

Course Guide

Digital Media and Cultural Identities

CM4210

Academic Year 2019-2020

Term 2

Master Media Studies

Media, Culture & Society

Lecturer

Dr. Giulia Evolvi

2. Program Overview

Wk.	Subject(s)	Literature	Activities
1.	Introduction: digital media and cultural identities	<ul style="list-style-type: none"> - Turkle (2003) - Baym & boyd (2012) 	Forming presentation groups
2.	Representation & (hashtag) activism: #BlackLivesMatter, #Ferguson and #noDAPL	<ul style="list-style-type: none"> - Hall (1990) - Bonilla & Rosa (2015) - Hinz & Clark (2019) 	Presentation Group 1
3.	Intersectionality, neo-liberalism, and gender: #MeToo and #MuslimWomensDay	<ul style="list-style-type: none"> - Banet-Weiser, Gill, & Rottenberg (2019) - Clark-Parsons (2019) - Pennington (2018) 	Presentation Group 2
4.	Performance, visibility, and queerness: Conchita Wurst and LGBTQ+ migrants	<ul style="list-style-type: none"> - Ahmed (2014) - Dhoest & Szulc (2016) - Pilipets (2018) 	Presentation Group 3
5.	Minority, religion, and identity: veils and turbans	<ul style="list-style-type: none"> - Said (1979) - Wheeler (2014) - Jakobsh (2015) 	Presentation Group 4
	No classes / study		Paper Outline: Deadline: December 13, 2019, 17:00
Christmas Holiday			
6.	Mediating the norm: profiles, selfies and body image	<ul style="list-style-type: none"> - Szulc, (2019) - Yadin-Segal, (2019) - Ging & Garvey (2018) 	Presentation Group 5
7.	Hate speech and antagonism: #StopIslam and #HimToo	<ul style="list-style-type: none"> - Carpentier & Cammaerts (2006) - Boyle & Rathnayake (2019) - Poole, Giraud, & Quincey (2019) 	Presentation Group 6
8.	Emotions, affects, activism: #Egypt and animal rights	<ul style="list-style-type: none"> - Bennett & Segerberg (2012) - Papacharissi & de Fatima Oliveira (2012) - Stokes & Atkins-Sayre (2018) 	Presentation Group 7
Deadline Final assignment: 30 January, 2020, 17:00			

Check <https://courses.eur.nl/#/2019-2020/detail/CM4210> for the latest timetable and dates

8. Course: Week-by-Week

WEEK 1: INTRODUCTION DIGITAL MEDIA AND CULTURAL IDENTITIES

This session will introduce the notion of cultural identities and have students critically reflect on the characteristics of digital technologies. Students will individuate and define key terms to be used throughout the course and start elaborating core questions to be answered during the term. Students will be encouraged to consider the notion of “identity” as fluid and dependent on various socio-cultural contexts. During the session, we will divide the students in groups for their presentation.

Learning Objectives

Students understand the key terms used during the course and critically address the notion of identity

- Students reflect on the characteristics of digital media and the changes they cause in the articulation of identities
- Students are familiar with course content and objectives

Required Readings

Turkle, S. (2003). Technology and human vulnerability. A conversation with MIT’s Sherry Turkle. *Harvard Business Review*, 81, 43–50, 131.

Baym, N. K., & boyd, danah. (2012). Socially mediated publicness: An Introduction. *Journal of Broadcasting & Electronic Media*, 56, 320–329. <https://doi.org/10.1080/08838151.2012.705200>

Required Preparation

1. Read the Course Guide
2. Read the assigned readings (in the suggested order)
3. Think about the topics that will be addressed each week and individuate those that better fit your academic interests

WEEK 2: REPRESENTATION & (HASHTAG) ACTIVISM: #BLACKLIVESMATTER #FERGUSON #NODAPL

This session will be dedicated to different modes of identity representation in media. It will address how mass media (e.g. television) traditionally represent certain groups, with a focus on stereotypes and misrepresentations. The students will reflect on how practices of representation and self-representation change (or do not change) with social networks such as Twitter and Facebook. In particular, race and ethnicity will be analysed as visible identity traits that can be subject to various forms of representation. By discussion the readings, students will analyse the cases of African-American and Native American activism.

Presentation: Group 1

Learning Objectives

Students think about the characteristics of digital media, and individuates similarities and differences with mass media

- Students reflect on the concepts of (mis)representation and stereotypes
- Students discuss and problematize the notions of “race” and “ethnicity,” specifically in connection with activism

Required Readings

Hall, S. (1990) The white of their eyes: Racist ideologies and the media. In M. Alvarado & J. Thompson, J. (Eds.), *The media reader* (pp. 28-52). London: BFI.

Bonilla Y., & Rosa. J. (2015). #Ferguson: Digital protest, hashtag ethnography, and the racial politics of social media in the United States. *American Ethnologist*, 42, 4–17.
<https://doi.org/10.1111/amet.12112>

Hinzo, A. M., & Clark, L. S. (2019). Digital survivance and Trickster humor: Exploring visual and digital Indigenous epistemologies in the #NoDAPL movement. *Information, Communication & Society*, 22(6), 1–17. <https://doi.org/10.1080/1369118X.2019.1573911>

Required Preparation

1. Read the assigned readings (in the suggested order)
2. Watch the Ted Talk “The Danger of a Single Story” by Chimamanda Ngozi Adichie
<https://bit.ly/1kMOnud>
3. Prepare 1-2 discussion questions about the Ted Talk and post them on the discussion board you will find on Canvas.

WEEK 3: INTERSECTIONALITY, NEO-LIBERALISM & GENDER: #MeToo AND #MUSLIMWOMENDAY

This session will analyse individual and collective strategies of identity representations online. Students will survey different modes of representation and self-representation by taking into account intersectionality. They will learn how identity traits such as gender, ethnicity, and religion can be performed on social media. In particular, the session will focus on the notion of gender and representations of women. It will also address different waves of feminism, problematizing the concepts of “post-feminism” and “pop-feminism.” Through the readings, students will become familiar with the implication of the #MeToo movements and with different understandings of World Women Day.

Presentation: Group 2

Learning Objectives

Students understand identity as fluid and involving multiple individual characteristics

- Students think about how individuals and groups can control identity narratives and visibility through online actions
- Students discuss the notions of gender and feminism

Required Readings

- Banet-Weiser, S., Gill, R., & Rottenberg, C. (2019). Postfeminism, popular feminism and neoliberal feminism? Sarah Banet-Weiser, Rosalind Gill and Catherine Rottenberg in conversation. *Feminist Theory*. <https://doi.org/10.1177/1464700119842555>
- Clark-Parsons, R. (2019). "I SEE YOU, I BELIEVE YOU, I STAND WITH YOU": #MeToo and the performance of networked feminist visibility. *Feminist Media Studies*, 1–19. <https://doi.org/10.1080/14680777.2019.1628797>
- Pennington, R. (2018). Making space in social media: #MuslimWomensDay in Twitter. *Journal of Communication Inquiry*, 42, 199–217. <https://doi.org/10.1177/0196859918768797>

Required Preparation

1. Read the assigned readings (in the suggested order)
2. Visit the website of the Bechdel test: www.bechdeltest.com/
3. Watch a movie of your choice
4. Reflect on how the movie portrays women and explain on the discussion board on Canvas why the movie passes (or does not pass) the Bechdel test

WEEK 4: PERFORMANCE, VISIBILITY & QUEERNESS: CONCITA WURST AND LGBTQ+ MIGRANTS

This session will continue to analyse the notion of self-representation online. In particular, it will focus on groups that are considered as “non-mainstream” within certain context and how they visually portray themselves online. By so doing, students will problematize the notion of “queer” as something perceived outside of dominant social norms. They will also discuss identities in relation to social relations and the concept of family. In discussing the readings, students will think about non-conventional gender performances and LGBTQ+ diasporic identities. Students will also start discussing their paper outlines.

Presentation: Group 3

Learning Objectives

Students discuss and problematize the idea of “mainstream” and “non-mainstream” identity

- Students think about how social networks can visually enhance the articulation of identities
- Students become familiar with the meaning of LGBTQ+ and learn about some online activities of LGBTQ+ people

Required Readings

- Ahmed, S. (2014). Queer feelings. In Ahmed, S. *The cultural politics of emotion* 144-167.). New York, Routledge Chapman Hall.
- Dhoest, A., & Szulc, L. (2016). Navigating online selves: Social, cultural, and material contexts of social media use by diasporic gay men. *Social Media + Society*, 2,. <https://doi.org/10.1177/2056305116672485>

Pilipets, E. (2018). Queer workings of digital affect: The hypermediated body of Conchita Wurst. *Transformations*, 31. Retrieved from: http://www.transformationsjournal.org/wp-content/uploads/2018/06/Trans31_08_pilipets.pdf

Required Preparation

1. Read the assigned readings (in the suggested order)
2. Watch this BBC video <https://bbc.in/2009rnkh>
3. Find a website or a social network page about a pride parade. It can be from your city/country, or from another place. It can be recent or historical.
4. Select one picture and post it on the discussion board on Canvas. Please select a public picture (e.g. published on a website or in an online magazine, not from a private social network account), and make sure you are comfortable showing and discussing the picture in class.
5. Start thinking about your paper and select possible topics you would like to write about.

ASSIGNMENT 1: PAPER PROPOSAL

Students will write a proposal for the final paper (see Assignment 2 for details on the paper)

Assignment Instructions

Students will:

- Describe the topic of the paper (see below for the description of case studies)
- Present a tentative thesis statement (e.g. “in this paper, I intend to demonstrate...” “with this case, I argue...”)
- Outline the structure of the paper, describing which aspects of the case studies will be explored and why
- Describe at least three readings that you want to use in your paper, and explain why they are relevant in 1-2 sentences. The readings need to be scientific articles. These three readings must not be articles assigned for the class

The students will have to briefly present (around 5 minutes) their paper topic in class after the submission of the paper proposal. The presentation will count as part of class participation.

Requirements

300-500 words long.

It should include at least three academic readings

DEADLINE: The proposal is due the **13th of December, 17:00**. Students need to submit their assignments on Canvas.

WEEK 5: MINORITIES, RELIGION & IDENTITY: VEILS AND TURBANS

This session will build on the previous week’s discussion on the concept of “mainstream” in relation to cultural identities. It will introduce the notions of “minority” and “diversity” in terms of identity

representation and self-representation. Students will familiarize with post-colonial approaches to the study of cultural identities and will reflect on different beliefs within migration society. By so doing, students will analyse the role of religion in contemporary society. In particular, students will use the readings to problematize the notion of cultural hybridity by looking at sartorial practices connected to religious beliefs.

Presentation: Group 4

Learning Objectives

- Students reflect on the notion of “minority” and its implication for the development and articulation of identities
- Students discuss post-colonial approaches as a way to understand hybrid cultural practices
- Students come up with a working definition of “religion” and analyse its role and visibility in society

Required Readings

Said, E. W. (1979). Introduction. in *Orientalism* (1st Vintage Books ed edition) 1-28. New York: Vintage.

Wheeler, K. R. (2014). Remixing Images of Islam. The creation of New Muslim women subjectivities on YouTube. *Online - Heidelberg Journal of Religions on the Internet*, 6.
<https://doi.org/10.11588/rel.2014.0.17364>

Jakobsh, D. R. (2015). Feminizing the Khalsa. *Sikh Formations*, 11(1–2), 190–209.
<https://doi.org/10.1080/17448727.2015.1023106>

Required Preparation

1. Read the assigned readings (in the suggested order)
2. Watch the video “What is religion?” on You Tube channel Religion for Breakfast
<https://bit.ly/2Ojg1Qc>
3. Reflect on the question “What is religion?” and write a short definition of religion. Do not look at books, articles, or dictionaries: it has to be what YOU think religion is (no need specifically to mention what you practice or not practice). Then post it on Canvas discussion board
4. Paper Outline is due this week

WEEK 6: MEDIATING THE NORM: PROFILES, SELFIES, AND BODY IMAGE
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This session will contextualize the previous discussions on “mainstream” and “minority” in relation to the way people present themselves as online personae. Students will reflect on authenticity of performances that collocates users within or outside what is generally considered “the norm.” In particular, the sessions covers the idea of “normal” in relation to beauty standards and (dis)ability. Through the readings, students will reflect on the use of social media as vehicles of narratives about health and appearance. Students will also present their outlines.

Presentation: Group 5

Learning Objectives

Students talk about the notion of authenticity in online profiles

- Students discuss performativity in relation to the physical appearance of online users
- Students reflect on (dis)ability and body image in relation to identity

Required Readings

- Szulc, L. (2019). Profiles, identities, data: Making abundant and anchored selves in a platform society. *Communication Theory*, 29, 257–276. <https://doi.org/10.1093/ct/qty031>
- Yadlin-Segal, A. (2019). What's in a smile? Politicizing disability through selfies and affect. *Journal of Computer-Mediated Communication*, 24, 36–50. <https://doi.org/10.1093/jcmc/zmy023>
- Ging, D., & Garvey, S. (2018). 'Written in these scars are the stories I can't explain': A content analysis of pro-ana and thinspiration image sharing on Instagram. *New Media & Society*, 20, 1181–1200. <https://doi.org/10.1177/1461444816687288>

Required Preparation

1. Read the assigned readings (in the suggested order)
2. Read the online article "What It's Like to Be a Disabled Model in the Fashion Industry" by Keah Brown <https://bit.ly/2wKHAKI>
3. Write 1-2 discussion questions about the article and post them on the discussion board on Canvas
4. Prepare a short presentation (5 minutes max, no Power Point) of your paper to share in front of the class

WEEK 7: HATE SPEECH AND ANTAGONISM: #STOPISLAM AND #HIMTOO

This session will problematize the online representation of cultural identities by introducing the idea that the Internet can also foster verbal abuses. Students will discuss the term "hate speech" and talk about instances where the enhanced visibility of cultural identities provokes backlashes against certain users. They will reflect on how the notion of "mainstream" and "normal" addressed in the previous sections can give rise to digital spaces where the expression of cultural identities is antagonized and threatened. In so doing, they will reflect on the notion of political populism. After discussing the readings, which address Islamophobia and misogyny, students will also propose how to contrast online hate speech.

Presentation: Group 6

Learning Objectives

Students define the concept of "hate speech" in relation to cultural identities

- Students think about the role of the Internet in fostering (or preventing) antagonistic exchanges and the diffusion of political populism
- Students reflect on possible countermeasures to contrast the diffusion of narratives against given groups, as in the case of Islamophobia and misogyny

Required Readings

- Carpentier, N., & Cammaerts, B. (2006). Hegemony, democracy, agonism and journalism: An interview with Chantal Mouffe. *Journalism Studies*, 7, 964–975.
- Boyle, K., & Rathnayake, C. (2019). #HimToo and the networking of misogyny in the age of #MeToo. *Feminist Media Studies*, 0(0), 1–19. <https://doi.org/10.1080/14680777.2019.1661868>

Poole, E., Giraud, E., & Quincey, E. de. (2019). Contesting #StopIslam: The dynamics of a counter-narrative against right-wing populism. *Open Library of Humanities*, 5(1), 5. <https://doi.org/10.16995/olh.406>

Required Preparation

1. Read the assigned readings (in the suggested order)
2. Choose an online platform or social network (e.g. Facebook, Twitter) and read their policies against hate speech
3. Reflect: what can be done to prevent hate speech on social media? Write 1-2 points on the discussion board on Canvas

WEEK 8: EMOTIONS, AFFECTS, ACTIVISM: #OCCUPY, #EGYPT, ANIMAL RIGHTS

This session focuses on how the articulation of cultural identities can lead to the formation of groups of like-minded people. Students will learn about group activism and its online strategies, as well as issues of access and participation. In particular, they will discuss the role of emotions and affect to mobilize people in various socio-cultural context. In so doing, students will reflect on the implications that digital activism has on journalism and information, and how it can become expression of ideologies and class belonging. The readings will provide students with examples of political protests and animal rights activism.

Presentation: Group 7

Learning Objectives

- Students discuss the implication of digital activism and its characteristics
- Students reflect on the role of emotions and affect in the articulation of individual and collective identities.
- Students analyse the relation between identities and practical examples of activism

Required Readings

Bennett, W. L., & Segerberg, A. (2012). The Logic of connective action. *Information, Communication & Society*, 15, 739–768. <https://doi.org/10.1080/1369118X.2012.670661>

Papacharissi, Z., & de Fatima Oliveira, M. (2012). Affective news and networked publics: The rhythms of news storytelling on #Egypt. *Journal of Communication*, 62, 266–282. <https://doi.org/10.1111/j.1460-2466.2012.01630.x>

Stokes, A. Q., & Atkins-Sayre, W. (2018). PETA, rhetorical fracture, and the power of digital activism. *Public Relations Inquiry*, 7, 149–170. <https://doi.org/10.1177/2046147X18770216>

Required Preparation

1. Read the assigned readings (in the suggested order)
2. Watch the Ted Talk “The Disarming Case to Act Right Now on Climate Change” by Greta Thunberg <https://bit.ly/2HJn990>
3. Prepare 1-2 discussion questions about the Ted Talk and post them on the discussion board you will find on Canvas.

ASSIGNMENT 2: FINAL PAPER

The final paper will show your engagement with the class material, the ability to individuate a relevant case study and to critically assess it in relation with what discusses throughout the term.

Assignment Instructions

The paper should follow the logic and structure of an essay, not of a research paper or a report. In the essay, students need to address a thesis statement. A thesis statement is based on a case study that illustrate, exemplifies, and clarify certain aspects of a theory or of previous work on a topic. In specific, students will discuss the case study engaging with the literature read for class.

An example of thesis statement is: "In this paper, I use X case study to illustrate/challenge Y", where Y is a theory or an argument made in the previous literature on the topic.

The **case study** must be an online campaign, movement, or event that illustrate how digital culture conditions, challenges, and influences the articulation and negotiation of cultural identities. Some examples of case studies:

- An hashtag campaign in response to a specific event
- A website or blog giving voice to a minority group or about non-traditional identities
- A Facebook page or YouTube channel where debates about cultural identities occurs
- An event (such as a march, a protest, a performance) that regards cultural identities and has been organized through online communication

In choosing the case study, remember that identities are fluid and that the most interesting examples lie at the intersections of various identity characteristics. The case can be local, national or transnational, based in your country or in another country. You can use a case discussed in class, but you need to deepen the class discussion with new information/perspective.

Requirements

2000-2200 words long.

The final paper should make use of at least four articles read during the term and four academic articles found by the student. It is important that you engage with the readings and compare/contrast their claims in relation with your case study, do not simply quote them. You can make use of non-academic references (newspaper articles, videos, documentaries) to illustrate the context of your case study and its impact

DEADLINE: The paper is due the **30th of January, 17:00**. Students need to submit their assignments on Canvas.

9. Literature

Ahmed, S. (2014). Queer feelings. In Ahmed, S. The cultural politics of emotion 144-167.). New York, Routledge Chapman Hall.

- Banet-Weiser, S., Gill, R., & Rottenberg, C. (2019). Postfeminism, popular feminism and neoliberal feminism? Sarah Banet-Weiser, Rosalind Gill and Catherine Rottenberg in conversation. *Feminist Theory*. <https://doi.org/10.1177/1464700119842555>
- Baym, N. K., & boyd, danah. (2012). Socially mediated publicness: An Introduction. *Journal of Broadcasting & Electronic Media*, 56, 320–329. <https://doi.org/10.1080/08838151.2012.705200>
- Bennett, W. L., & Segerberg, A. (2012). The Logic of connective action. *Information, Communication & Society*, 15, 739–768. <https://doi.org/10.1080/1369118X.2012.670661>
- Bonilla Y., & Rosa. J. (2015). #Ferguson: Digital protest, hashtag ethnography, and the racial politics of social media in the United States. *American Ethnologist*, 42, 4–17. <https://doi.org/10.1111/amet.12112>
- Boyle, K., & Rathnayake, C. (2019). #HimToo and the networking of misogyny in the age of #MeToo. *Feminist Media Studies*, 0(0), 1–19. <https://doi.org/10.1080/14680777.2019.1661868>
- Carpentier, N., & Cammaerts, B. (2006). Hegemony, democracy, agonism and journalism: An interview with Chantal Mouffe. *Journalism Studies*, 7, 964–975.
- Clark-Parsons, R. (2019). “I SEE YOU, I BELIEVE YOU, I STAND WITH YOU”: #MeToo and the performance of networked feminist visibility. *Feminist Media Studies*, 1–19. <https://doi.org/10.1080/14680777.2019.1628797>
- Dhoest, A., & Szulc, L. (2016). Navigating online selves: Social, cultural, and material contexts of social media use by diasporic gay men. *Social Media + Society*, 2,. <https://doi.org/10.1177/2056305116672485>
- Ging, D., & Garvey, S. (2018). ‘Written in these scars are the stories I can’t explain’: A content analysis of pro-ana and thinspiration image sharing on Instagram. *New Media & Society*, 20, 1181–1200. <https://doi.org/10.1177/1461444816687288>
- Hall, S. (1990) The white of their eyes: Racist ideologies and the media. In M. Alvarado & J. Thompson, J. (Eds.), *The media reader* (pp. 28-52). London: BFI.
- Hinzo, A. M., & Clark, L. S. (2019). Digital survivance and Trickster humor: Exploring visual and digital Indigenous epistemologies in the #NoDAPL movement. *Information, Communication & Society*, 22(6), 1–17. <https://doi.org/10.1080/1369118X.2019.1573911>
- Jakobsh, D. R. (2015). Feminizing the Khalsa. *Sikh Formations*, 11(1–2), 190–209. <https://doi.org/10.1080/17448727.2015.1023106>
- Papacharissi, Z., & de Fatima Oliveira, M. (2012). Affective news and networked publics: The rhythms of news storytelling on #Egypt. *Journal of Communication*, 62, 266–282. <https://doi.org/10.1111/j.1460-2466.2012.01630.x>
- Pennington, R. (2018). Making space in social media: #MuslimWomensDay in Twitter. *Journal of Communication Inquiry*, 42, 199–217. <https://doi.org/10.1177/0196859918768797>
- Pilipets, E. (2018). Queer workings of digital affect: The hypermediated body of Conchita Wurst. *Transformations*, 31. Retrieved from: http://www.transformationsjournal.org/wp-content/uploads/2018/06/Trans31_08_pilipets.pdf
- Poole, E., Giraud, E., & Quincey, E. de. (2019). Contesting #StopIslam: The dynamics of a counter-narrative against right-wing populism. *Open Library of Humanities*, 5(1), 5. <https://doi.org/10.16995/olh.406>
- Stokes, A. Q., & Atkins-Sayre, W. (2018). PETA, rhetorical fracture, and the power of digital activism. *Public Relations Inquiry*, 7, 149–170. <https://doi.org/10.1177/2046147X18770216>
- Szulc, L. (2019). Profiles, identities, data: Making abundant and anchored selves in a platform society. *Communication Theory*, 29, 257–276. <https://doi.org/10.1093/ct/qty031>
- Turkle, S. (2003). Technology and human vulnerability. A conversation with MIT’s Sherry Turkle. *Harvard Business Review*, 81, 43–50, 131.

- Wheeler, K. R. (2014). Remixing Images of Islam. The creation of New Muslim women subjectivities on YouTube. *Online - Heidelberg Journal of Religions on the Internet*, 6. <https://doi.org/10.11588/rel.2014.0.17364>
- Yadlin-Segal, A. (2019). What's in a smile? Politicizing disability through selfies and affect. *Journal of Computer-Mediated Communication*, 24, 36–50. <https://doi.org/10.1093/jcmc/zmy023>

Appendix A: Grading Rubric

Participation

		Score
Participation		
	Student participates to the class discussion in a pertinent way	/3
	Student engages with peers' opinions in a mature and respectful way	/2
Preparation	Student comes prepared following the weekly activities	/2
	Student show that they carefully read the assigned literature at home and is prepared to discuss it	/3

Group Presentation

		Score
Presentation		
	Clarity of the exposition, and structure of the presentation (the presentation is timed, coherent, well-integrated, all group members get to present)	/2
	Understanding of the key concepts of the articles	/2
	Connecting the articles (students are able to critically discuss the material and highlight similarities and differences among the articles)	/2
	Preparing discussion questions and moderating discussion (questions are appropriate and interesting, the presentation compels critical reflection)	/2
Outline	Outline is clear and reflects the presentation, highlights the key points of the articles	/2

Paper Proposal

	Score
Paper proposal	
The proposal is clear and well structured, following the instructions of the <i>Writing Guide</i>	/1
The thesis statement is compelling, concise and relevant for the case study	/1
The case study is pertinent with the topic of the class. It is original and the students understand how it can critically serve to discuss broader issues	/4
The sources are relevant, connected with the class material and to the case study	/4

Paper

	Score
Paper	
The paper is clear and well structured, following the instructions of the <i>Writing Guide</i>	/1
The case study is well described and researched, and the student is able to connect it with the literature	/3
The sources are used in a critical way. The student shows their connections with the case study and with the general topic of the class. At least 4 class sources and 4 additional academic sources are used	/3
The thesis statement is adequately addressed and the student supports it with the case study and the sources. The introduction states the relevance of the topic and the conclusion shows theoretical depth and adds new information to the class discussion	/3