

SYLLABUS

PS 365 – AMERICAN POLITICAL THOUGHT

REMOTE ON-CAMPUS: SPRING 2021

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2. COURSE INTRODUCTION

This course is an introduction to how politics and society have been, and continue to be, theorized and conceptualized in the United States of America. Both political developments and social conceptions will be embedded in their respective historical context. Equally, their legacy will be discussed as it relates to political and social challenges today.

The principal goal is to develop an understanding of the complex history of American political ideas and processes, to be able to theorize such processes, in order to comprehend past and present policy challenges.

Furthermore, students will be reading and presenting research articles, in order to develop own research interests and skills. A concluding research paper will be based on research presentations.

The seminar depends on the active participation of every single member of the class.

3. COURSE PHILOSOPHY & POLICIES

3.1. 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.

3.2. 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.

3.3. 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 for descriptions of assignments, and 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.

3.4. 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.

3.5. 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.

3.6. Course Credits

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

3.7. 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.

3.8. Learning Resources

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

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

3.9. 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](#).

3.10. Zoom

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

4. SCHEDULE

UNIT 1: IN THE BEGINNING

Ongoing Assignment:

- ❖ **Assignment 1 (ongoing): Discussion Board (10 points for 10 longer posts, continuous participation).** Post to the discussion board during the relevant week when you can, I allow for maximum flexibility.
- ❖ **Assignment 2 (ongoing): Text Presentation (5 points).** Pick one text to present for the entire term. Post to the discussion board during the week the text is assigned, and be prepared to talk about it in the Zoom session.

Week 1: The Social Contract

Tuesday, March 30: Zoom Session, 2-4 PM

Thursday, April 1: Zoom Session, 2-4 PM

Activities:

- Write your first discussion post
- Pick the one text you want to present as your Text Presentation

Texts to be Discussed:

1. Magna Carta
2. English Bill of Rights
3. Hobbes, Thomas. *Leviathan*. Oxford: Oxford UP, 1996. Chapter 13-14; 17-19
4. Rousseau, Jean-Jacques. *The Social Contract*, Book I.

Week 2: Land and Government

Tuesday, April 6: Zoom Session, 2-4 PM

Thursday, April 8: Zoom Session, 2-4 PM

Texts to be Discussed:

1. Locke, John. *Two Treatises of Government*. 1683. London: Everyman, 1993. I.1, II.1f, 8, 18-19
2. Crèvecoeur, J. Hector St. John de. "What is an American?" (Letter III, Excerpt), in: *Letters from an American Farmer* (1782)
3. Mather, Cotton. "Theopolis Americana" (1710)
4. Edwards, Jonathan. "Sinners in the Hands of an Angry God" (1711)
5. Mayflower Compact (1620)
6. Danforth, Samuel. "A Brief Recognition of New England's Errand into the Wilderness" (1670).

UNIT 2: THE AMERICAN POLITICAL PROJECT

Week 3: Democracy

Tuesday, April 13: **Zoom Session, 2-4 PM**

Thursday, April 15: **Independent Work / Canvas**

Texts to be Discussed:

1. Grinde, Donald A., Jr., Bruce E. Johansen. *Exemplar of Liberty: Native America and the Evolution of Democracy*. Los Angeles: American Indian Studies Center, 1990. Electronic Edition.
http://www.ratical.org/many_worlds/6Nations/EoL. Introduction, Chapters 10-12.
2. Adams, John. "Preamble." In: *A Defence of the Constitutions of the United States, Vol. I*. London: 1787.
http://www.constitution.org/jadams/ja1_pre.htm
3. Articles of Confederation (1781)
4. Paine, Thomas. "Common Sense". Lisa Baym et al. (Ed.). *The Norton Anthology of American Literature. Shorter Fourth Edition*. NY : W.W. Norton, 41995. 325-332.
5. Declaration of Independence
6. U.S. Constitution

Week 4: Federalism and Imperialism

Tuesday, April 20: **Zoom Session, 2-4 PM**

Thursday, April 22: **Independent Work / Canvas**

Texts to be Discussed:

1. *The Federalist Papers*, excerpts. http://avalon.law.yale.edu/subject_menus/fed.asp
2. Garry Wills. "Introduction". Garry Willis (Ed.). *The Federalist Papers*. NY: Bantam, 1982/2003.
3. Wood, Gordon S. *The Radicalism of the American Revolution*. New York: Vintage, 1991. Exc.
4. Monroe Doctrine
5. Jackson, Andrew. First Inaugural Address (1829)
6. Turner, Frederick Jackson. "The Significance of the Frontier in *American History*" (1893), in: C. Merton Babcock, *The American Frontier. A Social and Literary Record* (N.Y., 1965), pp. 29-42, exc.

UNIT 3: THE INDIVIDUAL AND THE SYSTEM

Week 5: American Renaissance and Colonialism

Tuesday, April 27: **Zoom Session, 2-4 PM**

Thursday, April 29: **Independent Work / Canvas**

Activities:

❖ **Assignment 3: Response Essay: "What Is America?"**
due Monday of Week 5 (April 26)), till 8PM PT

Texts to be Discussed:

1. Thoreau, Henry David. "Resistance to Civil Government."
2. Emerson, Ralph Waldo. "The American Scholar"
3. Whitman, Walt. "Song of Myself"
4. Said, Edward. *Orientalism*. New York: Vintage, 1979. Excerpt.
5. Cook-Lynn, Elizabeth, *Anti-Indianism in Today's America. A Voice from Tatekeya's Earth*. Urbana and Chicago: U of Illinois P., 2007. 3-32.

Week 6: Civil Rights

Tuesday, May 4: **Zoom Session, 2-4 PM**

Thursday, May 6: **Independent Work / Canvas**

Texts to be Discussed:

1. Douglass, Frederick. "The Meaning of July 4th to the Negro"
2. W.E.B. Du Bois, *The Souls of Black Folk*, exc.; "This Double-Consciousness"
3. Martin Luther King jr., "I Have a Dream", "Letter from a Birmingham Jail"
4. Malcolm X, "The Ballot or the Bullet"
5. Lincoln, Abraham. Inaugural Addresses
6. Declaration of the Immediate Causes Which Induce and Justify the Secession of South Carolina From the Federal Union, December 24, 1860
7. Quotes on Ethnicity, Gender, Age
8. Lazarus, Emma, "The New Colossus" (1883)

Additional Texts (Voluntary):

1. Fuller, Margaret, "The Great Lawsuit" (1843)
2. Cole, Thomas R. "The 'Enlightened' View of Aging: Victorian Morality in a New Key." *The Hastings Center Report* 13:3 (Jun. 1983): 34-40.
3. Estes, Carol. "The Biomedicalization of Aging: Dangers and Dilemmas." *The Gerontologist* 29 (1989): 587-596.

UNIT 4: THE TRANSFORMATIONS IN MODERNITY

Week 7: Modernity

Tuesday, May 11: Zoom Session, 2-4 PM

Thursday, May 13: Independent Work / Canvas

Texts to be Discussed:

1. Riesman, David, Todd Gitlin, Nathan Glazer, Reuel Denney. *The Lonely Crowd. A Study of the Changing American Character*. 1950. New Haven & London: Yale Nota Bene, 2001. 3-36.
2. Postman, Neil. "Amusing Ourselves to Death." Address at 1984 Frankfurt Book Fair. Retrieved from <http://www.suu.edu/honors/Amusing%20Ourselves.pdf>. (05/10/2013).
3. Postman, Neil. "Five Things We Need to Know About Technological Change." (1998)
4. McNamara, Robert S. *In Retrospect. The Tragedy and Lessons of Vietnam*. NY: Vintage Books, 1995. 319-346.
5. Hofstadter, Richard. *Anti-Intellectualism in American Life*. New York: Vintage, 1962. 3-51.

Additional Texts (Voluntary):

1. Hartz, Louis. "American Political Thought and the American Revolution." *The American Political Science Review* 46: 2 (Jun. 1952): 321-342.
2. Hartz, Louis. *The Liberal Tradition in America*. Orlando: Harvest Books, 1955. 3-23.
3. Kloppenberg, James T. "Requiescat in Pacem: The Liberal Tradition of Louis Hartz." In: Hulliung, Mark, Ed. *The American Liberal Tradition Reconsidered: The Contested Legacy of Louis Hartz*. Lawrence: U of Kansas P, 2010. 90-124.

Week 8: Conceptions of American Society

Tuesday, May 18: Zoom Session, 2-4 PM

Thursday, May 20: Independent Work / Canvas

Texts to be Discussed:

1. Bellah, Robert N. "Civil Religion in America", *Daedalus* 96 (Winter 1967), pp.2-15.
2. Hollinger, David. "Postethnic Nationality and the Separatism of the Rich: A Response to Sheldon Hackney." *The Public Historian* 19:1 (Winter 1997): 23-28.
3. Schlesinger, Arthur M. *The Disuniting of America: Reflections on a Multicultural Society*. New York: Norton, 1998. 79-124.
4. Adorno, Theodor W. "Education After Auschwitz." 1971. <http://paep.ca/doc/CIYL%20-%20Theodor%20Adorno%20-%20Education%20after%20Auschwitz.pdf>

UNIT 5: STUDENT RESEARCH

Week 9

Tuesday, May 25: Zoom Session, 2-4 PM

Thursday, May 27: Independent Work / Canvas

Activities:

- ❖ **Assignment 4: Research Presentation**

Week 10 / Dead Week

Tuesday, June 1: Zoom Session, 2-4 PM

Thursday, June 3: Zoom Session, 2-4 PM

Activities:

- ❖ **Assignment 4: Research Presentation**

Week 11 / Finals Week

- ❖ **Assignment 5: Send in Final Research Paper**
by Wednesday of Week 11 (June 9), 8 PM PT, via Canvas

5. BIBLIOGRAPHY

See Canvas for further reading assignments.

5.1. Original Sources

- Adams, John. "Preamble." In: *A Defence of the Constitutions of the United States, Vol. I*. London: 1787.
- Articles of Confederation
- Declaration of Independence
- Declaration of the Immediate Causes Which Induce and Justify the Secession of South Carolina From the Federal Union, December 24, 1860
- U.S. Constitution
- Danforth, Samuel. "A Brief Recognition of New England's Errand into the Wilderness" (1670).
- Edwards, Jonathan. "Sinners in the Hands of an Angry God" (1711)
- English Bill of Rights
- Hamilton, Alexander, James Madison, John Jay. *The Federalist Papers*. NY: Bantam, 1982/2003. Excerpts: http://avalon.law.yale.edu/subject_menus/fed.asp
- Jackson, Andrew. First Inaugural Address (1829)
- Jackson, Frederick. "The Meaning of July 4th to the Negro"
- Lincoln, Abraham. Inaugural Addresses
- Magna Carta
- Malcolm X, "The Ballot or the Bullet"
- Martin Luther King jr., "I Have a Dream", "Letter from a Birmingham Jail"
- Mather, Cotton. "Theopolis Americana" (1710)
- Mayflower Compact
- Monroe Doctrine
- Paine, Thomas. "Common Sense". Lisa Baym et al. (Ed.). *The Norton Anthology of American Literature. Shorter Fourth Edition*. NY : W.W. Norton, 41995. 325-332.
- W.E.B. Du Bois, *The Souls of Black Folk*, exc.; "This Double-Consciousness"

5.2. Literary Texts

- Emerson, Ralph Waldo. "The American Scholar"
- Fuller, Margaret, "The Great Lawsuit" (1843)
- Lazarus, Emma, "The New Colossus" (1883)
- Thoreau, Henry David. "Resistance to Civil Government."
- Whitman, Walt. "Song of Myself"

5.3. Scholarly Texts

- Adorno, Theodor W. "Education After Auschwitz." 1971. <http://paep.ca/doc/CIYL%20-%20Theodor%20Adorno%20-%20Education%20after%20Auschwitz.pdf>
- Bellah, Robert N. "Civil Religion in America", *Daedalus* 96 (Winter 1967), pp.2-15.
- Cole, Thomas R. "The 'Enlightened' View of Aging: Victorian Morality in a New Key." *The Hastings Center Report* 13:3 (Jun. 1983): 34-40.
- Cook-Lynn, Elizabeth, *Anti-Indianism in Today's America. A Voice from Tatekeya's Earth*. Urbana and Chicago: U of Illinois P., 2007. 3-32.
- Crèvecoeur, J. Hector St. John de. "What is an American?" (Letter III, Excerpt), in: *Letters from an American Farmer* (1782)

- Estes, Carol. "The Biomedicalization of Aging: Dangers and Dilemmas." *The Gerontologist* 29 (1989): 587-596.
- Grinde, Donald A., Jr., Bruce E. Johansen. *Exemplar of Liberty: Native America and the Evolution of Democracy*. Los Angeles: American Indian Studies Center, 1990. Electronic Edition. http://www.ratical.org/many_worlds/6Nations/EoL.
- Hartz, Louis. *The Liberal Tradition in America*. Orlando: Harvest Books, 1955. 3-23.
- Hartz, Louis. "American Political Thought and the American Revolution." *The American Political Science Review* 46: 2 (Jun. 1952): 321-342.
- Hobbes, Thomas. *Leviathan*. Oxford: Oxford UP, 1996. Ch. 17-19
- Hofstadter, Richard. *Anti-Intellectualism in American Life*. New York: Vintage, 1962. 3-
- Hollinger, David. "Postethnic Nationality and the Separatism of the Rich: A Response to Sheldon Hackney." *The Public Historian* 19:1 (Winter 1997): 23-28.
- Kloppenberg, James T. "Requiescat in Pacem: The Liberal Tradition of Louis Hartz." In: Hulliung, Mark, Ed. *The American Liberal Tradition Reconsidered: The Contested Legacy of Louis Hartz*. Lawrence: U of Kansas P, 2010. 90-124.
- Lary, Diana. "Edward Said: Orientalism and occidentalism." *Journal of the Canadian Historical Association/Revue de la Société historique du Canada* 17.2 (2006): 3-15.
- Locke, John. *Two Treatises of Government*. 1683. London: Everyman, 1993. I.1, II.1f, 8, 18-19
- McNamara, Robert S. *In Retrospect. The Tragedy and Lessons of Vietnam*. NY: Vintage Books, 1995. 319-346.
- Postman, Neil. "Amusing Ourselves to Death." Address at 1984 Frankfurt Book Fair. Retrieved from <http://www.suu.edu/honors/Amusing%20Ourselves.pdf>. (05/10/2013).
- Postman, Neil. "Five Things We Need to Know About Technological Change." (1998)
- Riesman, David, Todd Gitlin, Nathan Glazer, Reuel Denney. *The Lonely Crowd. A Study of the Changing American Character*. 1950. New Haven & London: Yale Nota Bene, 2001. 3-36.
- Rousseau, Jean-Jacques. *The Social Contract*, Book I.
- Said, Edward. *Orientalism*. New York: Vintage, 1979. Excerpt.
- Said, Edward. "Orientalism Reconsidered." *Race & Class* 27 (1985): 1-15.
- Schlesinger, Arthur M. *The Disuniting of America: Reflections on a Multicultural Society*. New York: Norton, 1998. 79-124.
- Turner, Frederick Jackson. "The Significance of the Frontier in *American History*" (1893), in: C. Merton Babcock, *The American Frontier. A Social and Literary Record* (N.Y., 1965), pp. 29-42, exc.
- Garry Wills. "Introduction". Garry Willis (Ed.). *The Federalist Papers*. NY: Bantam, 1982/2003.
- Wood, Gordon S. *The Radicalism of the American Revolution*. New York: Vintage, 1991.

6. COURSE ASSIGNMENTS AND GRADING

6.1. 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 canvas (if you do not receive a confirmation that I have received it within 3 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

6.2. 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 e.g. 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!

6.3. Explanation of individual assignments:

1. <u>Discussion Board (10 points / 20%).</u> <u>Due Regularly / posted in the forum</u>

Students will have to participate regularly in the discussion board.

Additional Guidelines:

- **Introduce yourself initially** to the discussion forum 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 (1 a week) for the forum of substantial length and quality (2 paragraphs or more)**. 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.
- There are no due dates. If you cannot post during one week, you can post at a later time, but you should aim at regular participation as much as possible.

Grading: 10 points total

- 2 points per longer post (2 paragraphs or more), but only a maximum of 10 points.

2. <u>Presentation of one assigned text (5 points / 10%).</u> <u>Due depending on when the text is assigned / posted in the forum</u>
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In the beginning of the quarter, the texts will be distributed amongst all participants. The presentation should introduce the main arguments of the text and briefly explain the historical background. The length of the presentation should be **approx. 1 page of text**. Presenters will then also be responsible for facilitating the class discourse by being the experts on the text. Whether you are presenting or not, **everybody is required to read all the texts**, unless they are marked as additional. You may upload texts as separate documents, or post in the forum. Mark it as “Text **Presentation**”.

Additional Guidelines:

- You are the expert on the text. You can assume everyone else has read the text as well (they should). Nevertheless, recap the major arguments of the text.
- None of the texts holds absolute truth. All of them are written from a specific point of view, with which you may agree or disagree. If you voice any such judgment, you need to provide reasons.
- Prepare up to 2 questions for class discussion.
- For general remarks, see the presentation guidelines in Appendix I, page **Error! Bookmark not defined.**

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 Paper “What is America?” (10 points / 20%).
Due Monday of Week 5 (October 22), 8 PM Pacific Time / via canvas and e-mail

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 20, 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 / posted in the forum

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

Additional Guidelines:

- Find your own topic, and discuss it with the instructor in beforehand via e-mail.
- Find a minimum of 3 new scholarly articles for your research.
- Justify why you think your topic is of relevance.
- Put your own topic into its proper historical and/or political context.
- Structure your argument clearly.
- Prepare up to 3 questions for class discussion.
- For general remarks, see the presentation guidelines in Appendix I, page **Error! Bookmark not defined.**

Grading: 10 points total

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

5. Final Research Paper on a topic of your own choice (15 points / 30%).
Due Monday of Week 11 (December 3), 8 PM Pacific Time / via canvas and e-mail

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 20, 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

7. 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

8. STUDENT LEARNING OUTCOMES

The course seeks to develop in students...

- an understanding for central ideas and theories of American politics in their historical context
- the ability to apply this understanding to recent developments in the U.S. and the world
- an understanding of the necessity to theorize history and politics, and to apply different theoretical models to different circumstances
- the ability to present the basic argument of a scholarly text
- the ability to work collaboratively on a presentation
- the ability to conduct own research and write a research paper based upon what was discussed in class, and the student's own research interest

8.1. 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>)

8.2. 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)
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.
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)
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.

9. 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

10. 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.

11. STUDENT CONDUCT

Please review and adhere to the Expectations for Student Conduct: <https://beav.es/codeofconduct>.

12. 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).

13. 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.

14. APPENDIX I: PRESENTATION GUIDELINES

14.1. 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.

14.2. 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.

14.3. 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.

14.4. 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.

14.4.1. Content

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

14.4.2. 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.

14.4.3. 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

14.4.4. 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.

14.4.5. 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.

14.4.6. 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)

14.4.7. 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!

14.5. 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.

15. 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.

16. 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/usmexicanwar/war/major_watershed.html on 09/01/2009.

e.g. World Health Organization. (2002). *Active Ageing: A Policy Framework*. Geneva: WHO. Retrieved from who.int/ageing/publications/active/en on 08/25/2011.

Some publication guides say you do not need to list the URL any more – I require you to do this nevertheless.