Course Overview

This is a senior research and writing seminar that allows you to integrate and build upon the knowledge and skills you developed through participating in the International Affairs curriculum. This includes experiential (co-op, dialogues, study abroad, internships) and classroom-based components. The focus is on academic (and personal) self-reflection about where you have been and where you are going. The key learning exercises for the class are research, analysis and writing assignments, culminating in a final paper.

Note that your active participation is essential for a successful class. Contributing on a regular basis, you will discuss the process of research and writing, constructively critique each other’s work and engage in lively conversation about a range issues.

Learning Objectives

⇒ At the end of this course you should be able to:
⇒ Formulate a focused research question;
⇒ Develop an engaging and probative thesis;
⇒ Research, evaluate and utilize a range of sources, including those which are scholarly, governmental and from policy institutes as well as advocacy organizations and journalists;
⇒ Provide and accept constructive peer feedback;
⇒ Deliver a well-articulated presentation on your topic; and,
⇒ Prepare a substantive paper, based on your thesis, which is well organized, cohesive and engaging.

Required Text


Assignments

**Participation and attendance –10%**

Your success in this course requires your participation, which requires your attendance. Prior notice is required, when possible, if you need to miss class due to illness or emergency. Students who miss one or two classes without very good cause will see a reduction in this grade. **Students who miss three or more class meetings will not pass the class.**
Participation is based on your thoughtful and constructive contributions to the class discussions on a regular basis. Peer feedback on assignments – spontaneous and prepared are part of participation. Note that the point is not to put you on the spot, but rather to get you to become actively involved in your education. Students who are not normally “chatty” in class should be in touch during the first few days of the course so we can work together to get you involved.

**Research topic – 3%**
This should be a focused statement (one concise, well written sentence) about what you want to write about this semester. For example, if, in class you said, I am interested in US counterterrorism policies, post-9/11, here you would say, I want to write about domestic US counterterrorism policies related to Canadian border security with an emphasis on immigration.

**Research question – 3%**
This should be the one single, concise, cohesive question (in one sentence) that you want to answer in your research paper.

**Revised thesis - 5%**
Thesis - This is a revised statement of what you will prove/argue in your research paper. It should be concise (one sentence) and well crafted.

**Outline - 5%**
This is a two level outline (must use roman numerals (I, II, III, etc. with sub points as capital letters A, B, …) – taking your paper from intro to conclusion. Due as a Word or Pages attachment; saved file should read: Outline (last name, FL15).

**Partial draft - 5%**
This is well-written (organized and cohesive, based on integrated research, utilizing good grammar) partial draft, 2-3 pp. double-spaced, not including endnotes and bibliography. Endnotes and bibliography should contain at least 6 sources you are actively using in your research and writing. Due as a Word or Pages attachment; saved file should read: Partial Draft (last name, FL15).

**Thesis and research presentations - 4%**
Four minute (approx.) presentation of your thesis and research process thus far, highlighting the evolution of your paper and major sources (and their contributions).

**Presentations – 10%**
Twelve minute PPT presentation of a key section or overview of your paper. You should be dressed “business casual” for your presentation. Please provide a slide (at the end) with a list of recommended sources (and leave time to discuss).

**Final papers – 50%**
Paper must be: 24 (minimum) to 26 (maximum) pages, not including cover page, endnotes and bibliography; note that you must utilize a cover page, endnotes and bibliography (Chicago style); text of paper should be double spaced; employ a minimum of 20 sources (must include at least 4 books; 2 government documents; 4 scholarly articles; 2 NGO or think-tank reports).
**Students must receive a passing grade on the paper to pass the class.**

**Research and writing log – 5%**
During the course of the term, you will keep a record of the time you spend on working toward this paper (and what you do during that time). The log must be kept up weekly (but feel free to make more frequent entries) and you should bring it to class each week. The template is at the end of the syllabus and should be used.

**Grading**
Grading is based on an A - F scale. To earn an “A,” you need to do excellent work - not just turn in something that meets the basic criteria of the assignment. A “B+” is very good work, a “C” average - nothing terribly wrong with the work, but it doesn’t exhibit excellence, and so on. I will endeavor to have grades back to you within ten days or so of your turning in the assignment.

**Other Bits**
- All assignments must use Times New Roman font, sized 11 point.
- Outlines and papers (drafts and final copies) must be in Word or Pages and use one inch margins.
- You must use Chicago endnote citation and provide a complete bibliography. Anything that is not a common fact requires a citation. All quotations require citation.
- Your name and the date must appear on all assignments (upper left, first page), documents must be paginated (lower right), and use 1 inch margins.
- Your work should be thoughtfully organized and thoroughly researched. Any questions or concerns about your writing are welcome and encouraged.
- All assignments must be proofread and generally free of typographical errors.
- Late assignments – Written assignments not turned in at the designated time/date (and in the specified manner) will be reduced by a partial letter grade per day (example: A to A- or B+ to B (1 day late)).
- Comments appear on your work; grades are available on BB.

**Class Schedule**

**M, 14 September**
*In-class:* Introductions, course overview, and choosing a topic

**M, 21 September**
*In-class:* Turning your topic into a question
*Before class, please review:* Turabian, sections 1, 2.0 and 2.1
*Due:* Draft topic (bring a copy to class)

**T, 22 September**
*Due:* Final draft of topic by 11PM by email.

**M, 28 September**
*In-class:* Discussion of research questions, thesis drafting, research
*Before class, please review:* Turabian 3-5
Due: Draft research question (bring a copy to class)

**T, 29 September**
Due: Final draft of research question by 11PM by email

**M, 5 October**
In-class: Outlining, planning to write, discussion of thesis statement drafts
Before class, please review: Turabian 6
Due: Draft thesis statement (bring a copy to class)

**W, 7 October**
Due: Final thesis statement (in the text of an email by 11PM)

**M, 12 October – No Class – Columbus Day**

**T, 13 October**
Due: Final outline (by email, attached as a Word or Pages doc) by 11PM by email

**Wednesday, 14 October and Thursday 15 October - Individual meetings to be scheduled via a Doodle poll, on to discuss thesis statement.**

**M, 19 October**
In-class: Discuss drafting, citation as well as thesis and research presentations; writing groups meet to talk about progress, strategies, successes and roadblocks
Before class, please review: Turabian 7, 8, 15, 16, and 17

**F, 23 October**
Due: Partial draft (2-3pp)

**M, 26 October**
In-class: End of term presentations; writing groups meet to go over partial drafts
Before class, please review: Turabian 13 and partial drafts of group members
Due: Your comments on the drafts to your classmates

**M, 2 November**
In-class: Thesis and research presentations
Due: Your thesis and research presentation

**M, 9 November**
In-class: Individual meetings to be scheduled via a Doodle poll this week to discuss paper progress and presentation ideas

**F, 13 November**
Due: Optional second partial draft (4-5 pages)

**M, 16 November**
In-class: Writing groups meet to discuss second partial draft
Before class, please review: Partial drafts of group members
Due: Your comments on the drafts to your classmates
**M, 23 November**  
*In-class:* Revising and finessing; final meeting of writing groups  
*Before class, please review:* Turabian 9, 10, 11, and 12

**M, 30 November**  
*In-class:* Presentations, as scheduled

**M, 7 December**  
*In-class:* Presentations, as scheduled

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**Help and Resources**

If you have questions about the class, content or assignments, please feel free to talk with me, either after class (when I usually have a few minutes), during office hours, or via email. I can also be available by appointment.

Please know that if you overwhelmed - by something in or out of the class - talk with me - I can only help you if I know there’s a problem.

Other resources:  
Northeastern U Writing Center  
[http://www.northeastern.edu/english/writing-center/](http://www.northeastern.edu/english/writing-center/)

Northeastern U Library  
Subject Librarian for International Affairs  
Roxanne Palmatier  
Phone: (617) 373-4968 / Email: r.palmatier@neu.edu

Websites for citation:  
*Chicago Manual of Style* (available for purchase or via the library)  

*MLA Handbook* (available for purchase or via the library)  
[http://www.mlahandbook.org/fragment/public_index;jsessionid=CC8CCD2448AF643DA353E514B43B24EB](http://www.mlahandbook.org/fragment/public_index;jsessionid=CC8CCD2448AF643DA353E514B43B24EB)

Northeastern Library –  
[http://library.northeastern.edu/get-help/citations-bibliographies](http://library.northeastern.edu/get-help/citations-bibliographies)

Diana Hacker’s Research and Documentation Online (Chicago and MLA) -  
[http://bcs.bedfordstmartins.com/resdoc5e/](http://bcs.bedfordstmartins.com/resdoc5e/)

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**Academic Integrity**

You are responsible for being familiar with and complying with Northeastern's Academic Integrity Policy ([http://www.northeastern.edu/osccr/academic-integrity-policy/](http://www.northeastern.edu/osccr/academic-integrity-policy/)). Violations of academic integrity include but are not limited to plagiarism, fabrication, cheating, and unauthorized collaboration. The link provided can tell you more about what constitutes a...
violation, along with examples of violations, as well as possible academic sanctions you may incur if you do not comply. Additionally, the website provides a very helpful citation and academic integrity checklist that can help you avoid running afoul of the rules. If you have any questions about this, please feel free to be in touch.