

IST470 L: Senior Research Seminar in International Studies
Spring 2016 / T 6:00-9:50pm / Jaeb 100

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Course Website: <http://ut.blackboard.com>

Office Hours: Tuesday and Thursday (10am-11:30am) and Friday (9:00am-11am)

Objective:

IST 470 is designed as a capstone course for International and Cultural Studies majors and minors. When we enter the doors of our classroom on the first day of the semester some assumptions are being made. As a senior, you have taken most of the necessary courses to fulfill the International and Cultural Studies major or minor requirements. Though you undoubtedly found each of these courses interesting in its own way, there were likely some topics that sparked your intellectual curiosity as they wound through several courses reminding you why you chose to be an International and Cultural Studies major or minor in the first place. In this course you will take one of the topics that you have found most interesting over the course of your studies and craft it into a formal publication-worthy academic research paper.

Student Learning Outcomes:

This course is designed such that students who have immersed themselves in the material, attended lectures regularly, done the readings, completed all assignments diligently, and studied for quizzes, should be able to do the following by the end of the course:

- The student will be able to explain the parts of a formal research paper and identify their function.
- The student will be able to follow a selected research project from hypothesis to findings using the scientific method.
- The student will be able to communicate a sound academic argument in a compelling fashion both written and orally.

Requirements:

Though it may be altered slightly and/or clarified by professorial edict either in class or via email, consider this syllabus a contract between you and your professor that lists both what you can expect from class and what is expected of you. Check it regularly and bring it to class with your notebook. You are expected to read EVERYTHING assigned on the syllabus, which averages less than 50 pages a week. You are also expected to attend EVERY lecture. Since this class is a senior seminar you are expected to do an incredible volume of work on your own so each week you should be putting in at least 10 HOURS OF WORK on your paper outside of class. This means reading lots of articles and books on your selected topic and writing and rewriting drafts of your paper sections. Visiting me regularly during office hours to discuss issues raised in class and

your research paper will not hurt either. If you do these things you will do very well in the course. If you do not do these things you will not do so well in the course. Consider this fair warning up front.

You will be evaluated in this class based on your performance in 6 areas. These areas, along with their relative weights, are as follows:

Research Paper (50%) – To successfully complete this course you will produce a research paper that is publication worthy on an international topic of your choosing. Though there are no absolute paper length requirements, a reasonable research paper is typically somewhere in the ballpark of 15 to 25 pages (12 point font, double-spaced, 1 inch margins). Anything less runs a great risk of being superficial and insufficiently researched. Anything more runs a risk of being poorly organized and lacking focus. You must use formal scholarly citations appropriate to the discipline in which your paper fits best. In format your paper should follow the guidelines laid out over the course of the first three weeks of class and include an introduction, literature review, methods section, findings, and conclusion. The best papers will demonstrate effort, informed argument, and incorporate feedback received along the way through the drafting process. This paper is due in its final form on Monday 25 April via Blackboard and hard copy. Unexcused late papers will be penalized at a rate of 10 points per day. Papers more than a week late will receive 0 points.

Paper Assignments (10%) – Throughout the semester you will hand in several preliminary assignments as you work toward building your research papers. These assignments include an abstract, outline, bibliography, literature review, and first draft. The due dates for these assignments are noted below. Unexcused late paper assignments will not be accepted for grade. As these assignments are meant to be part of the drafting process grades assigned will be ✓ (full points), ✓- (half points), and 0 (no points). Full points denotes that you have put in the thought and effort necessary to sufficiently move your paper towards timely completion, half points denotes that you have not put in the thought and effort necessary to sufficiently move your paper towards timely completion, and no points means you have either not done the assignment at all or done the assignment so poorly that it represents no progress towards your final paper at all.

Critique of Colleague's Paper (10%) – This component of your grade calls on you to help out a classmate in order to help yourself. On Tuesday 5 April you will randomly receive the paper of one of your colleagues. You should comb through the draft looking for errors and marking the copy. You are also required to turn in a 1-3 page critique that details what the paper does well, does poorly, and should change and how. It is imperative that you are very specific on what should be changed and how as specific comments are the most useful for the purposes of revision. In marking up the paper you should most definitely note spelling and grammar errors but this assignment is really more about proofing for content than writing ability so issues with the research design, evidence, and findings should be the highlights of your written critique. This assignment might require some independent research on your part to identify new sources of data or flaws in the

literature review. Two copies of these critiques are due by Friday 8 April via the drop box outside of my office. Late critiques will be penalized 25 points per day.

Poster Presentation (10%) – Every year the College of Social Science, Math, and Education hosts an undergraduate poster session. This year the poster session will be held on Wednesday 27 April at 4pm in Fletcher Lounge. These poster sessions are similar to science fairs in that you will be expected to present your research and findings on a poster board. I will select a handful of faculty members from the University of Tampa to go around and judge your posters in terms of their content and your ability to clearly and professionally explain said content. The results of their evaluation will be your grade on this assignment.

Quizzes (10%) – There will be a quiz at the beginning of classes where there has been assigned readings. The quiz will cover only the readings assigned for that day, be only a few questions long, and cover material that anyone having read the text closely should know. Quizzes will be administered five times throughout the semester and your three highest grades will account for your quiz grade. As you have a two quiz leeway if you miss a quiz for any reason a make-up will NOT be given.

Participation (10%) – This class is designed to foster your scholarly interests with a research paper as the outcome. Though many students think writing a research paper is a process that involves locking oneself away from others and hammering out a paper alone with a computer, in actuality very few academic articles are produced in this manner. Certainly there are times when an author is alone with his/her work but peer review and critical feedback are keys to the process. For you this means you are both to accept critiques and offer them on a regular basis in class. How well you have accepted critique will be evident in your paper grade but your ability to help your colleagues is measured here. At a minimum, to participate in this critique process you will have to come to class. You can miss two classes and do no damage to your participation grade but if you miss three classes your grade will be cut by half and if you miss four classes your grade will drop to zero. Failure to engage with your colleagues and the assignments in the classroom will also negatively impact your participation grade as will missing individual appointments.

Important Due Dates:

Paper Assignments

<i>Abstract</i>	Wednesday 3 February
<i>Outline</i>	Friday 19 February
<i>Bibliography</i>	Tuesday 1 March
<i>Lit Review</i>	Monday 14 March
<i>Draft</i>	Tuesday 5 April
Critiques	Friday 8 April
Research Paper	Monday 25 April
Poster	Wednesday 27 April

Grading:

The course letter grade will be determined according to the following scale:

<i>Letter Grade</i>	<i>Quality Points</i>	<i>Numeric Scale*</i>
A	4.0	93-100
AB	3.5	88-92
B	3.0	83-87
BC	2.5	78-82
C	2.0	73-77
CD	1.5	68-72
D	1.0	60-67
F	0.0	Below 60

*I will round up at the .5 and NOT before. For example, if you earn an 87.49 you will receive a B for the class. If you earn an 87.5 you will receive an AB. The only exception to this rule concerns the line between a D and an F. If you make below 60 points, even if it is by the smallest fraction of a point, I will NOT round up.

Required Texts:

Lipson, Charles. 2011. *Cite Right: A Quick Guide to Citation Styles*, 2nd ed. Chicago, IL: University of Chicago.

Lim, Timothy. 2010. *Doing Comparative Politics*, 2nd ed. Boulder, CO: Lynne Rienner.

(~) Article or chapter available through UT Blackboard.

COURSE SCHEDULE

The course schedule is subject to change at the professor's discretion. Any changes will be announced in class, via email, and/or via Blackboard.

Week 1 (January 19 – 22)

Tuesday First Class: Getting to know the syllabus, each other, and brainstorming ideas
Readings: ~ Syllabus and **Lipson**

Week 2 (January 25 – 29)

Tuesday The "Paper" in Research Paper
Readings: **Lim** chs 1-3

Week 3 (February 1 – 5)

Tuesday The "Research" in Research Paper
Readings: **Lim** chs 4-8

Wednesday Abstract due via Blackboard

Week 4 (February 8 – 12)

Tuesday Refining our Research Questions
Readings: ~ Posner, Daniel N. 2004. "The Political Salience of Cultural Difference: Why Chewas and Tumbukas are Allies in Zambia and Adversaries in Malawi." *American Political Science Association* 98 (4): 539-545.

Week 5 (February 15 – 19)

Tuesday Outlining your argument
Readings: ☞ Chase-Dunn, Christopher. 1975. "The Effects of International Economic Dependence on Development and Inequality: A Cross-National Study." *American Sociological Review* 40: 720-738.

Friday Outline due via Blackboard

Week 6 (February 22 – 26)

Tuesday Individual Meetings to discuss Abstract and Outline
Meetings in PH415 – Students whose ID numbers are between 1400000 and 1640000 will meet with me during class hours. All others may meet with me during regularly scheduled office hours.

Week 7 (February 29 – March 4)

Tuesday Sharing Bibliographies (Bring a hard copy of Annotated Bibliography to class)
Readings: ☞ Campbell, David. 1996. "Violent Performances: Identity, Sovereignty, Responsibility." In *The Return of Culture and Identity in IR Theory*, ed. Lapid and Kratochwil. Lynne Rienner: Boulder, CO.
Meetings in PH415 – Students whose ID numbers are greater than 1640000 will meet with me during class hours. All others may meet with me during regularly scheduled office hours.

***** SPRING BREAK (March 5 – 13) *****

Week 8 (March 14 – 18)

Monday Drop a copy of your Literature Review in the box outside PH415.

Tuesday Writing Your Paper I
Meetings in PH415 – Students whose ID ends in the number 0, 1, or 2 should meet with me during class time. All others may meet with me during regularly scheduled office hours.

Week 9 (March 21 – 25)

Tuesday Writing Your Paper II
Meetings in PH415 – Students whose ID ends in the number 3-9 should meet with me during class time. All others may meet with me during regularly scheduled office hours.

Week 10 (March 28 – April 1)

Tuesday Writing Your Paper III
Meetings in PH415 – By appointment only

Week 11 (April 4 – 8)

Tuesday First Drafts and Poster Session (Bring two copies of First Draft to Class)

Friday Paper Critique due via drop box outside my office

Week 12 (April 11 – 15)

Tuesday Individual Meetings for feedback on First Draft
Meetings in PH415 – Students whose last name begins with A-M will meet with me during class hours. All others may meet with me during regularly scheduled office hours.

Week 13 (April 18 – 22)

Tuesday Individual Meetings for feedback on First Draft
Meetings in PH415 – Students whose last name begins with N-Z will meet with me during class hours. All others may meet with me during regularly scheduled office hours.

Week 14 (April 25 – 29)

Monday Final Draft Due (In hardcopy in my Dropbox and via Turnitin)
Assignment Due: Final Draft Research Paper due in hardcopy in my drop box and via Blackboard/Turnitin.

Wednesday Poster Presentations (4-6pm Fletcher Lounge)

******* During our finals period you may collect and/or discuss your graded *******
******* Research Paper with me in my office from 6pm-8pm on Tuesday 3 May *******

General Information:

These are a few things every student should know.

Emergency Conditions - In case of any adverse condition or situation which could interrupt the schedule of classes, each student is asked to access www.ut.edu for information about the status of the campus and class meetings. In addition, please refer to Blackboard for announcements and other important information. You are responsible for accessing this information.

Special Needs - If there is a student who has special needs because of any disability, please go to the Academic Success Center in North Walker Hall for information regarding registering as a student with a disability. You may also call (813) 257-5757 or email disability.services@ut.edu. Please feel free to discuss this issue with me, in private, if you need more information.

Classroom Disruption Policy – The University of Tampa has a policy covering disruptive classroom behavior. The policy will be applied in this course and is detailed in the Faculty Handbook Chapter 6 Section XI (available online at www.ut.edu/provost).

Mental Health Counseling – College can be a stressful time in a young person's life. The American Psychiatric Association published a recent study of college students observed over the course of a single academic year. Over 60% of students reported feeling things were hopeless one or more times, almost 40% of the men and 50% of the women reported feeling so depressed that they had difficulty functioning one or more times, and 10% of the students reported seriously considering attempting suicide at least one time. If at some point during your time at UT you begin to feel depressed or out of control for any reason you should realize that you are not alone and there is help available to you. Your professors are happy to counsel you on the problems you are having coping with academic life, but there are dedicated mental health counselors available to you through UT's Health and Counseling Center located at 111 North Brevard Ave. (behind Austin Hall) who you may feel more comfortable disclosing certain types of non-academic problems to. The time to deal with mental health issues is when they arise and not after your grade has been destroyed. Their email is healthcenter@ut.edu and their phone numbers are 813-253-6250 (during business hours) and 813-257-7777 (outside of business hours for emergencies).

Academic Assistance – The Academic Center for Excellence (ace@ut.edu) in North Walker Hall offers free peer tutoring, credited academic skills courses, national testing services, and services for students with disabilities. The Saunders Writing Center (323 Plant Hall, x6244) aids students with their writing projects. You pay for these services through your tuition and there is no shame in using them if you need help with your course work. I am more than happy to discuss any academic issues you might have during office hours but if I think one of these services can help you be more successful I will not hesitate to recommend it.

Academic Integrity – The University of Tampa is committed to the development of each student to become a productive and responsible citizen who embraces the values of honesty, trust, fairness, respect, and responsibility. The scholarly community at The University of Tampa strives to instill values that uphold academic integrity and promotes an ethical standard that does not condone academic misconduct. Violation of academic integrity and academic misconduct tarnish the reputation of the University and discredit the accomplishments of past and present students. Sanctions for violation of academic integrity and academic misconduct include a failing grade in an assignment or in the course, or suspension or expulsion from the University. I take integrity very seriously and will monitor all submissions and exams for violations of the academic integrity policy. I also expect professional behavior in class that fosters an environment encouraging not only your learning but the learning of your peers. Students are held responsible for knowing and observing the University's Academic Integrity Policy (available online at www.ut.edu/provost). If you have any questions about the policy, please feel free to talk with me.

Class Rules, Etiquette, and Advice:

I like my job a lot. There are few things I can imagine doing more satisfying than providing inquisitive minds with an atmosphere conducive to thinking more critically about their own assumptions and the world in which we live. The image of students leaving my classroom just a bit more prepared to make their society better is sustaining. Following is a list of things you can do to help me maintain this image as well as some things you can do to reveal it as a mirage. Doing more of the former and less of the latter will make me happy whereas the converse will make me sad!

DO read the assigned texts – The amount and content of the reading assignments are well within the realm of reasonable for a class at this level. I have looked at syllabi from many different institutions of higher learning to come confidently to this conclusion. Do the assigned readings before each class and you will get the most out of the lectures. Though there are some things covered in the assigned readings that will not be covered in lecture, and vice versa, the lectures and readings build off each other. I will not hesitate to pull exam questions from readings not covered in class and from lectures not covered in the readings.

DO engage in class discussions in an intelligent way – There will be lots of opportunities for you to contribute to conversations in the classroom. Most of my lectures have a built in component for student input because I think it is important that you not only read and hear the information, but have to reconstitute and challenge it. I am also delighted to entertain questions when you have them and follow tangents that you would like to explore. Class periods when students are engaged and contributing seem to go by much faster than class periods when students are checked out. Students who regularly contribute to the classroom conversation do significantly better than students who do not on exams. So pretend the information we are covering is really interesting and jump at the opportunity to challenge the material. After a while you will find that you do not have to pretend any more. If you are shy this is good practice for you. Use the class to build

your confidence and public speaking skills. If you are worried about your peers' impressions of you forget about it. Those who value education will find your contributions useful and those who roll their eyes are dull and uninteresting.

DO NOT ask if it is on the exam – I do not give out study guides. This is a university class and when I attended university ages ago study guides, like the iPod and indoor plumbing, were not yet invented. This experience taught me that learning things the readings and lectures cover that are not on the exam can be just as important and enlightening as learning things that will appear on the exam. Anything in the readings or lectures is fair game for an exam. Things covered in both readings and lectures, which I post online in the form of Powerpoint slides, are slightly more likely to show up on the exam.

DO NOT ask for extra credit – Rarely I give out extra credit opportunities. When I do, the opportunity is initiated by me and open to all students in class. I have never given an extra credit assignment to a student who initiated the request. Giving out extra credit opportunities to select students makes grades for my courses unreliable measures of student success and your goal should be to master the material assigned on the syllabus.

DO understand what your grade represents – I assume every student who enters my class wants to take away a greater understanding of the world and that the grade (s)he receives is but a formal, and somewhat abstract and imprecise, reflection of the knowledge (s)he has gained. The average student in my courses typically earns a low B (3.0) or a high C (2.0). This grade represents both effort and skill so students that put in more effort than average and/or are more skilled than average will do better than this, whereas students who put in less effort than average and/or are less skilled will do worse. It is not easy to earn an A in my course and few will. On the other hand it is even more difficult to earn an F in my course but a few students every semester put in nearly no effort and/or do not have the skills necessary for a college-level course in Government and World Affairs. I have given failing marks to students who I think are wonderful people and given A grades to students who I would rather never see again. Grades are not personal statements on your character, they are a professional opinion of the work you submit.

DO NOT send me an email without putting yourself in my shoes first – I respond to most student emails (this does not mean ALL student emails and it does not guarantee an IMMEDIATE response) but ask that you follow four simple rules before hitting send. First, DO NOT ask me a question via email that will take more than a few sentences to answer. With three classes and nearly 100 students I just do not have the time to provide these detailed answers online. Besides accurate answers to questions like “What should I write my paper on?,” “How can I make better grades?,” “Can you tell me what we did in last Wednesday’s class?,” or “I’m having a life crisis can I make up the exam?” require some student feedback that emails lack. Therefore, if you find yourself in need of an answer to a question of this nature please feel free to come by my office hours or talk to me after class and I will be happy to help you to the best of my abilities.

Second, DO NOT email me assignments unless specifically told by me or the syllabus to do so. I will neither grade nor respond to these emailed assignments. Emails get lost,

attachments are sometimes difficult to open, and dealing with hard copy or Turnitin assignments and emailed assignments simultaneously creates logistical problems. If you will not be in class but owe me a hard copy of an assignment turn it in via the “Drop Off” box outside my office door.

Third, before you hit send on an email to me with a question about assignments, or deadlines, or readings check your syllabus and our Blackboard site to make sure the answer is not there. If this were an occasional issue I would not hesitate to re-answer questions addressed elsewhere. It is, unfortunately, a frequent problem.

Fourth, Blackboard, Turnitin, and Spartan Mail are subscription services provided by the University of Tampa. I administer none of these sites and have no formal training in problem solving in these platforms. So if you lost your password or cannot seem to get one of these websites to work, please seek help from one of your computer savvy colleagues or UT’s computer helpdesk.

DO visit me during office hours – If you have a question about something we covered in class, need feedback on an assignment, want to discuss something you discovered outside of class that you think connects to course content in an interesting way, or just want to chat FEEL FREE to drop by my office during office hours. I keep five hours per week and these hours are for you. You are not pestering me or taking me away from something more important. It is nice to talk with students outside of our regular classroom setting.

DO NOT be tardy or leave class early – If you come in late to class enter quietly and sit somewhere where you will not disturb other students. Classes will begin promptly as scheduled so you will need to copy notes from one of your colleagues on lecture days if you feel like you have missed something important. On assignment days you will not be given extra time for your tardiness. If you show up without an excuse 5 minutes before an exam is finished, you will only have 5 minutes to finish the assignment.

Class is done when I say something to the effect of “see you next class” and not before. I will do my best to end class on time if not a few minutes earlier. There will, however, be some class periods where I might need to go over time by a minute or two to finish an important point. Out of respect for your fellow classmates you should NOT begin filing papers into your book bags before class has officially ended. I realize that there will be classes where you have a job interview or a club activity or a plane you need to leave early for. By all means let me know before class that you need to leave early, arrange with someone in class to take notes for you, and do not miss your important event.

DO know my policy on “excused” absences – There are no excuses for late papers. You know about them well in advance and a last minute illness or death in the family should not affect your ability to turn in the assignment or have a colleague do so on your behalf. Excuses for missed exams or presentations are granted at the sole discretion of your professor. The best way to be granted an excused absence is with prior approval. If you will miss an exam or presentation due to a previously scheduled event, let me know at least two weeks in advance and you will almost always be allowed an early exam or presentation.

In the event that prior approval is not possible, you must provide acceptable documentation detailing the reasons for your excuse as soon as possible. These include a

police report that indicates you were in their custody during the time of the exam/presentation, a doctor's note that says explicitly you are contagious and/or physically incapable of attending the class (I will call!), or a copy of your friend/relative's obituary with both the date of funeral visible and your name listed amongst the bereaved. A note from your parent or a receipt from Student Health are NOT acceptable documentation. For each assignment listed in this syllabus there is a detailed policy regarding late penalties. Many of these policies grant an exception for "excused" absences. Whether an absence is "excused" or not is up to the discretion of your professor based on the guidelines outlined above.

DO NOT use cell phones and computers in a distracting way – Turn your cell phone off or on silent mode when you enter the class. If there is a call you must take you should take it outside of class. Texting and cruising the Internet during class is rude and distracting so DO NOT DO IT. Computers can be useful for typing notes, working on papers in groups, and researching topics covered in class. They can also be significant distractions to you and your neighbors if you use them to check email, message friends, or cruise the web. If you must engage in any of this distracting behavior, do so from the comfort of your dorm room or home. This class has no attendance policy so if you have more important things to do during our class time than pay attention to lectures and engage in discussions there is no penalty.

If you choose to ignore this advice and engage in distracting behavior on your computer or cell phone in class you WILL BE ASKED TO LEAVE and FORBIDDEN FROM RETURNING to future classes with your electronic device. You will not be permitted to use cell phones, computers, or any other electronic devices during exams or quizzes.

DO NOT tape or video record class without prior permission - Students are not authorized to make recordings during class without permission from the instructor. Exceptions to this rule will only be granted under extraordinary circumstances. If you are granted permission to record lectures that permission is only for your personal use and the recordings should not be shared with others to protect your colleagues' ability to speak freely in class discussions.

DO learn how to question grades respectfully – I do my best to communicate expectations and make sure my comments on graded assignments pinpoint areas where you did well and areas where you needed to put in some more work. There will, however, occasionally be questions about the grade you receive. I will NOT change a grade or let you resubmit an assignment simply because you want a better grade. If, however, you think I have made a mistake I will consider changing a grade only after the following conditions have been met: 1) You must wait at least 24 hours but no more than ten days after receiving your graded assignment to file a complaint. 2) You must submit in writing (*typed* and *printed* out) an explanation of why you think you deserve a different grade. I will review your submission and give you my final decision within a week of receipt at which time I will consider the "negotiation" complete and any further appeals on the issue will be directed to the department chair. Challenges that resemble "I'm an A student so there is no way this paper is a B," "I don't like this grade can I have another?," "I was

making a good argument it just did not come across in my paper,” or “I need to pass this class to graduate” will be summarily dismissed for lack of justification.

DO understand that I am interested in discussing your progress in the course with you – If you have a parent, coach, drill sergeant, etc. who is interested in learning about your status in this course feel free to share it with them. I post grades on Blackboard and the syllabus explains in detail my weighting formula so you have access to all the information I do regarding your current standing in the class.