

# HIST490 Capstone Senior Seminar

## Internationalizing History

### Spring 2017

Instructor: Dr. Valerie H. Barske

Email: [vbarske@uwsp.edu](mailto:vbarske@uwsp.edu)

Office Hours: M/W 10-11AM

Or By Appointment CCC 453

Time: T/R 12:35-1:50

Classroom: CCC 231

**Undergraduate Research, Scholarship, and Creative Activity**

#### Course Description

This course serves as a Capstone Senior Seminar in History. The main focus is to professionalize students as they prepare to transition from the university setting to a global world. Moving beyond the standard lecture format, the seminar allows all participants to help co-construct knowledge as we grapple with complex international issues. Our in-class readings provide theoretical grounding in both History discipline-specific methods and interdisciplinary approaches to real-world problem solving. We engage with concepts such as internationalizing history, neoliberalism, race, gender, the body, and postcolonialism. In the end, students apply their professional skills through formal conference poster presentations and a full-length original research paper. The course functions not only as a culmination of student experiences here at UWSP, but also as a springboard for launching marketable, competitive, and yet socially conscious global citizens.

#### Course Intended Learning Outcomes

This course aligns directly with the General Education Program outcomes for Communication and Capstone in the Major. Upon completing all in-class activities and co-curricular assignments, students will improve their ability to:

- Demonstrate professional academic standards in History for oral communication through leading in-class discussions and presenting an original research poster at a formal conference venue.
- Apply professional academic standards for written communication in History to compose an articulate, grammatically correct, and organized original research paper with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience.
- Critique their own and other's writing/oral presentations to provide effective and useful feedback to improve their communication.
- Demonstrate professional research methods in the discipline of History including analyzing primary and secondary sources as well as critical thinking for processing dense theoretical frameworks to succeed in a rapidly changing global society.

#### Required Readings:

Students are required to print, read, process, and take notes on ALL of our assigned readings. We do not have a textbook or purchase book, so please be prepared to spend some time and money printing the required readings. I have reduced the readings as much as possible, however I have selected dense, intense, and theoretically rich pieces. We will need to work hard grappling through big issues together. In addition, since the focus of the class is on original research, students should expect to be maintaining additional outside readings relevant to their topic.

#### Evaluation Criteria

##### Attendance, In-Class Discussion, and Professionalism 20%:

All students are expected to engage with course materials and to participate meaningfully in classroom discussions, exercises, and activities. Students will be expected to actively take notes on in-class activities and assigned readings. As the popular article from *Scientific American* (June 3, 2013) suggests, taking notes by hand has been proven to engage specific cognitive processes and embodied actions that enhance learning. Our class is designed in the format of a seminar, a course-based group discussion in which faculty and students



participate in the active co-generation of ideas rather than simply the delivery of content. As we enhance our professional writing and oral communication skills, we will strive to fine-tune our abilities to articulate complex ideas and even opposing viewpoints citing evidence in an inclusive learning environment. We will utilize a number of high-impact teaching practices such as team-based activities, hands-on participatory workshops, and engaging embodied learning opportunities. Unlike a standard lecture course, in this class, we will work together to produce rather than simply to consume knowledge.

#### **Abstract and Conference Submissions 10%**

From the very beginning of the course, we will start with how to write a formal research abstract to submit to a professional academic conference. Students will be required to submit abstracts to 2 conferences. We will apply for the UWSP College of Letters and Sciences Undergraduate Research Symposium May 5, 2017 and the UW System Symposium for Undergraduate Research and Creative Activity April 21, 2017.

#### **Article Précis 10%**

Dovetailed neatly with the poster presentation, students will work towards a full-length research paper. This assignment provides students with a chance to analyze an article relevant to their topic from the discipline of History as central to the Literature Review section of the paper. Writing assignments will build upon each other to help foster a productive writing process.

#### **Group Leading Discussion 5%:**

Students will present in small groups, although with individually assigned tasks and no additional outside group meetings. A sign-up sheet for specific dates and topics will be distributed in class.

#### **Literature Review 10%:**

In order to scaffold the writing of a full paper, this assignment invites students to practice their analytical skills and to submit the Literature Review component of the research first. All projects should be well-grounded in the historiography of the topic and draw from the theoretical frameworks of our assigned readings.

#### **Research Poster and Professional Presentation 15%**

Students will produce a formal research poster and present at a conference. We will devote class time to poster workshops and to practicing our presentation skills. Students will submit the digital versions of their posters for a grade as well. Also, students should be aware that a professional poster will cost approximately \$50. Remember, this course professionalizes students and provides them with real-world experiences for their curriculum vita and résumé, therefore the cost should be justified. That said, please talk to me at the beginning of the semester if you have specific financial concerns.

#### **Original Research Paper: Full Draft 15%, Final Paper 15%**

As central to the capstone experience of this course, students will be required to write an original 15-page research paper, which will include the following manageable subsections: Literature Review (5 pages), Historical Context or Archival Evidence (5 pages), Argument and Evidence Analysis (5 pages). Topics must focus on either academic issues relevant to international area studies as defined by cultural, linguistic, and geographical areas OR truly global concerns that are not U.S.-centered. While our archival work may include some U.S. foreign policy dimensions, bear in mind that the research topic must focus on real-world problems beyond the confines of the United States. We will have writing workshops and even computer lab time to work with our peers and the instructor to improve our writing.

#### **Criteria for Evaluating Written Assignments:**

The research paper for this course should follow the citation guidelines established by the *The Chicago Manual of Style* (16th edition, 2010). Students are encouraged to reference information on this style of documentation online at: <https://owl.english.purdue.edu/owl/resource/717/01/>



Each assignment will include a specific rubric. However, in general, grades for all written assignments will be based on the following categories and point-scale:

**30 Points** Students must fulfill the specific requirements of the given assignment, including meeting the assigned deadline, length, and topic. The instructor reserves the right not to accept late assignments or papers completely unrelated to the assigned topic. Out-of-class writing assignments should be typed, double-spaced, in Times New Roman 12-point font. In-class assignments should be legible and submitted on white or recycled notebook paper.

**30 Points** Students are expected to write clear, coherent, and well-organized papers centered around a stated thesis, argument, or question relevant to the course. Students will develop their ideas using supporting information. Paragraphs should be structured in a logical progression, including transition sentences and phrases that link one idea to another.

**30 Points** Students will also be expected to synthesize abstract ideas, incorporate complex theoretical concepts addressed in class, and employ a variety of primary and secondary sources including journal articles, book chapters, relevant websites, films, visual images, etc. All sources must be appropriately referenced in the text and cited in a bibliography.

**10 Points** Students will spell check their papers, including drafts, prior to submitting their work. Grammar and punctuation use should be correct according to standards of academic writing as detailed in the *MLA Handbook*. Students with deficiencies in basic writing mechanics should seek assistance from the Tutoring-Learning Center at UWSP <http://www.uwsp.edu/tlc/>.

### Participation Expectations:

√+ **90-100**—The student always comes prepared for class with readings printed, , previous notes, and any other necessary materials. During the discussion, they will ask on-topic questions, articulate complex ideas, and synthesize materials from previous sessions. They will volunteer and be ready to provide an answer when called. They will treat other students with respect, offering support and helping to create an inclusive learning environment.

√ **80-90**—The student comes prepared to class on a regular basis with their readings and other materials. They share ideas and communicate in group work, but could be more engaged in large group discussions. Although a student in this group might not volunteer as readily, they are always prepared to respond when called. They offer connections between ideas or comments in class.

√- **70-80**—The student is not prepared on a regular basis, forget their materials, or fail to participate. They might also wander off topic consistently, create a disturbance in the class, or show disrespect to other students. Students receiving a 70% for participation may not be able to engage fully in the coursework and with other students, so please try to avoid letting your participation reach this level.

### Grading Scale:

|    |         |    |         |    |              |
|----|---------|----|---------|----|--------------|
| A  | 93-100  | B- | 80 – 82 | D+ | 67 – 69      |
| A- | 90 – 92 | C+ | 77 – 79 | D  | 63 – 66      |
| B+ | 87– 89  | C  | 73 – 76 | D- | 60 – 62      |
| B  | 83-86   | C- | 70 – 72 | F  | 59 and below |

### Course Schedule:

Reading assignments listed below correspond to the date they are relevant to in-class work. Students are required to complete the readings prior to class. In addition, the schedule includes due dates, additional assignments, conference dates, and other special events. Please keep a paper copy of the syllabus in your coursework folder, but also consult our D2L site for updates. It is most likely that we will need to tweak the schedule as a class, however we are locked in to some formal deadlines this semester. Please help us all stay on top of our dates so that we can be successful together.

| DATE   | TOPIC  | READINGS   | ASSIGNMENTS/EVENTS  |
|--|--|--|---|
| <b>WEEK 1: GETTING SITUATED, IN A INTER/TRANSNATIONAL SPACE</b>              |  |  |   |
| 1/24   | Co-Constructing a Capstone Community                         | In-Class Syllabus, Team-Building Exercises                         | Brainstorm Project Ideas  |
| 1/26   | Internationalization of History                              | Iriye (1989) D2L   | Bring Project Ideas AND Reading to Class                                |
| <b>WEEK 2: HISTORY OF THE PRESENT AND COLLECTIVE MEMORY</b>                  |  |  |   |
| 1/31   | Neoliberalized Knowledge                                     | Brown (2011) D2L   |   |
| 2/2  | Ubiquitous Presence of the Past                              | Finney (2014) D2L  | <b>Group 1 Leads Discussion</b>   |
| <b>WEEK 3: RACE, COLONIALISM, AND RESEARCH ABSTRACTS</b>                     |  |  |   |
| 2/7  | Sex, Race, and Colonialism                                   | Bryder (1998) D2L  |   |
| 2/9  | Abstract Workshop  | Purdue OWL Writing Link D2L  | <b>MEET CCC 307<br/>Abstract DUE D2L 2/11<br/>11PM</b>                  |
| <b>WEEK 4: INTERMEDIARY ART AND NEOLIBERALISM</b>                            |  |  |   |
| 2/13   | Intermediary Art from China                                  | NO IN CLASS MEETING  | <b>Gallery Opening MONDAY<br/>4-6PM NFAC</b>                            |
| 2/14   | Intermediary Art from China                                  | NO IN CLASS MEETING<br>Sullivan (1999) D2L                         | <b>Ye Funa Talk, 7PM</b>  |
| 2/16   | Neoliberalism as Creative Destruction                        | Harvey (2007) D2L  | <b>Group 2 Leads Discussion</b>   |
| <b>WEEK 5: PROFESSIONALIZATION WORKSHOPS</b>                                 |  |  |   |
| 2/21   | Cover Letters and CV, CEO of Westphal Staffing Lisa Westphal | D2L Links for Writing Cover Letters and CVs                        | Bring Cover Letter, CV, and Application Announcement                    |
| 2/23   | Research Workshop  | In Class Conference Applications/Registrations                     | <b>MEET NFAC 215<br/>Computer Lab<br/>Abstract Due 2/24 11PM D2L</b>    |
| <b>WEEK 6: EXPLORING NEOLIBERALISM IN ECONOMICS AND CULTURAL PRODUCTIONS</b> |  |  |   |
| 2/28   | Archival Research Workshop                                   | Bring Cameras, Phones, and Pencils                                 | <b>MEET ARCHIVES 5<sup>th</sup> Floor<br/>Albertson Hall</b>            |
| 3/2  | Ju Anqi's <i>Poet on a Business Trip</i> (2015)              | NO IN CLASS MEETING<br>Berry, Xinyu, Rofel (2010) Introduction D2L | <b>Film Screening 7PM<br/><br/>History Precis DUE 3/5<br/>11PM D2L</b>  |
| <b>WEEK 7: GENDER, TRANSNATIONALISM, AND THE BODY</b>                        |  |  |   |
| 3/7  | Gender and Transnational History                             | Roberts (2005) D2L   |   |
| 3/9  | Gender and the Body as Method?                               | Canning (1999) D2L   | <b>Group 3 Leads Discussion</b>   |
| <b>WEEK 8: ANALYTICAL STRATEGIES FOR RESEARCH WRITING</b>                    |  |  |   |
| 3/14   | Literature Review Workshop 1                                 |  | <b>Computer Lab CCC 307</b>   |
| 3/16   | Literature Review Workshop 2                                 |  | <b>Computer Lab CCC 307<br/>Literature Review DUE D2L<br/>3/18 11PM</b> |
| <b>WEEK 9: SPRING BREAK MARCH 20-24</b>                                      |  |  |   |
| <b>WEEK 10: POSTCOLONIALISM AS THEORY AND METHOD</b>                         |  |  |   |
| 3/28   | Historicism, Postmodernism, Postcolonialism                  | Dirlík (2002) D2L  |   |
| 3/30   | Postcolonialism and the "Asia" Question                      | Vukovich (2013) D2L  | <b>Group 4 Leads Discussion</b>   |

| <b>WEEK 12: POSTCOLONIALISM, GENDER, AND EMBODIMENT</b>                      |   |   |   |
|--|---|---|---|
| 4/4  | Dancing Postcolonial Trauma and Challenging Gender in Okinawa | Barske (2015) D2L   | <b>Group 5 Leads Discussion</b>                                 |
| 4/6  | Poster Workshop 1   |   | <b>NFAC 215 Poster Workshop</b>                                 |
| <b>WEEK 13: PROFESSIONALIZATION AND POSTERS</b>                              |   |   |   |
| 4/11   | Poster Workshop 2   |   | <b>MEET NFAC 215<br/>Submit and Print TODAY</b>                 |
| 4/13   | Professionalization Updates                                   | Bring Updated CV, Cover Letters, or Applications                      |   |
| <b>WEEK 14: UNDERGRADUATE RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITIES</b> |   |   |   |
| 4/18   | Professional Poster Presentations                             | Bring Posters to Practice   |   |
| 4/20   | ALTERNATIVE COURSEWORK<br>Attend Poster Sessions 4/21         | NO IN CLASS MEETING   |   |
| 4/21   | Undergraduate Research Symposium                              |   | <b>UW System URSCA<br/>FRIDAY</b>                               |
| <b>WEEK 15: RESEARCH AND WRITING IN THE CAPSTONE</b>                         |   |   |   |
| 4/25   | Debriefing and In-Class Writing                               | Bring Full Paper File (USB)   | <b>MEET CCC 307<br/>Computer Lab</b>                            |
| 4/27   | Research Paper Writing Workshop                               | NO IN CLASS MEETING<br>Women and Gender Studies Conference in Madison | <b>OPTIONAL CCC 307 LAB<br/>Reserved for You</b>                |
| <b>WEEK 16: PROFESSIONAL PRESENTATIONS AND RESEARCH PAPERS</b>               |   |   |   |
| 5/2  | Research Paper Full Draft Workshop                            |   | <b>MEET CCC 307<br/>FULL DRAFT DUE D2L<br/>11PM TUESDAY 5/3</b> |
| 5/4  | ALTERNATIVE COURSEWORK  | NO IN CLASS MEETING   | Present/Attend Poster Sessions 5/5                              |
| 5/5  | College of Letters and Science Symposium                      |   | <b>COLS SYMPOSIUM<br/>FRIDAY 5/5</b>                            |
| <b>WEEK 17: EMBODYING GLOBAL CITIZENSHIP</b>                                 |   |   |   |
| 5/9  | Final Research Paper Workshop                                 | Bring Paper File (USB?)   | <b>MEET CCC 307 LAB</b>   |
| 5/11   | Course Wrap-Up  |   |   |

**Final Examination: Final Paper DUE MONDAY MAY 15<sup>th</sup> 11PM D2L.**

**Reminder: This syllabus is a living document, which we will adjust together. The instructor reserves the right to add, delete, or alter readings and assignments based on the pedagogical needs of the course. Please attend class for any updates or changes.**