

**INS 4930**  
**Senior Research Experience in International Studies**  
**Spring 2023**

**Please note: This syllabus is largely complete, though there may be a few changes to the readings. Each week there is a TBA listing under the readings so that we can accommodate current events or add an additional reading should something new and relevant get published.**

**Course and Contact Information**

Professor: Dr. Matthew Jacobs Associate Professor of History Director, Bob Graham Center for Public Service and International Studies Program	Contact Info: Email: <a href="mailto:mjacobs@ufl.edu">mjacobs@ufl.edu</a> Phone: 352-846-1575	Office Hours: Tuesdays: 10:30-12:00 Wednesdays: 1:30-3:00 And by appointment
Classroom: Little Hall 0221	Class time: Thursdays pers. 8-10 (3:00-6:00)	Office: 220 Pugh Hall (inside Bob Graham Center for Public Service)

**What Is This Course About?**

This course offers upper-level students in the International Studies major the opportunity to examine current debates and theoretical innovations in the field, design and conduct guided research on a topic of their choice, and to write an original research paper of approximately twenty pages in length. Our readings and discussions each week will address the research and writing strategies to guide your project as well as issues and concepts of contemporary relevance to the field of International Studies. We will use the readings and our discussions not only for their content on specific topics, but also for their insights on the research process and as models of how—or possibly how NOT—to present research findings. Over the course of the semester we will explore readings and cases from a range of disciplinary and interdisciplinary approaches spanning the humanities and social sciences while making sure that we are also engaging with most of the world's regions.

**What Will You Learn?**

It is helpful to think of this course as an extended workshop in which we will pursue a number of inter-related goals, including:

- Exploring contemporary issues relevant to International Studies
- Reading and analyzing scholarly literature
- Developing and designing viable research projects
- Identifying and analyzing appropriate data and sources
- Developing scholarly arguments
- Honing written and verbal communication skills
- How to complete a research project approximately 20 pages in length

- How to present your research design and findings effectively
- How to collaborate effectively to provide and receive constructive feedback

### **What Will You Need?**

Our one required textbook for purchase this semester is Kate L. Turabian, *Student's Guide to Writing College Papers*, 5<sup>th</sup> Edition (University of Chicago Press, 2019). You may purchase a physical copy of the book or access it electronically.

We will also do a variety of readings that I will assign electronically, either as direct internet links, as citations to journals available in UF's Libraries online databases, or as files uploaded onto CANVAS.

Finally, you should keep up with current events, as we will regularly integrate them into our class discussions and may, depending on student interests, adjust some of our readings accordingly (hence the TBA listed every week in the Course Schedule).

### **What You Will Do?**

This course is designed to build from week to week. We will start with a brief overview of the field of International Studies and the research enterprise. From there, we will spend several weeks exploring different topics and research approaches while also working through the research design and implementation process for your projects. Each week there will be at least one topical reading and one reading focused on your research project. Please also note that I include "TBA" under each week's readings in case a new topic or reading arises for us to discuss. For most weeks, then, you can expect to have a total of three or four articles or book chapters to read. You should be able to read EVERYTHING actively and to come to class each week prepared to discuss all readings. During the first class of the semester we will discuss some specific expectations regarding how you should read and what you should be prepared to discuss (the research question and design, methodology, argument/findings, basic content, etc., of each article).

As we work through the semester, you will complete a variety of exercises that will help you build your research project. These will start small (brainstorm a list of topics, for example) and gradually become more complex. Ultimately, you will workshop a short writing sample, an outline, and a full draft of your paper. You will also do a formal presentation of your research for the class before submitting the final draft of your paper at the end of the semester. You can view the complete list of assignments below.

You should come to every class having completed the readings and prepared to participate. Full and effective participation is the cornerstone of any seminar. Make sure you have access to the readings during class. Effective participation is not measured by a specific number of comments made and is instead a product of active engagement in the discussion, raising thoughtful questions, contributing ideas and viewpoints, and responding to one another as well as the professor. Please feel free to connect with me if you have any concerns about participation.

All assignments should be submitted by the assigned due date and time. In many cases the assignments you submit will serve as the basis for class conversation or workshoping specific aspects of your research projects. That said, please do not hesitate to connect with me if you are encountering obstacles to completing your work in a timely manner.

You will have the following assignments to complete:

- Class participation (note that this includes engagement during the presentations): 20%
- Project design “completion” based assignments (brainstorming list of ideas (2%), turning ideas into questions (3%), one paragraph description (5%)): 10% total
- Project workshop assignments and participation (project proposal and bibliography (10%), writing sample (5%), outline (5%), and workshop participation (5%)): 25% total
- Rough draft: 10%
- Presentation: 10%
- Final paper: 25%

### **How You Will Be Assessed?**

Participation grades will rest on discussions of the readings and engagement in class activities. Adequate in-class participation will indicate that you completed the readings and were actively engaged in discussion. Simply being present for—but not actively participating in—class will not earn a passing grade for this portion of the course, so do not view this as “taking attendance.” If you have questions about how I am evaluating participation or if you feel uncomfortable speaking in front of others, please see me as early in the semester as possible.

“Completion-based” assignments will receive full credit as long as they are complete and submitted on time. These are really intended to be used as the building blocks for classroom conversation. Similarly, reading journals will also receive full credit as long as they are complete and submitted on time. I will review the reading journals regularly (often in advance of class) to make sure that we are incorporating ideas you express there into our conversations.

Project workshop assignments and proposal draft are your opportunities to test out your ideas and to receive helpful feedback. These assignments should represent your best effort to make sense of where you are with your project at that moment in time. With that in mind, they will be evaluated according to their level of engagement, their thoroughness and attention to detail; their deployment of relevant data, evidence, or sources; and their writing.

Your project presentation will be evaluated on its content, organization, pacing, clarity of expression, engagement with the audience, and how you handle or respond to questions.

There is a formal, though very general, rubric that we will use for the final paper. I will post that rubric in Canvas for you to review. I will supplement that rubric with the following three major, closely related criteria:

- Evidence—how good is your command and deployment of the relevant course material, and are you employing the best evidence available to make your points?
- Interpretation—have you developed an argument or point of view that is pertinent to the issue at hand, and that has breadth, coherence, and insight?
- Expression (style)—is the prose (writing) clear, concise, and engaging?

I will evaluate these criteria equally, and they will translate into letter grades as follows:

- A—Excellent: Your work is outstanding in all three areas. It offers an integrated, insightful argument based on ample, sound evidence and is written in clear and engaging prose.

- B—Good: Your work is strong in all three areas or is outstanding in one area while having significant weaknesses in another.
- C—Needs Improvement: Your performance is adequate in one or more areas, but also has significant weaknesses in others, leaving the presentation fragmented, murky, or narrow.
- D—Poor: Your work demonstrates notable weaknesses in all three areas. Remedial work may be needed to improve substantive understanding or basic communication skills.
- E—Unacceptable: Your work has serious flaws in all areas or demonstrates limited engagement in the assignment.

I will assign letter grades for papers and for final course grades according to the following numerical scales, which are consistent with university grading policies (available at <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>).

<b>Letter Grade</b>	<b>Numerical Final Grade</b>	<b>GPA Equivalent (Final Grades)</b>
A	93 and above	4.0
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.0
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.0
C-	70-72	1.67
D+	67-69	1.33
D	63-66	1.0
D-	60-62	0.67
E	Below 60	0.0
E1	Stopped attending or participating prior to end of class	0.0

I	Incomplete	0.0
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## Expectations and Policies

### *Classroom Environment*

Classes in the humanities and social sciences—International Studies draws on both types of disciplines—are most rewarding when students interact with the course material, each other, and the professor on a sustained and regular basis. You can expect an atmosphere in which students express and receive ideas in a thoughtful and respectful manner. Many of you may hold strong points of view about the issues we will discuss during the term. I encourage reasonable disagreement, lively debate, and challenging assumptions and preconceptions as long as all students remain respectful of one another. Being respectful includes listening carefully to the views of others, articulating your points as clearly and concisely as possible, and relying on well-grounded analysis rather than hot-take soundbites. No student should attempt to dominate discussion or engage in lengthy monologues or diatribes.

You are expected to attend all class sessions and to be respectful of yourself, your peers, and the professor at all times. In addition to arriving in a timely manner, this includes, but is not limited to, refraining from text messaging, playing cell phone or computer games, checking email, surfing the web and/or social media, and other distracting behavior. I will remind students of these general guidelines as necessary and will ask students who fail to observe them to leave class. Students who persist with such behavior will receive grade penalties. If you are ill or feeling unwell, please stay home. You will be permitted a reasonable amount of time to catch up on material or to make up missed work.

### *Assignments, Grades, and Appeals*

Unless otherwise noted, you are expected to submit assignments electronically through the CANVAS course management system by the assigned due date. Extensions should be requested prior to when the assignment is due and will be handled on a case-by-case basis. Please note that I reserve the right to require documentation of a valid and verifiable excuse. Requirements for class attendance, assignments, and other work in this course are consistent with university policies that can be found at <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Please feel free to discuss any concerns you may have about your work, grades, or the class more generally with me.

### *Academic Honesty*

UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code.” On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The [Honor Code](#) specifies behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel.

That said, working with fellow students in study groups or for peer review of paper drafts is not only acceptable but encouraged, as long as you are refining ideas that are essentially your own. If you have any questions or concerns, please consult with the instructor in this class.

### *Student Accommodations*

Students with disabilities or other barriers to learning requesting accommodations should first register with the [Disability Resource Center](#) (352-392-8565) by providing appropriate documentation. Once registered, students will receive an accommodation letter to present to the instructor. Students should follow this procedure as early as possible in the semester.

### *Evaluations*

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online evaluations via GatorEvals. You will be notified when the evaluation period opens and can complete evaluations through the email you receive from GatorEvals or in your Canvas course menu under GatorEvals. Summary results of these assessments are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Please do not hesitate to contact me or the teaching assistants at any point during the semester with any individual concerns or issues you may need to discuss. It is best for all parties if this is done as early in the semester as possible. Problems are much easier for us to address if we know about them sooner rather than later and can be particularly difficult to handle if left until exam week or after final grades have been submitted. I take all issues relating to mental and physical health seriously and am happy to connect students to the U Matter, We Care team as well. Other resources for support include the Counseling and Wellness Center, the Student Health Care Center, the University Police Department, and UF Health Emergency Room and Trauma Center.

## **Campus Resources**

### *Health and Wellness*

- U Matter, We Care: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

### *Academic Resources*

- E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

### *Professional Development*

- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Please also note that the [Bob Graham Center for Public Service](#), which houses the International Studies Program and is located in Pugh Hall, supports a range of initiatives that you might find

helpful. These include funded research opportunities, internships, professional development opportunities, public programs, and student organizations. Please feel free sign up for our newsletter or, better yet, attend one of our events to learn more about the Center.

### Course Schedule

Date	Topics	Assignments
12 January	Course Introduction	
19 January	Understanding International Studies and Understanding Research  Readings: <ul style="list-style-type: none"> <li>• Turabian, Introduction and Chapter 1</li> <li>• Mahoney and Goertz, "A Tale of Two Cultures: Contrasting Quantitative and Qualitative Research" in <i>Political Analysis</i></li> <li>• Darian-Smith and McCarty, "Global Studies as a New Field of Inquiry"</li> <li>• TBA</li> </ul>	
26 January	The State and Globalization  Readings: <ul style="list-style-type: none"> <li>• Turabian, Chapter 2</li> <li>• Spruyt, "The Origins, Development, and Possible Decline of the Modern State" in <i>Annual Review of Political Science</i></li> <li>• Antonisch, "On Territory, the Nation-State, and the Crisis of the Hyphen" in <i>Progress in Human Geography</i></li> <li>• Kobrin, "Bricks and Mortar in a Borderless World: Globalization, the Backlash, and the Multinational Enterprise" in <i>Global Strategy Journal</i></li> <li>• TBA</li> </ul>	<ul style="list-style-type: none"> <li>• Submit potential list of topics via Canvas by 11:00 am</li> </ul>
2 February	Global Governance and International Organizations  Readings: <ul style="list-style-type: none"> <li>• Turabian, Chapter 3</li> <li>• Dingwerth and Pattberg, "Global Governance as a Perspective on World Politics" in <i>Global Governance</i></li> <li>• Mazower, "An International Civilization? Empire, Internationalism and the Crisis of the Mid-Twentieth Century" in <i>International Affairs</i></li> </ul>	<ul style="list-style-type: none"> <li>• Submit list of possible research questions via Canvas by 11:00 am</li> </ul>

	<ul style="list-style-type: none"> <li>• Lake, "Rightful Rules: Authority, Order, and the Foundations of Global Governance" in <i>International Studies Quarterly</i></li> <li>• TBA</li> </ul>	
9 February	<p>Identity, Migration, and Power</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Turabian, Chapter 4</li> <li>• Golder, "Far Right Parties in Europe" in <i>Annual Review of Political Science</i></li> <li>• Andersson, "Europe's Failed 'Fight' Against Irregular Migration: Ethnographic Notes on a Counterproductive Industry" in <i>Journal of Ethnic and Migrations Studies</i></li> <li>• TBA</li> </ul>	<ul style="list-style-type: none"> <li>• Bring hard copy one paragraph description and possible sources to class. Revise after class and submit via Canvas by 11:59 pm.</li> </ul>
16 February	<p>Conflict</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Turabian, Chapter 5</li> <li>• Bellin, "Reconsidering the Robustness of Authoritarianism in the Middle East: Lessons from the Arab Spring" in <i>Comparative Politics</i></li> <li>• TBA on conflict in Ukraine</li> <li>• TBA</li> </ul>	<ul style="list-style-type: none"> <li>• Submit draft of proposal to workshop partner by 6:00 pm 15 February; Revise and submit final version via Canvas by 3:00 pm 17 Feb.</li> </ul>
23 February	<p>Gender, Development, and the International Economy</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Turabian, Chapters 6, 7, and 8</li> <li>• Padgett and Warnecke, "Diamonds in the Rubble: Institutions, Gender Equity, and Human Development in Haiti" in <i>Journal of Economic Issues</i></li> <li>• Waltman, "The World Bank's Conditional Loans: A Stranglehold on Developing Economies and Societies" in <i>The Philosophy, Politics, and Economics Review</i></li> <li>• Briggs, "Does Foreign Aid Target the Poorest?" in <i>International Organization</i></li> <li>• TBA</li> </ul>	Research



2 March	<p>Global Health</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Turabian, Chapters 9, 10, and 11</li> <li>• Saad-Filho, "From COVID-19 to the End of Neoliberalism" in <i>Critical Sociology</i></li> <li>• Fee, Cueto, and Brown, "At the Roots of the World Health Organization's Challenges: Politics and Regionalization" in <i>American Journal of Public Health</i></li> <li>• Cole and Dodds, "Unhealthy Geopolitics? Bordering Disease in the Time of Coronavirus" in <i>Geographical Research</i></li> <li>• TBA</li> </ul>	Research
9 March	<p>Humanitarianism and Refugees</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Turabian, Chs. 12 and 13</li> <li>• Barnett and Walker, "Regime Change for Humanitarian Aid: How to Make Relief More Accountable" in <i>Foreign Affairs</i></li> <li>• Kagan, "We Live in a Country of UNHCR" in <i>The UN Surrogate State and Refugee Policy in the Middle East</i></li> <li>• TBA</li> </ul>	<ul style="list-style-type: none"> <li>• Submit draft outline and two-page writing sample to workshop partner by 6:00 pm 1 March; Revise and submit final version via Canvas by 3:00 pm 3 Mar.</li> </ul>
16 March	<b>No Class--Spring Break</b>	
23 March	<p>Climate and the Environment</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Turabian, Chs. 14, 15, 16, and 17</li> <li>• TBA</li> </ul>	Research
30 March	<p>Draft Paper Workshop and Presentation Prep</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Turabian, Chs. 17 and 18</li> <li>• <a href="#">Salmond and Smith, "Cheating Death-by-Powerpoint"</a></li> <li>• TBA</li> </ul>	<ul style="list-style-type: none"> <li>• Submit paper draft to workshop partner by 3:00 pm 29 March; Revise and submit paper draft via Canvas</li> </ul>

		by 5:00 pm 31 Mar.
6 April	Presentations Readings: <ul style="list-style-type: none"> <li>• TBA</li> </ul>	
13 April	Presentations Readings: <ul style="list-style-type: none"> <li>• TBA</li> </ul>	
20 April	Presentations and Course Conclusions Readings: <ul style="list-style-type: none"> <li>• TBA</li> </ul>	
1 May	<b>Final Paper Due By 12:00 pm (Noon)</b>	<ul style="list-style-type: none"> <li>• Submit Final Draft of Paper Via Canvas by 12:00 pm (noon)</li> </ul>