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## ICS 489S: Capstone Global Studies Seminar

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**Office hours:** Tues. 3:00-5:00pm  
and by appointment

Welcome to our collective project on the ways that people, places, and politics are interlinked around the globe. This interdisciplinary capstone seminar is the culmination of your International Comparative Studies Program and we will revisit many of the key themes, theories, and analytical categories introduced during earlier ICS coursework. This program challenges dominant ways of approaching global issues, emphasizing a variety of methods of writing across disciplines, transgressing personal perspectives, and understanding discourse and representation in global as well as local geographies.

The small seminar setting will push you to engage deeply with class materials, further develop critical reading and writing skills, and become comfortable with presenting your own projects in an academic as well as public environment. In addition to scholarly work, this course explores the politics and praxis of representation and global systems. Students will leave this course having thoroughly assessed how “others” are represented and represent themselves through global and transnational networks, and having carefully contemplated their own position within specific institutions and geographies.

As with all courses, this one reflects my particular interests, experiences, training and style. This course, therefore, draws on anthropological insight and method along side other sites of theoretical, visual, aural, and pop cultural meaning. A class, and in particular a seminar, is a temporary community built over a term. I look forward to participating in an environment in which we can all learn from one another by coming to class prepared, listening carefully, asking informed questions, accepting challenges, and treating one another with respect.

### **Objectives and Hopes**

Our goals are threefold:

- 1) To develop a set of collective questions and tools that enable us to evaluate and mobilize ideas about globalization and neoliberalism and the ways that our and others’ worlds are impacted by their framing;
- 2) To create a scholarly community in which we encourage and collaborate on one another’s intellectual projects;
- 3) To build confidence in the ways that you engage with ideas, theories and texts in the future. This is a participation-based course. Accomplishing these goals means that reading and participation are mandatory and included in your grade.

### **Readings:**

Class texts will be available on Sakai or online through the library. You are responsible for completing assigned readings before class.

**Breaking it down:**

You will be evaluated on your participation in class discussion. There are many ways to be a collaborator in this course. Some of these include: bringing in outside examples, asking text-based questions, actively listening, and offering a guiding hand to a colleague. You will be responsible for facilitating discussion once this semester as well as select a text for the class. You will also have the opportunity to do peer reviews of writing projects. I encourage you to find as many ways as possible to make this course matter to your own intellectual project. Evaluation of all your assignments is based on critical grappling with course material and creativity.

**16%** Attendance and informed participation

**8%** Facilitation/Student led sessions

**20%** Close Readings (5 at 4% each)

**5%** Intellectual Genealogy **Due Thursday 19<sup>th</sup> January**

**51%** Interdisciplinary Research Project

**Including:**

**6%** Research project proposal: **Due Thurs 16<sup>th</sup> February**

**8%** Op-Ed: **Due Thurs 2<sup>nd</sup> March**

**6%** Research project draft: **Thurs 30 March**

**5%** Peer review: **Due Thurs 6<sup>th</sup> April**

**6%** Paper Presentations: **Thurs 20<sup>th</sup> April**

**20%** Final Paper: **Due Tuesday 2<sup>nd</sup> May**

All work turned in late will lose 1/3 of a letter grade per day, i.e. a B paper turned in four days late would become a C. This includes weekends! If you miss a due date because of illness, it is your responsibility to speak to me *as soon as possible* to negotiate a new due date.

**Assignments and Other Deadlines**

Detailed assignment sheets will be uploaded to SAKAI for assignments when necessary.

**Close Reading \*5: Throughout the Semester**

In 350-500 words clearly state the key thesis/argument of each of the day's reading. Make your own argument about the ideas that you think are at the crux of the texts, linking them to specific portions of the text. Suggest ways that texts overlap or challenge each other. You can select any five texts (excluding yours) but you should approach all the readings for the class in this way and be able to offer your interpretation of the text at every class. If you submit 6 reading responses only the top 5 grades will count (20% of final grade). Email your reading response directly to me before the beginning of class.

**Student-led Sessions**

Students will lead one class each. Student-led sessions should aim to *synthesize the material for the week* AND stimulate a discussion about why and how the topic matters or is relevant in the *world beyond our classroom and academic texts*. Discussion leaders should: (1) address the assigned texts for the day, with a focus on the authors' arguments and methods, and anything they were left confused about; (2) connect material from other weeks; (3) present an example that relates to the topic, derived from historical/current events, pop

culture, news articles, fiction/ non-fiction, social media, etc.; and (4) pose a few questions for the group. **Make an appointment to meet with me to discuss your approach and plan prior to your facilitation. Come prepared having read the assigned texts and developed a proposed game plan.** (8% of final grade)

#### Student-sourced Weeks

Each student will be assigned a week towards the end of the semester during which they will be responsible for choosing a topic and a set of readings, as well as leading class discussion. The topic and readings should be *connected to your final research project*. This is a concrete opportunity for you to explore and work through the material of your final research project with your peers. You will share class time or work in teams depending on projects and themes.

#### “Genealogy” exercise: Positioning the global citizen: Thursday 19<sup>th</sup> January

Write a 800-1000 word essay that reflects on your role the world and that especially considers experiences that have changed or shaped your beliefs, attitudes, consciousness, and or/ or the ways you view the world. Be specific and thoughtful about where your ideas come from and consider using creative ways to show the relationships between your life/study/work/travel experiences and the way you understand the world we live in. In class we will discuss how such genealogies might influence your ideas about your position in the world as well as your research. You may present your ideas in alternative formats, like a photo essay, film, music, podcast, music etc.

#### Discussion of possible research sites: Thurs 2<sup>nd</sup> February

Come to class prepared to discuss a proposed research topic for your final paper. You are also required to meet with me individually in office hours to finalize your paper topic. **Make sure to make an appointment with me the week before your proposal is due.**

#### Proposal and bibliography for your final project: Thurs 16<sup>th</sup> February

Write a brief proposal (approximately 500 words) for your long research paper. Include your proposed disciplinary approaches and primary source material and methods as well as a research question. In addition, put together a short list of proposed readings and other content (visual, aural, press, electronic, etc.) necessary for understanding your sources and answering your question. (6% of final grade)

#### OpEd: Thurs 2<sup>nd</sup> March

Think about an aspect of your research project that might strike a cord with an issue currently being talked about in the news or the blogosphere related to globalization and/or neoliberalism. Select a specific newspaper or blog and write an appropriate piece related to your research paper’s topic for publication. Keep in mind that this might be read by the people you are writing about. Follow the guidelines of the publication venue. Try to get it published.

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**Draft Due for Peer Review: Thurs 30 March**

Bring to class and submit on Sakai a 6-7page draft of your final paper that includes a thesis statement and preliminary analysis of both primary and secondary sources. The draft should in addition include a bibliography, incorporating texts and sources already analyzed and others you plan to use

**Peer Review: Thurs 16<sup>th</sup>November**

Carefully read your partners draft research paper. In 450-600 words briefly state what you believe the paper is about and what it is arguing, review the evidence and methods being mobilized. Make comments on its legibility, the power of the research question and argument. Offer suggestions for improvement in terms of analytical questions as well as organization and style.

**Student-sourced Weeks: 6<sup>th</sup> and 13<sup>th</sup> April**

Each student will be assigned a week towards the end of the semester during which they will be responsible for choosing a topic and a set of readings, as well as leading class discussion. The topic and readings should be *connected to your final research project*. This is a concrete opportunity for you to explore and work through the material of your final research project with your peers.

**Paper Presentations: Thurs 20<sup>th</sup> April**

Prepare a 5minute conference style presentation on your research. This should give an audience who know nothing about your research a sense of the areas or disciplines you are most drawing on, the research question, the methods and their challenges and some idea of your analysis. It should not be a short version of a written paper but use different and accessible language, visuals and audio where appropriate.

**Interdisciplinary Research paper: Tuesday 2<sup>nd</sup> May**

Select a "site" that is interesting to you and that has potential for thinking through one or more of the themes this class explores, globalization and its meaning at home and abroad, neoliberalism, representations, humanitarianisms, mobility and its constraints, urbanism etc. and, drawing on primary sources, that could include historical documents, literature or your own fieldwork/surveys, at least 4 texts from the whole class, and additional written and visual materials write a 12-15 page paper that makes a specific argument linking your analysis with theory. Be sure to develop an argumentative thesis and support that thesis through data gained from analysis of your primary source material combined with close reading of the class and other texts.

## **Course outline**

### **Module 1: The globalization Toolkit**

#### **Week 1: Introductions, surprises, guiding questions**

**Thurs 12<sup>th</sup> January:** Guideposts, objectives, hopes  
Anderson, Bridget, Nandita Sharma, and Cynthia Wright. 2009. "Editorial: Why No Borders?" *Refuge: Canada's Journal on Refugees* 26, no. 2.

#### **Week 2: Writing/Seeing Globalization**

**Thurs 19<sup>th</sup> January:** Intellectual genealogies (presentations in class)

#### **Week 3: Visualizing Globalization**

**Thurs 26<sup>th</sup> January:** Hall Stuart 1997 "The Local and the Global: Globalization and Ethnicity" In Anne McClintock, Aamir Mufti, and Ella Shohat (Eds.) *Dangerous Liaisons: Gender, Nation and Post-Colonial Perspectives* University of Minnesota Press, 1997: 173-187.  
Roy, Ishita Sinha. 2007. World Apart: nation-branding on the National Geographic Channel. *Media, Culture, and Society* 29 (4):569-92

### **Module 2: Global in and out of Place**

#### **Week 4: Borderlands**

**Thurs 2<sup>nd</sup> February Discussion of Project Ideas** (Librarian visit)  
Alexie, Sherman 2000 Dear John Wayne in *The Toughest Indian in the World* Grove Press  
Way

#### **Week 5: Projects and Place**

**Thurs 9<sup>th</sup> February:** Archival visit

#### **Week 6: RePositioning INequalities**

**Thurs 16<sup>th</sup> February:** Hartman, Saidiya 2019. *Wayward Lives, Beautiful Experiments: Intimate Histories of Riotous Black Girls, Troublesome Women, and Queer Radicals*. New York: W.W. Norton

### **Proposals and Bibliographies due**

#### **Week 7: Dilemmas of Global Travel**

**Thurs 23<sup>rd</sup> February:** Ebron, Paulla A. 1997. Traffic in Men. In *Gendered Encounters: Challenging Cultural Boundaries and Social Hierarchies in Africa*, ed. Maria Grosz-Ngate and Omari H Kokole. 223-244. London: Routledge.  
García, María Elena. 2022. "Devouring the Nation: Gastronomy and the Settler-Colonial Sublime in Peru" *Latin American and Caribbean Ethnic Studies* 17, no 1: 99-126  
View Before Class: *Cowboys in Paradise*

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## Module 3: ReFraming the other in the World

### **Week 8: Orientalisms**

**Thurs 2<sup>nd</sup> March:** Grewal, Zareena 2014 *Islam is a Foreign Country: American Muslims and the Global crisis of Authority* New York: New York University Press. **Chapter 2**

### **Op-Ed Due**

### **Week 9: Empire and Race**

**Thurs 9<sup>th</sup> March:** Sharma, Nitasha Tamar. 2021. *Hawai'i is my haven: race and indigeneity in the Black Pacific*. Durham: Duke University Press

### **Spring Break**

### **Week 10: Global Activism and its dilemmas**

**Thurs 23<sup>rd</sup> March:** Méndez, Xhercis 2016 'Which Black Lives Matter? Gender, State-Sanctioned Violence, and "My Brother's Keeper' *Radical History Review* 126: 96-105  
Baderoon, Gabeba 2011 "'Gender within Gender": Zanele Muholi's Images of Trans Being and Becoming' *Feminist Studies* 37(2): 390-416

### **Week 11: Draft Due for Peer review**

**Thurs 30 March: In-Class Peer Review**

### **Week 12:**

**Thurs 6<sup>th</sup> April: Student Sources Materials**  
**Peer Review Due**

### **Week 14:**

**Thurs 13<sup>th</sup> April: Student Sources Materials**

### **Week 15: Reflections**

**Thurs 20<sup>th</sup> April: Presentations**

**Final Research Paper Due: Tuesday 2<sup>nd</sup> May**

## Class Policies

1. **Assignment policy:** Due on SAKAI and in paper form at the beginning of class time on the assigned day. Late submissions will be penalized. All written work should be titled, typed, double spaced, 12 point Times font, one inch margins.
2. **Reading:** Assigned texts are central to this class and must be read by the day they are listed on the syllabus. We will be using class discussion to develop our thinking about the texts and your engagement in these discussions will contribute to your class grade.
3. **Attendance:** Any absence during the term will negatively impact the participation and final course grades. In case of serious illness or family emergency, please provide formal documentation to your academic dean and send me an e-mail as soon as possible.
4. **Participation:** This seminar's vitality depends on the informed participation of each student. Thoughtful questions and comments count as quality participation because they facilitate learning. Your participation grade will be based on the quality of your participation in and out of class. I am particularly attentive to the participation and engagement of students on days they are *not* scheduled to write. As this is a collaborative project an important aspect of your participation is how you engage with your peers. This requires that you commit at the beginning of the class to getting to know your colleagues and trusting the value of dialogue in your own learning.
5. **Laptops, cell phones, and other distractions:** Laptops, cell phones, PDAs, headphones, and all other forms of technology must be turned off and put away at all times during class, unless you have a specific need for one and have discussed this with me.
6. **Office hours:** These are a great way for us to learn more about the course, academic life, and expectations. You are invited and encouraged to meet with me with or without specific questions. **It is also required that you come to office hours to obtain approval of your site for your final paper.**
7. **Final grades:** All assigned course work must be completed in order to receive a passing grade.
8. **Final grades:** All assigned course work must be completed in order to receive a passing grade. This numerical scale will be used to calculate final grades based on letter grade:

A+	97.5
A	95
A-	93.5
B+	87.5
B	85
B-	83.5
C+	77.5
C	75
C-	73.5

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9. **Citation, research, and writing resources:** Purdue Online Writing Lab, Research and Citation Resources includes information on APA, MLA, and Chicago Manual of Style Conventions (notice the links to the left on each page):  
<http://owl.english.purdue.edu/owl/section/2/> The Duke Library has a website dedicated exclusively to the ICS capstone. Here, you can find detailed guidelines for approaching your research projects: <http://guides.library.duke.edu/icscapstoneseminar>
  10. **Plagiarism:** All work submitted must be written by you and for this course. Unacknowledged borrowing constitutes plagiarism, and results in automatic failing. If you have any questions about this, please ask. Please follow the Duke Community Standard in all your work for this class. Use the guidelines laid out by the [Duke University Academic Integrity Council](#).
  11. **Students with disabilities:** Federal law and university policy require provision of reasonable accommodation for students with diagnosed learning disabilities that may affect how they participate in the class or meet class requirements. If you need such accommodation contact the Duke Academic Resource Center early in the term. Details on policies, procedures, and resources related to learning disabilities can be found at [here](#). If you need flexibility or alternative approaches to projects, please meet with me to talk through how I can help.