

## **Syllabus**

***MPP 507- Seminar: Transatlantic Students Symposium***

***The Politics and Culture of***

***Resilience. Adapting to a Changing Environment***

***Winter Term and Spring Break, 2016***

**STAG 112, F 12-2 PM**

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In cooperation with

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in preparation for the 14<sup>th</sup> Transatlantic Students Symposium

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

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Syllabus Version 1 – 12/27/2015

(living syllabus / subject to change)

### **1. Course Introduction**

This course serves as the preparation for the 2016 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 resilience in several dimensions and in relation to national narratives, and to be able to theorize them. 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.

## 2. Introduction to the Symposium: History and Outline of the Program

### *General Aim and Scope of the Symposia*

The Transatlantic Students Symposia are a series of short-term graduate-level exchanges that provide a student-based and largely student-run space for the discussion of topics of contemporary relevance in an interdisciplinary, experiential and transatlantic setting.

The student-based symposia are organized in cooperation between Oregon State University, Humboldt-University Berlin (Germany), and the University of Warsaw (Poland). Faculty-led workshops and courses at all three participating universities prepare a joint field trip, the symposium week, which contains institutional visits, talks and workshops, and concludes with a final student-based and student-organized conference.

The symposia are targeted towards students of the humanities and social sciences, including Public Policy, Political Science, Cultural and Literary Studies, History, Education, and others, who are working together in order to approach political and historical topics with a strong relation to present-day cultural and public policy issues. The students are furthermore provided with an outlook into professional and practical applications of their academic training.

### *Structure of the Symposia*

The student-based symposia are accompanied by faculty-led workshops and courses in the academic term preceding the field trip portion. Subsequently, the symposium week contains institutional visits, talks and workshops, and concludes with a final student-based and student-organized conference.

The symposia are structured as follows:

During the **Preparatory Phase**, decisions about the symposium theme are made by faculty organizers. During the term directly preceding the symposium, students are prepared in classroom seminars at each of the participating universities. This also includes online tools such as discussion forums and video conferencing. Student selection is based on academic merits, and lies within the discretion of the respective unit.

The **Symposium Week** will take place during Spring Break and consists of several days of joint activities at a specific location. These are:

- cultural activities (museum visits, archaeological sites, art galleries, theater, etc.)
- social activities
- academic workshops by expert speakers on several issues related to the topic of the symposium
- visits to political (both official authorities and NGOs), economic and cultural institutions related to the topic of the symposium

The symposium week concludes with student research presentations that are held in a two-day public **Academic Conference**. The conference is organized by the student/assistant organizers with input from academic faculty.

During the symposium, learning outcomes are undergoing **Assessment**. The findings of this process will be fed back into the next iteration of the program.

We will also maintain connections with symposium participants in order to create a community of former symposium participants.

## ***Experiential Learning and Central Objectives of the Program***

The Transatlantic Students Symposia allow us to provide graduate students with a **multi-dimensional**, both **theoretical and applied**, outlook for their field of study and their future occupation, moving **beyond traditional classroom instruction**. The symposia are conceived as a form of **experiential learning**. The classroom seminars are aimed at preparing participating students for the experiences of the symposium week. Students are also encouraged to conduct their own research, partially in a collaborative way, which will then cumulate into the final conference presentations.

The field trip portion specifically provides students with a **hands-on perspective** to otherwise rather theoretical classroom discussions. By integrating practical components into the symposium week, we are also offering an **outlook on future career opportunities and internships** (in diplomacy, politics, consulting, cultural work, etc.).

We are choosing program alumni to function as student organizers in their second year of participation. This model of **student leadership** ties in with the experiential learning methodology of the symposium.

Both in the preparatory phase and throughout the symposium week, academic faculty engage in team-teaching and in **expanding their own disciplinary boundaries** by allowing for an inter- and trans-disciplinary exchange of ideas and methods.

Furthermore, opening up an experiential space for the student organizers and the students requires faculty to shift their roles from active teaching to facilitating experiential learning. As a result, this may allow for **innovative approaches to both teaching and learning**. These are realized by also building on the following central components: (1) internationality, (2) inter-disciplinarity, (3) collegiality and collaborative learning, (4) diversity, (5) student scholarship and research, and (6) student leadership.

## ***Further Documentation about the Program***

In order to provide a more detailed overview and description of the program, we have provided a Program Report on our web site: <https://www2.hu-berlin.de/transatlantic/program/report.html>

There is also a report available detailing the organization and proceedings of the 2013 Symposium: [https://www2.hu-berlin.de/transatlantic/borders/bo\\_program.html](https://www2.hu-berlin.de/transatlantic/borders/bo_program.html)

### 3. Description of the Topic of the Symposium

How prepared are we for change? Will our infrastructures, our economies, our societies, our cultures, and we, ourselves, be able to cope with challenges both foreseen and unforeseen? What will need to be done to maintain or improve our standard of living, or, in some cases, in order to survive?

These are just some of the key questions that arise when talking about resilience. Originally based on research in psychology and ecology, resilience studies provide an interdisciplinary approach to investigate reactions to change and to suggest solutions for contemporary problems. Of greatest concern amongst these is probably climate change, and in its wake associated problems affecting environments and populations around the planet. Further critical issues around the globe include demographic change, urbanization, environmental degradation, migration, and an apparent increase in the number of conflicts and wars. Resilience puts the research focus on adaptation rather than merely on sustainability, and highlights change as the norm rather than the exception.

The 14th Transatlantic Students symposium seeks to approach the concept of resilience from several aspects, namely studies of (1) **environmental, energy and social policy**, (2) **diversity as a key component within resilience studies**, as well as (3) **narrative frameworks** and approaches towards the topic of resilience from **within cultural and literary studies**, as follows:

1. **Environmental, Energy, International and Social Policy:** With respect to resilience, these three policy research areas focus on the ability of societies and individuals to adapt to an environment that has seen more drastic changes than in previous centuries. Questions of maintaining an environment that sustains both human populations and biodiversity are intricately linked with securing a safe and sustainable energy supply. This, in turn, has always been linked to matters of international and security policy, specifically after the events and aftermath of 9/11 and the ensuing global economic crisis that have entailed continuous challenges to the idea of a predictable world order. The capacity of human societies to manage such uncertainties - which seem to have become the norm - is then a question for social policy research.
2. **Diversity:** One of the core findings of resilience studies is the importance of diversity, both in terms of biodiversity (from a perspective of environmental policy) and in the acknowledgment and embracing of the diversity of human cultures and individuals (from a social policy point of view). Specifically, the political and economic dimensions of resilience are related to current debates on migration, immigration and emigration in both the US and Europe as they frequently address questions of negotiating economic resilience vs. national politics, and in the case of indigenous and minority populations, also their very adaptability, their endurance and survival (or survivance, as Gerald Vizenor calls it).
3. **Cultural Studies of Resilience:** To students of literature and culture, resilience is an old topic. It has been present in the formation and construction of national identity narratives (in the case of the US, Puritan cultural resilience, F. J. Turner and resilience, for instance; in the case of the EU, current debates about the purpose of European integration) and their central constituents such as the "American Dream" (also in the context of immigration narratives) as well as resilience as a theme in American literature of transcendentalism in the 19th century, the literature of the 1930s, dealing with the "dust bowl" and the world economic crisis, and in African American, Asian American and Native American literature that is informed by particular cultural concepts and narratives of resilience. Yet power can never be divorced from the equation, if we follow Foucault and the biopolitical turn. This concerns specifically discussions about biopolitics, national identities vis-à-vis minorities and immigrants.

The choice of Southern California as a research site for the symposium will provide ample material to study the effects of the current drought, to investigate matters of energy policy, and to survey a wide variety of social and cultural contexts as well as practices in an interdisciplinary fashion.

## 4. Student Learning Outcomes

The course seeks to develop in students...

- an understanding for the central issues relevant to the symposium theme, which includes knowledge in international policy, and is measured through coursework (MPP Learning Outcome 2)
- an interdisciplinary outlook, combining methods of political science and cultural studies, which is measured through coursework (MPP Learning Outcome 4)
- an understanding of the necessity to theorize culture and politics, and to apply different theoretical models to different circumstances, which is measured through coursework
- the ability to present the basic argument of a scholarly text and use it as a resource, which is measured through coursework
- the ability to work collaboratively and collegially, which is measured through coursework and the public presentation (MPP Learning Outcomes 5, 7)
- the ability to develop own scholarly approaches to a topic, and to conduct own research and write a response paper based upon what was discussed in class, and the student's own research interest, which is measured through coursework and the public presentation (MPP Learning Outcome 1)
- the ability to reflect critically on the encounter with another culture, and on one's own identity, which is measured through coursework and applied throughout the field school (MPP Learning Outcome 4)
- the ability to hold a presentation in an international student conference setting (MPP Learning Outcome 5, 3)
- the ability conduct serious and original research following ethical guidelines, which is measured through coursework (MPP Learning Outcome 6)

(MPP Learning Outcomes: <http://oregonstate.edu/cla/mpp/mpp-learning-outcomes>)

## 5. Course Philosophy & Policies

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. **Assignments** in this class are meant to develop student research, and critical reflection and discussion of the topic. Students are required to conduct own research and participate actively in the discussion in order to create a peer learning community.

### 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. **Error! Bookmark not defined.** for descriptions of assignments, and p. **Error! Bookmark not defined.** 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 and reading progress** are below reasonable expectations, I reserve the right to do a quiz in order to check on reading progress.

### **Discussions:**

- With regard to the online discussion forum: **Student participation in the discussions** tends to go down with strong instructor presence. Therefore I will limit my contributions. I will respond whenever I feel there is a need to correct or add something, or when participation is low.
- For every assignment aimed at the group (text presentation, research presentation), there is also a mandatory **Q&A** component, which will be considered when grading.
- **Regular participation** in the class is mandatory.

### **Communication with Instructor:**

- **Please let me know in advance** if you cannot complete assignments on time. We will find a way.
- Please send your response essay and final paper to the instructor via e-mail directly, to preempt technical issues with the online class system.
- 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.

## **6. Student Organizers**

The Transatlantic Students Symposia utilize a model of student leadership. Student organizers are alumni that have participated in at least one previous iteration of the program. Each participating university will be represented with a contingent of organizers, who will work together.

Student organizers will take up a selection of tasks during both the class and the symposium, and will work together with the instructors. Tasks include, but may not be limited, to the following:

- Assisting in the teaching by facilitating class and online discussions
- Providing and guiding peer feedback to student research and presentations
- Facilitating student interaction across the universities
- Aiding in the organization of logistics of the symposium field trip
- Creation of a Participant Handbook
- Taking the lead on some field trip visits, including preparation of the visit and organization of the group on site
- Organizing the schedule and format of the student conference
- Conducting the student conference
- Helping with the assessment process

## 7. Seminar Schedule

### PART 1: EXPOSITION

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... during which we read a corpus of texts common to all participants across all participating universities, and in which you develop ideas for your own research.

#### **Assignment 7: Discussion Forum (ongoing, all weeks)**

#### **Week 1: January 8: Introduction: The Many Aspects of Resilience**

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##### Introduction

Rodin, Judith. *The Resilience Dividend*. 2014. Excerpts.

[http://ssir.org/articles/entry/the\\_resilience\\_dividend](http://ssir.org/articles/entry/the_resilience_dividend)

Brassett, James, Stuart Croft, Nick Vaughan-Williams. "Introduction: An Agenda for Resilience Research in Politics and International Relations." *Politics* 2013, 33:4 (2013): 221–228.

#### **Week 2: January 15: Nature**

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##### **Required Reading / Assignment 1: Presentation of Assigned Text (as per sign-up sheet)**

Carpenter, Steve, Brian Walker, J. Marty Anderies, Nick Abel. "From Metaphor to Measurement: Resilience of What to What?" *Ecosystems* 4 (2001): 765–781.

Latour, Bruno. *Politics of Nature. How to Bring the Sciences into Democracy*. Cambridge, Mass.: Harvard UP, 2004, 9- 32.

Diamond, Jared. "Ecological Collapses of Past Civilizations." *Proceedings of the American Philosophical Society* 138:3 (Sep., 1994): 363- 370.

**OR** *Collapse*

**OR** Diamond, Jared. *Collapse*. London: Penguin, 2011. TED Talk Video:

<http://www.youtube.com/watch?v=IESYMFtLIis>

#### **Week 3: January 22: Society**

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##### **Skype Video Conference: Jan 19, 9 AM?**

##### **Required Reading / Assignment 1: Presentation of Assigned Text (as per sign-up sheet)**

Adger, W. Neil. "Social and ecological resilience: are they related?" *Progress in Human Geography* 24,3 (2000): 347–364.

Coaffee, Jon. "Rescaling and Responsibilising the Politics of Urban Resilience: From National Security to Local Place-Making." *Politics* 2013, 33:4 (2013): 240–252.

Wallenstein, Sven-Olov. "Introduction." In: Nilson, Jakob, Sven-Olov Wallenstein, Eds. *Foucault, Biopolitics, and Governmentality*. Södertörn Philosophical Studies 14. 2013. 7-34.



Lemke, Thomas. "Foucault, Politics, and Failure. A Critical Review of Studies of Governmentality."  
In: Nilson, Jakob, Sven-Olov Wallenstein, Eds. *Foucault, Biopolitics, and Governmentality*.  
Södertörn Philosophical Studies 14. 2013. 35-52.

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**Week 4: January 29: Culture**

**Required Reading / Assignment 1: Presentation of Assigned Text (as per sign-up sheet)**

- Assman, Jan. "Collective Memory and Cultural Identity." *New German Critique* 65 "Cultural History/Cultural Studies" (Spring - Summer, 1995): 125-133.
- Hobsbawm, Eric. "Introduction: Inventing Traditions." In: Hobsbawm, Eric, Terence Ranger. *The Invention of Tradition*. Cambridge: Cambridge UP, 1983. 1-14.
- Kneis, Philipp. "Traditional Oral Narratives and their Complications." In: *(S)aged by Culture. American Indian Literature and Culture*. Frankfurt: Peter Lang, 2013. 83-111.
- Vizenor, Gerald. "The Ruins of Representation: Shadow Survivance and the Literature of Dominance." *American Indian Quarterly* 17:1 (Winter, 1993): 7-30.
- Goodkind, Jessica R., Julia Meredith Hess, Beverly Gorman, and Danielle P. Parker. " 'We're Still in a Struggle': Diné Resilience, Survival, Historical Trauma, and Healing." *Qualitative Health Research* 22:8 (2012): 1019-1036.

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**Week 5: February 5: Politics**

**Assignment 2: Outline of Research Topic Due**

**Required Reading / Assignment 1: Presentation of Assigned Text (as per sign-up sheet)**

- Cortese, Anthony D. "The Critical Role of Higher Education in Creating a Sustainable Future." 2003, 15-22. <http://www.scup.org/asset/48483/cortese.pdf>
- Joseph, Jonathan. "Resilience as Embedded Neoliberalism: A Governmentality Approach". Published online: 14 Mar 2013, 38-52. <http://dx.doi.org/10.1080/21693293.2013.765741>
- Appiah, Kwame Anthony. *The Ethics of Identity*. Princeton, NJ: Princeton UP, 2005. 1-35.
- Rifkin, Jeremy. "The Empathic Civilization." Address Before the British Royal Society for the Arts, May 15, 2010, 1-11.

## **PART II: YOUR RESEARCH**

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... during which you will present initial ideas for research and receive peer feedback.

### ***Week 6 Session 1: February 11, 8-10 AM: Video Conference (#TBC)***

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Upload Presentation Outlines Beforehand

### ***Week 6 Session 2: February 12: Interdisciplinary Research & Brainstorming I***

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***Assignment 3: Research Discussion Presentation***

### ***Week 7: February 19: Interdisciplinary Research & Brainstorming II***

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***Assignment 3: Research Discussion Presentation***

***Assignment 4: Response Paper Due***

## **PART III: PRESENTATIONS**

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... during which you will present more refined ideas for research and receive further peer feedback.

### ***Week 8: February 26: Presentation Session I***

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***Assignment 5: Research Presentation***

### ***Week 9: March 4: Presentation Session II***

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***Assignment 5: Research Presentation***

Second Video Conference on Hangouts? How many people can the system support? (#TBC)

### ***Week 10: March 11: Practicalities, Concluding Discussion (Dead Week)***

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***Assignment 6: Research Paper Due Beginning of Week 10, March 10***

### ***Week 11: March 28: Departure (Finals Week)***

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## 8. Course Assignments

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

### 1) *Presentation of an Assigned Text (Weeks 1-5)*

In the beginning of the quarter, the texts will be distributed amongst all participants. Texts will be presented by 1 or 2 students (see schedule below). The presentation should introduce the main arguments of the text and briefly explain the historical background. The duration of the presentation should be **approx. 5 minutes**. During the discussion, the 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. If you share a presentation with another student, both of you must speak for an equal portion of the time. A summary of the presentation is to be posted on blackboard after the session.

#### ***Grading: 10 points total***

- complexity of the argument (up to 5 points)
- correct rendition of the argument (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)

### 2) *Outline of your Research Topic (Week 5, due Feb 7)*

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 20, 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

**3) Research Discussion Presentation (Weeks 6-7, Feb 14 and 21)**

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 18.

**4) Response Paper (Week 7, due Feb. 21)**

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 20, 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

**5) Research Presentation (Weeks 8-9, Feb 28 and Mar 7)**

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 18.

**6) Research Paper (due Beginning of Week 10, March 10)**

This is the final written version of your presentation paper, based on your **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 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 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

7) ***Discussion Board***

Students will have to participate in the Forum.

Location: # TBA (# Blackboard)

- 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

## 9. Bibliography

### ***Required Texts (shared by all campuses)***

- Adger, W. Neil. "Social and ecological resilience: are they related?" *Progress in Human Geography* 24,3 (2000): 347–364.
- Appiah, Kwame Anthony. *The Ethics of Identity*. Princeton, NJ: Princeton UP, 2005. 1-35.
- Assman, Jan. "Collective Memory and Cultural Identity." *New German Critique* 65 "Cultural History/Cultural Studies" (Spring - Summer, 1995): 125-133.
- Brassett, James, Stuart Croft, Nick Vaughan-Williams. "Introduction: An Agenda for Resilience Research in Politics and International Relations." *Politics* 2013, 33:4 (2013): 221–228.
- Carpenter, Steve, Brian Walker, J. Marty Anderies, Nick Abel. "From Metaphor to Measurement: Resilience of What to What?" *Ecosystems* 4 (2001): 765–781.
- Coaffee, Jon. "Rescaling and Responsibilising the Politics of Urban Resilience: From National Security to Local Place-Making." *Politics* 2013, 33:4 (2013): 240–252.
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- Diamond, Jared. "Ecological Collapses of Past Civilizations." *Proceedings of the American Philosophical Society* 138:3 (Sep., 1994): 363- 370.  
**OR** *Collapse*  
**OR** Diamond, Jared. *Collapse*. London: Penguin, 2011. TED Talk Video: <http://www.youtube.com/watch?v=IESYMFtLlis>
- Goodkind, Jessica R., Julia Meredith Hess, Beverly Gorman, and Danielle P. Parker. " 'We're Still in a Struggle': Diné Resilience, Survival, Historical Trauma, and Healing." *Qualitative Health Research* 22:8 (2012): 1019–1036.
- Hobsbawm, Eric. "Introduction: Inventing Traditions." In: Hobsbawm, Eric, Terence Ranger. *The Invention of Tradition*. Cambridge: Cambridge UP, 1983. 1-14.
- Joseph, Jonathan. "Resilience as Embedded Neoliberalism: A Governmentality Approach". Published online: 14 Mar 2013, 38-52. <http://dx.doi.org/10.1080/21693293.2013.765741>
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## 10. 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)

## 11. Final Grade Distribution

Maximum possible points: 70 points

1)	Presentation of Assigned Text:	10 points
2)	Research Outline:	10 points
3)	Research Presentation:	10 points
4)	Response Paper:	10 points
5)	Research Presentation:	10 points
6)	Final Research Paper:	15 points
7)	Forum:	5 points

Grading:

<b>A</b>	95% to under or equal	100%	66.00 to under or equal	<b>70.00</b> points
<b>A-</b>	90% to under	95%	63.00 to under	66.00 points
<b>B+</b>	87% to under	90%	61.00 to under	63.00 points
<b>B</b>	83% to under	87%	58.00 to under	61.00 points
<b>B-</b>	80% to under	83%	56.00 to under	58.00 points
<b>C+</b>	77% to under	80%	54.00 to under	56.00 points
<b>C</b>	73% to under	77%	51.00 to under	54.00 points
<b>C-</b>	70% to under	73%	49.00 to under	51.00 points
<b>D+</b>	67% to under	70%	47.00 to under	49.00 points
<b>D</b>	63% to under	67%	44.00 to under	47.00 points
<b>D-</b>	60% to under	63%	42.00 to under	44.00 points



**12. TENTATIVE Symposium Week Schedule**

tbc		

## **13. Appendix I: Presentation Guidelines**

### **13.1. 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

### **13.2. 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.

### **13.3. 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!

## 14. 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/kera/usmexicanwar/war/major\_watershed.html. Retrieved 09/01/2009.

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

## **15. 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>

## **16. 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.