

IS 400: Senior Seminar in International Studies

HUM 203
Thursday, 2:30 - 4:50 PM

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This course “provides students who have recently returned from study abroad with a common focus for the exchange of ideas about [their] diverse international experiences.” We will spend much of our class time thinking about the multicultural dimensions of your study abroad experience and how those experiences have changed you. We will also think about different conceptualized communities, many of which are critical to understanding the process of globalization. The course readings strive to help you to improve your ability to analyze this all-important force in the contemporary world.

Your study abroad period, whether it lasted one or two semesters, will be remembered as one of the special experiences of your life. One of my overarching goals is to help you incorporate your study abroad experience into your senior year and to your post-graduation plans.

This course will be conducted as a seminar. You will lead some of the classes, with my role being primarily a stimulus to conversation, and perhaps someone who channels the seminar. My role and those of guest discussion leaders will be somewhat greater when we look at some of the readings later in the semester, but even then student input will be critical to the success of the class.

My office hours on Mondays and Wednesdays are 10:30 – 12:00, and on Tuesdays and Thursdays from 10:45-12:00. Other meeting times may be arranged. Please take advantage of these opportunities to discuss items of concern to this course.

Except where explicitly stated, it is expected that all work prepared for this course be done individually. Joint study sessions are not only permitted, but are encouraged. Joint preparation of written assignments will not be allowed. ANY violation of these rules will result in at least a zero grade for the assignment and possibly a failing grade in the class. Students who observe a violation of these rules are encouraged to inform the instructor.

Theme and Readings

How does one *represent* other cultures? What is *another* culture? Is the notion of a distinct culture (or race, or religion, or civilization) a useful one, or does it always get involved either in self-congratulation (when one discusses one’s own) or hostility and aggression (when one discusses the ‘other’)? Do cultural, religious, and racial differences matter more than socio-economic categories, or politicohistorical ones? How do ideas acquire authority, “normality,” and even the status of ‘natural’ truth? What is the role of the intellectual? Is he[s/he] there to validate the culture and state of which he is a part? What importance must be given to an independent critical consciousness, an *oppositional* critical consciousness?

Edward W. Said, *Orientalism*, pp. 325-26.

The readings for the seminar offer us the opportunity of exploring these questions from a variety of perspectives. We seek not to answer these questions with assuredness, but to ponder the implications of different ways of answering them.

Please purchase and read the following books.

Edward Said, Orientalism

Ian Buruma and Avishai Margalit, Occidentalism

Benedict Anderson, Imagined Communities

Peter L. Berger and Samuel P. Huntington, Many Globalizations: Cultural Diversity in the Contemporary World

Ngugi Wa Thiongo, Decolonising the Mind: The Politics of Language in African Literature (Studies in African Literature Series)

We will spend some portion of every class period discussing current affairs from an international perspective. I expect you to read a major newspaper on a daily basis. While some students might prefer an online version, I find that the layout of most web papers leads the reader to specific readings rather than the general readings that paging through a paper version permits. The bookstore offers a discount on the New York Times, but can also get other papers on a regular basis. Please let me know what paper you will be reading.

Assignments and Evaluations

Participation grades will consist of classroom discussion, short writing assignments, and student-led discussions. Each student will lead a discussion inspired by stories in On Being Foreign. On the day that you lead discussion, please bring a one-page analysis of the reading. It must address these points: what is the main point of the article? How does this point relate to study abroad? Please bring a copy for each student and myself. This assignment is worth up to ten per cent of your overall evaluation. In your oral presentation, please discuss both of these points, but also whether or not you experienced something comparable?

On September 16, your writing assignment, "On Being a Senior: This year and Beyond," will be presented to the class. It should discuss these five points.

- 1 Description of POE
- 2 Relationship between POE and International Experience(s)
- 3 Goals for Future
- 4 Things I need to do to reach goals this year
- 5 Announce topic for senior project and present schedule to class

You should come prepared to make a fifteen-minute presentation to your classmates. As well, please prepare a three-six page essay for me on the above themes. This will be the foundation for your Senior Project. **This assignment is worth up to fifteen per cent of your overall evaluation.**

General involvement in class discussion is also worth up to twenty per cent of your overall evaluation.

Students will focus their “senior project” research upon their future, and upon how internationalization might affect it. When ever possible, you should reflect upon the questions that shape the theme of the class. This is a very open-ended assignment, with my hope being that you link this assignment to your major program of study. By September 16 you should determine the topic for the project and discuss it with me. An initial bibliography of at least ten citations will be due on September 30. I ask that you consult with a member of the faculty, preferably your advisor, in the construction of the bibliography. Your project should be at least fifteen pages in length, double-spaced, not including notes and bibliography. You will have the opportunity to re-write this assignment. If you wish to have a re-write option, the first draft will be due on November 20. The final draft is due at the end of the regularly scheduled exam period. **The sum of this assignment is fifty-five per cent of the overall class evaluation.**

Writing Policy

1. All written work turned in for a grade must be printed, double-spaced, with one-inch margins and 11 or 12 point font. Do not justify the right side of the text. Papers that are longer than one page must have numbered pages. Papers that are printed on one side must be stapled. If you print on both sides of the paper, please use a paper clip.
2. Please use Chicago style for all notes. You may use either foot or end notes. It is your responsibility to become familiar with that style.
3. There is a craft to writing. Good writing requires effort. Spelling, punctuation, and diction are all tools of that craft. No assignment is complete without attention to these elements of composition. Therefore, *any work that contains more than five errors of these types on any one page will be considered a rough draft.*
4. **Rough drafts will be returned un-graded.** *If your paper is returned un-graded, you will have until the next class day to rewrite it and its grade will be reduced on letter.* (For example, a rewritten paper that deserves a B will earn a C.) A rewritten paper will not be accepted if it is handed in more than one class day after the drafted was returned to you.

Extra Credit Students will have several opportunities to receive extra credit. These might include attendance at lectures or films.

Class Schedule

September 2	Introduction Choose <u>On Being Foreign</u> reading
September 9	Student-led discussion of <u>On Being Foreign</u> . Students will lead discussion of one story. Please draw upon the questions at the end of the section and upon their experiences for your inspiration. Students should bring in stories of their own. Each student will have up to fifteen minutes to lead the discussion of his or her reading.
September 16	“On Being a Senior: This year and Beyond”
September 23	Benedict Anderson, <u>Imagined Communities</u>

- Guest discussion participant, Dr. Emil Nagengast
- September 30 Benedict Anderson, Imagined Communities
Guest discussion participant, Dr. Emil Nagengast
- October 7 Edward Said, Orientalism
Guest discussion participant, Dr. Jim Roney
Introduction, Chapter 1, sections I, II, and IV; Chapter 2, section I;
Chapter 3, section IV
- October 14 “The Diversity Myth,” by Benjamin Schwarz
Guest discussion leader, Dr. Emil Nagengast
<http://www.theatlantic.com/politics/foreign/divers.htm>
- October 21 Ian Buruma and Avishai Margalit, Occidentalism
- October 28 Ngugi Wa Thiongo, Decolonising the Mind: The Politics of Language in African Literature
Guest discussion participant, Dr. Michael Henderson
- November 4 Ngugi Wa Thiongo, Decolonising the Mind: The Politics of Language in African Literature
Guest discussion participant, Dr. Michael Henderson
- November 11 Berger and Huntington’s Many Globalizations: Cultural Diversity in the Contemporary World, introduction, chapters one and four
Guest discussion leader, Dr. Brad Andrew
- November 18 Berger and Huntington’s Many Globalizations: Cultural Diversity in the Contemporary World, chapters seven, eight, and ten
Guest discussion leader, Dr. Brad Andrew
- December 2 Student presentations
December 9 Student presentations