

INTL 480 Capstone Senior Seminar

International Studies and Global History

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Office Hours: W 2-4PM
Or By Appointment CCC 453

Time: 12:35-1:50 MW
Classroom: CCC 234

Undergraduate Research, Scholarship, and Creative Activity



THE WISCONSIN INSTITUTE FOR PEACE AND CONFLICT STUDIES

Advancing Understanding of Conflict, Justice and Peace

Course Description

This course serves as a Capstone Senior Seminar in International Studies and Global 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 including human rights, NGOs, internationalism, and the globalization of culture. Our journey will be grounded in the analytical and contextual framework of global history, which will serve as a central disciplinary anchor as we venture into interdisciplinary and multi-disciplinary approaches to real-world problem-solving. In the end, students will 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 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 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 critical thinking, analytical skills, and professional communication skills necessary to succeed in a rapidly changing global society.
- Articulate the ways in which responsible global citizenship involves personal accountability, social equity, and environmental sustainability.

Required Readings:

Students are required to bring the text rental book *The Global History Reader* (GHR) Bruce Mazlish and Akira Iriye eds. (2005) for each class that we have readings. However, 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 15%:

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 at least 2 conferences with the hope of being accepted to at least one. We will apply for the UWSP College of Letters and Sciences Undergraduate Research Symposium, the UW System URSCA Symposium, and/or the Wisconsin Institute for Peace and Conflict Studies Annual Conference (Theme for 2016: Global Citizenship).

Article Précis 10%

Dovetailed neatly with the poster presentation, students will work towards a full-length research paper. This assignment encourages students to analyze an article 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 10%:

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 on their topic, as well as draw heavily from the concepts and methods of studying international issues as presented in our shared Global History Reader.

Research Poster and Professional Presentation 25%

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.

Original Research Paper: Full Draft 10%, Final Paper 10%

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 be 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
WEEK 1: GETTING SITUATED IN TIME AND SPACE			

1/25	Co-Constructing a Capstone Community	In-Class Syllabus, Team-Building Exercises	
1/27	What is Globalization? Global History and International Studies	“Introduction” and Part I Periodization in <i>GHR</i>	Bring Project Topic/Title Ideas to Class
WEEK 2: INFORMATION REVOLUTION AND MULTINATIONALS			
2/1	CyberCulture and State Power	Part III <i>GHR</i>	
2/3	Globalization at Bay	Part IV <i>GHR</i>	Group 1 Leads Discussion
WEEK 3: ARCHIVAL RESEARCH IN A GLOBAL CONTEXT			
2/8	Archival Research Workshop	Bring Cameras and Pencils	MEET LRC 520
2/10	Consumerism in a Global Context	Part VI <i>GHR</i>	Title/Abstract DUE D2L 2/11 11PM Print Draft for Class
WEEK 4: INTERNATIONAL ENVIRONMENTAL ISSUES			
2/15	Natural Environments and International Policy	Part VII <i>GHR</i>	Group 2 Leads Discussion
2/17	Abstract, Literature Review Research Workshop	Bring Abstract File (USB?)	MEET CCC 307 LAB Abstract DUE D2L 2/18 11PM
WEEK 5: CONCEPTUALIZING GLOBAL HISTORY IN INTERNATIONAL STUDIES			
2/22	ALTERNATIVE COURSEWORK Individual Project Time		
2/24	Sharing History Articles	Read/Bring History Article	History Précis DUE D2L 2/25 11PM
WEEK 6: HUMAN RIGHTS AND NGOS			
2/29	Human Rights as a Global Imperative	Part VIII <i>GHR</i>	
3/2	Role of International Organizations	Part IX <i>GHR</i>	Group 3 Leads Discussion
WEEK 7: INTERNATIONALISM AND GLOBAL CULTURE			
3/7	Internationalism and the Withering of the Nation???	Part X <i>GHR</i> Bring Archival Image to Class	
3/9	Global Culture(s)	Part XI <i>GHR</i>	Group 4 Leads Discussion
WEEK 8: BEYOND TERRORISM			
3/14	International Studies and Terrorism	Part XIII <i>GHR</i>	Literature Review DUE D2L 3/15 11PM
3/16	Poster Workshop Bring USB Images, Abstract, Sources		CPS 107 Computer Lab
WEEK 9: SPRING BREAK MARCH 19-27			
WEEK 10: CULTURAL DIMENSIONS AND GLOBALIZING MODERNITY			
3/28	Poster Workshop		CCC 307 Lab Submit Posters for Printing 3/29! Post in D2L Dropbox for a Grade 11PM
3/30	Syntheses and Conclusions	Part XIV <i>GHR</i>	Group 5 Leads Discussion

WEEK 12: INTERNATIONAL PEACE AND GLOBAL CITIZENSHIP			
4/4	Practice Poster Presentations	Bring Posters to Class	Barske Submits COLS Abstracts Online
4/6	ALTERNATIVE COURSEWORK Present/Attend Peace Conference 4/7-8		Peace Conference 4/7-4/8
WEEK 13: ANALYTICAL STRATEGIES FOR RESEARCH WRITING			
4/11	Conference Debriefing	Bring Analytical Evidence to Class	
4/13	Analyzing Evidence in International Studies		Analysis Summary Draft Bring to Class
WEEK 14: UNDERGRADUATE RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITIES			
4/18	ALTERNATIVE COURSEWORK Individual Paper Writing		
4/20	ALTERNATIVE COURSEWORK Attend Poster Sessions 4/22		UW System URSCA FRIDAY 4/22
WEEK 15: RESEARCH AND WRITING IN THE CAPSTONE			
4/25	Debriefing and In-Class Writing		
4/27	Research Paper Writing Workshop	Bring Full Paper File (USB)	MEET CCC 307 LAB FULL DRAFT DUE D2L 4/28 11PM
WEEK 16: PROFESSIONALIZATION IN INTERNATIONAL STUDIES			
5/2	Practicing Professional Interviews as Global Citizens	Bring CV and Dream Application to Class	
5/4	ALTERNATIVE COURSEWORK Present/Attend Poster Sessions 5/6		COLS SYMPOSIUM FRIDAY 5/6
WEEK 17: EMBODYING GLOBAL CITIZENSHIP			
5/9	Final Research Paper Workshop	Bring Paper File (USB?)	MEET CCC 307 LAB
5/11	Course Wrap-Up		

Final Examination: Final Paper DUE Wednesday 5/18 11PM. I will be available in my office for last minute paper questions during our exam time, Wednesday, May 18th 14:45-16:45.

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.