

INDIANA UNIVERSITY BLOOMINGTON
INTERNATIONAL STUDIES
CAPSTONE SEMINAR (INTL I400)

OBJECTIVES

This course is designed to demonstrate your accumulated training in International Studies in a single original project of your choice, subject to the instructor's approval and under the supervision of a faculty member. The completed thesis should bring together your theme, your region, your foreign language expertise, and your overseas experience in an 8000 word *tour de force*. The overall purpose of this project is to train you to continue to think critically, write and present clearly, critique other work, and respond to criticism. You must be an International Studies Major with senior standing to be able to take the course.

LOGISTICS

The class meets 8 times during the semester. While we would work as a class during our first meetings, in other meetings the class would be divided into groups with shared interests. The two final meetings are dedicated to student presentations. During class meetings, students are also expected to critique each other's assignments (the entire class or their respective group members, depending on the schedule). Throughout the semester students should work also with their mentors (see below).

REQUIREMENTS

Attendance. Attendance will be taken. Any absence will negatively affect your grade. Absences must be accompanied by corroborating documentation. Late assignments will not be accepted unless circumstances are extenuating. Presentations and in-class critiques cannot be made up if missed.

Mentorship. You should identify an Indiana University faculty member who has expertise in a major aspect of your thesis project. A list of International Studies affiliated faculty is available, though you should feel free to approach faculty members not on this list. When approaching a potential mentor, you should share the handout on INTL I 400 Mentor Guidelines (Appendix II). Mentors must meet with you at least three times during the semester: The first meeting is to discuss your project and topic statement, the second is to review your bibliography, and the third is to review your full rough draft. Mentors should sign and date a form (Appendix I) confirming that each of the three meetings occurred. After the third meeting the mentor must e-mail the instructor with comments on the rough draft. Mentors provide guidance to students, but course grades will be assigned by the instructor.

Peer Review. Students must read and respond to all their classmates' papers by class time. Students should also have comments to orally give their classmates during class. Comments should be critical yet respectful and should focus on argument, evidence, logic, exposition, and grammar. Students will review three assignments for *everyone* in the class and two assignments (literature review and case study), for approximately three

of their peers. They will also edit the complete rough draft of one or two of their classmates.

THESIS PROGRESSION ASSIGNMENTS

Assignment # 1: *Topic Statement*

This assignment requires only five sentences. The first sentence should state your thesis topic. The next three sentences should specify three separate reasons why your topic is important. The final line should explain your background in the topic, or why you should be the one to write this project (e.g. "I spent six months in Spain"). This assignment will be subject to peer critique.

Assignment # 2: *Expanded & Revised Research Statement*

This assignment should introduce the reader to the main aspects of your thesis and should also begin to formulate your research questions. It should significantly expand your *Topic Statement* and set the stage for the next phase of your thesis in the following manner: Choose a provisional thesis title, state what the project is about, what you hope to demonstrate, the significance of the project, how did this idea come about (optional), what kind of sources / theoretical framework will you be using to analyze your questions (also provide a preliminary evaluation of the sources you will be using), introduce a preliminary plan of your study including an initial division into sections/chapters.

Length: 750-1000 words. This assignment will be subject to peer critique.

Assignment # 3: *Preliminary Bibliography*

Compile a preliminary bibliography. The list need not be too exhaustive (25-50 sources), and you can add and subtract later, but it has to reflect the major scholarly works in the field, both books and articles, as well as relevant theoretical literature. You must demonstrate usage of foreign language sources in your bibliography and in your final essay. The bibliography needs to be submitted in accordance with the style sheet provided. Naturally, you are expected to use scholarly studies. This assignment is *not* subject to peer critique.

Assignment # 4: *Literature Review / Theoretical Background*

Having compiled and read the appropriate bibliography, or most of it, you should now be able to provide the background for your topic, applying broad and narrow perspectives. What has been done thus far in the field? Do you see any trends or shifts in the study of your topic? What methodologies and approaches were applied? For example, *the issue was handled by such and such in his work... where he explored x (but not y); ... there's a lacuna here and there; scholars relied too much on statistical analysis and less on oral testimonies; used theory a but not b; ignored or over-emphasized a comparative analysis, used one group/type of sources but not another, did or did not account for the bias in the sources used, etc. etc.* Length: 1500-2000 words. This assignment will be subject to select peer critique.

Assignment # 5: *Methodology / Approach*

All of you are implicitly using some form of methodology. In your previous assignments you have emphasized other aspects of your scholarly inquiry: your research question identified *what you wish to explore* and your literature review evaluated *what has been done thus far* in the field (and in what manner). The methodology part answers the question *how* you intend to explore your topic. You may use a variety of approaches, ranging from textual analysis to participant observation, from lived experience and interviews to concrete theoretical evaluations, and so on.

In this assignment you should demonstrate that you know not only what methods you employ, but what are the strengths and weaknesses of these methods. The methodology also explores your case study in a wider context, which also ties your case to your theme in the major. Length: 750-1000 words. This assignment will be subject to peer critique.

Assignment # 6: *Case Study*

Here you provide all the details of your actual study. This is the part of the thesis you will be most familiar with.

Length: 2000-2500 words. This assignment will be subject to select peer critique.

Assignment # 7: *Complete Rough Draft with a Conclusion*

Although this is not the final product, treat the rough draft as if it were. Structure your paper with titled sections, integrating your previous assignments into a single essay, expanding and altering them as needed. Pay attention also to editorial concerns (style, footnotes, etc.). In your conclusion, summarize the major points of the thesis, reflect upon relevant parts from the literature review, and indicate, if applicable, recommendations for further inquiry, be it of a scholarly or policy-related nature. This assignment is subject to select peer critique.

Assignment # 8: *Project presentation.*

You will give a presentation (using Microsoft PowerPoint) summarizing your project to the class and possibly other faculty members and colleagues. Plan a 15-minute talk, guiding the audience through the contents of your work. Naturally, pay attention to form as well. This assignment is *not* subject to peer critique.

Assignment # 9: *Final version of project.* You should revise your rough draft several times before submitting the final version. Historically, poor marks in I400 occurred mostly because students did not heed to the advice and comments on the rough drafts given by the instructor, mentor, classmates, and our professional editor. You may want to look at previous I400 papers as models for your papers. This assignment is *not* subject to peer critique.

GRADING & EVALUATIONS

There are 100 points attainable in the course. They are apportioned as follows:

Attendance.....	8 points
Mentor participation.....	12 points
Section drafts.....	15 points
Topic Statement	1 point
Research Statement	2 points
Bibliography	2 points
Literature Review	4 points
Methodology	2 points
Case Study	4 points
Complete rough draft of project.....	15 points
Final version of the project.....	25 points
Peer review.....	10 points
Topic Statement	1 point
Research Statement	2 points
Literature Review	3 points

Methodology	1 point	
Case Study	3 points	
Project presentation.....		15 points
Organization	3 points	
Visual quality	3 points	
Timing	3 points	
Practice	3 points	
Informative value	3 points	

Grade distribution is as follows:

99-100% A+	78-79% C+	<59% F
93-98% A	73-77% C	
90-92% A-	70-72% C-	
88-89% B+	68-69% D+	
83-87% B	63-67% D	
80-82% B-	60-62% D-	

Other important Matters

Plagiarism constitutes using others’ ideas, words or images without properly giving credit to those sources. If you turn in any work with your name affixed to it, I assume that work is your own and that all sources are indicated and documented in the text (with quotations and/or citations). I will respond to acts of academic misconduct according to university policy concerning plagiarism; sanctions for plagiarism can include a grade of F for the course and must include a report to the Dean of Students Office.

You are required to complete the online plagiarism tutorial at (http://www.indiana.edu/~libinstr/Tutorial/Citing/citing_test.html). Take the self-test before **September 7** and e-mail me the results using the mechanism on the self-test.

IU’s code of Student Rights, Responsibilities and Conduct can be found at (<http://campuslife.Indiana.edu/Code/index.html>). Student-instructor relations are dictated by the Family Educational Rights and Privacy Act (FERPA).

TENTATIVE SCHEDULE OF MEETING TOPICS & ASSIGNMENTS

<i>Date</i>	<i>In-class activity</i>	<i>Assignment due</i>	<i>Notes</i>
Week 1	Course Introduction	---	Should have topic and mentor chosen
Week 2	Critique of topic Statements	Topic Statement due	Plagiarism test due First meeting with mentor to discuss project and topic statement
Week 3	Critique of Expanded Statements Groups assigned	Research Statement due	
Week 4	<i>No class</i>	Preliminary Bibliography due	Library Session Work on lit. review and methodology
Week 5	<i>No class</i>	---	Work on literature review and methodology Second meeting with mentor to review bibliography
Week 6	Critique of literature reviews: group work	Literature Review due	Work on methodology
Week 7	Critique of methodology	Methodology due	
Week 8	<i>No class</i>	---	Work on case study
Week 9	<i>No class</i>	---	Work on case study
Week 10	Critique of case studies	Case Study due	
Week 11	<i>No class</i>	---	Work on rough draft
Week 12	<i>No class</i>	---	Work on rough draft Third meeting with mentor to approve rough draft – revise accordingly
Week 13	<i>No class</i>	Full rough draft due	Work on presentations
Week 14	Presentations	---	
Week 15	Presentations	---	Rough drafts returned
Week 16	<i>No class</i>	Final draft due	

Appendix: MENTOR MEETINGS FORM

Students: Please have your mentor sign and date this form after each meeting. Turn in the form to your I400 instructor.

Student Name: _____

Mentor Name: _____

Meeting I Date: _____ Mentor Signature: _____

Meeting II Date: _____ Mentor Signature: _____

Meeting III Date: _____ Mentor Signature: _____

Appendix II: INTL I 400 Mentor Guidelines

International Studies

Woodburn 300

www.indiana.edu/intlweb

812-856-1816

Director: Dan Knudsen, knudsen@indiana.edu

Advisor: Emily Williams, elwill@indiana.edu

International Studies INTL-I 400 Capstone Project

Instructions for the Capstone Mentor

Overview

The International Studies major draws on almost every department in the College of Arts and Sciences to provide students with an understanding of the international arena. Because of the vastness of international topics, students focus on both a thematic and regional concentration. In the senior year, students write a thesis that integrates these two concentrations. For example, a student focusing on the theme Human Rights and Social Movements and region Latin America might combine the two to focus on the issue of street children in Brazil.

Examples of past thesis titles include:

- Structural Adjustment Programs and Rural Livelihoods in Global Senegal
- The Sounds of the Gaita: A Call Toward Nationalism and Celtic Identity in Galicia
- A French Connection: The Emphasis on Culture in Film Adaptation

Responsibilities of the Capstone Mentor

Because the student will be attending a weekly class with an instructor and in-depth peer critique, a Capstone mentorship does not require the same level of engagement as an independent study. While we welcome and value the mentor who goes over and beyond requirements, extensive supervision is unnecessary. Mentors provide guidance to students. Grades are assigned by the I400 course instructor.

- The mentor has some expertise related to the student's proposed thesis topic.
- The mentor meets with the student at least three times. Mentors email International Studies at intl@indiana.edu or fill out the mentor meeting form to confirm that each of these meetings occurred.
- At the first meeting, the mentor reviews the student's topic statement (approximately the second week of class).
- At the second meeting, the mentor reviews the student's bibliography and literature review (approximately the fourth week of classes)
- The mentor reads the student's full rough draft and then offer suggestions at a third meeting (approximately the ninth week of classes).

Responsibilities of the Student

- The student provides a topic statement that integrates the thematic and regional concentrations, and has a reasonable motivation.
- The student comes prepared to meetings and provides the mentor with a reasonable amount of time to review the materials before meeting.
- Student makes arrangements with the mentor to review the problem statement, bibliography and rough draft at a time convenient to the mentor, but within the confines of the class deadlines.

The International Studies Program could not be successful without you. Your service as a mentor is valued.