CAPSTONE
INTERNATIONAL STUDIES

College of Charleston
Spring 2015

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Department of International Studies
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Office Location: International Studies, 9 Glebe Street, 3rd floor

COURSE DESCRIPTION

This is the capstone course for the International Studies major and the culminating course of your college career. As such, you will investigate on-going debates over human difference and diversity in our global world. Our goal for this course is to recognize the colonial history of our political, economic, cultural, and academic frameworks and to ask how we might create more cosmopolitan understandings of the contemporary society.

Our conversations are organized around three major fields that organize the modern world:

- Authority and International Law
- Knowledge, Philosophy, and Religion
- Gender and Sexuality

Each of these units begins with a foundational primary source text that has framed significant ways of understanding human interaction over the last several centuries. We then read a series of secondary source analyses that offer critical readings of that text and its continuing effects. Throughout the term you will reflect on these readings to organize your own research projects. This assignment is broken into several discrete assignments which you will submit and present to your classmates throughout the semester.

PROCEDURE

This class consists of class discussions and student presentations. You are expected to be present in class, to participate in discussions, and to take careful notes during the entirety of class.

No computers or other electronic equipment will be allowed during this class.

I am available for conference outside of class. I am generally in my office from 2:00pm-3:00pm and 4:50pm-5:50pm on Mondays and Wednesdays. Please see OAKS for details about scheduling appointments for one of these times.

COURSE OBJECTIVES
International Studies and Course-Specific Learning Outcomes:

1. Students will demonstrate global awareness.

   This learning outcome will be demonstrated and assessed through the student portfolio due at the end of the semester.

2. Students will demonstrate an ability to analyze global phenomena from the perspective of multiple disciplines.

   This learning outcome will be demonstrated and assessed through the student portfolio due at the end of the semester.

1) Critical reading skills. You will strengthen reading skills, including analyzing academic writing and interpreting primary sources.

2) Formal writing skills. You will practice formal academic writing; that is, crafting an argument and supporting that argument through primary and secondary sources. You will also learn to summarize information succinctly and to synthesize information from separate sources into a coherent and sustained argument.

3) Analysis of debates over globalization. You will become acquainted with major debates in the academic study of globalization, including the histories of international law, philosophy & religion, and gender and sexuality.

4) Public thinking and debate. You will develop the ability to hold civil and intellectually-grounded debate and to offer judgments on major issues in contemporary political life.

**COURSE REQUIREMENTS**

Grades for the course will be calculated as follows:

- 25% Daily Reading Notes
- 20% Big Question Paper
- 15% Literature Review & Annotated Bibliography
- 12% Case Study Summary & Preliminary Bibliography
- 10% Intellectual Narrative & Portfolio
- 10% Big Question Presentation
- 5% Literature Review Presentation
- 3% Case Study Presentation

**Attendance Policy**

Students must be present in class. More than three absences will lead to automatic failure of the course. I strongly suggest you save these absences for illnesses and emergencies.
Daily Reading Notes Assignment

- Due Dates Marked on OAKS. All Reading Notes are due by 3am prior to class. They must be submitted electronically. Late Reading Notes will not receive credit.

This assignment is worth 25% of your course grade. Please Note: There are fifteen Reading Notes assignments designated for each group – you have a free pass for THREE assignments. This means that twelve assignments will factor into your final grade.

These assignments will help focus your thinking concerning the readings and help set the agenda for our classroom discussions. I will provide a specific worksheet for each day’s assignment. Follow the directions on that sheet carefully – the assignment will shift slightly from day-to-day.

Finally, make sure to bring your written response to class each day, so that you will be able to refer to them during class. Consistently forgetting to bring these to class will count against your class participation grade.

Over the course of this semester, though this assignment you will develop three skill sets: (1) critical reading; (2) effective note-taking; and (3) the succinct distillation of complex arguments and materials into your own written words. These are critical skill sets for both your college career and your future “real world” jobs.

I do not expect that you will have a 100% grasp on the readings 100% of the time; I do, however, expect that your written responses will demonstrate careful reading of and a thorough engagement with the assigned texts.

The structure is an outline (12 pt font, SINGLE spaced). At the top of the page, you must include a full header (name and date) and a full bibliographic listing of the work in question - e.g.: Sullivan, Winnifred F. 2009. “We Are All Religious Now. Again.” Social Research 76 (4): 1181–1198. Within your notes themselves, please use parenthetical citations for this assignment, so as to save space - e.g.: (Sullivan 2009, 1188). See the link on the first reading notes worksheet for assistance with citation. Your citation system should be in either MLA, Chicago (author-date). Pick one and stick to it.

Reading notes will be graded on a scale from 1-5:

5 (A) - proofread and includes excellent engagement with the reading, thoughtful evaluation, and citations (page numbers) throughout.

4 (B) - a few grammatical or mechanical errors and may be missing a citation. It still includes an excellent engagement with the reading and thoughtful evaluation.
3 (C) - a few grammatical or mechanical errors and lacks a few citations and has an inadequate engagement and evaluation or has numerous errors and lacks citation combined with a fine engagement with the reading and thoughtful evaluation.

2 (D) - numerous grammatical and mechanical errors, lacks citations, and includes an inadequate engagement with and evaluation of the reading.

1 (F) - incomplete. Effort was not made to address each of the reading questions.

Case Study Summary & Preliminary Bibliography

- **Due Tuesday February 10th BEFORE Noon**

  This assignment includes a formal summary of the case study of your choice as well as a preliminary bibliography.

  The summary should be 900-1200 words and include necessary preliminary background on your topic.

  The preliminary bibliography should include 3 primary sources from outside of class, 5 secondary sources from outside of class, and 3 sources from the course syllabus.

  You will continue to examine this case study over the entirety of the semester, so choose wisely.

  This assignment is worth 12% of your course grade.

Case Study Presentation

- **Due in-class Wednesday February 11th**

  You will offer a brief (2 minute) **formal** presentation of your topic to your classmates.

  This presentation is worth 3% of your course grade.

Literature Review & Annotated Bibliography

- **Due Friday March 13th BEFORE Noon**

  This assignment includes a formal Review of Literature as well as an annotated bibliography.

  The Review of Literature should be between 2100-2300 words and include the relevant existing academic studies of your topic as well as the primary sources necessary for your study.
The Review of Literature should summarize the State of the Field (in other words, what work has already been done) on your topic as well as one element where work has not been done that you think is important. Identifying this “gap” in the literature is an essential aspect of the Review of Literature.

The annotated bibliography should include all sources from your preliminary bibliography as well as an additional 5 outside sources and any additional relevant primary sources. This means a total of at least 3 primary sources, 10 secondary sources, and 3 sources from the syllabus.

This assignment is worth 15% of your course grade.

**Literature Review Presentation**

- **Due in-class Monday March 16th and Wednesday March 18th**

You will offer a 5 minute *formal* presentation to your classmates.

This presentation is worth 5% of your course grade.

**Big Question Paper**

- **Due Tuesday April 14th BEFORE Noon**

This assignment is a philosophical and theoretical reflection on your topic. This paper should be between 2100-2300 words. It should tie your knowledge of your topic and the “gap” you identified in your literature review to our Big Questions from class.

This assignment is worth 20% of your course grade.

**Big Question Presentation**

- **Due in-class Wednesday April 15th, Monday April 20th, Wednesday April 22nd**

You will offer a 10 minute *formal* presentation to your classmates.

This presentation is worth 10% of your course grade.

**Intellectual Narrative & Portfolio**

- **Due Friday May 1st BEFORE 7pm**

The Intellectual Narrative will reflect on your research process over the course of the semester. This paper should be between 900-1200 words. You will submit this Narrative as the first section of a Portfolio. The Portfolio will contain copies (including my remarks) of your Case Summary & Preliminary Bibliography, Literature Review & Annotated Bibliography, and Big Question Paper.
This assignment is worth 10% of your final grade.

**Grading Scale:**

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**Academic Honesty:**

This course has a zero-tolerance policy towards academic dishonesty, including plagiarism, taking credit for another’s work, and cheating in any way. A student found cheating will automatically fail the course. In addition, CoF policy requires me to report such a student to the Dean of Students. A student found responsible of academic dishonesty by the Dean’s office will receive an **XF** on the student’s transcript, indicating failure of the course due to academic dishonesty.

**ACCOMODATIONS**

If you have a disability that qualifies you for academic accommodation, you must provide me with a letter from the Center for Disability Services at the beginning of the semester. It is your responsibility to schedule accommodations for in-class exams through the Center for Disability Services. I strongly recommend you do that during the first week of class. According to CoF policy, if you wait until the week of the exam you forfeit your claim to accommodation. For more information on the SNAP program, see: [http://disabilityservices.cofc.edu](http://disabilityservices.cofc.edu)

**REQUIRED TEXTS**

All required readings are available on OAKS. You are required to PRINT each of these readings and have them in your possession during class. You should take these costs into account at the start of the semester.

**THE SCHEDULE OF READINGS IS AVAILABLE ON OAKS.**