

**UNIVERSITY OF FLORIDA**  
**INTERNATIONAL STUDIES PROGRAM**  
**SENIOR RESEARCH SEMINAR IN INTERNATIONAL STUDIES (INS 4930)**  
**FALL 2023**

**Course Information:**

Instructor: Onursal Erol, PhD  
Email: [oeerol@ufl.edu](mailto:oeerol@ufl.edu)  
Course Time: M 1:55PM – 4PM  
Course Location: MATT0051  
Office Location: Pugh Hall 236  
Office Hours: M/F 11:45AM – 1:15PM  
Remote Office Hours: T 2:00PM – 3:30PM  
By Appointment: [calendly.com/oeerol](https://calendly.com/oeerol)

**Course Description:**

This course offers seniors in the International Studies major the opportunity to examine various debates, theoretical interventions, and research methodologies in the field; design and conduct guided research on a topic and region of their choice; and produce an original research paper of approximately twenty pages in length. Throughout the semester, we will switch between mainly two kinds of classes. In about half of our classes, we will focus on global issues selected to represent all regions of the world through materials that happen to be excellent samples of various components of research. We will engage these texts both as readers and as fellow authors. The other half of our classes (predominantly in the latter half of the semester) are designed as workshops, closely akin to a writing group, in which you will participate in two guises. On one hand, you will act as a discussant and a concerned reader of your class fellows' thesis, striving to contribute constructive comments to their work. On the other hand, you too will present drafts of your thesis to others, expecting their comments and discussion.

## Learning Objectives:

Upon successful completion of the course, you will have:

- Expanded your understanding of various global issues and your critical thinking skills
- Designed and carried out an original research project
- Improved as a prolific and systematic author
- Practiced the art of providing and receiving constructive feedback
- Invested in a collaborative growth-mindset that you can apply to other challenges

## Course Texts:

The textbook we will use for this course is available online through your UF library access:

Ormrod, Robert P. *How to Structure a Thesis, Report or Paper: A Guide for Students*. London: Routledge, 2022.

All other materials are accessible through Canvas.

## Course Policies

**Academic Honor Policy:** All academic integrity rules apply as outlined here:

<https://archive.catalog.ufl.edu/ugrad/1617//advising/info/student-honor-code.aspx>

**Email Policy:** When you reach out to me by email, please include your full name and course information in the subject line so I can better assist you. I will respond to your emails in 24 hours 99% of the time. But please allow up to 48 hours in the rare case that I do not. I can only contact you through your official UF email address and Canvas, so please make sure you are able to receive messages through these platforms.

**Accommodations:** Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs 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 via GatorEvals. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>.

**Grading:**

<b>Grade Distribution</b>	
Assignments #1 #2 #3 #4 #6 #7	18 points (3x6)
Assignments #5 #8 #9	15 points (5x3)
Assignment 10	10 points
Workshop Feedback	12 points (3x4)
Presentation	15 points
Final Paper	30 points

<b>Grading Scale</b>
(A) 93-100 (A-) 90-92 (B+) 87-89 (B) 83-86
(B-) 80-82 (C+) 77-79 (C) 73-76 (C-) 70-72
(D+) 67-69 (D) 63-66 (D-) 60-62 (E) 59 & below

**Assignments & Deadlines**

There is a total of ten assignments to be completed throughout the semester. They range from one-sentence assignments, to filling a form, making a list, or producing short first-drafts. Keeping up with these assignments will save you the stress of looking at an empty page that needs to be – somehow magically – filled with a fully-fledged research paper. They will also earn you various amounts of points towards the course grade. Below is a list of all assignments and their deadlines (also marked throughout the course schedule). All assignments are due on Canvas, by 11:59pm on the designated deadline.

**“Assignment #1: Research Topic Ideas” (due Sept 16) – 3 points**

Make a list of *at least* three research topic ideas. Each idea must be conveyed in a single sentence. If you wanted to run more ideas by me, feel free to make a longer list.

**“Assignment #2: Favorite Research Topic” (due Sept 16) – 3 points**

Choose your favorite research topic from your own list. Write a max 300-word explanation, detailing why this is your favorite. Why are you most interested in this particular topic? Do you think it would produce a viable research project that can be tackled in a single semester? Do you have certain competencies/past experiences/training that might benefit you in this endeavor? Do you envision any difficulties?

**“Assignment #3: Magical Instant Thesis” (due Sept 21) – 3 points**

Complete and submit the “Magical Instant Thesis” form on Canvas.

**“Assignment #4: Research Question” (due Sept 21) – 3 points**

Formulate a one-sentence research question. You do not need to commit to this exact version of the research question. In fact, you will most likely continue editing it and letting it evolve as you work on your project. But the sake of this assignment, formulate a confident, concise, and clear research question *as if* it would appear in your final paper.

**“Assignment #5: Introduction – First Draft” (due Sept 23) – 5 points**

Write the first draft (between 300-1000 words) of your paper’s introduction. Inevitably, you will keep amending the introduction as your project matures. But it is of utmost importance to put your elusive thoughts on paper so that you can workshop them with others and that you have something to amend down the line. Introduce your readers to your research topic and explain why it matters. Include your research question and a clear statement of your argument, working versions of which you have at your disposal by this point. Try to incorporate the feedback you received from me on the previous assignments. Deliver your one-liner argument in a confident manner, but unpack it and delve into its subtleties.

**“Assignment #6: Annotated Bibliography – Five Items” (due Oct 1) – 3 points**

Identify and read five academic materials (articles, academic books/book chapters) that you are highly likely to be engaged with in your own project. Submit an annotated bibliography for these five sources, detailing the title/author/source, the argument/theory/data/methodology (as applicable), and how you envision these materials will factor into your project.

**“Assignment #7: Annotated Bibliography – Five NEW Items” (due Oct 8) – 3 points**

Identify and read five *new* academic materials (articles, academic books/book chapters) that you are highly likely to be engaged with in your own project. Make sure to select these materials in response to my comments to your previous assignment. Submit an annotated bibliography for these five sources, detailing the title/author/source, the argument/theory/data/methodology (as applicable), and how you envision these materials will factor into your project.

**“Assignment#8: Methodology – First Draft” (due Oct 21) – 5 points**

Write the first draft (between 300-700 words) of your paper’s methodology section. Tell your readers what data you are using and why. How did you access it? Spell out your methodology and how you interrogated your data. How exactly did you go about asking the data questions and with what specific parameters? Why is this the best methodology to use and not others? Did you have to take into account any ethical considerations? Should you preemptively point out any weaknesses?

**“Assignment#9: Literature Review – First Draft” (due Nov 4) – 5 points**

Write the first draft (between 500-1000 words) of your paper’s literature review section. Situate your project vis-à-vis select scholarly discussions and engage these discussions in an opinionated and sophisticated manner. Create opportunities to tie your reasoning back to the other components of your paper (your argument, research question, methodology, etc.) Use the “literature review cheat sheet” we put together in class and try to incorporate the feedback you received from me with regards to your annotated bibliography.

**“Assignment#10A: Group A – Full Draft” (due Nov 11) – 10 points**

This is your chance to workshop as complete a draft as you can. Put your Introduction, Methodology, Literature Review together. Make sure you have addressed all the feedback you have received. Write a draft (minimum 1200 words) of the main body/discussion section of your paper. Share your findings and how you interpret them. Optionally, you can go ahead and write a conclusion (typically no more than 600 words) to put the class to good use and get even more feedback. Students who complete this assignment are automatically exempt from Assignment#10B.

**---OR---**

**“Assignment#10B: Group B – Full Draft” (due Nov 18) – 10 points**

This is your chance to workshop as complete a draft as you can. Put your Introduction, Methodology, Literature Review together. Make sure you have addressed all the feedback you have received. Write a draft (minimum 1200 words) of the main body/discussion section of your paper. Share your findings and how you interpret them. Optionally, you can go ahead and write a conclusion (typically no more than 600 words) to put the class to good use and get even more feedback.

### **Workshop Feedback (3x4=12 points)**

Five classes throughout the semester are designated as workshops. In these sessions, we provide each other with the highest quality of feedback with a mission to help improve individual drafts and to improve together as a group of researchers and writers. In order to harvest the marvelous synergy of a workshop we must abide by a few rules:

When you are submitting a draft, mind that the designated submission deadlines cannot be altered. This is because the timely submission of a draft is mandatory to be respectful of all other students' time, who are serving as readers and editors. All drafts will be submitted the Saturday before a workshop, and I will be circulating them among the readers on Sunday mornings, so that we can give the readers the entire Sunday to work on them.

When you are providing feedback on your peers' work, your task is to put on your editor hat and to provide a very close reading to the material, come up with comments to bring to class, and deliver them in a constructive manner. Is this draft doing something superbly that we should all take note of? Is there something that might come across as problematic? Do you have a potential fix in mind? Do you have a good idea that can be added to the draft? Do you have an unanswered question? Did you catch an error? We will diligently share all of these in our group to collectively propel the quality of our work forward.

Each student will act as a workshop responder four times and earn 3 points each towards the course grade for providing quality feedback.

### **Presentations (15 Points)**

Each student is expected to give a 15-minute presentation on their research paper, on the last day of classes. In these presentations, pretend your audience does not know anything about your project. How do you talk about a research project to a new audience in ways that are clear, impactful, approachable, and sophisticated? How do you engage your audience? Do you talk to them, or do you read at them? What visuals do you use? How do you avoid pasting entire paragraphs of text on your slides?

**Final Paper (30 points)**

<b>SLO</b>	<b>Excellent</b>	<b>Good</b>	<b>Basic</b>	<b>Rudimentary</b>	<b>Insufficient</b>	<b>POINTS</b>
<i>Research Articulation</i>	<i>Demonstrates profound knowledge of the cultural correlates and global issues being studied; extensive knowledge of theories applied to research question in an insightful way; provides well-structured arguments or accurately analyzed evidence to support conclusions</i>  <i>[14-11 points]</i>	<i>Demonstrates considerable knowledge of the cultural correlates and global issues being studied; competent knowledge of theories applied to the research question in an insightful way; provides acceptable arguments or analyzed evidence to support conclusion</i>  <i>[11-8 points]</i>	<i>Demonstrates some knowledge of the cultural correlates and global issues being studied; knowledge of theories is applied to the research question with some accuracy; provides some arguments analyzed evidence but conclusions are only vaguely supported</i>  <i>[7-4 points]</i>	<i>Demonstrates only piecemeal knowledge of the cultural correlates and global issues being studied; knowledge of theories is applied to the research question in a hit-or-miss way; arguments or evidence lead only tangentially to conclusions</i>  <i>[3-1 points]</i>	<i>Unable to demonstrate coherent knowledge of the cultural correlates and global issues being studied; knowledge of theories is inadequately applied to the research question ; arguments or evidence presented do no lead to any coherent conclusion</i>  <i>[0 points]</i>	
<i>Knowledge of World Region</i>	<i>Excellent command of global issues in a region of the world; mastery in applying knowledge of a global issue and its relevance to understanding a country or society with an excellent level of proficiency in referencing and analyzing materials focused on a region of the world</i>  <i>[8-7 points]</i>	<i>Good command of global issues in a region of the world; above average in terms of applying knowledge of a global issue and its relevance to understanding a country or society with a good level of proficiency in referencing and analyzing materials focused on a region of the world</i>  <i>[6-5 points]</i>	<i>Only moderate command of global issues in a region of the world; and moderate knowledge of a global issue and its relevance to understanding a country or society with a moderate level of proficiency in referencing and analyzing materials focused on a region of the world</i>  <i>[4-3 points]</i>	<i>Minimal command of global issues in a region of the world; and, applying knowledge of a global issue and its relevance to understanding a country or society with a minimal level of proficiency in referencing and analyzing materials focused on a region of the world</i>  <i>[2-1 points]</i>	<i>Shows no command of global issues in a region of the world; and, applying knowledge of a global issue and its relevance to understanding a country or society with no proficiency in referencing and analyzing materials focused on a region of the world</i>  <i>[0 points]</i>	
<i>Communication</i>	<i>Articulate arguments on global issues with excellent coherence and clarity of arguments. Presents topic referencing materials with confidence and ease; answers questions with ease and appropriate register</i>  <i>[8-7 points]</i>	<i>Above average level of coherence and clarity of arguments; presents topic referencing materials with confidence but may falter on occasion; answers questions competently with appropriate register</i>  <i>[6-5 points]</i>	<i>Only moderate level of coherence and clarity of arguments; occasionally lacks confidence in referencing materials in presenting topic; answers some questions but , may not maintain appropriate register</i>  <i>[4-3 points]</i>	<i>Arguments are vague and lack coherence but still understandable; shows little confidence in ability to present topic when referencing materials; has difficulty answering questions on topic and does not use appropriate register</i>  <i>[2-1 points]</i>	<i>Arguments are not clear or impossible to follow; unable to present to audience in coherent way in referencing materials; cannot answer questions related to topic</i>  <i>[0 points]</i>	
<b>TOTAL</b> _____/						<b>30</b>

## Course Schedule

### WEEK 1 – INTRODUCTION

Aug 28      Our first session will be an overview of the original research production process in general, and this seminar in particular.

### WEEK 2 –HOLIDAY / NO CLASS

Sept 4      \*Labor Day / Class does not meet

### WEEK 3 – CHOOSING AND REFINING A RESEARCH TOPIC

Sept 11      Ormrod, Chapter 1

\* While reading the below items, consider questions like: How did these authors arrive at the topics on which they decided to do research? What strikes you as an interesting/valuable/ controversial lesson that might apply to your own process?

“Preface” in Mahmood, Saba. *Politics of Piety: The Islamic Revival and the Feminist Subject*. Princeton, N.J: Princeton University Press, 2005.

“Introduction” in Scott, James C. *Seeing like a State: How Certain Schemes to Improve the Human Condition Have Failed*. Yale Agrarian Studies. New Haven: Yale University Press, 1998.

“Assignment #1: Research Topic Ideas” (due Sept 16<sup>th</sup>)

“Assignment #2: Favorite Research Topic” (due Sept 16<sup>th</sup>)



## **WEEK 4 – CRAFTING ARGUMENTS AND RESEARCH QUESTIONS**

Sept 18      Ormrod, Chapter 2

\*Reading the below items, keep an eye on how the authors formulate, present, and unpack the arguments they put forward.

“Affect in the Present” in Berlant, Lauren Gail. *Cruel Optimism*. Durham: Duke University Press, 2011.

Grzebalska, Weronika, and Andrea Pető. “The Gendered Modus Operandi of the Illiberal Transformation in Hungary and Poland.” *Women’s Studies International Forum* 68 (2018): 164–72.

- “Assignment #3: Magical Instant Thesis” (due Sept 21)
  
- “Assignment #4: Research Question” (due Sept 21)
  
- “Assignment #5: Introduction – First Draft” (due Sept 23)
  
- Workshop Prep: Read all materials for tomorrow’s workshop (circulated on Sept 24)

## **WEEK 5 – WORKSHOP#1**

Sept 25      \*The class provides in-depth feedback on the circulated drafts.

\*Individual readings that might be useful to consider can be assigned or suggested to students.

## **WEEK 6 – WHAT COUNTS AS PRIMARY SOURCES**

Oct 2            Ormrod, Chapter 4

Vik, Alissa. “‘Apagando El Sistema’: Fusion Music as Protest Soundscape in Lima, Peru.” *Latin American Perspectives*, June 13, 2023, 1–17.

Barromi-Perlman, Edna. “Visions of Landscape Photography in Palestine and Israel.” *Landscape Research* 45, no. 5 (2020): 564–82.

□ “Assignment #6: Annotated Bibliography – Five Items” (due Oct 8)

## **WEEK 7 – INTERROGATING THE DATA**

Oct 9            Domosh, Mona. “Those ‘Gorgeous Incongruities’: Polite Politics and Public Space on the Streets of Nineteenth-Century New York City.” In *Common Ground?: Readings and Reflections on Public Space*, by Anthony M. Orum Neal Zachary. New York: Routledge, 2009.

Guberek, Tamy, and Margaret Hedstrom. “On or Off the Record? Detecting Patterns of Silence About Death in Guatemala’s National Police Archive.” *Archival Science* 17.1 (2017): 27–54.

□ “Assignment #7: Annotated Bibliography – Five NEW Items” (due Oct 8)

## **WEEK 8 –QUALITATIVE VS QUANTITATIVE METHODOLOGIES**

Oct 16            Ormrod, Chapter 5 & Chapter 6

\* Consider how the authors below make use of their data. What is similar about the data they use and the methodological process in which they collect and make sense of it? What is different? What kinds of strengths and shortcomings would you assign to these approaches? What would it mean to consider these strengths and shortcomings with regards to your project?

Koster, Martijn. “An Ethnographic Perspective on Urban Planning in Brazil: Temporality, Diversity and Critical Urban Theory.” *International Journal of Urban and Regional Research* 44, no. 2 (2020): 185–99.

Meer, Talia, and Alex Müller. “‘They Treat Us like We’re Not There’: Queer Bodies and the Social Production of Healthcare Spaces.” *Health & Place* 45 (May 1, 2017): 92–98.

Cowman, Seamus, Anna Björkdahl, Eric Clarke, Georgina Gethin, Jim Maguire, Christoph Abderhalden, Adriana Miha, et al. “A Descriptive Survey Study of Violence Management and Priorities among Psychiatric Staff in Mental Health Services, across Seventeen European Countries.” *BMC Health Services Research* 17, no. 1 (January 19, 2017): 1–10.

“Assignment#8: Methodology – First Draft” (due Oct 21)

Workshop Prep: Read all materials for tomorrow’s workshop (circulated on Oct 22)

## **WEEK 9 – WORKSHOP#2**

Oct 23            \*The class provides in-depth feedback on the circulated drafts.  
                      \*Individual readings that might be useful to consider can be assigned or suggested to students.

## **WEEK 10 - LITERATURE REVIEW**

Oct 30            Ormrod, Chapter 3

\*Reading the below materials, keep an eye out for the literature review strategies the author is using. How does the author engage with the literature? How would you boil these strategies down to a formulaic structure? Is there anything in this formula that you might want to emulate or avoid in your project?

“Introduction” in Wedeen, Lisa. *Ambiguities of Domination: Politics, Rhetoric, and Symbols in Contemporary Syria*. Chicago: University of Chicago Press, 1999.

“Acting "As If": The Story of M” in Wedeen, Lisa. *Ambiguities of Domination: Politics, Rhetoric, and Symbols in Contemporary Syria*. Chicago: University of Chicago Press, 1999.

“Assignment#9: Literature Review – First Draft” (due Nov 4)

Workshop Prep: Read all materials for tomorrow’s workshop (circulated on Nov 5)

### **WEEK 11 – WORKSHOP#3**

Nov 6            \*The class provides in-depth feedback on the circulated drafts.

                    \*Individual readings that might be useful to consider can be assigned or suggested to students.

“Assignment#10A: Group A – Full Draft” (due Nov 11)

Workshop Prep: Group B reads all materials for tomorrow’s workshop (circulated on Nov 12)

### **WEEK 12 – WORKSHOP#4**

Nov 13            Group A workshops full drafts

“Assignment#10B: Group B – Full Draft” (due Nov 18)

Workshop Prep: Group A reads all materials for tomorrow’s workshop (circulated on Nov 19)

**WEEK 13 – WORKSHOP#5**

Nov 20          Group B workshops full drafts

**WEEK 14 – INDIVIDUAL MEETINGS**

Nov 27          \*The class does not meet today. However, I will be available for individual meetings to fine-tune the latest changes on your full draft.

**WEEK 15 - PRESENTATIONS**

Dec 4          \*Each student gives a 15-minute presentation on their research paper.

Submit Final Papers (due Dec 11)

## **Resources for Students:**

### 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.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need or visit the Student Health Care Center website.

University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).

### 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).

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.