POL 2001/GCL 2001 Introduction to Political Science

Professor Liang
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Class Hours: TR 12:00-1:40

Office: T4100, by appointment only. How to make an appointment professionally: in a brief e-mail, explain specifically the purpose of the appointment request. Include in the email your weekly schedule, specifying when you are generally available. Respond to Google Calendar invitation promptly.

My work day begins at 3:40 AM. During the semester I work seven days a week. Putting off problems and questions until the very last minute or demanding a meeting with short notice is rude and selfish. Ask questions, in class, early. Make appointments for meetings as you would like others to do so with you.

E-mail: HLIANG@CSS.EDU Business hours only. No phone calls. Use e-mail to request an appointment. Questions, discussions should be in person. For good advice on how to e-mail your professors, see: http://web.wellesley.edu/SocialComputing/Netiquette/netiquetteprofessor.html

Your professor will not reply to rude, presumptuous, or poorly crafted e-mails. Check the syllabus and your notes before you write.

If you have access to Facebook you should join: The CSS History and Politics Club Group at: https://www.facebook.com/groups/313796351923/

And “like” The North Star Reports Page at: https://www.facebook.com/NorthStarReports/
I. Professor Liang’s philosophy on learning and teaching

1. You will take full responsibility for your education
2. You will read, think, and write critically
3. You will make important connections between past and present, between theory and practice, between academe and the world
4. You will seek knowledge and wisdom from all sources, especially from one another
5. You will learn that there is no such thing as pointless digression in a scholarly dialogue
6. You will critique one another’s ideas with a positive, courteous, and scholarly spirit
7. You will not obsess about grades
8. You will learn that the universe does not revolve around us
9. You will learn that higher education is not a consumer product, that you are here to become a scholar, that scholars are respected when we choose to seek the truth, protect the weak, and promote justice for all

On General Education

Throughout this semester Professor Liang will explain the nature of a liberal and humanistic education, and the importance of three levels of general education skills – content knowledge skills, transferable intellectual skills, and professional, life skills – for a citizen of our interconnected and diverse planet. You will be taught why knowledge/education without wisdom and compassion are dangerous. It’s not just what we “can” do, it’s what we “should” do. Professor Liang will explain why, regardless of the utilitarianism and anti-intellectualism of contemporary United States, general education classes are your most important classes during your time in college. Properly taught and approached by students, these classes teach critical and transferable academic, professional, and intellectual skills (critical thinking, professionalism, research analysis, etc.). They should also teach a distinctive spirit and attitude regarding life and knowledge (empathy, wisdom, ethics, long term abstract thinking ….) for those of us fortunate enough to receive an education.

Three categories of skills you will learn are:

1. Content knowledge skills – politics, global citizenship, history, connections, here and there, now and then.

2. Transferable intellectual skills – critical analysis, problem solving, deep reading, clear writing, real research, etc.

3. Professional, life skills – listening, putting away gadgets, writing proper professional emails, deportment, conduct, empathy, “soft skills” etc.

Ultimately it is your job as a student to approach all of your classes and professional life thusly; and to learn to explain to others what you have learned, and why they are important.
Equal Access Statement

Whenever there are issues, please email Professor Liang as early as possible. Every effort will be made to ensure that every student will have a positive and educational semester as a part of our classroom community.

From the college: “Students with disabilities, students who sustained injury in active military service, and students with chronic medical conditions are entitled to appropriate and reasonable auxiliary aids and accommodations through The Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. It is the student's responsibility to notify the Disability Resource Center as soon as possible to ensure that such accommodations are implemented in a timely fashion. For more information or to request academic accommodations, please contact The Disability Resource Center in Tower Hall 2126; by phone at (218) 723-6747, 218-625-4891; or via e-mail at disabilityresourcecenter@css.edu “

Academic Honesty Statement

You are encouraged to collaborate with your classmates. You will be credited for consulting materials far and wide, from books and journals/magazines, to newspapers and the Internet, to “blogs” and newsgroups. You must, however, take these sources (other people’s ideas), comprehend them, digest them, critically evaluate them, add your own ideas, and then express your own ideas in your own words -- while giving due credit to outside sources you’ve consulted.

Cases of plagiarism will result in an F for the course. When in doubt, check with the professor.

II. The Class

What is Political Science? Is it a science, and if so, how and why? Is it possible (or desirable) to study the politics of billions of human beings living on all the continents, speaking thousands of languages, engaging in innumerable tasks, practicing different faiths? What does political science have anything to do with us humble, ordinary folks?

Throughout the semester we will explore thematic and theoretical categories such as legitimacy, social contracts, development and modernity, human rights and collective sovereignty, the state and “the people”, and globalization and its many benefits and discontent. We will also discover ways to connect these global, human concerns with local issues. In short, we will be at once theoretical and scholarly, while constantly being mindful of how politics influence our own communities and lives, and what we may do to change them. Our emphasis this semester, in particular, is to broaden our knowledge by thinking on a global level, to cut across artificial lines imposed by the ideology of nation-states, while at the same time interrogate and analyze the local
and immediate political surroundings we inhabit – including, but not exclusive to, a political analysis of our college.

You will be asked to provide your own questions/research agenda. In turn, as you provide your own research agenda you will also analyze and critique the research agenda of the authors/narrators (including the professor’s) we encounter this semester.

This is a reading, research, and discussion-centered course. There will be no lectures. The main narrative will be provided by the texts. How much of the information you absorb is entirely your responsibility. Other materials used during this semester: newspaper articles, online essays, and documentaries will supplement and enhance the historical outlines provided by the text. Finally, basic methodological issues/problems will be covered during class discussions (see the semester schedule outlines for the basic questions involved).

We will use a variety of materials -- textbook, web based articles, news reports, documentaries -- and employ different discussion formats, formal presentations, small group discussions, debates, and brief critical essays. All of this will culminate in a final assignment, in which small groups of students will be given a class session to present their findings to the class. Students will use this opportunity to weave together the thematic and methodological issues addressed during the semester.

Throughout the semester you will work individually, and as a part of smaller “task forces,” to help the class dissect the reading material, news reports, and documentaries we will critique. As with all of my classes, students are invested with great respect, and greater expectations – what you derive from these fifteen weeks will depend solely on your discipline, commitment, professionalism, and attitude. All of my students are respected as scholars and thinkers. I expect no less from all of you.

III. Reading List

**Required texts:**

*You will be instructed on which book to bring to each class session; you are required to have your own books, check your school email daily for additional reading assignments.*

Jenny Edkins and Maja Zehfuss, eds., *Global Politics: A New Introduction SECOND EDITION*

Magedah E. Shabo, *Techniques of Propaganda and Persuasion*

**PRINT EDITION ONLY, NO E-BOOKS PLEASE.**

SOLAR Scholarly Articles: [http://libguides.css.edu/CSSLibrary](http://libguides.css.edu/CSSLibrary)

The North Star Reports Page: [http://NorthStarReports.org](http://NorthStarReports.org)
News articles (provided by you; see the sites below)
Articles/Documents online (Schedules TBA):

IV. Research Resources – This is an abridged, introductory list

The sites below are where you should supplement all preliminary research (start with the UMD, Duluth Municipal, and CSS library sites). They also serve as guides – whether for research, or for the news assignments – for what constitutes credible and scholarly sources of information. Whenever the word “research” is used for this class, start here (not Google, Bing, Wikipedia, etc. ....)

The Middle Ground Journal at http://themiddlegroundjournal.org
Professor Liang at http://ProfessorLiang.org
North Star Reports at http://NorthStarReports.org
North Star Reports Facebook Page at https://www.facebook.com/NorthStarReports
History and Politics Facebook page at: https://www.facebook.com/groups/313796351923/
SOLAR – CSS Library Website at: http://libguides.css.edu/CSSLibrary
Digital Public Library of America at http://dp.la/

For full list, see: http://professorliang.org/research/

Some of the English language news sites I read daily:

For full list, see: http://professorliang.org/current-events/

The only electronic/tee-vee news outlets I endorse are CNBC, the Colbert Report (alas!), and the Daily Show (alas!). Watch CNN/MSNBC/Fox/ABC/NBC/CBS at your own risk. News aggregates (Drudge, Google) and blogs are fine – but be mindful of your own level of passivity/activism in the acquisition of information.

V. Assignments (Subject to change)

You must have a notebook dedicated to this class – the notebook must be present during class, occasionally I will ask to see them. You must take reading notes, preferably in the notebook, certainly within the books, I will occasionally ask to see them, too. You must document your research within your notebook as well.

Attendance: There is no “excused” or “unexcused” absence for this course. Ordinarily I will not take attendance. You are expected to be in class, on time, and participate fully. You do not need to e-mail if you are absent. You must not email after an absence asking to “make up” the work, or to see if you “missed anything important.” Athletic and extracurricular activities are no more or less important than anything else the rest of us might otherwise choose to do – asking your coaches to write me is unacceptable. You should ask classmates for notes; you should ask
classmates for information on how to prepare for the next class session; **in-class exercises that have been missed because of an absence are missed, forever.**

**20% - In-class exercises/group activities.** May include, but not limited to: reviews, essays, brief reaction papers, QQTPs, chapter analyses/debates/presentations/essays. You will be instructed in class on how to complete these assignments, partial or no credits may be rendered depending on how well you followed instructions. While extraordinary, should the class show up woefully unprepared, it is possible that unplanned quizzes may be held. Use of cellphones, other electronic devices, eating food, and other disruptive activities during class will lead to being marked down for these points.

**At each class session,** unless otherwise noted, every student must turn in the following item on the assigned reading of the day:

**A typed, printed, reading summary essay** with the following:

- At least **two** questions based on the chapter – these questions must pertain to specific quotes/ideas (with page numbers) from the chapter. These ideas must not be clustered within one part of the chapter!
- At least **two** important quotes (limited to a couple of sentences) – and an explanation of why you chose them as the most important.
- Later on this semester find at least one specific element in this chapter (page numbers!) that you will use for your semester-long research project and briefly explain in a paragraph why/how.

**Do not use the questions provided by the texts nor by this syllabus! You may not turn this item in late, you may not turn it in by e-mail, you may not turn this in without attending the class, and credit will not be given if it is not typed and printed. You should keep your own copies of each summary for your own use later in the semester.**

You may be asked to present either the chapter(s) summary/questions and/or the news analysis/questions at any time.

**15% Read and comment on The North Star Reports. Each Week** you should find **TWO** essays published on The North Star Reports site, at [http://NorthStarReports.org](http://NorthStarReports.org)

Read them, leave a comment of at least **5 sentences per essay** on the site – these may be questions, ideas, reactions. An important element of this assignment is learning to communicate across **boundaries,** where we define boundaries broadly, globally, and fluidly – this is a soft skill we will discuss all semester. An important part of this skill is to simply acknowledge our ignorance, and to humbly and politely ask questions whenever we meet human beings from different backgrounds. During the beginning of the semester, most of these lessons will be delivered by Professor Liang and published NSR student writers. As the semester progresses, you will be invited to join the conversation and participate as thinkers/writers. Remember, this is a public site! You may be asked to discuss these essays in class at any time. **Deadline every week is 12PM NOON Friday. Recorded once a week.**
**Weekly News Annotation.** This assignment is due as an e-mail only. Once a week you should read and comment on one news article. This may be any news of any global and/or historical significance, from a credible site see [http://professorliang.org/current-events/](http://professorliang.org/current-events/) – you must include a link to the article and the following, three separate, clearly labeled paragraphs. 1. Summary and Importance: briefly summarize the main points of the report and why they are significant. 2. Content Analysis: find specific points from the article and use our class discussions and readings to analyze these issues. 3. Methodological Analysis: what are the strengths and weaknesses of the article, reporting, and analysis? Be specific, and explain how you would do things differently. Remember, I will randomly call on you during our sessions to share your news analysis. Deadline every Friday, 12PM. Recorded once a week.

**For NSR assignments, pay attention during class. Later in the semester specific, text/discussion based assignments will be integrated into these weekly activities.**

**20% - Chapter Summary Presentations and/or Current Event/Thematic Presentations – you will present from your seat:** Each session students will be assigned to present and analyze news reports and answer questions. Students will also be assigned to summarize and analyze the assigned readings -- the selected students will provide questions and lead the class discussions. News reports should make specific references to the assigned chapter; chapter reports should make specific references to ongoing news items.

The schedules of presentations will be emailed to you approximately a week before due date. Students will present from their seats.

**For the chapter summary from the assigned readings presentation** you should, at minimum, do the following:

1) The first two slides must be a succinct summary/overview of your report – depending on time/scheduling, that may be the only slide we use in class. I may also choose to not show your slides because of time constraint – full credit will be given whether the slides are used or not.

   - A brief synopsis of the main arguments and findings (who, what, when, where, how)
   - How does the material in this chapter relate to issues discussed in class and other readings?
   - Assess the strengths and weaknesses of the methodology, evidence, and arguments of the author(s) – be specific.

2) The next three slides should consist of three questions based on your assigned section of the chapter – one slide, one question. The questions should not be longer than a sentence, the rest of the slide should consist of maps, pictures, etc. You may also base questions on maps and pictures in your section.

What makes for a good question? It should be open ended. It should be based on something your classmates have/should have read, a map they should study, a picture they should have examined. You are encouraged to specifically instruct your classmates to read a section of the
chapter, or examine a map, or study a series of pictures in the chapter in order to answer your questions.

3) Each question slide should be followed by a slide with your own answers to your four questions – we may or may not use them, depending on the status of the class discussion.

Each slide must have at least one illustration (a photo, an artifact, a map, etc.) The presentation is due by e-mail at the designated time.

For a current event/thematic presentation, you should focus on one subject – for e.g., “War in Iraq,” “Earthquake in Japan,” or “Independence of South Sudan,” – anything with a connection to what we are reading/discussing -- while following the general rules listed above for the chapter summaries. Adhere to the following basic rules:

1) Find at least three articles/reports – for a list of approved news sites, see the section in this syllabus. They should come from different news organizations, be in varied formats, and come from different areas of the world.
2) Print out these reports, read them, and staple them together to be turned in.
3) While the first slide should give an overall summary of the story, with maps and other visual aids, each article should have at least one slide to summarize how it differs from the other articles. What should we know in terms of the news organization, reporters, people quoted, location of the dispatch, which would enhance our ability to understand the report and evaluate its usefulness? How should we assess the methodology, evidence, and approaches utilized by the reporter? How are you making specific connections between these news reports and what we have read, studied, and discussed?
4) Throughout the presentation you should make specific linkages between the news articles and the assigned chapter(s) – give page numbers and quotes from the text(s).

Each slide should contain at least one quote, one discussion question, and an illustration (map, photo, etc.). I may edit/revise accordingly. The presentation is due by e-mail the designated time.

Issues to meditate upon when designing a presentation:

- Maps and pictures are always good – but choose them and use them with care
- Multimedia aids may be used but should be chosen judiciously – 2-3 minutes, PG-13 or milder, contextualized
- Too many words on a slide will kill any presentation no matter how wonderful it is – if you find yourself lowering the font size, stop!
- Use empathy – imagine yourself in the audience, what is the attraction/importance of each slide/point?
- Think in terms of time and pacing – a class, a presentation, a lecture is no different than a concert, a baseball game, or a play – you are the director/writer/actor/pitcher, have a plan, practice (!!), and have back-up plans! For example, what will you do if you finish much earlier than expected? Which slides will you jettison should your classmates pepper you with cogent and wondrous questions?
20% - Mid Semester Research and Presentations – you will present in front of the class
Further specifications for this assignment will be explained during class sessions. This project
will be used to bridge the scholarly/theoretical with the real world/problems of persuasion in a
democratic society. Particularly important for this project is for students to use the scholarly
skills we will discuss all semester so as to understand complicated political issues from multiple
perspectives – particularly issues and perspectives one disagrees with. These skills are
particularly important in understanding the perspectives of historically marginalized groups
across the globe. This project will include: 1. An extensive annotated bibliography with a
mandatory list of research items to cite from SOLAR and elsewhere, and bibliographic essay, 2.
A component on propaganda/manipulation of information in the political social world, 3. An
even handed scholarly analysis, 4. An in class presentation with an emphasis on the skills of deep
research conveyed in an accessible manner to a diverse audience, and 5. An after presentation
self-analysis of the research, design, and execution of the project.

10% - Final Portfolio and Presentations:
Further specifications for this assignment will be explained during class sessions.

Failure to present during assigned session or turn in the mid semester and/or final
assignment will result in an F for the course.

VI. Course Outline

SUBJECT to CHANGE: CHECK YOUR EMAIL AND CLASS NOTES FOR
MODIFICATIONS. Whether or not we discuss the readings in class you must keep up with
the schedule of reading. Assignment of news presentation, other presentation, and other
assignment for the following session are posted as the first slide of every class – if you are
absent or tardy, it is up to you to check with your classmates on this information.

WEEK ONE (9/3) NO CLASS MONDAY, Labor Day

Tuesday (T) Bring Syllabus and Edkins and Shabo to class; Discuss books, discuss e-mailed
items (see email).

READ The syllabus; Professor Liang Class Rules and Instructions; Advice from Professor
Liang’s Former Students, and Professors’ Pet Peeves
https://thesocietypages.org/socimages/2014/08/25/professors-pet-peeves/ ; Preface, About the
Authors, and Credits., Map, Introduction, Back-cover of all texts.

Read also: Overconfident Students, Dubious Employers
http://www.insidehighered.com/news/2018/02/23/study-students-believe-they-are-prepared-
workplace-employers-disagree , and

Thursday (R) Convocation.
Read: Shokunin Kishitsu and the five elements of true mastery http://www.presentationzen.com/presentationzen/2015/05/the-five-secrets-to-mastery.html, and
And “WRITE A SENTENCE AS CLEAN AS A BONE” AND OTHER ADVICE FROM JAMES BALDWIN https://lithub.com/write-a-sentence-as-clean-as-a-bone-and-other-advice-from-james-baldwin/ and,
How We Broke Democracy https://medium.com/@tobiasrose/empathy-to-democracy-b7f04ab57eee

WEEK TWO (9/10)


WEEK THREE (9/17)
T Shabo Chapters 1-6, and What Does This Professor Know About Conspiracy Theorists That We Don’t? https://www.chronicle.com/article/What-Does-This-Professor-Know/244163?cid=wcontentlist_hp_latest

R Edkins Chapter 9 How does the way we use the internet make a difference, and HOW TO TACKLE CONSPIRACY THEORIES IN POLITICS https://psmag.com/news/how-to-tackle-conspiracy-theories-in-politics

WEEK FOUR (9/24)
T Shabo Chapters 7-11; and WHAT CAN WE SALVAGE OF OBJECTIVITY? https://lithub.com/what-can-we-salvage-of-objectivity/
Immigration NSR Assignment Workshop

R Edkins Chapter 10 Why is people’s movement restricted?
WEEK FIVE (10/1)
T Documentary: North Korea Migrants 55:00
R Edkins Chapter 12 How do people come to identify with nations?

WEEK SIX (10/8) Advisement Wednesday
T Edkins Chapter 5 Who do we think we are?
R Shabo Chapters 12-18; Immigration NSR Assignment Due by Email

WEEK SEVEN (10/15) Advisement
T Edkins Chapter 6 How do religious beliefs affect politics?
R Shabo Chapters 19 to Conclusion. Immigration NSR Assignment Discussion

WEEK EIGHT (10/22)
T ? Edkins Chapter 14 Is democracy a good idea?
R ? Edkins Chapter 15 Do colonialism and slavery belong to the past?

WEEK NINE (10/29)
T Presentations or Documentary: Please Vote for Me 58:00
R ? Edkins Chapter 16 How does colonialism work?

WEEK TEN (11/5)
T ? Edkins Chapter 20 How can we end poverty?
R ? Edkins Chapter 19 Why are some people better off than others?

WEEK ELEVEN (11/12) Presentations
T ? Edkins Chapter 22 Why does politics turn to violence?
R ? Edkins Chapter 24 What makes the world dangerous?

WEEK TWELVE (11/19) **Thanksgiving** Presentations
T Open

WEEK THIRTEEN (11/26) Presentations
T
R

WEEK FOURTEEN (12/3) Presentations
T
R

WEEK FIFTEEN (12/10) Presentations
T
R Open

**FINAL PORTFOLIO DUE, AT FINAL EXAMINATION PERIOD (SEE REGISTRAR’S SITE FOR TIME AND PLACE)**
Appendix: For the college’s General Education program, this course fulfills the following items (see sections highlighted):

Conceptions courses introduce disciplinary Pathways of study at the 1000- and 2000-levels while focusing on at least one Personal & Social Responsibility value and at least four Intellectual & Foundational Skills.

Pathway Indicators. Social Sciences.

The Social Sciences study psychological, economic, social, cultural, and/or political thinking and behavior in individuals and societies. Students discover the interconnectedness and relationships among motivation, learning, and development, including the causes and implications of differences and similarities among people.

A course in this Pathway must address at least three of the following indicators:

1. Address using a broad focus, one or more of the following: psychosocial, economic, social, cultural and/or the political thinking of individuals and societies.
2. Examine the relationships and interconnectedness between motivation, learning, development and change.
3. Explore the causes and implications of differences and similarities among people.
4. Explore alternative theoretical frameworks, which have been used to offer meaningful explanations of social phenomena.

Conceptions-level course.

All coursework in the Veritas program balances disciplinary breadth, values, of personal and social responsibility, and foundational intellectual skills.

Each Conceptions-level course (1000- or 2000-level) will include a focus on one of the following personal and social responsibility values:

- Civic Knowledge and Engagement
- Diversity: Intercultural Knowledge and Competence
- Ethical Reasoning

Each Conceptions-level course will engage students in building at least four of the following intellectual and foundational skills:

- Inquiry and Analysis See for e.g., page 12, Mid Semester Research Project
Critical Thinking See for e.g., pages 10-11, Chapter Summary and/or Current Event Presentation

Creative Thinking

Written Communication

Oral Communication

Reading and Interpretation See for e.g., page 9, Reading Summary Essay

Quantitative Literacy

Information Literacy See for e.g., page 10, North Star Reports News Update (Annotation)

Teamwork

Problem Solving

For the Personal & Social Responsibility value and for each Intellectual & Foundational skill, a related assignment must be identified that specifically addresses that outcome. Faculty will use specific rubrics and indicators (beginning with the AAC&U VALUE rubrics, but other in-house indicators and rubrics will be developed) to assist in the design of these assignments. The General Education Committee will use those same rubrics and indicators when deciding whether a course meets the criteria for the Veritas curriculum. Of course faculty are free not to use the rubrics for grading purposes.

Value Indicators.

For the Personal & Social Responsibility value and for each Intellectual & Foundational skill, a related assignment must be identified that specifically addresses that outcome. Faculty will use specific rubrics and indicators to assist in the design of these assignments. The General Education Committee will use those same rubrics and indicators when deciding whether a course meets the criteria for the Veritas curriculum. For each Personal & Social Responsibility value, faculty must address the outcome indicators below. Of course, faculty are free not to use the rubrics for in-class grading purposes.

Civic Engagement.

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes."(Excerpted from Civic Responsibility and Higher Education, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.
A course connecting to this outcome must address at least three of the following indicators, using the AAC&U Civic Engagement VALUE Rubric as a guide:

1. Diversity of Communities and Cultures
2. Analysis of Knowledge
3. Civic Identity and Commitment
4. Civic Communication
5. Civic Action and Reflection
6. Civic Contexts/Structures

Ethical Reasoning.

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students’ ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

A course connecting to this outcome must address at least three of the following indicators, using the AAC&U Ethical Reasoning VALUE Rubric as a guide:

1. Ethical Self-Awareness
2. Understanding Different Ethical Perspectives/Concepts
3. Ethical issue Recognition
4. Application of Ethical Perspectives/Concepts
5. Evaluation of Different Ethical Perspectives/Concepts

**Intercultural Knowledge and Competence.**

A course connecting to this outcome must address at least three of the following indicators:

1. Identity & Self-Awareness
2. **Perspective-taking and Openness** See for e.g., page 12, Mid Semester Research Project
3. Structural systems of power, privilege, and oppression
4. **Knowledge of historically disadvantaged groups (domestic or global)** See Reading Summary Essays, Class Discussion, Chapter Presentation, and Current Events Presentation for Week Two Tuesday; Week Four Thursday; Week Eight Thursday; Week Nine both sessions; and Week Ten Tuesday

5. Reducing oppression

6. **Communication** See for e.g., page 10, Reading and commenting on North Star Reports articles.