

## **Syllabus**

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

***Sustainability in Education, Culture and Politics:  
Questioning the Validity of National Narratives and Policies***

***Winter Term and Spring Break, 2014***

**GILK 305, F 12-2 PM**

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

Student Organizers: Mariana Amorim, Rebecca Arce, Elba Moise

In cooperation with Humboldt-University Berlin, University Warsaw  
in preparation for the 12<sup>th</sup> Transatlantic Students Symposium  
<http://www2.rz.hu-berlin.de/transatlantic/sustainability/>

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Syllabus Version 6 – 01/02/2014  
(living syllabus / subject to change)

### **1. Course Introduction**

This course serves as the preparation for the 2014 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 sustainability 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.

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

## 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

In recent years, questions have arisen pertaining to the level at which the current lifestyle of humanity, particularly in the West, can be sustained over the long run. Primarily, concerns originating from ecological considerations appear to be describing a narrative of decline and threat, as, for instance, testified by David Attenborough's *State of the Planet* (2000), E.O. Wilson's call to preserve *The Future of Life* (2002), Al Gore's *An Inconvenient Truth* (2006), and Jared Diamond's chilling narrative of ecological *Collapse* (2006) and his call to listen to lessons from *The World Before Yesterday* (2013).

Such perspectives — oftentimes chided as Malthusian — have a long tradition, of course, not just within academia and documentaries, but also within literature, as testified by, for instance, Henry David Thoreau's *Walden* (1854), Ernest Callenbach's *Ecotopia* (1981), and Geoffrey Reggio's *Koyaanisqatsi* (1982), to name only a few examples.

The narrative of sustainability, however, does not merely touch the ecological, but other areas as well. Particularly in a time of ongoing crisis, questions of sustainability touch the economic sphere, which is intimately related to politics. The project of European integration is severely put to the test, challenging once rather optimistic and hopeful conceptions of solidarity and supranational cooperation. In several Western countries, the political framework of democracy itself appears put to the test — both domestically and internationally —, and new movements from the left and right have been questioning the status quo.

This has raised concerns over cultural matters as well, specifically with regard to reemerging national and nationalist narratives, responses to immigration old and new, to questions of cultural and ethnic identity, as well as the intersections of science and politics as they are manifesting itself in areas of energy, health, environmental and climate policy, for instance.

Such challenges have also affected the nature and functions of education, especially given that education can be said to be related to finding a working and sustainable narrative for the future. With current conceptions and frameworks in flux and under review, it is the area of education that may be one of the deciding factors in whether our current ways of living are sustainable or not.

The 2014 Transatlantic Students Symposium will be dedicated to finding approaches to the challenge posed by such questions of sustainability. Students from North America and Europe will conduct a common field trip to New Mexico and Oregon, prepared academically by classes at the three participating universities, Humboldt-University Berlin, Oregon State University, and the University of Warsaw.

## 4. 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

## 5. 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, contacting me via e-mail, requesting an individual appointment, or simply talking to me before or after class.
- 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.

## **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.

#### ***Before Regular Seminar Session 1***

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*Koyaanisqatsi (Life out of Balance, Godfrey Reggio)*, Documentary, 1982.

Screening before class –**Thursday, Jan 9, Gilkey Hall, 305, 7 PM**

Please read the texts for the Friday Session in advance

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

#### ***Week 1: January 10: Introduction / From Nature to Ecology***

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Introduction

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

Thoreau, Henry David. *Walden; or, Life in the Woods*. 1854. 1-18.

Serres, Michel. "Revisiting *The Natural Contract*." Kroker, Arthur and Marilouise Kroker (eds.). *1000 Days of Theory*. CTheory.net, 5.11.2006. 1-9. <http://www.ctheory.net/articles.aspx?id=515>

Denevan, William M. "The Pristine Myth: The Landscape of the Americas in 1492." *Annals of the Association of American Geographers*, 82(3), 1992. 369-385.

Cronon, William. "The Trouble with Wilderness; or, Getting Back to the Wrong Nature." Cronon, William (ed.). *Uncommon Ground: Rethinking the Human Place in Nature*. New York: W. W. Norton, 1995, 69-90.

#### ***Week 2: January 17: Community and Identity***

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

Anderson, Benedict: *Imagined Communities. Reflections on the Origin and Spread of Nationalism*. Rev. Ed., New York: Verso, 2006. 9-65.

Appiah, Kwame Anthony. *The Ethics of Identity*. Princeton, NJ: Princeton UP, 2005. 1-35.

Clifford, James. "Traditional Futures." *Questions of Tradition*, ed. by Mark Phillips and Gordon Schochet, University of Toronto Press, 2003, 32p.

Said, Edward. "Invention, Memory, and Place." *Critical Inquiry*, Vol. 26, No. 2 (Winter, 2000), 175-192.

### ***Week 3: January 24: The Pastoral, The City, and the Onset of Modernity***

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

Marx, Leo. "The Machine in the Garden." *The New England Quarterly*, Vol. 29, No. 1 (March 1956), 27-42.

Jacobs, Jane. *The Death and Life of Great American Cities*. New York: Random House, 1961/1989. 1-10.

Williams, Raymond. *The Country and the City*. Oxford: Oxford UP, 1975. 60-67.

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

Welch, James. "In My Lifetime." In: *Riding the Earthboy 40*. 1971. New York: Penguin, 2004. 23.

Handout, Theories of Modernity

### ***Week 4: January 31: Rethinking Nature***

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

Keeling, Paul M. "Beyond the Symbolic Value of Wildness." *International Journal of Wilderness* 13:1 (April 2007): 19-23.

Biehl, Janet and Peter Staudenmaier. *Ecofascism: Lessons from the German Experience*. Edinburgh: AK Press, 1995, 3-25.

Krech, Shepard. "Reflections on Conservation, Sustainability, and Environmentalism in Indigenous North America." *American Anthropologist*, Vol. 107, Issue 1, (2005), 78-86.

Tallbear, Kimberly. "Shepard Krech's *The Ecological Indian*: One Indian's Perspective." *The Ecological Indian Review* (September 2000): 1-5.

### ***Week 5: February 7: Sustainable Education / Imagining the Future***

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#### ***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>

Hopkins, Charles and Rosalyn McKeown. "Education for Sustainable Development. An International Perspective", Tilbury, Daniella., Robert B. Stevenson et al. (eds). *Education and Sustainability Responding to the Global Challenge*. Cambridge:International Union for Conservation of Nature and Natural Resources, 2002, 13-24.

Hayles, N. Katherine. *How We Became Posthuman. Virtual Bodies in Cybernetics, Literature, and Informatics*. Chicago, IL: The University of Chicago Press, 1999, xi-xiv, 1-24, 283-291.

Rifkin, Jeremy. "The Empathic Civilization." Address Before the British Royal Society for the Arts, May 15, 2010, 1-11.

Diamond, Jared. *Collapse*. London: Penguin, 2011. TED Talk Video:  
<http://www.youtube.com/watch?v=IESYMFtLIis>



## **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 13, 8-10 AM: Video Conference (#TBC)***

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Upload Presentation Outlines Beforehand

### ***Week 6 Session 2: February 14: Research Workshop 1***

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

### ***Week 7: February 21: Research Workshop 2***

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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 28: Presentation Session I***

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***Assignment 5: Research Presentation***

### ***Week 9: March 7: 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 14: Practicalities, Concluding Discussion (Dead Week)***

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

### ***Week 11: March 21: 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)***

- Anderson, Benedict: *Imagined Communities. Reflections on the Origin and Spread of Nationalism*. Rev. Ed., New York: Verso, 2006, 9-65.
- Appiah, Kwame Anthony. *The Ethics of Identity*. Princeton, NJ: Princeton UP, 2005, 1-35.
- Biehl, Janet and Peter Staudenmaier. *Ecofascism: Lessons from the German Experience*. Edinburgh: AK Press, 1995, 3-25.
- 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>
- Denevan, William M. "The Pristine Myth: The Landscape of the Americas in 1492." *Annals of the Association of American Geographers*, 82(3), 1992, 369-385.
- Hayles, N. Katherine. *How We Became Posthuman. Virtual Bodies in Cybernetics, Literature, and Informatics*. Chicago, IL: The University of Chicago Press, 1999, xi-xiv, 1-24, 283-291.
- Hopkins, Charles and Rosalyn McKeown. "Education for Sustainable Development. An International Perspective", Tilbury, Daniella., Robert B. Stevenson et al. (eds). *Education and Sustainability Responding to the Global Challenge*. Cambridge:International Union for Conservation of Nature and Natural Resources, 2002, 13-24.
- Jacobs, Jane. *The Death and Life of Great American Cities*. New York: Random House, 1961/89, 1-10.
- Keeling, Paul M. "Beyond the Symbolic Value of Wildness." *International Journal of Wilderness* 13:1 (April 2007): 19-23.
- Koyaanisqatsi (Life out of Balance, Godfrey Reggio)*, Documentary, 1982.
- Latour, Bruno. *Politics of Nature. How to Bring the Sciences into Democracy*. Cambridge, Mass.: Harvard UP, 2004, 9- 32.
- Rifkin, Jeremy. "The Empathic Civilization." Address Before the British Royal Society for the Arts, May 15, 2010, 1-11.
- Serres, Michel."Revisiting *The Natural Contract*." Kroker, Arthur and Marilouise Kroker (eds.). *1000 Days of Theory*. CTheory.net, 5.11.2006, 1-9. <http://www.ctheory.net/articles.aspx?id=515>
- Thoreau, Henry David. *Walden; or, Life in the Woods*. (1854), 1-18.

### ***Additional Required Texts at OSU***

- Clifford, James."Traditional Futures." *Questions of Tradition*, ed. by Mark Phillips and Gordon Schochet, University of Toronto Press, 2003, 32p.
- Cronon, William. "The Trouble with Wilderness; or, Getting Back to the Wrong Nature." Cronon, William (ed.). *Uncommon Ground: Rethinking the Human Place in Nature*. New York: W. W. Norton, 1995, 69-90.
- Diamond, Jared. *Collapse*. London: Penguin, 2011. TED Talk: [youtube.com/watch?v=IESYMFtLLis](http://youtube.com/watch?v=IESYMFtLLis)
- Krech, Shepard. "Reflections on Conservation, Sustainability, and Environmentalism in Indigenous North America." *American Anthropologist*, Vol. 107, Issue 1, (2005), 78-86.

- Marx, Leo. "The Machine in the Garden." *The New England Quarterly*, Vol. 29, No. 1 (March 1956), 27-42.
- Said, Edward. "Invention, Memory, and Place." *Critical Inquiry*, Vol. 26, No. 2 (Winter, 2000), 175-192.
- Tallbear, Kimberly. "Shepard Krech's *The Ecological Indian*: One Indian's Perspective." *The Ecological Indian Review* (September 2000): 1-5.
- Welch, James. "In My Lifetime." In: *Riding the Earthboy 40*. 1971. New York: Penguin, 2004. 23.
- Williams, Raymond. *The Country and the City*. Oxford: Oxford UP, 1975.

### ***Additional Recommended Texts***

- Agrawal, Arun. "Dismantling the Divide Between Indigenous and Scientific Knowledge." *Development and Change*, Vol. 26 (1995), Institute of Social Studies, Oxford: Blackwell Publishers, 1995, 413-439.
- Appiah, Kwame Anthony. "Cosmopolitan Patriots." *Critical Inquiry*, Vol. 23, No. 3, Front Lines/Border Posts (Spring, 1997), 617-639. <http://appiah.net/wp-content/uploads/2010/10/Cosmopolitan-Patriots.-Critical-Inquiry-23.3.-1997.pdf>
- Asdal, Kristin, Brita Brenna and Ingunn Moser (eds.). *Technoscience. The Politics of Interventions*. Oslo: Oslo Academic Press, 2007.
- Bataille, Georges. *The Accursed Share: An Essay on General Economy*. New York: Zone Books, 1988.
- Buell, Lawrence. "Toxic Discourse." *Critical Inquiry*, Vol. 24, No. 3 (Spring, 1998), pp. 639-665.
- Carson, Rachel. *Silent Spring*. New York: Houghton-Mifflin, 1962. 1-37.
- De Certeau, Michel, Fredric Jameson and Carl Lovitt. "On the Oppositional Practices of Everyday Life." *Social Text*, No. 3 (Autumn, 1980), pp. 3-43.
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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

Fri	3/21	Arrival of all groups in Albuquerque, NM Joint Dinner
Sat	3/22	Albuquerque, NM to Grants, NM SITE VISITS: Valle Encantado or Rio Grande Farm; Isleta Pueblo; Acoma Pueblo
Sun	3/23	Grants, NM to Gallup, NM SITE VISITS: Chaco Canyon, NM; Church Rock, NM
Mon	3/24	Gallup, NM to Cortez, CO SITE VISITS: Navajo Nation HQ at Window Rock, AZ; Monument Valley
Tue	3/25	Cortez, CO to Santa Fe, NM SITE VISITS: Mesa Verde NP; Jicarilla Apache IR, NM; Taos Pueblo, NM
Wed	3/26	Santa Fe, NM to Albuquerque, NM SITE VISITS: Santa Fe Japanese Internment Camp memorial site; New Mexico Environment Department; Los Alamos, NM
Thu	3/27	Albuquerque, to Corvallis, OR (Flight and Vans) SITE VISITS: Quivira Coalition; University of NM
Fri	3/28	Corvallis, OR Conference, Part 1
Sat	3/29	Corvallis, OR Conference, Part 2 Farewell Dinner with Alumni
Sun	3/30	Departure

## **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.