

Course Information

Date Submitted: 2/19/2013

Current Prefix and Number: INT - International Studies, INT 495 - INTERNATIONAL STUDIES RESEARCH PROJECT

Other Course:

Proposed Prefix and Number: INT 495

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: College of Arts & Sciences

b. Department/Division: International Studies Program

c. Is there a change in 'ownership' of the course? Yes

If YES, what college/department will offer the course instead: Arts and Sciences

e. Contact Person

Name: Carlos de la Torre

Email: c.delatorre@uky.edu

Phone: 257-6891

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: INTERNATIONAL STUDIES RESEARCH PROJECT

Proposed Title: Capstone Seminar for International Studies majors (Subtitle required)

c. Current Transcript Title: INTERNATIONAL STUDIES RESEARCH PROJECT

Proposed Transcript Title: Cap Sem IS Mjrs: (SR)

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

OTHER: 3

Proposed Meeting Patterns

SEMINAR: 3

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: PropGradingSys

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: An independent research project in an area of international studies under the direction of a faculty mentor. A research project plan will be drawn up by the student and the faculty project mentor and submitted to the Director of International Studies for approval.

Proposed Course Description for Bulletin: In this capstone seminar students have to write a 20-25 page research paper. Each seminar has a subtitle of a broad theme to allow students working in different world areas and thematic concentrations to work on their projects. The class works both as a seminar where students learn different theoretical and methodological approaches to a broad topic and as a space where they learn to write their own research paper. Students will be required to present their paper in a power point presentation or another type of creative project.

2j. Current Prerequisites, if any: Prereq: Senior status.

Proposed Prerequisites, if any: Prereq: Senior status.

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? Yes

If YES, explain and offer brief rationale: In the current course, the student worked with a faculty mentor to direct the project. It was determined that students needed to write a research paper to summarize their coursework in International Studies. As the major grew to 340+ students, it became difficult to manage student/mentor system. As International Studies grew, as many as 60 students were taking the course, each one having to secure a faculty mentor. These faculty mentors received no compensation and the same set of faculty members were being asked to serve as mentors multiple times. In addition, students were taking a class with an instructor different from their mentor, therefore, students were responding to two faculty members who often had different approaches to how the paper should be conducted. The International Studies Advisory Committee proposed [1/19/12] to discontinue the student/mentor system and instead redesign the course to be taught by a single, regular faculty member. The faculty member will direct all of the research projects of the course. This Capstone Seminar will be similar to courses offered in other departments (i.e. History and Geography) in the College of Arts & Sciences.

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? **NO**

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? **NO**

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|WF-BATCH|Batch User|Get the department head person|20120510

SIGNATURE|RHANSON|Roxanna D Hanson|College approval for ZCOURSE_CHANGE INT 495|20120510

SIGNATURE|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE_CHANGE INT 495|20121009

INT 495

Capstone Seminar for International Studies majors: Global Racism

Monday and Wednesday 4-5:15 Whitehall Classroom Building, Room 217

Professor: Carlos de la Torre
Office Address: POT 1533
Email: c.delatorre@uky.edu
Office Phone: 257-6891

Office hours: Monday and Wednesday
2:30 to 3:30 PM or by appointment

Course description

In this capstone seminar students are required to write a 20-25 pages research paper. Each seminar has a subtitle of a broad theme to allow students working in different world areas and thematic concentrations to work on their projects. The class works both as a seminar where students learn different theoretical and methodological approaches to a broad topic and as a space where they learn to write their own research papers. Students will be required to present their paper in a power point presentation or other type creative project.

In this section students will learn different theoretical and methodological perspectives to study racism in a global and interdisciplinary perspective. We will draw on the scholarship of academics working in different disciplines such as Sociology, Anthropology, Discourse Analysis, and Political Science. In the class we will read studies about the US, Europe, and Latin America. Drawing on the bibliography used in class and on supplementary readings, students will write a series of short papers that will help them to develop their final project. They will write: 1) a description and a justification of their research question, explaining what methods they will apply in their research project. 2) A five page paper reviewing the literature. 3) A detailed outline of their paper. 4) A first draft of 12 pages. 5) A second draft of their capstone project of 20-25 pages. 6) A final revised version of the research paper.

The course consists of sessions when we will all meet, small peer group meetings, and individualized tutorial sessions. Students will learn to critically and respectfully engage with the work of their peers. They will also learn to effectively communicate the results of their research to their peers.

Course goals and learning outcomes:

This undergraduate course is intended to teach students different theoretical and methodological approaches to perform interdisciplinary, scholarly research on a topic of international scope. **By the end of this course, students will be able to:**

- **formulate** a research question
- **analyze** scholarly research and **appraise** findings by writing a review of the literature
- **develop** an appropriate methodology
- **write** a properly cited, well organized research paper
- **articulate** research findings by presenting to an audience

Course materials:

Required: Book to purchase Joe Feagin and Hernán Vera, White Racism, London Routledge, second edition 2001.

All the other readings are available in Blackboard.

Grading:

Class participation and attendance 10%

Peer review of a classmate's paper 10%

Research Statement 10%

Review of the literature 10%

First draft 20%

Final paper 40%

Grading scale:

90-100% = A

80 - 89% = B

70 - 79% = C

60 - 69% =D

Below 60%=E

Midterm: Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>).

Course Schedule:

- Week 1: Introduction to the course.

Distribution, and discussion of examples of INT 495 research papers. The goal is to show students examples of excellent papers to illustrate what are the requisites of a research paper, and to show that it is a feasible project that can be accomplished in one semester.

- Weeks 2 to 5: Methods and theories

This section introduces students to different methods and theories of the broad topics covered by the course. In the case of this section it is global racism. The goal is to show students how a research question can be address using different methodologies

Week 2 Research Statement due in Class

- 1) Defining racism. Reading Joe Feagin and Hernán Vera White Racism The Basics, chapter 1
- 2) Racism as rituals. Reading Feagin and Vera chapters 3 and 5

Week 3

- 1) Racism in institutions. Reading Carmen Martínez and Carlos de la Torre, "Racial Discrimination and Citizenship in Ecuador's Educational System". Latin American and Caribbean Ethnic Studies Vol. 5: 1, 2010, pp. 1-26.
- 2) Racist Representations. Reading, Rahier, Jean Muteba 2008 Fútbol and the (Tri-) Color of the Ecuadorian Nation: Ideological and Visual (Dis-) Continuities of Black Otherness from Monocultural Mestizaje to Multiculturalism, Visual Anthropology Review 24, 2, : 148-182.

Week 4

- 1) Racist discourse: the European example. Reading Teun van Dijk, "Disourse and the Denial of Racism" Discourse and Society 1992, Vol 3 (1) 87-118.
- 2) The politization of racism: immigration. Reading Cas Mudde, The Relationship between immigration and nativism in Europe and North America. Migration Policy Institute, 2010

Week 5

- 1) Everyday Racism. Reading, "Everyday Forms of Racism in Contemporary Ecuador: The Experiences of Middle-Class Indians." Ethnic and Racial Studies, Vol 22, N 1, January 1999, pp. 92-112.
- 2) Open session to discuss methodological and theoretical issues. Review of the literature and due in class.

- Week 6

Two sessions in the library to learn how to use different research tools.

- Weeks 7 and 8
Individual tutorials. Each student will have to meet at least one time with the professor. (At the end of week 8 students will submit their work in order to distribute it among classmates).
- Week 9-10
In class presentations of the first draft of the paper. Each student will have to comment on a classmate paper.
- Weeks 11-12
Individualized tutorials with the professor. At the end of week 12 they have to submit a final draft of their paper. They will incorporate comments by peers and their professor
- Weeks 13 to 15 Student presentations

Course Policies:

Attendance is mandatory. If you must miss class because of illness, a family emergency, a religious holiday or a university-sponsored event, let me know as soon as possible so that we can make arrangements for making up any missed work.

Excused absences: Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Make-up opportunities: students are eligible to complete make-up work for **excused absences** at the earliest opportunity; students should consult instructor when they present written excuses for absences.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of absences: Students may be asked to verify their absences in order

for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Students with disabilities:

If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu.”

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but

when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Course Policy on Classroom civility and decorum:

The university, college and department has a commitment to respect the dignity of all and to value differences among members of our academic community. There exists the role of discussion and debate in academic discovery and the right of all to respectfully disagree from time-to-time. Students clearly have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2). Equally, a faculty member has the right -- and the responsibility -- to ensure that all academic discourse occurs in a context characterized by respect and civility. Obviously, the accepted level of civility would not include attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other such irrelevant factors.

Cellphones have to be off during class.