, 1962. 3-51. Chapter 1
10.6.	Ingram, Helen M., and Anne L. Schneider. "Public Policy and the Social Construction of Deservedness." <i>Deserving and Entitled: Social Constructions and Public Policy</i> (2005): 1-28.
10.3.	Kagan, Robert. "Power and Weakness." <i>Policy Review</i> 113. June & July 2002. 3-28.
5.5.	King, Martin Luther. "I Have a Dream." 1963.
10.4.	Lind, Michael. "The Liberal Roots of Populism." <i>Demos Quarterly</i> , Oct. 2014, 1-12.
1.3.	Lloyd, Gordon. "The English and Colonial Roots of the U.S." <a href="http://teachingamericanhistory.org/bor/roots-chart/">http://teachingamericanhistory.org/bor/roots-chart/</a> . N.D.
5.6.	Malcolm X: "The Ballot or the Bullet." 1964.

- 1.2. Mann, Charles C. "1491." *Atlantic Monthly* 289.3 (2002): 41-53.
- 2.2. Paine, Thomas. "Common Sense." 1776.
- 6.3. Postman, Neil. "Amusing Ourselves to Death." Address at Frankfurt Book Fair. 1984.
- 6.4. David, Riesman, Denney Reuel, and Glazer Nathan. *The Lonely Crowd: A Study of the Changing American Character*. 1952. Chapter 1.
- 5.2. Thoreau, Henry David. "Civil Disobedience." 1849.
- 2.5. Tocqueville, Alexis de. *Democracy in America*. Excerpts. 1835.
- 9.5. Waldron, Jeremy. "Separation of powers in thought and practice." *BCL Rev.* 54 (2013): 433.
- 8.4. Weber, Max. "Politics as Vocation." (Speech at Munich University, 1918). Published as "Politik als Beruf." In: *Gesammelte Politische Schriften*. Munich, 1921. 396-450. English Version 1968.
- 4.2. Willis, Garry. "Introduction." In: Hamilton, Alexander, James Madison, and John Jay. *The Federalist Papers*. Bantam Classic, New York, 1982.
- 8.6. Wood, Gordon S. *The Radicalism of the American Revolution*. 1991. Excerpt.
- 8.5. Zinn, Howard. *A People's History of the United States: 1492-present*. New York. 2003. Excerpt.

### 4.3. Documents

<u>Week.Text#</u>	<u>Texts in alphabetical order</u>
3.3.	The Declaration of Independence
3.4.	The Articles of Confederation
3.5.	The Constitution of the United States of America
3.6.	Amendments to the Constitution
4.3.	The Federalist Papers
4.4.	The Anti-Federalist Papers
4.5.a	Lincoln, Abraham. First Inaugural Address. Excerpts. 1861.
4.5.b	Lincoln, Abraham. Second Inaugural Address. Excerpts. 1865.
4.5.c	"Declaration of the Immediate Causes Which Induce and Justify the Secession of South Carolina From the Federal Union." December 24, 1860.

## 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 <b>Discussion Board (5 points / 10%)</b> <b><u>Due Regularly / post by the end of the week</u></b></p>
---

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 5 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: 5 points total**

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

<p>❖ 2 <b>Response Essay 1 (10 points / 20%).</b> <b>Topic: “Why did the United States declare Independence?”</b> <b><u>Due Monday of Week 3, 8 PM Pacific Time</u></b></p>
---

<p>❖ 3 <b>Response Essay 2 (10 points / 20%).</b> <b>Topic: “What is the Debate on Federalism About?”</b> <b><u>Due Monday of Week 5, 8 PM Pacific Time</u></b></p>
---

<p>❖ 4 <b>Response Essay 3 (10 points / 20%).</b> <b>Topic: “Who or what is an American?”</b> <b><u>Due Monday of Week 7, 8 PM Pacific Time</u></b></p>
---

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 23, 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 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 reflections. 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. 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 **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.

Prompts:

- How has the American political system worked with regards to a specific policy issue?
- Pick a recent or historical policy issue, foreign or domestic.
- What is the issue about?
- Which sides are there to the issue? Represent the 2 major positions, and critique them briefly.
- How did the American system of governance solve it?
- What remains to be done? What are your suggestions?

**Grading: 15 points total**

- 8 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 23, 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: 5 points
2. Response Essay 1: 10 points
3. Response Essay 2: 10 points
4. Response Essay 3: 10 points
5. Research Paper: 15 points

<b>A</b>	95% to under or equal	100%	47.00 to under or equal	<b>50.00</b> points
<b>A-</b>	90% to under	95%	45.00 to under	47.00 points
<b>B+</b>	87% to under	90%	43.00 to under	45.00 points
<b>B</b>	83% to under	87%	41.00 to under	43.00 points
<b>B-</b>	80% to under	83%	40.00 to under	41.00 points
<b>C+</b>	77% to under	80%	38.00 to under	40.00 points
<b>C</b>	73% to under	77%	36.00 to under	38.00 points
<b>C-</b>	70% to under	73%	35.00 to under	36.00 points
<b>D+</b>	67% to under	70%	33.00 to under	35.00 points
<b>D</b>	63% to under	67%	32.00 to under	33.00 points
<b>D-</b>	60% to under	63%	30.00 to under	32.00 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](http://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](http://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](http://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](http://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](http://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](http://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](http://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.*