Course Description: In this two-credit Capstone seminar you will learn from each other as you talk about your individual experiences and the research projects that grow out of them. The assignments, discussions, and class activities in this seminar will help you integrate the international knowledge, intercultural skills, and personal and professional growth achieved during your study abroad trip with previous and current academic work by completing independent research. The resulting signature Capstone project will take form of a multimodal online publication that you will be able to include in your professional portfolio. You will not need any advanced technological skills to be able to complete the assignments.

This course is a 2-credit course, which means that students are expected to do at least 6 - 6.5 hours of course-related work or activity each week during the semester. This includes scheduled class meeting times as well as time spent completing assigned readings, posting online, preparing written assignments & class presentations, and researching and developing your Capstone Project.

Textbook: There is no book for this course. Instead, we’ll be using readings that are posted in MyCourses “Course Materials” folder for your use. All readings are mandatory (class discussion about the readings is the core of your participation grade).

Course Objectives for GLST 490:

1. Conducting holistic interdisciplinary, internationally-focused signature research projects:
   a. Conduct a holistic research project (local in focus, global in scope) that integrates students’ academic, personal, and professional experience;
   b. Emphasize internationalization of academic experience;
   c. Engage in cross-disciplinary research that combines methodologies and approaches of several disciplines as appropriate to the individual project’s focus.
2. Developing digital literacy using multimodal platforms to publish research:
   a. Develop multimodal composition skills to integrate multimodal components into the process of writing
   b. Develop audience awareness and understanding of the rhetorical situation of digital publications
   c. Understand the responsibilities and challenges of producing public-facing work
   d. Achieve professional development goals through creating an online presence
   e. Practice creating collaborative, interactive, open access scholarship
   f. Learn to recognize and create digital venues for public engagement (digital activism, global citizenship and outreach)

3. Developing cultural sensitivity and appreciation for diversity:
   a. Ability to understand and take into consideration diverse perspectives, backgrounds, and experiences
   b. Ability to make connections between local and global issues in today’s interdependent world
   c. Critical thinking, discourse analysis, and media analysis skills applied to cross-cultural research, including work with multilingual sources and visual/multimedia sources
   d. ADA compliance in presenting research as a cross-cultural skill and a 21st century literacy

Grading:
Your final letter grade will be determined by:
1. Class participation, online discussion, and weekly homework (15%),
2. The Annotated Media Artifact assignment (10%),
3. The Infographic assignment (15%),
4. In-class Capstone presentation & feedback (15%),
5. Final Capstone project (40%).
6. Capstone celebration (during final exam – attendance is required) (5%)

Note: Students must compose all their Capstone text as a Google doc and share it with me. For the in-class presentation and the Final Capstone project, you will also submit a word document containing your entire text (only the text) to Turnitin.

Global Studies Minor Requirement: In order for this course to count toward the Global Studies Minor requirements, you must take it for a letter grade and receive a grade of C or better (i.e., no C-’s, D’s, P’s, or F’s).

Grading Scale:
A = 93-100        B = 83-85        C = 76-70        F = 0-64
A- = 90-92        B- = 80-82        C- = 70-72
B+ = 86-89        C+ = 76-79        D = 65-69
**Course Policies:**

Attendance is required. Since the class meets once a week only, missing even one class meeting will negatively impact your progress toward the final project. If you have to miss a class, it is your responsibility to see me during my office hours to catch up; you will also be responsible for making up the missed work, including MyCourses discussion posts. Students can have **no more than three absences** to receive a passing grade in the course, and illness or injury will be the only grounds for excusing absences other than those occasioned by religious observances or duly approved participation in official university events. Religious or university-activity excuses require prior notice. **Arriving to class more than 10 minutes late will be counted as an absence.**

Simply "showing up" for class will not earn full participation credit. Class discussion, and your input, are part of regular class meetings and are important to everyone’s success in composing high-quality Capstones. Please come to class prepared and ready to make informed contributions to class discussions and activities. Being prepared means, at a minimum: 1) you have read the material assigned (and taken notes or produced questions about the reading); 2) you completed all exercises; 3) you are ready to discuss readings/exercises. When assignments require MyCourses comments, you must post **at least one full day (24 hours) before the class meeting** when the item will be discussed. Postings to MyCourses discussions count toward your participation points.

Communication is absolutely key to student academic success. Please do not hesitate to reach out via email or stop by my office hours if you have any questions; keep me informed of your Capstone progress; and let me know about any possible struggles you might be having with research, attendance, etc., in a timely manner. Also make sure to check your BU email every day for messages related to the class. I will use email to inform you individually or collectively regarding housekeeping issues, such as a missing assignment, a cancelled class, and any alterations to MyCourses assignments or scheduled in-class activities.

Since we will rely on use of technology in class, you should have access to a laptop and expect to bring it to all class meetings (please let me know early on if you do not have access to a laptop to make alternative arrangements). There will be in-class activities using online digital tools and platforms. However, use of technology during class meetings will be strictly limited to the assigned activities. **Text messaging, emailing, web-surfing unrelated to the assignment, or other external contact during class WILL NOT BE TOLERATED. Please silence and put away your cell phones upon entering the classroom** as your classmates and I require your undivided attention.

**Classroom Decorum:** You are expected to engage in civil and respectful dialogue, which means not only speaking clearly and politely but also listening carefully and compassionately.

**Academic Honesty:** You are responsible for the content and integrity of your individual work as well as for the final product of any group work to which you contribute. Plagiarism and academic dishonesty are serious matters that can seriously tarnish your academic and professional careers. Do not claim credit for work that is not yours! See BU’s policy at [https://www.binghamton.edu/academics/provost/faculty-resources/honesty.html](https://www.binghamton.edu/academics/provost/faculty-resources/honesty.html) - If you are still unsure on how to cite properly, or have any questions, it is your responsibility to see me for clarification.

**Students with disabilities** should identify themselves to the instructor as early as possible in the semester to arrange for appropriate accommodations.

**Capstone project description:**

The central focus of GLST 490 is the Capstone research project that will build on the work you have accomplished in GLST390/392 (your observations during study abroad, ethnographic field research, brainstorming and journaling that you did while abroad, etc.). Throughout the semester,
you will revisit your ideas from 390/392, articulate a research question, gather and analyze materials, and put together a multimodal publication under the guidance of your instructor and peers. All the assignments in this course are designed to act as steps in the process of composing the final publication; therefore, it is crucial that you keep up with the coursework and view each assignment as a building block that will eventually become a part of your Capstone.

The Capstone should integrate your experiences abroad, your academic coursework, and your professional goals. The project will require you to think about your study abroad experience within a cumulative analytic framework that includes your total academic experience. Some of you may find it possible to combine your Capstone research with work in your major to constitute or provide a starting point for a final senior project or honors thesis; check with your major adviser. One of the goals of the Capstone seminar is to help you consider how your experience abroad can and should contribute to your career planning and continuing professional development. To that end, your Capstone publication will act as part of your portfolio that you can present to potential employers to illustrate your skills as a globally competent professional.

Content and Methodology:

First and foremost, your Capstone must answer a question that pertains to your study abroad country; a question that you pick apart, analyze, explore, and in the end answer to some significant degree by means of research and careful reasoning. Your Capstone should therefore contain a question early on, and, in the end, it should restate your question and provide an insight in response to the question, however partial or tentative. The middle portion of your Capstone should provide a full accounting of the origin of your question, the evidence and reasoning that you brought to bear on it, and—along the way—further questions that flow from your work.

You will use a variety of research methods in your work on the Capstone, including ethnographic research, discourse analysis, cultural criticism, secondary research of ancillary sources, digital humanities interpretive research such as data visualization, and other methods that might be used in your major discipline. As an analytical research project, your Capstone will require you to collect and analyze materials relevant to your research question. Generally, you will need to work with three types of sources:

- Primary materials to analyze and interpret. These materials can be produced by you personally, such as interviews with your informants from the study abroad country, records of your experience abroad and journal entries of your observations, photographs and videos that you took, or material artifacts that you brought with you or observed while abroad. Additionally, this type of sources will include materials that you can find in the media: advertisings and commercials, social media entries, news and media coverage of events, video clips, propaganda, social campaigns, photos and images found on the web, archival materials, etc.

- Facts and figures that inform your research: dates of relevant events, data and statistics, etc. Census results and journalism may provide this type of information.

- Theoretical scholarship that will provide a framework for your analysis and guide your thinking about your chosen research question—aka the “academic literature.” A Capstone that does not include theoretical literature will not be acceptable. You will need one full length book in the capstone as part of your “theory” section.

Format and Length:

The Capstone will take form of a multimodal online publication using the Readymag publishing platform. As such, it will rely on use of both text and non-verbal media, such as sound, videos (aim to incorporate at least 2 video sources in the overall project), photos, graphs, charts, cartoons, gifs, images, etc. It is crucial that all non-verbal elements that you will choose to include in the project are
well integrated: it is not enough to simply embed a video or an image. Introduce each non-verbal element in the text, tell us what it is about (if a video) or what it depicts (if a picture/photo); comment; explain, etc. Do not expect images to do this work by simply being there. Remember to provide appropriate citations for each image/video.

The Capstone will consist of approximately **8-10 subtitled sections**. Each section will explore a constituent element of your overall research topic, or act as a step in your overall argument. It is crucial that each section is well connected with the ones immediately preceding and following it. Make sure that you introduce the focus and main points of each section and provide enough of a logical transition from one section to the next.

Each section should include **at least 2 non-verbal elements**.

The length of the overall project should be around 2,500 – 3,000 words (an equivalent of 10-12 pages double-spaced, not including images, notes, or works cited).

You will need at least **8-12 sources** for your Capstone, not including non-verbal materials (which should be cited separately in the mediography of the project). You are expected to consult scholarship, conduct research both in English and in the language of your study abroad country, and use a variety of sources from non-US perspectives. **At least 3 of the textual sources must be non-US.** You are required to use **at least 2 peer-reviewed academic sources** to provide a theoretical framework for your main research question (and thesis) and for analysis of primary materials. One of these will be a book. When working with theory, make sure to explain all the key terminology, relate the main points of your theory, and show how and why these scholarly sources might help us understand the issue that you are researching. Avoid quoting from scholarly sources simply for the sake of having a quote: make sure that everything that you include into your project has an important function, and that you explain each step of your thinking and analysis to your reader.

Remember that your Capstone projects will be published online, i.e., they will be available to the public¹: your peers and instructors, the future generations of GLST students, the wider academic community at BU and academia in general, but also other audiences outside of academia, including your potential employers. When composing the final project, think about your audience and what they might need to know about your research in order to better understand your arguments: provide the necessary background, explain your assumptions, comment on your evidence, and discuss your conclusions at length. The in-class presentation and peer reviews built in the course will help you understand the needs of your audience and better tailor the publication to meet your readers’ expectations.

**See examples of previous semesters’ Capstones in Course Materials on MyCourses.**

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¹ If you wish to opt out of making your Capstone available to the public you will have an option to do so, in which case you must notify me in writing. You will still compose the project and go through all the steps of research and creating the publication, but the final project will stay unpublished and will only be accessible to your instructor for grading purposes.
### Weekly Participation Grading Criteria:

<table>
<thead>
<tr>
<th>Preparation</th>
<th>Excellent (3)</th>
<th>Good (2)</th>
<th>Poor (1)</th>
<th>Unacceptable (0)</th>
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<tr>
<td>Student prepared assignment in full and has good working knowledge of the details and also comes prepared with questions about the assignment, and/or contributes related materials.</td>
<td>Student prepared assignment in full and has good working knowledge of the details.</td>
<td>Student barely got through the assignment.</td>
<td>Student is not prepared at all.</td>
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<tr>
<th>Engagement</th>
<th>Excellent (5---6)</th>
<th>Good (3---4)</th>
<th>Poor (1---2)</th>
<th>Unacceptable (0)</th>
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<tr>
<td>Student contributes readily to class conversation and is a good listener; brings text to class and uses it to reference data; makes thoughtful contributions that demonstrate synthesis and incorporation of others’ ideas; participates actively in group work; makes strong connections between assignments and larger course themes; makes the extra effort to highlight cultural aspects in the material.</td>
<td>Student participates in discussion but often comments are tangential contributions; gives input about meaningful cultural aspects. Student is able to make some connections between GLST and the main course.</td>
<td>Student only participates in discussion when prompted and comments are short without analysis or explanation. Student does not engage the cultural content of materials. Student takes little part in group work and relies heavily on others; unable to make more than the simplest connections between the GLST materials and the main course.</td>
<td>Student does not actively participate in discussion; never engages the linguistic and cultural elements of materials. Students’ behavior is disruptive to other students, or to the instructor.</td>
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<tr>
<th>Attendance</th>
<th>Present (1)</th>
<th>Absent (0)</th>
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