

**IST470 B: Senior Research Seminar in International Studies**  
**Spring 2018 / TR 8:00-9:50am / PH208**

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Course Website: <http://ut.blackboard.com>  
Office Hours: Tuesday (12pm-1:30pm) and Wednesday (10am-1:30pm)

Objective:

IST 470 is designed as a capstone course for International 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 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 two 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 Tuesday 24 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 annotated bibliography (approximately 30 scholarly articles and 5 books with a bibliographic citation and brief summary), abstract (1 to 3 paragraph description of what your paper will be about), outline (several page outline of your paper's parts and what you have done and will do with them), literature review (several page summary of the debate you are entering and explanation of where your hypotheses come from), and first draft (15-25 page draft of your paper). 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 3 April you will randomly receive the paper of one of your colleagues and one of your colleagues will receive your paper (you MUST bring a draft of your paper to this class to participate in the exchange and failure to do so will result in a 0 on this assignment). You should comb through the draft you receive 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 6 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 25 April from 4pm until 6pm 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 four times throughout the semester and your lowest quiz grade will be dropped. As you have a one 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/meetings and do no damage to your participation grade but if you miss three classes/meetings your grade will be cut by half and if you miss four classes your participation grade will drop to zero. Failure to engage with your colleagues and the assignments in the classroom will also negatively impact your participation grade.

Important Due Dates:

Paper Assignments	
<i>Bibliography</i>	Tuesday 13 February
<i>Abstract</i>	Thursday 22 February
<i>Outline</i>	Monday 12 March
<i>Lit Review</i>	Friday 16 March
<i>Draft</i>	Tuesday 3 April
Critiques	Friday 6 April
Research Paper	Tuesday 24 April
Poster	Wednesday 25 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*, 2<sup>nd</sup> ed. Chicago, IL: University of Chicago.

**Lim**, Timothy. 2016. *Doing Comparative Politics*, 3<sup>rd</sup> 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 16 – 19)**

*Tuesday* Getting to know the syllabus and each other  
Readings: ☞ Syllabus and **Lipson**

*Thursday* Brainstorming paper ideas  
Come to class with a copy of the best paper you have written in your college career.

### **Week 2 (January 22 – 26)**

- Tuesday* Parts of a Research Paper  
Readings: **Lim** chs 1-3 and any two of the remaining chapters.
- Thursday* Asking a good Research Question

### **Week 3 (January 29 – February 2)**

- Tuesday* Literature Review I
- Thursday* Literature Review II  
Readings: ∅ Jacobs, Lawrence and Benjamin Page. 2005. "Who Influences U.S. Foreign Policy?" *American Political Science Review* 99 (1): 107-123.

### **Week 4 (February 5 – 9)**

- Tuesday* Methods – Case Selection I
- Thursday* Methods – Case Selection II  
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 Review* 98 (4): 539-545.

### **Week 5 (February 12 – 16)**

- Tuesday* Methods – Variable Operationalization I (Turn in hardcopy of **ANNOTATED BIBLIOGRAPHY** at the beginning of class.)
- Thursday* Class Cancelled – I will be traveling with students to Model UN

### **Week 6 (February 19 – 23)**

- Tuesday* Methods – Variable Operationalization II  
Readings: ∅ Nunn, Nathan and Leonard Wantchekon. 2011. "The Slave Trade and the Origins of Mistrust in Africa." *American Economic Review* 101 (7): 3221-3252.
- Thursday* Analyzing Data (Turn in hardcopy of **ABSTRACT** at the beginning of class)

### **Week 7 (February 26 – March 2)**

- Tuesday* Mandatory Individual Meetings  
Meetings in PH208 – Students whose ID numbers are greater than 1875000 will meet with me during class hours for a scheduled 20 minute period. You should be prepared to answer questions about your research question, literature review, and methods.
- Thursday* Mandatory Individual Meetings  
Meetings in PH208 – Students whose ID numbers are less than 1875000 will meet with me during class hours for a scheduled 20 minute period. You should be prepared to answer questions about your research question, literature review, and methods.

**\*\*\* SPRING BREAK (March 4 – 11) \*\*\***

### **Week 8 (March 12 – 16)**

- Monday* Detailed **OUTLINE** due in hardcopy via dropbox outside KBB103.
- Tuesday* Optional Meetings  
Meetings in PH208 – Students who want to discuss the work they have done over the Spring Break may stop by to discuss their paper.
- Thursday* Optional Meetings  
Meetings in PH208 – Students who want to discuss the work they have done over the Spring Break may stop by to discuss their paper.
- Friday* Turn in hardcopy of **LITERATURE REVIEW** via dropbox outside KBB103.

### **Week 9 (March 19 – 23)**

- Tuesday* Mandatory Individual Meetings  
Meetings in PH208 – Students whose ID ends in the number 0-10 should meet with me during class time for a schedule 30-45 minute period to give me an update on their paper. All others may meet with me during regularly scheduled office hours.
- Thursday* Mandatory Individual Meetings  
Meetings in PH208 – Students whose ID ends in the number 11-30 should meet with me during class time for a schedule 30-45 minute period to give me an update on their paper. All others may meet with me during regularly scheduled office hours.

**\*\*\* Last day to withdraw from 14 week courses is Monday 26 March \*\*\***

### **Week 10 (March 26 – 30)**

- Tuesday* Mandatory Individual Meetings  
Meetings in PH208 – Students whose ID ends in the number 31-60 should meet with me during class time for a schedule 30-45 minute period to give me an update on their paper. All others may meet with me during regularly scheduled office hours.
- Thursday* Mandatory Individual Meetings  
Meetings in PH208 – Students whose ID ends in the number 61-99 should meet with me during class time for a schedule 30-45 minute period to give me an update on their paper. All others may meet with me during regularly scheduled office hours.

### **Week 11 (April 2 – 6)**

- Tuesday* First Drafts and Poster Session (Bring two hardcopies of **FIRST DRAFT** to Class)  
You will blindly exchange copies of your draft with your fellow students to critique. We will discuss the critiques as well as how to transform a research paper into an academic poster.
- Thursday* Optional Meetings  
Meetings in KBB103 – Students may stop by to discuss their paper.
- Friday* **PAPER CRITIQUE** due via drop box outside my office (KBB103)

**Week 12 (April 9 – 13)**

*Tuesday* Mandatory Individual Meetings for feedback on First Draft  
Meetings in KBB103 – Students whose last name begins with A-L will meet with me during class hours. All others may meet with me during regularly scheduled office hours.

*Thursday* Mandatory Individual Meetings for feedback on First Draft  
Meetings in KBB103 – Students whose last name begins with M-Z will meet with me during class hours. All others may meet with me during regularly scheduled office hours.

**Week 13 (April 16 – 20)**

*Tuesday* Optional Meetings  
Meetings in KBB103 – Students who want to discuss transforming their first draft into a final draft and/or turning it into a poster presentation may stop by to discuss their paper.

*Thursday* Optional Meetings  
Meetings in KBB103 – Students who want to discuss transforming their first draft into a final draft and/or turning it into a poster presentation may stop by to discuss their paper.

**Week 14 (April 23 – 27)**

*Tuesday* **FINAL DRAFT** due (in hardcopy in my KBB103 dropbox and via Blackboard assignments.)  
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 8:30-10:30am on Thursday 3 May \*\*\*\*\***

### General Classroom 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](http://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 requires accommodations 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](mailto:disability.services@ut.edu). Please feel free to discuss this issue with me, in private, if you need more information.

Classroom Disruption Policy – Every student has the right to a comfortable learning environment where the open and honest exchange of ideas may freely occur. Each student is expected to do his or her part to ensure that the classroom (and anywhere else the class may meet) remains conducive to learning. This includes respectful and courteous treatment of all in the classroom. According to the terms of the University of Tampa Disruption Policy, the professor will take immediate action when inappropriate behavior occurs.

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 deteriorated. Their email is [healthcenter@ut.edu](mailto:healthcenter@ut.edu) and their phone numbers are 813-253-6250 (during business hours) and 813-257-7777 (outside of business hours for emergencies).

Title IX Statement - Sexual violence includes nonconsensual sexual contact and nonconsensual sexual intercourse (which is any type of sexual contact without your explicit consent, including rape), dating violence, sexual harassment, sexual exploitation, domestic violence, and stalking. You may reach out for confidential help or report an incident for investigation. If you choose to write or speak about an incident of sexual violence and disclose that this violence occurred while you were a UT student, the instructor is obligated to report the incident to the Title IX Deputy Coordinator for Students. The purpose of this report is to provide a safe and nondiscriminatory environment for all students. The Deputy Coordinator or his or her designee will contact you to let you know about the resources, accommodations, and support services at UT and possibilities for holding the perpetrator accountable. If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following individuals: - The Victim's Advocacy Hotline 813.257.3900;

Dickey Health & Wellness Center (wellness@ut.edu) 813.257.1877; Health and Counseling Center (healthcenter@ut.edu) 813.253.6250. They can connect you with support services and discuss options for holding the perpetrator accountable.

Academic Assistance – The Academic Success Center (academicsuccess@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. The Public Speaking Center (KBB 200, speakingcenter@ut.edu) offers students help with presentations. 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 – Cheating, plagiarism, copying and any other behavior that is contrary to University standards of behavior will not be tolerated. Students caught violating any aspect of the University of Tampa's Academic Integrity Policy will be penalized in all cases. Penalty ranges from "0" on an assignment to "F" for the course without regard to a student's accumulated points. Students may also face expulsion. It is the student's responsibility to become familiar with the policies of the university regarding academic integrity and to avoid violating such policies. Policy information is found at: <http://ut.smartcatalogiq.com/en/current/catalog/Academic-Policies-and-Procedures/Academic-Integrity-Policy>

#### 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 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. If you miss an assignment because of tardiness you will need to consult that assignment's make-up policy.

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 NOT use cell phones, computers, or recording devices in class – There is a boatload of research suggesting students learn more during lectures when they take notes the old fashioned way with paper and a pen or pencil. Even if you do not buy this evidence or consider yourself an outlier, electronic devices prove distracting to your neighbors.

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 Political Science. 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 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) a detailed 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 was making a good argument it just did not come across in my paper,” “I was having a bad day can you cut me some slack,” or “I need to pass this class to graduate” will be summarily dismissed as they do not speak to the quality of the work.

DO NOT send me an email unless it’s an emergency – With several classes and nearly 100 students a semester emails can become burdensome. While I know email seems convenient from the student point of view because it is more instantly gratifying and relatively labor free, I have found the method of communication a poor way to convey the complex concepts we deal with in class. So how can you decide if an email is an emergency? I would encourage you to ask yourself the following three questions:

- 1) Can I find the answer on the syllabus, in a text, or online?
- 2) Is it something one of my colleagues in class can answer?
- 3) Can it wait until next class or office hours?

If you answer any of these questions in the affirmative, PLEASE fight against the temptation to hit send. Also if you submit an assignment by email I will NOT grade it. Most assignments I have submitted via Turnitin and those few which require hardcopies there is a drop box on the outside of my office door.

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 know the university policy on “excused” absences – The UT catalog has a section on “excused absences.” It falls under the heading “Class Attendance and Participation” in the Academic Policies and Procedures section. 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 following university procedures. 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. Be thorough with this documentation as the burden of proving an absence is excusable falls on the student. 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.