

The Ohio State University
Colleges of the Arts and Sciences New Course Request

International Studies

Academic Unit

International Studies

Book 3 Listing (e.g., Portuguese)

557 Research in Globalization Studies

Number	Title	UG Level	Credit Hours
18-Character Title Abbreviation	Research in Global	UG	5
Summer	Autumn	Winter	Spring X
Year 2008			

Proposed effective date, choose one quarter and put an "X" after it; and fill in the year. See the OAA curriculum manual for deadlines.

A. Course Offerings Bulletin Information

Follow the instructions in the OAA curriculum manual. If this is a course with decimal subdivisions, then use one New Course Request form for the generic information that will apply to all subdivisions; and use separate forms for each new decimal subdivision, including on each form the information that is unique to that subdivision. If the course offered is less than a quarter or a term, please complete the *Flexibly Scheduled/Off Campus/Workshop Request* form.

Description (not to exceed 25 words):

Course explores aspects of globalization through the process of research. Hypothesis construction, data gathering and analysis and preparing a finished research product will be taught.

Quarter offered: SP Distribution of class time/contact hours: 2 2-hr. class

Quarter and contact/class time hours information should be omitted from Book 3 publication (yes or no):

Prerequisite(s): International Studies 356 or permission of instructor.

Exclusion or limiting clause: NA

Repeatable to a maximum of NA credit hours.

Cross-listed with: NA

Grade Option (Please check): Letter S/U Progress What course is last in the series? _____

Honors Statement: Yes No GEC: Yes No Admission Condition
 Off-Campus: Yes No EM: Yes No Course: Yes No

Other General Course Information: NA

(e.g. "Taught in English." "Credit does not count toward BSBA degree.")

B. General Information

Subject Code _____ 450901 _____ Subsidy Level (V, G, T, B, M, D, or P) _____

If you have questions, please email Jed Dickhaut at dickhaut.1@osu.edu.

1. Provide the rationale for proposing this course:
 See attached rationale.

2. Please list Majors/Minors affected by the creation of this new course. Attach revisions of all affected programs.
 This course is (check one): Required on major(s)/minor(s) A choice on major(s)/minors(s)
 An elective within major(s)/minor(s) A general elective:

3. Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course.
 Already offered under IS 501 Selected Topics.

4. Is the approval of this request contingent upon the approval of other course requests or curricular requests?

Yes No List:

5. If this course is part of a sequence, list the number of the other course(s) in the sequence: _____

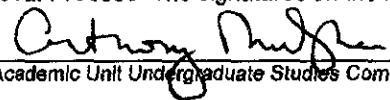
6. Expected section size: 25 Proposed number of sections per year: 2

7. Do you want prerequisites enforced electronically (see OAA manual for what can be enforced)? Yes No


8. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (List units and attach letters and/or forms):
 Not Applicable

9. Attach a course syllabus that includes a topical outline of the course, student learning outcomes and/or course objectives, off-campus field experience, methods of evaluation, and other items as stated in the OAA curriculum manual and e-mail to ascurofc@osu.edu.


Approval Process The signatures on the lines in ALL CAPS (e.g. ACADEMIC UNIT) are required.

1.  Anthony Mughan 4/18/07
 Academic Unit Undergraduate Studies Committee Chair Printed Name Date

2. Academic Unit Graduate Studies Committee Chair Printed Name Date

3.  Anthony Mughan 4/18/07
 ACADEMIC UNIT CHAIR/DIRECTOR Printed Name Date

4. After the Academic Unit Chair/Director signs the request, forward the form to the ASC Curriculum Office, 105 Brown Hall, 190 West 17th Ave. or fax it to 688-5678. Attach the syllabus and any supporting documentation in an e-mail to ascurofc@osu.edu. The ASC Curriculum Office will forward the request to the appropriate committee.

5.  Neill Baker 5/7/07
 COLLEGE CURRICULUM COMMITTEE Printed Name Date

6. ARTS AND SCIENCES EXECUTIVE DEAN Printed Name Date

7. Graduate School (if appropriate) Printed Name Date

8. University Honors Center (if appropriate) Printed Name Date

9. Office of International Education (if appropriate) Printed Name Date

10. ACADEMIC AFFAIRS Printed Name Date

**Rationale for
International Studies 557
Research in Globalization Studies**

Globalization is perhaps the most potent source of cultural, economic, political and social change in the world today. It is a diverse phenomenon, and students who major in Globalization Studies devise an individualized program of study, organized around thematic clusters drawn from a variety of disciplines. This capstone course helps students pull together their Globalization Studies experience. In it, students learn how to formulate a viable research question, determine the appropriate method for investigating the question, conduct good research, and, finally, turn their research into a 15-20 page term paper.

The phenomenon of globalization is extremely varied, complex and contested. Students' interests will vary greatly in what they wish to study, but among expected topics of interest are: financial flows, trade flows, movements and migrations of people, international communications linkages and flows, flows of cultural products, cross-border crime and all manner of illegal trafficking, etc. Many environmental problems are now considered to be global in nature.

The information and data available on these subjects is growing and improving in quality.

Meanwhile, ideological splits and divisions over many of these subjects have intensified greatly in the last few decades, and thus the student is presented with many varying points of view, often passionately argued, when studying globalization. This course intends to provide the student the tools needed to come to an independent and informed point of view. An appreciation of the sources of data (and their quality) and also the kinds and strength of conclusions that can be drawn from such data is critical to the development of a reasoned and independent stance. An understanding of the strengths and limitations of our research tools and methods is also needed.

This research-intensive course is intended to provide an realistic introduction to the complexities and issues the student will face in the research process, as either a future graduate student or as an employee for an agency or firm negotiating a dynamic and increasingly global environment.

**RESEARCH IN GLOBALIZATION STUDIES
INTERNATIONAL STUDIES 557**

Spring 2008

Course Description

Students will learn as much about the process of research writing as they do about their research topic. Research writing is a distinct type of writing. It cannot be accomplished in a few weeks, much less a few days, but requires steady attention over the course of several months. This class helps students systematically accomplish the tasks necessary to complete a research paper, while providing both intellectual support and the camaraderie of the classroom.

Because of the inter-disciplinary nature of Globalization Studies, students' research interests and disciplinary backgrounds will vary. This course recognizes that diversity, but is premised on the view that questions and dilemmas of the research and writing process transcend particular disciplines. Students should see this class as an open forum for discussing the full spectrum of research and writing concerns. Indeed, one of the primary benefits of the class is learning how to critique one another's writing in a productive and supportive way.

Requirements

Students are expected to attend all class meetings, complete all reading and writing assignments on time, participate actively and in an informed manner in seminar discussion, and provide feedback/commentary on one another's assignments.

Note that some assignment deadlines fall on the weekend. This is because several seminar sessions are devoted to group discussion of student written work. Weekend deadlines enable the assignments to be distributed to the full class, and give students sufficient time to read and prepare comments prior to seminar on Monday.

Grade Schedule

- **Participation: 30 points**
 - Attendance (10 points).
 - Presentation of original work (10 points).
 - Commentary on peers' work (10 points).

- **Written assignments: 70 points**
 - #1. Topic statement, one paragraph (5 points).
 - #2. Exercise: making arguments (5 points).
 - #3. Annotated bibliography (10 points).
 - #4. Revised topic statement, 1-2 pages (10 points).
 - #5. Literature Review, 3-4 pages (10 points).

- #6. Introduction, 1- ½ pages (10 points).
- #7. Final Paper, first draft (10 points).
- #8. Final Paper, revised version (10 points).

Grade Scale

93-100 A	87-89 B+	77-79 C+	67-69 D+
90-92 A-	83-86 B	73-76 C	60-66 D
	80-82 B-	70-72 C-	0-59 E

Readings

There is one required book for the course:

- Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 1995. *The Craft of Research*. 2nd edition. Chicago, IL: University of Chicago Press.

The following books, while not required, are useful references for the research and writing process and might be worth purchasing.

- Strunk, William, Jr. and E. B. White. 1979. *Elements of Style*, 3rd edition. NY: MacMillan.
- Turabian, Kate L. 1987. *Manual for Writers of Term Papers, Theses and Dissertations*. 5th edition. Chicago: University of Chicago Press.

Remaining required readings are on reserve at the Main Library.

CALENDAR

Monday March 31 Organizational Meeting

Wednesday April 2 Research, Researchers, and Readers

- Booth et. al., “Thinking in Print,” and “Connecting with your Reader,” Chapters 1 and 2.

Monday April 7 No Class: individual meetings to discuss topics

Tuesday April 8 Assignment #1 due via email, by noon

ASSIGNMENT #1 TOPIC STATEMENT (1 paragraph)

- Read Booth et. al., “From Topics to Questions,” “From Questions to Problems,” Chapters 3 and 4.
- Prepare a one-paragraph statement of your research question and problem. Use the structure provided by Booth et. al. Be sure to identify a problem and show the implications of not knowing the answer to your question, i.e., why it is important that we read your paper? Use the frameworks outlined by Booth et. al.

- **Question:**
 - Name your topic: I am studying _____.
 - Imply your question: Because I want to find out why/how/who _____.
 - State the rationale for the question and the project: in order to understand how/why/what _____.

- **Problem:**
 - Topic
 - Question
 - Conceptual significance
 - Potential practical application.

- Topic statements will be distributed to the entire class, via email, by 5 p.m. Sunday. Students are expected to read and be prepared to offer helpful suggestions/ questions for each topic statement. Bring statements and comments to class for each author. We will discuss each one paragraph research problem in class, ½ on Monday and ½ on Wednesday.

Wednesday April 9 Discussion of topic statements I

Monday April 14 Discussion of topic statements II

Wednesday April 16 Assignment #2 due, in class

ASSIGNMENT #2 EXERCISE: MAKING ARGUMENTS

- Read Booth et. al., "Making Good Arguments," and Claims and Evidence," Chapters 7 and 8.
- Read three sample term papers (on reserve) with an eye toward Booth et. al.'s criteria for argument.
 - NB: Read the papers after you read Chapters 7 and 8.
- Answer the following questions, in writing:
 - State the primary research questions in Booth et. al.'s topic-question-rationale framework.
 - Lay out the logical structure of the argument, e.g., how does the author move from point to point in the paper?
 - Assess the effectiveness of his/her argumentative strategy. Was the argument convincing, or were you left with lingering doubts? Can you suggest an alternative way of laying out the research question?

Monday, April 21 Discussion of sample term papers I

Wednesday, April 23 Discussion of sample term papers II

Monday, April 28 **Assignment #3 due, in class**

ASSIGNMENT #3: ANNOTATED BIBLIOGRAPHY

- Read "From Questions to Sources" and "Using Sources," Chapters 5 and 6.
- Read Handout on Annotated Bibliographies.
- Collect five sources for your research that you have read (1-2 books and 3-4 articles).
- Prepare an annotated bibliography.

Wednesday April 30 **Discussion of annotated bibliographies I**

Monday May 5 **Discussion of annotated bibliographies II**

Tuesday May 6 **Assignment #4 due, via email, by noon**

ASSIGNMENT #4: REVISED TOPIC STATEMENTS (1-2 pages)

- Re-write your topic statement.
- Topic statements will be distributed to the entire class, via email, by 5 p.m. Sunday. Students are expected to read and prepare written comments for each topic statement. Bring statements and comments to class for each author. We will discuss each topic statement in class, ½ on Monday and ½ on Wednesday.

Wednesday May 7 **Discussion of topic statements I**

Monday May 12 **Discussion of topic statements II**

Wednesday May 14 **No class; research time**

Monday May 19 **No class; research time**

Tuesday May 20 **Assignment #5 due, via email, by noon**

ASSIGNMENT #5: LITERATURE REVIEW (3-4 pages)

- Read Booth et. al., "Pre-Drafting and Drafting," Chapter 11
- Read Handouts on "Pre-Writing" and "Literature Reviews."
- Drawing on your 'prewriting,' which itself draws on your now expanded annotated bibliography, draft a 3-4 page literature review.

- Literature Reviews will be distributed to the entire class, via email, by 5 p.m. Sunday. Students are expected to read and prepare written comments for each literature review. Bring literature reviews and comments to class for each author. We will discuss each literature review in class, ½ on Monday and ½ on Wednesday.

Wednesday May 21 **Discussion of literature reviews I**

Monday May 26 **Discussion of literature reviews II**

Tuesday May 27 **Assignment #6 due, via email, by noon**

ASSIGNMENT #6: INTRODUCTION

- Read Booth et. al., "Introductions," Chapter 15.
- Draft a 1-1 ½ page introduction to your research paper.
- Introductions will be distributed to the entire class, via email, by 5 p.m. Sunday. Students are expected to read prior to class and come to class with prepared, written comments on each introduction. We will discuss each introduction in class, ½ on Monday and ½ on Wednesday.

Wednesday May 28 **Discussion of Introductions**

Sunday June 1 (noon) **Assignment #7 due, via email**

ASSIGNMENT #7: RESEARCH PAPER DRAFT

- Read Booth et. al., "Qualifications," "Revising your Organization and Argument," and "Revising Style: Telling your Story Clearly," Chapters 10, 13, and 14.
- Prepare a full draft of your research paper: introduction, literature review, argument, and conclusion.
- Turn in papers via email when indicated. Papers will be distributed to the entire class via email.
- Class sessions will be devoted to five minute oral presentations by author, followed by peer commentary, on completed drafts. More specifically:
 - Authors are expected to prepare in advance a five minute presentation of their research.
 - All students are expected to attend class ready to provide two types of commentary.
 - Directed critical commentary.

- Think about: What worked or did not work in the argument? Is the argument sufficiently supported with empirical evidence? Does the author deal effectively with counter-arguments? How might the paper be improved?
 - Students should bring approximately one page of organized comments for each author.
- Proofreading.
 - Check for grammar, spelling and formatting.
 - Students can make these comments directly on the paper and hand them to the author.

Monday June 2 Class Presentations of Draft Research Papers

Wednesday June 4 Class Presentations of Draft Research Papers

Monday June 9 Assignment #8 due, by noon

ASSIGNMENT #8: FINAL PAPERS

NB: Final papers must be turned in as hard copies, not via email.

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.