Description
The Capstone Seminar 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 additional supervision of a faculty mentor. Although the most common way of completing this course is the writing of a research thesis of approximately 8000 words, alternate projects can be explored in consultation with the instructor of the course and the International Studies Director of Undergraduate Studies. The completed thesis or project should bring together your theme, your region, your foreign language expertise, and your overseas experience. The Capstone necessitates multiple drafts of your research that are subjected to heightened peer review and regular feedback from your instructor, your peers and your mentor.

Course Goal
By the end of the seminar students will be able to clearly articulate their research argument in a well-written and orally presented project.

Learning Goals
- To improve skills in writing, oral presentation and research
- To recognize, explain, and juxtapose academic arguments within the context of your own research
- To evaluate competing positions in academic debates and to use evidence-based arguments to develop and defend your own position
- To conduct and respond to criticism through peer-review

Textbook: The following is strongly recommended for this class:

LOGISTICS

- **Class meetings**: The class meets 9 times during the semester. The majority of time will be spent in working in groups with shared interests determined by your instructor. One or two of our meetings will be dedicated to student presentations and a student symposium. In our class meetings, students are also expected to critique each other’s assignments (the entire class or their respective group members). Throughout the semester students should also work with their mentors.

- **Assignment Submission protocol**: All assignments should adhere to the Style Sheet (see Appendix II) and titled by surname and assignment title. I will deduct points if in a different format. Post Expanded Research Statement, Literature Review, Methodology, Analysis and Complete Rough Draft on Oncourse Forums. Bibliography and Final Paper should be posted under Assignments.

- **Peer review**: Critique and post your comments to your classmates’ draft sections by the designated time on the syllabus. Provide a thorough critique and avoid neutral statements, such as “it is good,” or “it is bad.” Fully justify your input and follow the guidelines in Appendix I. There is no peer review for Methodology; however, you will read all your classmates’ drafts and come ready to discuss this assignment in class. I will review all your comments in class and in the Forums, and assign points based on the quality of your comments.

- **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.

- **INTL-I315**: you should expand on the proposal you wrote in INTL-I315. However, the content of the proposal cannot be duplicated as it will constitute plagiarism. We will address the specifics of how to incorporate aspects of your proposal in your capstone in class.

- **Reflection**: Compose a 5-10 page reflection paper that addresses how your international experience has allowed you to gain insight into the region of the world in which you studied or interned abroad. You will use this reflection and any material you have collected during your time abroad (i.e., photos, informal discussions with native speakers, media etc) as a springboard to strengthen the content of your capstone.

- **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 on the International Studies web page (under Capstone), though you should feel free to approach faculty members not on this list. Doctoral students, faculty not in Bloomington, and AIs are not allowed as mentors; if unsure, check with the instructor of I400. When approaching a potential mentor, you should share the handout on INTL I 400 Mentor Guidelines (Appendix III). Mentors must meet with you at least three times during the semester: The first meeting is to discuss your project, the second is to review your bibliography, and the third is to review your full rough draft. Mentors should sign and date the Mentor Meetings form (Appendix III) confirming that each of the three meetings occurred. It is your responsibility to gather the signatures, guard the sheet and turn it in at the end of the semester. Your mentor must include comments on the rough draft in an e-mail to the instructor of I400. Mentors provide guidance to students, but course grades will be assigned by the instructor.

**CAPSTONE PROGRESSION OF ASSIGNMENTS**

**Assignment # 1: Reflection and I-315 Proposal**

On the second class meeting come prepared to discuss your I315 proposal and your international experience reflection. During an in-class exercise outline how these two artifacts will help you in designing the content and structure of your capstone. The outline should address the following: (1) your thesis topic – choose a preliminary topic; (2) why your topic is important; and (3) 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 in class. I will also give you detailed written feedback on the validity and viability of your project.

**Assignment # 2: Preliminary Bibliography**

In order to narrow and focus on your proposed research topic (see Assignment #3), you need to research relevant sources and/or expand in the bibliography you compiled for your I315 proposal. After your meeting with the International Studies Librarian, Michael Courtney (micourtn@indiana.edu), you should compile a preliminary bibliography. Use between 25-30 sources. 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. Use asterisks (i.e.***) to mark the 5 sources that are most valuable and salient to your research question. For these five sources, you should also include an annotation. You must demonstrate usage of foreign language sources in your bibliography and in your final essay (MINIMUM 5). The bibliography needs to be submitted in accordance with the style sheet provided (see Appendix II). You will use this bibliography to reference your whole paper. This means that all the references in the bibliography must appear in your text. This assignment has to also be reviewed by your mentor and it is not subject to peer critique.

**Assignment # 3: Expanded & Revised Research Statement**

This assignment should introduce the reader to the main aspects of your thesis and formulate your research questions. It should 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 is subject to peer critique.

**Assignment # 4: Literature Review / Theoretical Background**

This assignment may draw from the content of your proposal but it has to be significantly expanded upon feedback received from the instructor, your mentor and your peers. 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. Naturally, you are expected to use scholarly studies. This means no on-line encyclopedias! Thoroughly read the sources and avoid using the introductory pages as your only reference. For example: if your topic is about “street children in Brazil,” your literature review should situate your narrow question into the broader context of human rights or education or poverty etc. You should not talk about Brazil or street children in this section of your paper. Some of the questions that should guide you when you are researching/compiling your literature review are:

1. What has been done thus far in the field?
2. Do you see any trends or shifts in the study of your topic?
3. 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 peer critique.

**Assignment # 5: Methodology**

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 statistical analysis, 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. Draw from your resources in INTL-I315, Methods in International Studies, to better understand data collection and analysis. Research your specific methodology and provide relevant references. If you are using a case study approach, for example, you may wish to consult Robert Yin’s work. 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 is not subject to peer critique.

Assignment # 6: Case Study/Analysis of your data

Here you provide all the details of your actual study. This is the part of the thesis you will be most familiar with. Analyze and discuss your data in relation to the main question you proposed in the Expanded Research Statement and taking into consideration the literature you discussed and juxtaposed in your Literature Review. You should also contrast the results of your analysis to the methodology you have proposed to use. This is the part of your thesis that you zoom in the actual region/country/area you are interested in and discuss the relevance of the data in broader questions. We will discuss this assignment further in class.

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

Assignment # 7: Complete Rough Draft with Conclusions and an Executive Summary

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., per our Style Sheet). 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 peer critique.

The mechanics of the Executive Summary will be explained in greater detail later in the semester. Provide a cover page with the following information:

- INTL – I400 Capstone Thesis semester, year
- Title of Thesis
- Instructor name
- Mentor name

Organize the thesis as follows (additional details provided in class):

- Executive Summary
- Introduction
- Literature Review
- Methodology
- Case Study/Analysis
- Conclusions
- References Cited
- Appendixes (if any)

Assignment # 8: Project presentation

You are required to submit an abstract to present your project either in class or at the Capstone Symposium. Your abstract should be submitted to the Oncourse Capstone Symposium site. In the Abstract Submission Form specify whether you would prefer presentation or poster. If your abstract is not chosen to be part of the symposium, you will present the results of your project in class.

**Presentation in class or at the Capstone Symposium:** using Microsoft PowerPoint, Prezi or other type of presentation you will summarize your project to the class and possibly other faculty members, colleagues and your peers. Plan a 15-minute talk, guiding the audience through the contents of your work. Pay attention to form and style. Your presentation should be professional, informative, clear and concise. I will provide additional information later in the semester. This assignment is not subject to peer critique.

**Poster presentation at the Capstone Symposium:** Your findings will be in the form of a poster. You should be present for 1 hour to explain your poster to your peers, mentors, International Studies faculty and the general student public.

Assignment # 9: Final Paper with revised conclusions and executive summary

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 and classmates. Your final paper should be professional and ready for publication.

You may want to look at previous I400 papers as models for your papers – available upon request. This assignment is not subject to peer critique.

Assignment #10: Plagiarism Test. You are required to complete the online plagiarism tutorial at [http://www.indiana.edu/~libinstr/Tutorial/Citing/citing_test.html](http://www.indiana.edu/~libinstr/Tutorial/Citing/citing_test.html). Take the self-test and e-mail me the results using the mechanism on the self-test.
STUDENT EVALUATION

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>8</td>
</tr>
<tr>
<td>Mentor Participation</td>
<td>9</td>
</tr>
<tr>
<td>Mentor meeting 1</td>
<td>2</td>
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<tr>
<td>Mentor meeting 2</td>
<td>3</td>
</tr>
<tr>
<td>Mentor meeting 3</td>
<td>4</td>
</tr>
<tr>
<td>Section Drafts</td>
<td>18</td>
</tr>
<tr>
<td>Reflection and I315 Proposal</td>
<td>2</td>
</tr>
<tr>
<td>Plagiarism Test</td>
<td>1</td>
</tr>
<tr>
<td>Research Statement</td>
<td>2</td>
</tr>
<tr>
<td>Bibliography</td>
<td>3</td>
</tr>
<tr>
<td>Literature Review</td>
<td>5</td>
</tr>
<tr>
<td>Methodology</td>
<td>1</td>
</tr>
<tr>
<td>Case Study</td>
<td>4</td>
</tr>
<tr>
<td>Complete Rough Draft</td>
<td>15</td>
</tr>
<tr>
<td>Executive Summary</td>
<td>2</td>
</tr>
<tr>
<td>Final Paper</td>
<td>25</td>
</tr>
<tr>
<td>Peer review</td>
<td>10</td>
</tr>
<tr>
<td>Research Statement</td>
<td>1</td>
</tr>
<tr>
<td>Literature Review</td>
<td>3</td>
</tr>
<tr>
<td>Rough Draft</td>
<td>4</td>
</tr>
<tr>
<td>Case Study</td>
<td>2</td>
</tr>
<tr>
<td>Project presentation</td>
<td>15</td>
</tr>
<tr>
<td>Content</td>
<td>5</td>
</tr>
<tr>
<td>Organization</td>
<td>5</td>
</tr>
<tr>
<td>Visuals</td>
<td>3</td>
</tr>
<tr>
<td>Timing</td>
<td>2</td>
</tr>
</tbody>
</table>

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-

Important Information

- No late assignments will be accepted.
- The best way to contact me is via email. I will not respond to requests during the weekend. A meeting in person can be almost always arranged within one or two days if you cannot make it to my office hours.
- If you require assistance or academic accommodation for a disability, please contact me after class, during office hours or by individual appointment. You must have established your eligibility support services through the Office for Disability Services for Students.
- Do not leave class early or come to class late without prior permission.
- Please turn off your cell phone while in class. You may use your laptop for class assignments only. If I see you texting on your phone, searching the web for non-class purposes, or using social media, I will ask you to leave.
- 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.
- Refer to the IU’s code of Student Rights, Responsibilities and Conduct for additional information. Student-instructor relations are dictated by the Family Educational Rights and Privacy Act (FERPA).
**Other Things of Interest to Seniors**

Senior year is job hunt year. If you plan to work upon graduation, you should register with Arts and Sciences Career Services and utilize their services often. Also prior to leaving the university, or shortly thereafter, please make sure that you migrate your email to the alumni servers. As a graduate of Indiana University, you have free lifetime privileges on the alumni email servers. If you migrate to the alumni servers, we can stay in touch with you, send you nifty International Studies newsletters and help you find jobs through the International Studies alumni network. If not, then we can’t.

Finally, if you are a December or May graduate, you will receive information for the International Studies Graduation brunch/dinner. Details will be provided during the last weeks of class.
<table>
<thead>
<tr>
<th>Date</th>
<th>In-class activity</th>
<th>Assignment due</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Introduction</td>
<td>Read Introduction and Chapter A1</td>
<td>Should have mentor chosen Peer review groups assigned</td>
</tr>
<tr>
<td>Week 2</td>
<td>Discussion and critique</td>
<td>Plagiarism Test due</td>
<td>Upload your I315 Proposal and Reflection onto Oncourse two days prior to class First meeting with mentor to discuss project and receive feedback on proposed outline</td>
</tr>
<tr>
<td>Week 3</td>
<td>Library Session with Michael Courtney</td>
<td>Consult chapter A3</td>
<td>Start compiling and/or expanding on your bibliography</td>
</tr>
<tr>
<td>Week 4</td>
<td>No class</td>
<td>Preliminary Bibliography due</td>
<td>Bibliography returned by instructor Work on Expanded Research Statement</td>
</tr>
<tr>
<td>Week 5</td>
<td>Discussion and critique</td>
<td>Expanded Research Statement due</td>
<td>Bring copies of your Expanded Statement to class Choose Presentation Option</td>
</tr>
<tr>
<td>Week 6</td>
<td>No class</td>
<td></td>
<td>Work on Literature Review and Methodology</td>
</tr>
<tr>
<td>Week 7</td>
<td>Critique of literature reviews</td>
<td>Literature Review due</td>
<td>Second meeting with mentor to approve bibliography and comment on literature review</td>
</tr>
<tr>
<td>Week 8</td>
<td>Critique of methodology</td>
<td>Methodology due</td>
<td>Work on case study</td>
</tr>
<tr>
<td>Week 9</td>
<td>No class</td>
<td></td>
<td>Work on case study</td>
</tr>
<tr>
<td>Week 10</td>
<td>Critique of Case Studies</td>
<td>Case Study due</td>
<td>Work on rough draft</td>
</tr>
<tr>
<td>Week 11</td>
<td>No class</td>
<td></td>
<td>Work on rough draft</td>
</tr>
<tr>
<td>Week 12</td>
<td>No class</td>
<td>Rough Draft due</td>
<td>Work on presentation</td>
</tr>
<tr>
<td>Week 13</td>
<td>Discussion and critique of Rough Drafts</td>
<td>Post comments on group members’ Case Studies online in Forums Read chapter D10</td>
<td>Rough Drafts returned Third meeting with mentor to approve rough draft – revise accordingly Work on your final paper</td>
</tr>
<tr>
<td>Week 14</td>
<td>In class Presentations</td>
<td></td>
<td>Work on your final paper</td>
</tr>
<tr>
<td>Week 15</td>
<td>In class Presentations</td>
<td>Final Paper due on last class during free week</td>
<td></td>
</tr>
</tbody>
</table>

Week 16: Exam week
Appendix I: Guidelines for Peer Evaluation

In the on-line discussion of the drafts, each reviewer will address as many of the following issues as applicable to the particular draft:

1. Strengths of the work: Research and writing are difficult tasks; those engaged in them deserve commendation for what they do well. Provide positive comments that can help the author target the valuable aspects of the work for further development. It is important to identify the contribution of a scholar and even smaller specific strong points of the essay, including (where applicable) structure, style, and explanation of source base.

2. Provide explicit comments about the weaknesses of the work.

A. Mechanics: spelling, punctuation, grammar, syntax, paragraphing, and overall organization.

B. Citation: completeness and accuracy of footnotes (or endnotes), proper use of quotation and paragraphs, and generally fair use of the contributions of other scholars.

C. Orientation in its field: placement of work in context of other scholarship.

D. Argument and evidence: is the argument clearly stated? Do the separate elements of the general thesis or argument relate logically to one another? Does evidence support the argument? Has the author tested the reliability and assessed the bias of the sources?

E. Conclusions: Do they follow from the evidence? Do they link the subject of the paper to larger issues?

F. Value of the project: Is the project worth the effort? Does the work add something of significance to our understanding of the subject?

3. What can the author do to improve the work?
Appendix II: Style Sheet

Publishers use different guidelines for proper organization and citation of scholarly submissions. In my class, please adhere to the following system:

1. Use paper of 8½x11 size.
2. Pages should be double-spaced, 12-point Times font, and 1-inch margins on all four sides of the paper.
3. Include page numbers and a header with your last name only.
4. For bibliographic references and additional comments within the text, you may use footnotes numbered serially throughout the paper.
5. Format for literature citation (both in the text and bibliography) must be according to the Chicago Manual of Style at (http://www.chicagomanualofstyle.org/home.html) or (http://www.indiana.edu/~citing/Chicago.pdf).
6. Transliteration System from foreign languages. Transliterate or transcribe all forms in any language not normally written with the Latin alphabet: -'European' languages (French, German, Spanish, Italian, etc.) should appear in the original with a translation in a parenthesis or translation provided in a footnote (preferable).
   -“Islamic” Languages such as Arabic, Persian, and Turkic: use a modified Encyclopedia of Islam system, using q, j, etc.
   -Chinese: use the Pinyin romanization system.
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. In the senior year, students write a thesis or compose a project that integrates their thematic and regional concentrations. The thesis/project is supervised by the instructor of INTL-I400 and necessitates the expertise of a faculty mentor whose academic interests match the student’s thematic and/or regional focus.

Responsibilities of the Capstone Mentor
A Capstone mentorship does not require the same level of engagement as an independent study. Mentors provide guidance to students, but grades are assigned by the I400 course instructor. The mentor:
- Has expertise related to the student’s proposed thesis topic
- Meets with the student at least three times. Meetings are confirmed on this form (see page 2)
  - At the first meeting, the mentor reviews the student’s topic statement
  - At the second meeting, the mentor reviews the student’s bibliography
  - The mentor reads the student’s full rough draft and then offer suggestions at a third meeting
- Sends written feedback via e-mail to the INTL-I400 instructor

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.

Agreement Form
I ____________________________________ have met with Dr. ________________________ and he/she has agreed to be the mentor for my Capstone Project.

Student name:____________________________________  Date: ______________________________
Student signature: ________________________________

Mentor name: ___________________________________ Date: _______________________________
Department: ____________________________________
Mentor signature:________________________________        Mentor e-mail: _____________________

INTL-I400 Instructor name: ___________________________ Date: __________________
Instructor signature: ______________________________________
Instructor e-mail: ______________________________________

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

William Rasch

Chair
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: _________________________

[mentor is strongly encouraged to e-mail the instructor with specific comments on the student’s rough draft]
Appendix IV: INTL I 400 Mentor Guidelines

International Studies
Woodburn 300
www.indiana.edu/intlweb
812-856-1816

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 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 seventh week of classes)
- The mentor reads the student’s full rough draft and then offer suggestions at a third meeting (approximately the 13th 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.