

Syllabus

MPP 507- Seminar: Transatlantic Students Symposium

Borders in Transit:

Rural and Urban Liminalities in the US and Poland

Dr. Philipp Kneis, Master of Public Policy

with **Allison Davis White-Eyes** and **Jeff Kenney**, Intercultural Student Services

Student Organizers: Doris Gonzalez Gómez, Paul Meuse, Meghan Rhynard-Geil

In cooperation with Humboldt-University Berlin, University Warsaw
in preparation for the 11th Transatlantic Students Symposium

<http://www2.rz.hu-berlin.de/transatlantic/borders/>

Master of Public Policy Program

300C Social Sciences Hall

Oregon State University

Corvallis, Oregon 97330-6206

Tel. Office: (541) 737-1325

Office Hours: Monday, 10 AM-12 PM

or per appointment

philipp.kneis@oregonstate.edu

Syllabus Version 2.0 – 01/28/2013

(living syllabus / subject to change)

1. Course Introduction

This course serves as the preparation for the 2013 Transatlantic Students Symposium, held in cooperation with Humboldt-University, Berlin, and Warsaw University.

The principal goal is to develop an understanding of cultural and political aspects of borders, Polish history, rural policy development, and to be able to theorize such processes.

Furthermore, students will be reading and presenting research articles, in order to develop their own research interests and skills, and prepare for their symposium presentation. The seminar will conclude during Spring Break with the Symposium Week.

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

2. Description of the Topic of the Symposium

The symposium looks at the political borders of the U.S. and Poland as they shifted over time and examines the spaces and the periods of liminality this shifting has produced, focusing especially on transitions of the political order, the economy, and culture. As the American frontier advanced geo-graphically from the time of the early settlements till the end of the nineteenth century, and as the U.S. continues to redefine its interest in various locations around the globe, the Polish borders also shifted over time to disappear altogether by the end of the eighteenth century, and to be variously redrawn in the course of the nineteenth and the twentieth century. Today, the political, legal, and economic context of the EU points to new questions about national and supranational borders.

The shifting American frontier and the changing Polish borders reflected the political order of the day and the ambitions of various national and international players. They also produced economic effects and modes of cultural exchange specific to the borderland spaces opened up and closed off by the changing shape of the borders, in keeping with the historical flux of conditions that alternately allowed and limited access, fostering or constricting development and producing particular geographies of the mind. The similarities and the differences between the American and the Polish contexts afford ample opportunity for comparative study of such border phenomena, and aspects of this comparative perspective will be taken up in the symposium papers and discussions, in the preparatory and on-site seminars and workshops, and on the occasion of on-site visits in Poland.

3. Student Learning Outcomes

The course seeks to develop in students...

- an understanding for the central issues relevant to the symposium theme
- an interdisciplinary outlook, combining methods of political science and cultural studies
- an understanding of the necessity to theorize culture and politics, and to apply different theoretical models to different circumstances
- the ability to present the basic argument of a scholarly text and use it as a resource
- the ability to work collaboratively and collegially
- the ability to develop own scholarly approaches to a topic
- the ability to conduct own research and write a response paper based upon what was discussed in class, and the student's own research interest
- the ability to reflect critically on the encounter with another culture, and on one's own identity
- to hold a presentation in an international student conference setting

4. Course Policy

- Attendance is mandatory.
- 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.
- If somebody makes a mistake, be patient and understanding. Make any criticism about the argument and the issue, not about the person.
- People are indeed able to see things differently, even though they have the same facts.
- During the course there may be some unforeseen circumstances which arise that alter the schedule below. In this case it will be YOUR responsibility to be in class to find out what those adjustments might be.
- This is a living syllabus, it may be subject to change.
- If you are experiencing problems with this course, its content, the readings, my teaching style, I strongly encourage you to raise your concerns at the earliest possible moment. You can do so by visiting me during my office hours.
- Student Conduct: To fully understand student conduct expectations (definitions and consequences of plagiarism, cheating, etc.), see <http://oregonstate.edu/studentconduct/regulations/index.php#acdis>.
- 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 and reading progress are below reasonable expectations, I reserve the right to do an unannounced quiz at the beginning of a session in order to check on reading progress. These would have 2 questions. If every question is answered correctly, your total point balance will be unaffected. Any question answered wrongly (or not at all) will downgrade your total points by - 0.25 points. You can avoid such tests if everybody attends regularly, participates actively, and does their reading.

5. Required Texts by Session

See the Forum for further reading assignments.

Session 1: Introductions, Topic Brainstorming, Frontier

Anderson, Benedict. *Imagined Communities. Reflections on the Origin and Spread of Nationalism*. London: Verso, 1983.

Turner, Frederick Jackson. "The Significance of the Frontier in American History." 1894. <http://www.historians.org/pubs/archives/turnerthesis.htm>. Retrieved 01/11/2012.

Session 2: European History Recap / European Union Development

Davies, Norman. *Heart of Europe. A Short History of Poland*. Oxford: Oxford UP, 1986. Chapter V: The Legacy of an Ancient Culture, 279-311.

Davies, Norman. *God's Playground. A History of Poland. Vol II: 1795 to the Present*. New York: Columbia UP, 1982. Chapter 21: The Modern Polish Frontiers, 490-535.

Federowicz, Krzysztof. "National Identity and National Interest in Polish Eastern Policy, 1989-2004." In: Roger E. Kanet, Ed. *Identities, Nations and Politics after Communism*. Milton Park: Routledge, 2008. 131-148.

Session 3: Challenges to Rural Economy

Houtum, Henk van, Roos Pijpers. "The European Union as a Gated Community: The Two-faced Border and Immigration Regime of the EU." *Antipode* 39:2 (2007): 291-309.

Additional Texts:

Bryden, John. "Rural Development Indicators and Diversity in the European Union." 2002. http://srdc.msstate.edu/trainings/presentations_archive/2002/2002_bryden.pdf. Retrieved 01/11/2012.

Bryden, John. "Rural Development Situation & Challenges in EU-25." 2003. <http://ec.europa.eu/agriculture/events/salzburg/bryden.pdf>. Retrieved 01/11/2012.

Favell, Adrian: "The New Face of East-West Migration in Europe". *Journal of Ethnic and Migration Studies*, Vol. 34, No. 5, July 2008, 701-716.

Johnson, Corey, Reece Jones, Anssi Paasi, Louise Amoore, Alison Mountz, Mark Salter, Chris Rumford. "Rethinking 'the Border' in Border studies." *Political Geography* 30 (2011): 61-69.

Korek, Janusz. "Central and Eastern Europe from a post-colonial perspective." 2009. <http://www.postcolonial-europe.eu/index.php/en/essays/60--central-and-eastern-europe-from-a-postcolonial-perspective>. Retrieved 01/11/2012.

6. Course Assignments

The objective of all assignments is to lead you step by step to the creation of your research paper and presentation.

- 1) **Outline of your Presentation Topic (Week 4, due Feb 1).** Elaborate on your project description to allow for a discussion. Specifically, the text should contain the following:
 - a) a more elaborate description of your topic (1 page, 1.5-spaced, 12 point)
 - b) a tentative structure of your argument (half a page)
 - c) a tentative outline of research texts you are thinking of using – provide brief justification/explanation
 - d) a brief reflection on what you are expecting with respect to the contact with the European students, and from travelling abroad (max. 1 page)

Grading: 10 points total

- 3 points for complexity of the argument (Part a)
- 1 point for structure (Part b)
- 2 points for research outline (Part c)
- 3 points for complexity of the argument (Part c)
- 0.5 points for correct bibliography and correct citation (choose either MLA or APA, see Appendices II and III, page 14, and stick to one method throughout your paper).
- 0.5 points for spelling and language

Penalties for turning it in later (unless there is a legitimate reason – tell me in advance to negotiate an individual turn-in date):

- Turning in the assignment late: -.1 points per day
- if you turn it in on the same day but later, -½ a point

- 2) **Research Discussion Presentation (Weeks 5-6).** Students will discuss their research process in class. Students need to find additional research beyond the texts provided by the instructor, at least 3 scholarly articles or books. These can be the same that you will use for the response paper. The presentations are the preparation for the symposium presentation. A summary of the presentation is to be posted on blackboard after the session. Texts to be discussed in class need to be uploaded on Blackboard 3 days in advance. Your brief presentation should take between 5-10 minutes, plus subsequent discussion.

Grading: 10 points total

- complexity of the argument (up to 5 points)
- number of articles (up to 3 points)
- adequate use or non-use of technology and/or visual aids and/or handout (1 point)
- handling your responses to questions (1 point)

For general remarks, see the presentation guidelines in Appendix I, page 12.

- 3) **Response Paper (Week 7, due Feb. 22).** This is a raw version of your presentation paper, based on your **Outline**. 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 5 scholarly articles or books. You need to find at least 3 scholarly research articles or books on your own, and may also use any texts already assigned. Standard citation methods apply. The paper should be **approx. 4 pages** of text (12 point Times, 1.5-spaced, 1 in. margins) plus bibliography. **Due Date: Friday 02/22, by 12:00 PM, PRINTED OUT HARDCOPY ONLY (before the seminar session).**

Grading: 10 points total

- 5 points for complexity of the argument
- 1 points for correct bibliography and correct citation (choose either MLA or APA, see Appendices II and III, page 14, and stick to one method throughout your paper).
- 0.5 point for spelling and language
- 0.5 point for structure
- 0.5 point for fulfilling formal criteria (formatting, length, etc.)
- 0.5 point per cited article or book that you individually researched (min. 3 articles, max. 1.5 points)
- 0.5 point per other cited article or book, which may or may not have been assigned for class (min. 2 articles or books, max. 1 point)

Penalties for turning it in later (unless there is a legitimate reason – tell me in advance to negotiate an individual turn-in date):

- Turning in the assignment late: -.1 points per day
- if you turn it in on the same day but later, -½ a point

- 4) **Research Presentation (Weeks 8-9).** Students will work on their own and present a topic of their own choice. The presentation must not be longer than **15 minutes**. Students need to find additional research beyond the texts provided by the instructor, at least 3 scholarly articles or books. These can be the same that you already found for the response paper. The presentations are the preparation for the symposium presentation. A summary of the presentation is to be posted on blackboard after the session.

Guidelines:

- 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.
- Time yourself, you only have 15 minutes. PRACTICE.
- Spell-check your powerpoint / visual aids / handout. Manually. REALLY.
- Prepare up to 3 questions for class discussion.
- Prepare to be interrupted if your time is up.

Grading: 10 points total

- complexity of the argument (up to 5 points)
- adequate use of your research articles (1 point)
- clarity of the argument (1 point)
- adequate use or non-use of technology and/or visual aids and/or handout (1 point)
- handling your responses to questions (1 point)
- pose and clarity of speaking (1 point)

For general remarks, see the presentation guidelines in Appendix I, page 12.

- 5) **Research Paper (due March 11).** This is the final written version of your presentation paper, based on you **Response Paper** and your **Presentation**. You need to use at least 5 scholarly articles or books, including the 3 scholarly research articles or books you have already identified on your own, and may also use any texts already assigned. Standard citation methods apply. The paper should be **approx. 6 pages** of text (12 point Times, 1.5-spaced, 1 in. margins) plus bibliography. **Due Date: Monday 03/11, by 12:00 PM noon, via e-mail.** I will fly to Germany in advance to prepare for the symposium, and will need to grade the papers by the end of that week in order to give you credit.

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 14, 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 you individually researched (min. 3 articles, max. 3 points)
- 1 point per other cited article or book, which may or may not have been assigned for class (min. 2 articles or books, max. 2 points)

Penalties for turning it in later (unless there is a legitimate reason – tell me in advance to negotiate an individual turn-in date):

- Turning in the assignment late: -.1 points per day
- if you turn it in on the same day but later, -½ a point

6) **Forum.** Students will have to participate in the Forum.

Location: <http://www.pjcx.com/forum/viewforum.php?f=5>

- Introduce yourself initially to the forum by saying who you are, what your study interests are, and whatever else you would like people to know about yourself.
- You then need to write at least 5 posts for the forum of substantial length and quality. This cannot just be a brief response of twitter length, or a link, but has to be a contribution for discussion of at least 2 paragraphs of length which opens up a possible discussion topic and/or discusses or introduces a topic and/or provides a thoughtful response to a post opened by someone else earlier.

Grading: 5 points total

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

7. 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

8. Final Grade Distribution

Maximum possible points: 60 points

- 1) Research Outline: 10 points
- 2) Research Presentation: 10 points
- 3) Response Paper: 10 points
- 4) Research Presentation: 10 points
- 5) Final Research Paper: 15 points
- 6) Forum: 5 points

Grading:

A	95% to under or equal	100%	57.00 to under or equal	60.00 points
A-	90% to under	95%	54.00 to under	57.00 points
B+	87% to under	90%	52.00 to under	54.00 points
B	83% to under	87%	50.00 to under	52.00 points
B-	80% to under	83%	48.00 to under	50.00 points
C+	77% to under	80%	46.00 to under	48.00 points
C	73% to under	77%	44.00 to under	46.00 points
C-	70% to under	73%	42.00 to under	44.40 points
D+	67% to under	70%	40.00 to under	42.00 points
D	63% to under	67%	38.00 to under	40.00 points
D-	60% to under	63%	36.00 to under	38.00 points

9. Seminar Schedule

PART I: BORDERS AND IDENTITY

<u>Week</u>	<u>Day</u>	<u>Topic / Assignment</u>
1-10		Ongoing: Assignment 6: Forum Participation
1	11-Jan	Introductions, Topic Brainstorming, Frontier Anderson - What is an Imagined Community? Turner - Frontier Thesis
2	18-Jan	European History Recap / EU Development Davies, Fedorowicz
3	25-Jan	What do Borders mean? Guest: Earlean Wilson-Huey, Ujima Office, Intercultural Student Services

PART II: YOUR RESEARCH

4	1-Feb	Research Questions, Presentation Guide Assignment 1: Presentation Outline Due
5	8-Feb	Presentation Workshop: You bring your own texts Assignment 2: Research Discussions I
	14-Feb	8-10 AM: Video Conference – Upload Presentation Outlines Beforehand
6	15-Feb	Presentation Workshop: You bring your own texts Assignment 2: Research Discussions II
7	22-Feb	Presentation Workshop: Recapitulation / General Discussion Assignment 3: Response Paper Due

PART III: PRESENTATIONS

8	1-Mar	Presentation Session I Assignment 4: Research Presentation I
9	8-Mar	Presentation Session II Assignment 4: Research Presentation II
10	11-Mar (Mon)	Assignment 5: Research Paper Due
	15-Mar	Practicalities (Phil gone already – Jeff takes over)

10. TENTATIVE Symposium Week Schedule

Wed	Mar 20	<p>Arrival of all Groups in Gdansk</p> <ul style="list-style-type: none"> ▪ Tomasz Basiuk takes tour bus with the Polish group to Gdansk ▪ Brent Steel and Jeff Kenney take OSU Group to Gdansk ▪ Allison Davis-White Eyes and Reinhard Isensee present on the Symposium at the NASPA conference in Orlando, FL, on Mar 18, and fly to Gdansk from there ▪ Philipp Kneis is in Berlin early, coordinates, takes Humboldt Group to Gdansk
Thu	Mar 21	<p>Visits in Gdansk (TBC)</p> <ul style="list-style-type: none"> ▪ Solidarność ▪ (other sites still in planning)
Fri	Mar 22	<p>To Białystok, via</p> <ul style="list-style-type: none"> ▪ Malbork Castle ▪ Tykocin (former Jewish Ghetto)
Sat	Mar 23	<p>Visits in Białystok</p> <p>To Białowieża</p>
Sun	Mar 24	<p>To Pulawy (near Lublin),</p> <ul style="list-style-type: none"> ▪ via Białowieża Forest (at 4 AM) ▪ Tatar villages ▪ Grabarka (Orthodox Monastery) ▪ Majdanek concentration camp ▪ Lublin Castle
Mon	Mar 25	<p>Visits in Pulawy</p> <p>To Warsaw</p> <p>Via Kazimierz</p>
Tue	Mar 26	<p>Visits in Warsaw</p> <ul style="list-style-type: none"> ▪ Sites of former Jewish Ghetto (Jewish Museum opening in April) ▪ Uprising Museum ▪ FRONTEX ▪ Other visits TBC
Wed	Mar 27	<p>Visits in Warsaw</p> <p>Student Conference Part I</p>
Thu	Mar 28	<p>Student Conference Part II</p> <p>German and American group to Berlin via Train</p>
Fri	Mar 29	<p>Free time in Berlin, some visits maybe if possible (Good Friday)</p>
Sat	Mar 30	<p>Alumni Meeting in Berlin</p>
Sun	Mar 31	<p>American Group: Flight back to Portland</p>

11. Appendix I: Presentation Guidelines

11.1. WHEN INTRODUCING A RESEARCH TEXT

These questions need not be answered in that order or that directly – but these issues should be addressed or be kept in mind.

- What is it about?
- Who is the author? (relevant if important person of history, but no extended biographies in presentation)
- What is the context?
- How is it written?
- What is the line of argument?
- 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)
- own evaluations

11.2. WHEN PRESENTING YOUR OWN ANALYSIS OR ARGUMENT

These questions need not be answered in that order or that directly – but these issues should be addressed 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 and personal experiences
- Be clear about what is your own analysis, and what is someone else's.

11.3. GENERAL PRESENTATION RULES

- Everybody is nervous. EVERYBODY.
- Everybody makes mistakes.
- Preparation always helps.
- Practice.
- A seminar presentation is supposed to help you to learn.

CONTENT

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

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.

MODES OF PRESENTING

- Do what you feel is most comfortable to you.
- Talk loudly and clearly.
- Make eye contact as much as possible.

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

- best of both worlds
- you may even write an introduction & a closing to read out

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.

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.
- 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.

ATTIRE

- Look 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)

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.
- Good luck!

12. Appendix II: Citation Guide MLA

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". Name, First Name. *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/ker/usmexicanwar/war/major_watershed.html. Retrieved 09/01/2009.

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

13. Appendix III: Citation Guide APA

You can also use APA style for citations, see:

<http://owl.english.purdue.edu/owl/resource/560/01>

<http://www2.liu.edu/cwis/cwp/library/workshop/citapa.htm>

14. Students with Disabilities

Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know, or who need special arrangements in the event of evacuation, should make an appointment with the instructor as early as possible (use email for this class), no later than the first week of the term. In order to arrange alternative testing the student should make the request at least one week in advance of the test. Students seeking accommodations should be registered with the Office of Services for Students with disabilities.