



## Global Studies Capstone Course

**GLBL 450**

Seminar, 3 credits

Spring 2017

Professor:  
Office:  
Office Hours:  
Class Hours:  
Class Room:  
Telephone:  
E-mail:

**Course Description:***Catalog Description:*

As the culmination of the Global Studies major, each student will develop and complete a project. The project will integrate and apply the theoretical, methodological, and intellectual underpinnings of global studies, as well as develop students' research, writing, and presentation skills. It is recommended that students complete a minimum of 30 credits in the major, including the Global Experience, before enrolling in this course. *Permission of Global Studies Coordinator required.*

The objective of this course is to understand and to address major trends of the early 21st century. The global problems that affect the future of "civilization" include globalization generally, and more narrowly traditional and non-traditional security threats ranging from proliferation of Weapons of Mass Destruction, ethnic violence, and global terrorism to environmental degradation, food shortages, energy insecurity, epidemics, economic instability, etc. Accompanying these crises is the fear that existing institutions and policies are unable to cope with weakening state structures, eroding social safety nets and commitments to alleviate poverty, and failing respect for human rights in an increasingly interdependent world.

<b>Objective</b>	<b>How the objective is met:</b>
Oral communication	Formal presentation of student's research at course's end.
Written communication	Reading summaries and research paper (and its various components)
Experiential learning	Student must conduct and collect his/her own research in one of the various ways: internship, co-op, study abroad experience, survey design, interviews, or other similar forms of data collection.
Ethical practice	Through assigned readings, discussions and lessons on the role of ethics in our discipline, and through the research process itself.
Lifelong learning	Through the research project the major elements of lifelong learning, curiosity, initiative, independence, transfer, and reflection, are addressed.

## Prerequisites:

- 1.) Senior majors only (course to be capped at 20 students).
- 2.) The topics covered in this course must also promote, underscore, and encourage a process of lifelong learning.

**LEAP Goals:**

- Goal No. 1: Knowledge of Human Cultures and the Physical and Natural World.  
Goal No. 2: Intellectual and Practical Skills throughout the Curriculum.  
Goal No. 3: Personal and Social Responsibility.  
Goal No. 4: Integrative Learning

**Core (LEAP) Competencies Satisfied:***Ethical Practice and Ethical Reasoning:*

Ethical Reasoning and Practice is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

*Experiential Learning:*

Incorporating active, participatory experiences to enhance learning, specifically the development of critical thinking and reflective judgment skills, and to teach students to be advocates and change agents.

*Lifelong Learning:*

Lifelong learning is "all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence". An endeavor of higher education is to prepare students to be this type of learner by developing specific dispositions and skills described in this rubric while in school.

*Oral Communication:*

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

*Written Communication:*

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

**Learning Outcomes:**

Upon completing this course, students should be able to:

1. List an example of how security and insecurity are conceptualized in the context of History.
2. List an Example of how security and insecurity are conceptualized in the context of the Natural Sciences.
3. List an example of how security and insecurity are conceptualized in the context of Anthropology.
4. List an example of how security and insecurity are conceptualized in the context of Geography.
5. List an example of how security and insecurity are conceptualized in the context of Economics.

6. List an example of how security and insecurity are conceptualized in the context of Political Science.
7. List an example of how security and insecurity are conceptualized in the context of Global Studies.

### **Sakai**

This course is a web-enhanced course. This means that the course is accompanied by a website on a system called Sakai. This system allows access to the site for the course only to those students enrolled in the class. It is essential that you utilize this tool. I will post important information, additional reading, lecture notes and other interesting material on the site. The site has a chat room and a discussion board that you and your fellow students can use as you see fit.

### *Interacting with Classmates & “Netiquette”*

Throughout the semester you will be asked to participate on our class’s Sakai page (particularly in the Discussion Forum section) to converse on a range of topics. As a result, students will be regularly asked to exchange ideas and share opinions. Due to the nature of the topics covered, debates can become spirited even if this occurs via Sakai rather than in a conventional classroom setting. Despite this, you are required to remain respectful of others and their opinions at all times. No exceptions permitted. I will not tolerate anyone attacking another student for any reason whatsoever. “Netiquette” is a portmanteau for internet etiquette and this is of paramount import here. You are encouraged to exchange ideas and challenge one another but this is to be done in a respectful way that does not denigrate anyone else in the class. Failure to comply with this standard or policy will result in your removal from the class should your behavior intimidate your peers or infringe upon their learning experiences.

### **Rules of the Game:**

Students are expected to read the material indicated in this syllabus before class and can expect to be questioned and or quizzed on the material during class. The final grade will be determined on the following calculation:

<i>Reading Summaries (10 x 1)</i>	20 points
<i>Discussion Leader</i>	10 points
<i>Paper Proposal</i>	10 points
<i>Annotated Bibliography</i>	10 points
<i>Rough Draft</i>	10 points
<i>Peer Review</i>	10 points
<i>Formal Presentation</i>	10 points
<i>Response Letter</i>	10 points
<i>Research Paper – Final Draft</i>	40 points
<i>Major Field Test</i>	<b>Failure to take results in F for course</b>
<b>Total</b>	<b>130 points</b>

Grade Scale: 130-117=A, 116-104=B, 103-91=C, 90-78=D, 77-0=F

### **Assignments**

#### *Submission of Written Work*

All written work has to be uploaded to Sakai under the heading “Assignments”. You will find a place to upload each of your assignments. Sakai is linked to the “turnitin” software

which checks your work for plagiarism. It will furthermore allow me to grade your work on-line and give in text feed back to your work. You can upload your work in many different formats, but I recommend that you use either Word, PDF, or RTF formats. Any late submission will result in a lowering of your grade, in most circumstances to a failing grade. All papers need to be type written, line-spacing two and in a regular font (Times New Roman or Courier) size 10 or 12. (Margins should be no more than 1” on each side). The paper will have to be written in accordance with the standards for an academic paper (see Roselle book). A paper guide, as well as information on citations, plagiarism and references will be available on Sakai. Students are expected to write in correct English and are encouraged to use the facilities available to them to improve the quality of their paper.

### **Reading Summaries**

Each week a student is to submit a summary detailing the highlights of the assigned reading. This summary should be no longer than a page (typewritten, double-spaced, 12 point, Times New Roman font).

### **Discussion Leader**

Each student will serve as discussion leader for one class period. This means that you are responsible for posing questions and generating discussion on a particular topic/assigned reading. You will be graded on the quality of questions posed, the quality of discussion generated, and how well you understand the readings. In addition, when you are discussion leader, your discussion questions MUST be submitted to the instructor 1 week prior to your discussion date. Failure to do so will result in a 50% reduction in the points accrued for this assignment.

### **Paper Proposal**

The first required paper component is the paper proposal. The paper proposal should include 3-5 sentences talking about the goal of the paper. The proposal should address: the specific topic to be researched, the hypothesis (or hypotheses) under review, and a brief argument supporting the hypothesis.

Due Date:

### **Annotated Bibliography**

The purpose of the annotated bibliography is to help the students put together an exhaustive literature review that covers the extant literature of a topic along with how the student’s research adds to the previous work on this topic. Each entry should provide a full citation of the work in use along with a description of the work’s relevance to the paper and how it will be used in the research (e.g., literature review, methods, data source, etc.). Students are expected to collect 20 or more sources for the annotated bibliography.

Due Date:

### **Rough Draft**

The rough draft is an opportunity for the student to present his/her progress on the paper and to compile the materials assembled for this paper. The rough draft should include all features of a formal research paper including: introduction, literature review, research design, data, methodology, findings, and bibliography. This paper should be 15-30 pages in length and is due at the start of class on a date selected by the instructor.

The instructor will offer a thorough review of the paper with remarks on the content, structure, data, methods, and validity of the research. Students are required to address these remarks as they prepare to submit the final paper.

Due Date:

### **Peer Review Exercise**

Research has found that peer reviewing exercises (i.e., where students read, review and critique their peers' research) is useful not only for the reviewee but also for the reviewer. For the person being reviewed, it offers a fresh set of eyes to identify weaknesses in the paper (whether they be grammatical mistakes, logical missteps, insufficient support, etc.) while the reviewer can learn how to improve their own work through this process. As well, this exercise can also help students improve their articulation and communication skills. This exercise will unfold in two parts: (1) the class will assemble the rubric that they will use for the exercise and, then, (2) everyone will review someone else's work (I will actually distribute the papers). For this to work or be effective, please keep the following in mind:

1. Give yourself plenty of time to read the paper. This will help to ensure that you provide quality feedback and analysis.
2. Be respectful and supportive. It is not your job to tear someone down. Embrace the golden rule: critique as you would like to be critiqued.
3. Be objective. Avoid your own biases. If someone is analyzing a policy about which you hold strong feelings, be sure to avoid inserting your own opinions. That said, you can still critique the paper and encourage greater support but it is not your job to take or promote normative stances in this exercise.
4. Be sure to not only critique but also to offer suggestions on how a person can improve his/her study. The more articulation and detail the better your grade will be, and the better off the reviewee will be moving forward.
5. Follow the prepared rubric and ask questions as they arise!

Due Date:

### **Response Letter:**

In my upper-division courses that require research papers I often give detailed feedback to students and, in some cases, this advice goes ignored resulting in a finished product that falls well short of its potential. To ensure that this does not happen, and to gain a better understanding of how students think about and respond to my comments, you are required to provide a detailed response memo that explains and highlights the specific changes that were made between the rough and final drafts of your research paper.

The length of this assignment will vary by student but it should at least respond to each of the points I have raised in your rough draft evaluation. And like all other written assignments, you are to use Times New Roman 12point font with 1" margins for this assignment.

This assignment should be submitted along with the final draft of your research project.

Due Date:

### **Final Research Paper**

A 15-30 page research paper will be due at start of class on the day of the student's formal presentation. This research project is an iterative process where students will have multiple opportunities to improve upon their work over the course of the semester. By disaggregating the paper into various parts (i.e., introduction, annotated bibliography, research design, rough draft, etc.) this will allow the instructor to help the student improve his/her work by making adjustments throughout the research process.

Students should meet with the instructor at the beginning of the semester in order to discuss paper topics, research strategies, and the available literature. A handout concerning the research paper (e.g., a rubric for all paper assignments) will be handed out in class and will also be available on Sakai.

Due Date:

### **Formal Presentation**

The culmination of the semester and the research experience is a formal presentation. This presentation should be approximately 10 minutes in length where the student should explain and discuss his/her research. This presentation should also utilize technological tools (e.g., powerpoint, media, websites, or other visual graphics) to convey the outcomes of the research project.

Due Date:

### **Major Field Test (MFT)**

The MFT is another required exercise for this course. The MFT will take place on the day we would ordinarily have the final exam. It is not required that you pass this test; HOWEVER, it is required that you TAKE this test. If you do not take this test, **you will fail the course.**

Date:

### *Academic Dishonesty*

Students are expected to be aware of the University policies on plagiarism as published in the student handbook. The student handbook states:

Academic dishonesty includes, but is not limited to, cheating on examinations, falsifying records, submitting plagiarized work of any kind, or providing or receiving assistance in course work in a manner not authorized by the instructor. Plagiarism is defined in the Shepherd University Catalog as "the act of stealing and using, as one's own, the ideas of another or the written expression of ideas of another."

### *Attendance and Participation*

You **MUST** attend your classes regularly and engage in the requirements for each class; otherwise, **your financial aid may be revoked** either partially or in full. This would result in an amount due by you to the University immediately. Please refer to [shepherd.edu/faoweb](http://shepherd.edu/faoweb) for more details.

According to the student handbook "students are expected to attend class" but will be excused if they have a legitimate reason to be absent. "Legitimate reasons for class absences include documented and/or instances of the following 1) death in the immediate family; 2) incapacitating illness or injury (not including any nonemergency doctors' appointments that could be scheduled at other times); 3) field trips required for other classes, intercollegiate

competitions, or activities initialing official representation of Shepherd University; 4) hazardous, weather-induced driving conditions (for commuter students only).” Participation is determined by the student’s participation in in-class discussions. Participation in the discussions in-class is strongly encouraged because it will lead to a better understanding and thus better grades beside the participation grade.

#### *Cell Phone and Other Policies*

Cell-phones and/or other devices making noises that might irritate the instructor are to be turned off while the class is in session. Taking calls in class as well as texting during class is not allowed and might result in a reduction of the final grade. Personal computers (laptop, tablet, etc.) should only be used for taking notes and other class related activities.

#### *Disability Support Services*

Disability Support Services at Shepherd University believes that every student should succeed, and works closely with students to meet their needs. Students requesting any disability related accommodation should contact the Disability Coordinator at 304-876-5453. This includes students with learning disabilities needing classroom accommodations, students requesting specific housing accommodations for health-related reasons, and all other disability accommodations. Accommodations need to be documented and provided to instructors. Please see <http://www.shepherd.edu/mcssweb/dss/default.html> for more information.

#### **Texts:**

There is no required text for this course. However, you will have to read articles which are listed in the Class Schedule and will be posted on Sakai.

#### *Recommended:*

- It is strongly recommended that you read, watch or listen to some reliable news sources on a daily basis. Some suggestions of news sources are the BBC, NPR, New York Times, The Guardian, and CNN. More important are the news sources which are less reliable. Avoid blogs, MSNBC or Fox News, Wikipedia, etc.
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### **Tentative Schedule**

	<b>Topic</b>	<b>Assignment</b>
Week 1	Introduction & Course Overview	Syllabus review
Week 2	Security and Insecurity in the Humanities * Brainstorm topics/ideas	Articles about Security and Insecurity in the Humanities posted on Sakai
Week 3	Security and Insecurity in the Humanities * Peer review of paper proposals	Articles about Security and Insecurity in the Humanities posted on Sakai <b>**Paper Proposal Due</b>
Week 4	Security and Insecurity in the Natural Sciences *Strategies for literature review	Articles about Security and Insecurity in the Natural Sciences posted on Sakai.

Week 5	Security and Insecurity in the Natural Sciences  * Literature review discussion	Articles about Security and Insecurity in the Natural Sciences posted on Sakai  <b>**Annotated Bibliography Due (26 September 2013)</b>
Week 6	Security and Insecurity in Anthropology  * Peer review of annotated bibliography	Articles about Security and Insecurity in Anthropology posted on Sakai
Week 7	Security and Insecurity in Anthropology  *Research design discussion	Articles about Security and Insecurity in Anthropology posted on Sakai
Week 8	Security and Insecurity in Geography  *Data collection discussion	Articles about Security and Insecurity in Geography posted on Sakai  <b>**Rough Draft Due</b> <b>**Papers Distributed for Peer Review (by instructor)</b>
Week 9	<b>No Class</b>	<b>Spring Break</b>
Week 10	Security and Insecurity in Geography  *Methodology discussion	Articles about Security and Insecurity in Geography posted on Sakai
Week 11	Security and Insecurity in Economics	Articles about Security and Insecurity in Economics posted on Sakai  <b>**Peer Reviews Due</b>
Week 12	Security and Insecurity in Economics  *Writing-up findings discussion  *Revisions	Articles about Security and Insecurity in Economics posted on Sakai
Week 13	Security and Insecurity in Political Science  *Drawing conclusions discussion, Updates, Revisions	Articles about Security and Insecurity in Political Science posted on Sakai
Week 14	Security and Insecurity in Political Science  *Revisions, Response Letter draft and Formal Presentations	Articles about Security and Insecurity in Political Science posted on Sakai
Week 15	Security and Insecurity in Global Studies	Articles about Security and Insecurity in Global Studies posted on Sakai  <b>*Due: Submit papers for review</b>
Week 16	Major Field Test	