

UNIVERSITY OF FLORIDA
INTERNATIONAL STUDIES PROGRAM
SENIOR RESEARCH SEMINAR IN INTERNATIONAL STUDIES (INS 4930)
Spring 2024

Course Information:

Instructor: Onursal Erol, PhD

Email: oeol@ufl.edu

Course Time: Thursdays 3PM – 6PM

Course Location: MATT 0011

Office Location: Pugh Hall 236

Office Hours (in-person, walk-in): TH 1-2PM & F 2PM-3PM

Office Hours (remote, by appointment): M/W 3-4PM

Appointment Link: <https://calendly.com/oeol/remote-office-hours>

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' papers, striving to contribute constructive comments to their work. On the other hand, you too will present drafts of your paper 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:

This course is committed to affordable education and there are no required textbooks to purchase. All materials can be accessed on Canvas. Please read all materials before class.



Grade Distribution

Workshop Feedback	%10
Attendance	%15
Assignments#1-10	%20
Assignments#11-15	%25
Final Paper	%30

Grading Scale

(A) 94-100 (A-) 90-93 (B+) 86-89 (B) 82-85
(B-) 78-81 (C+) 74-77 (C) 70-73 (C-) 66-69
(D+) 62-65 (D) 58-61 (D-) 54-57 (E) 53 & below

Attendance (3x5=15%)

Our class meets once a week only. Each week, we get one chance – and only once chance – to focus on one important aspect of research production. Our learning goals and deliverables for each week are organized in an indispensably cumulative manner. Although a strong attendance record will always increase the quality of your education in all courses, it is especially crucial in a research seminar like this course. Attendance is graded in three separate installments at the end of Weeks 5, 9 and 14, and posted on Canvas. A perfect attendance record in each installment will earn students 5 points towards the course grade.

Assignments#1-10 (10x2=20%)

Assignments#11-15 (5x5=25%)

There is a total of fifteen assignments to be completed throughout the semester. They range from one-sentence and one-slide assignments, to making lists and producing short first drafts of various components of an original research paper. 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. All assignments are due on Canvas, by 11:59pm on the designated deadline as marked throughout the course schedule.

Workshop Feedback (5x2=10 points)

The last five classes of our research seminar 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 Tuesday before a workshop, and I will be circulating them among the readers on Wednesday mornings, so that we can give the readers the entire Wednesday 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 five times and earn two points each towards the course grade for providing quality feedback.

Final Paper (30%):

The final research paper is due by May 3rd and will be graded per the below rubric:

SLO	Excellent	Good	Basic	Rudimentary	Insufficient	POINTS
<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>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>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>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>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>[14-11 points]</i>	<i>[11-8 points]</i>	<i>[7-4 points]</i>	<i>[3-1 points]</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>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>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>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>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>[8-7 points]</i>	<i>[6-5 points]</i>	<i>[4-3 points]</i>	<i>[2-1 points]</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>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>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>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>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>[8-7 points]</i>	<i>[6-5 points]</i>	<i>[4-3 points]</i>	<i>[2-1 points]</i>	<i>[0 points]</i>	
TOTAL						____/ 30

Course Schedule

WEEK 1 – INTRODUCTION

Jan 11 Stillman, Jessica. “The 37 Percent Rule: The Mathematical Trick for Making Much Better Decisions.” Inc., May 12, 2022. <https://www.inc.com/jessica-stillman/decision-making-37-percent-rule.html>.

Assignment#1 (due Jan 17): “Writing Studio Appointment”

Assignment#2 (due Jan 17): “My Mind, Organized”

WEEK 2 – CHOOSING AND REFINING A RESEARCH TOPIC

Jan 18 *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#3 (due Jan 24): “I’ve Got... Ideas?”

WEEK 3 – WHAT COUNTS AS PRIMARY SOURCES?

Jan 25 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#4 (due Jan 31): “Could Be Fun To Work With This!”

WEEK 4 – INTERROGATING THE DATA

Feb 1 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#5 (due Feb 7): “Well, This Is Interesting!”

WEEK 5 – CRAFTING ARGUMENTS AND RESEARCH QUESTIONS

Feb 8 *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#6 (due Feb 14): “Who’s Got Two Thumbs and Answers Their Own Question?”

WEEK 6 – WHAT IS YOUR METHODOLOGY?

Feb 15 * 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.

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#7 (due Feb 21): “Method to My Madness”

WEEK 7 – HOW TO IDENTIFY RELEVANT SCHOLARLY DISCUSSIONS AND MANAGE CITATIONS

Feb 22 *No assigned reading.
 *In-Class Exercise: Methods Survey

Assignment#8 (due Feb 28): “Annotated Bibliography-I (5 items)”

WEEK 8 – LITERATURE REVIEW

Feb 29 *Reading the below material, 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.

*In-Class Exercise: Literature Review Outline

Assignment#9 (due Mar 6): “Annotated Bibliography-II (5 NEW items)”

Assignment#10 (due Mar 6): “Ethical AI Use”

WEEK 9 – OUTLINING YOUR PAPER & ETHICAL AI USE

Mar 7 Lamott, Anne. "Shitty First Drafts." *Language Awareness: Readings for College Writers*. Ed. by Paul Eschholz, Alfred Rosa, and Virginia Clark. 9th ed. Boston: Bedford/St. Martin's, 2005: 93-96.

Provost, Gary. "This Sentence Has Five Words." In *Writing Tools (10th Anniversary Edition): 55 Essential Strategies for Every Writer*, by Roy Peter Clark, First Edition. New York London: Little, Brown Spark, 2008.

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- Assignment#11 (due Mar 19): "Introduction First Draft"
- Workshop Prep: Read all materials for tomorrow's workshop (circulated on Mar 20)

WEEK 10 – WORKSHOP (INTRODUCTION)

Mar 21 *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#12 (due Mar 26): "Methodology First Draft"
- Workshop Prep: Read all materials for tomorrow's workshop (circulated on Mar 27)

WEEK 11 – WORKSHOP (METHODOLOGY)

Mar 28 *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#13 (due Apr 2): “Literature Review First Draft”
- Workshop Prep: Read all materials for tomorrow’s workshop (circulated on Apr 3)

WEEK 12 – WORKSHOP (LITERATURE REVIEW)

Apr 4 *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#14 (due Apr 9): “Findings First Draft”
- Workshop Prep: Read all materials for tomorrow’s workshop (circulated on Apr 10)

WEEK 13 – WORKSHOP (FINDINGS)

Apr 11 *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#15 (due Apr 16): “Dealer’s Choice”
- Workshop Prep: Read all materials for tomorrow’s workshop (circulated on Apr 17)

WEEK 14 – WORKSHOP (DEALER’S CHOICE)

Apr 18 *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.

- Final Paper (due May 3rd)

Course Policies

Grading Policies: All [UF grading policies](#) are observed.

Academic Honor Policy: 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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Conduct Code](#).

Email Policy: When you reach out to me by email, please include the course information in the subject line so I can better assist you. If your email includes a question, please allow up to 48 hours for a response. 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 as accommodations cannot be applied retroactively.

Publication Policy: Publication of a class lecture without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

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. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. 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/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Resources for Students

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact 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.

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.