

COLLEGE PARK SCHOLARS INTERNATIONAL STUDIES

Independent Research Projects Spring 2008

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OFFICE HOURS	DR. GLASS	JAVIERA	TONY	SHANA	MIKE
Monday	---	---	---	---	---
Tuesday	---	---	---	---	---
Wednesday	---	---	---	---	---
Thursday	---	---	---	---	---
Friday	---	---	---	---	---

If these times are not convenient for you, we will gladly make an appointment

INTRODUCTION

The Independent Research Project for International Studies provides three options for the Second Year Students in constructing and investigating projects: the Independent Research Project, the Film Study, and the Course Study.

INDEPENDENT RESEARCH PROJECT

The students in the International Studies program have a variety of interests in world politics. We encourage students with developed interests in a substantive area of international politics to pursue the Independent Research Project. The student should have some previous experience with the topic, in terms of reading, research and such on an issue. The project allows students to explore these interests further by expanding on their ideas and insights on the subject into well-developed arguments about international politics.

COURSE STUDY

The University of Maryland offers a variety of courses that deal with fascinating subjects, several of which touch on international politics. This project encourages students to find courses of substantive interest that they can assist them in developing research projects. Students may take advanced courses on a subject (preferably 300 or 400 level) that includes a research component. The student then pairs that course with their College Park Scholars practicum for International Studies to develop a research project.

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The student will take a course on a selected area of interest *and* the International Studies practicum. Students **cannot** double count the course: they **must** take the appropriate College Park Scholars practicum course to fulfill the International Studies requirement. Furthermore, students will develop separate research papers for each course. **We do require that the student submit both research papers at the end of the semester to their teaching assistant.**

FILM STUDY

One option that is new to the program is that students may choose an Independent Research Project organized around the use of films and international studies. For the project, we would require a brief prospectus, a two-paragraph description of a thematic or contestable issue you would like to explore. Students may choose a region (for example, Africa, Asia, Latin America) an issue (for example, just versus unjust wars; the nature of violence and its attack on ethics; the 'ordinariness' of mass murder) and then select ten (10) films and five (5) readings that reflect on the issue. Students will be responsible for seeing the films, reading the texts and constructing their final analysis.

GENERAL POLICIES

1. We will try to meet any extraordinary needs of any student. Such needs arise out of either preexisting or new conditions, which may include persona, social, physical, emotional or other impairments. Students must present an **Accommodation Form**. A copy of the Accommodation Form should be on file in the disability support service (DSS) Office, 0126 Shoemaker Bldg. (301) 314-7282, dss@umail.umd.edu
2. The University of Maryland, College Park has a nationally recognized code of Academic Integrity, administered by the Student Honor Council. This code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student, you are responsible for upholding these standards for this course. All assignments must have this sentence on the front page: *"I pledge on my honor that I have not given or received any unauthorized assistance on this examination."* It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For information on the code of Academic Integrity or the Student Honor council, please visit: <http://www.studenthonorcouncil.umd.edu/whatis.html>

DECORUM

Please be mindful of the proper decorum in all scholar classes: no cell phones, beepers, ipods, etc, must be turned off at the beginning of every class. Please come to class appropriately dressed. You are in the University now, and the scene here is very different from high school. I assume that students will internalize decorum expectations and rules; your teaching assistants and I are teachers not disciplinarians.

ATTENDANCE AND LATE POLICES

Absence from any class must have a verifiable medical excuse presented to your teaching assistant, no exceptions. If you miss a class for reasons that are not dire emergencies or out of medical necessity, your grade will suffer. All due dates for assignments for listed in the course schedule, no late papers will be accepted, unless there is a medical or compelling reason. With the diversity of religious backgrounds at the university, we will not penalize students for religious holiday observances. Please notify us during the first two weeks of class if there is a scheduling conflict that way we can decide appropriate dates for make-up assignments.

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E-MAIL

The teaching assistants and I will routinely use email to send messages about class assignments, and relevant events related to your class participation. If you change your email, please inform your teaching assistant and myself immediately. Additionally, please update this information with the university by visiting: [Change Student Address/Email](#).

RECOMMENDED TEXTS

We recommend the following texts as excellent introductions and reference guides to the writing and research process. Several of these texts are in newer editions, but any edition is fine. No matter what career you pursue, these books are invaluable. We do not require that students purchase these books.

- Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 1995. *The Craft of Research*. Chicago: University of Chicago Press.
- Hacker, Diana. 1999. *A Writer's Reference*. New York: Bedford/ St. Martin's Press.
- Strunk Jr., William and E. B. White. 2000. *The Elements of Style*. Any Edition. Boston: Allyn and Bacon.
- Turabian, Kate L. 1996. *A Manual for Writers of Term Papers, Theses, and Dissertations*. Chicago: University of Chicago Press.

COURSE REQUIREMENTS

The internship/ service learning practicum have five graded components for each student. Students will work with their teaching assistants throughout the semester on many of the assignments. We strongly encourage that students contact their TAs with any questions throughout the semester.

MEETINGS: Each student will meet periodically with his or her teaching assistant throughout the semester. Students and their teaching assistants will arrange for times that accommodate both of their schedules. We expect students to attend these meetings. If students must cancel a meeting, we would appreciate prior notification as well as suggestions for rescheduling the meeting.

ACADEMIC SHOWCASE PROJECT BOARD: Each student will design a project board for internship or service learning practicum for the [College Park Scholars Academic Showcase](#) on Friday, 2 May 2008. The project board and showcase gives every student an opportunity to synthesize and to share the lessons learned from their work during the semester. Students will discuss the details of their project boards with their teaching assistant.

The College Park Scholars (CPS) Main Office requires that students turn in their registration forms for the showcase by **Monday, 3 March 2008**. We will send out the application via email and we will post a copy on the website under the 'Course Syllabi' page. We encourage students to submit their application as soon as possible.

The CPS Main Office will coordinate the design and printing of the posters. We encourage students to contact the office for details on how to design a poster. The cost of a poster is \$35.00 for students, and the office will accept either cash or check.

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The CPS Main Office must have the electronic files at **Wednesday, 16 April 2008** to print the posters in time for the Academic Showcase. The posters will be delivered to the International Studies Office, and we will contact students on dates and times to pick up their posters.

FINAL PAPER: The final paper will serve as the culmination of the student's research, providing the most detailed and full analysis of the chosen subject. The project must develop a research question, a central thesis, supporting arguments, and a detailed analysis of the relevant material. Since each student will be exploring questions unique to his or her interests, the projects may include more components.

The research paper grants students the opportunity to explore some interesting aspects of international studies in greater depth. Students are free to choose for any substantive area of interest that falls within the broad heading of International Studies. In the process of researching, students will develop a broader and deeper knowledge of their substantive area throughout the semester. The paper is, however, more than just a reservoir of knowledge: it requires students to develop their individual insights and understandings of their chosen interest. In writing the paper, students must employ critical thinking and analytical reasoning to expand on and enrich their ideas.

We strongly encourage students to discuss the development of their questions and arguments with their teaching assistants. They will prove invaluable in designing projects as well as providing feedback and insights into the research process. Please consult with as regularly as needed throughout the semester.

We have allocated 70% of the overall course grade to the final paper. This 70 % of the grade is a composite score of the work a student will perform throughout the semester, that may include (and certainly is not limited to) outlines, annotated bibliographies, rough drafts, citation checks, and/or other possibilities. Students will not do all of these assignments. Each student must discuss with his or her teaching assistant the most appropriate means to accomplish a research project. In consultation with the teaching assistants, students will adopt some of the above means for their research project. These smaller pieces of the larger project will allow us review each student's progress. Furthermore, these assignments will help students break down the research process, and allow the teaching assistants to offer more feedback on how to design and implement the final project.

We expect students to write a coherent argument on their chosen topics. The final paper will be 20 to 25 pages in length, double spaced and one (1) inch margins with a font size twelve (12) Times New Roman (or equivalent). The reflection paper will be due at the end of the semester.

CITATIONS: All research papers must use citations and reference sources as described by a style chosen by the student. We have no preference on which style students use in their research papers, whether APA, MLA, etc. We require that students select one style and follow it through the entire paper. We require that students be consistent with citations: do not switch back and forth between footnotes, endnotes, and in-text citations (unless it is part of the style). For any quotations or ideas, whether films, journals, magazines, books, etc., you must provide the appropriate citation as well as follow the appropriate style guidelines. The following websites may help:

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[Indiana University Writing Tutorial](http://www.indiana.edu/~wts/pamphlets.shtml): <http://www.indiana.edu/~wts/pamphlets.shtml>

[Purdue University Online Writing Lab \(OWL\)](http://owl.english.purdue.edu/): <http://owl.english.purdue.edu/>

GRADING

Meetings w/ Teaching Assistant	10 %
Academic Showcase Project Board	20 %
Final Paper	70 %