

INTERNATIONAL STUDIES HANDBOOK 2019-2020

DEPARTMENT OF INTERNATIONAL STUDIES

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The International Studies Program

This Handbook aims to serve students in the Department of International Studies. It lays out the contours of our programs and other information that may be useful for students. The Department of International Studies offers a Bachelor of Arts (B.A.) degree program and a Master's of Arts (M.A.) degree program within the College of Liberal Arts and Social Sciences. Our programs are designed to equip students with the interdisciplinary approach, critical thinking skills and international perspectives necessary to address real world challenges. Our faculty come from diverse academic backgrounds and share a commitment to critically examining the world through an interdisciplinary and international lens. Students can expect to be challenged through a rigorous curriculum that provides a foundation in critical social theory and international political economy, and explores issues of identities and boundaries, culture, migration, conflict, governance, and popular movements while developing students' research and writing skills.

Department Faculty

Ehsani, Kaveh (Assistant Professor)

Areas of Focus: Historical and Contemporary Impact of Oil; Historical Sociology of Warfare; the Politics of Property, Land Use, and Water; Urban and Spatial Change in Middle Eastern Cities; the Political Economy and Geopolitics of Post-Revolution Iran

Email: kehsani@depaul.edu

Office: 990 W. Fullerton Ave, Suite 4106

Gott, Gil (Associate Professor)

Areas of Focus: International Legal Theory; Critical Race Theory; Race and Foreign Affairs Law; Critical Security Studies

Email: ggott@depaul.edu

Office: 990 W. Fullerton Ave, Suite 4111

Malik, Shiera (Associate Professor and Chair of the International Studies Department)

Areas of Focus: International Political Theory; Politics of Knowledge; Anti-colonial/De-colonial Thought; Empire; Feminism

Email: shiera.malik@depaul.edu

Office: 990 W. Fullerton Ave, Suite 4103

McIntyre, Michael (Associate Professor)

Areas of Focus: Critical IR Theory; Social Movements; International Political Economy; Research Design; Marxism; State Terror

Email: mmcintyr@depaul.edu

Office: 990 W. Fullerton Ave, Suite 4107

Nast, Heidi J. (Professor)

Areas of Focus: Theories of fertility and reproduction; Inter-sectional Analyses of Critical Sexuality; Queer, Race and Gender Theories; Critical Pet Studies and Animal-human Relations

Email: hnast@depaul.edu

Office: 4110

Sharma, Shailja (Professor)

Areas of Focus: Postcolonial Theory and Literature; Migration and Diaspora; Citizenship Studies; Forced Migration and Displacement

Email: ssharma@depaul.edu

Office: 990 W. Fullerton Ave, Suite 4105

Stump, Jacob (Professional Lecturer)

Areas of Focus: The Social Construction of Insecurity; International Political Economy; Colonial Relationship in Appalachia

Email: jstump2@depaul.edu

Office: 990 W. Fullerton Ave, Suite 4112

Additional Contacts

Conley, Kathryn (Student Worker)

Email: kconley7@depaul.edu

Falaneh, Rifqa (Undergraduate Senior Representative)

Email: rfalaneh@mail.depaul.edu

La Rocca, Francesca (Undergraduate Junior Representative)

Email: flarocca2993@yahoo.com

Smith, Haedyn (Student Worker)

Email: hsmith58@depaul.edu

Raney, Abigail (Graduate Assistant)

Email: araney1@mail.depaul.edu

Office: 990 W. Fullerton Ave, Suite 4109

Soughat, Zuri (INT Mentor)

Email: ssoughat@mail.depaul.edu

Office: 990 W. Fullerton Ave, Suite 4109

Sanchez, Corban (INT Academic Advisor BA and BA/MA students)

Email: csanch12@depaul.edu

Office: 990 W. Fullerton Ave, Suite 4102 (Monday – Friday, 12:30 pm – 3:30 pm)

Sullivan, Sheila (INT Department Office Assistant)

Email: ssulli24@depaul.edu

Office: 990 W. Fullerton Ave, Suite 4101

2019/2020 International Studies Undergraduate Major Requirements

We offer a Bachelor of Arts (B.A.) in International Studies. The major consists of eight core classes, GEO 201, a senior capstone and five 300-level electives. Only courses with a grade of C- or higher will count toward the B.A. degree. The INT major also requires two years of a language (up through the 106 level of a language).

Required Courses for MAJORS and MINORS

INT 100 – Introduction to International Studies*
INT 200 – Introduction to Political Economy
INT 201 – The Emergence of the Modern Nation State**
INT 202 – International Conflict and Cooperation***
INT 203 – International Movements in the 20th and 21st Centuries****
INT 204 – Cultural Analysis
INT 205 – International Political Economy
INT 206 – Identities and Boundaries

*Recommended, but not required, for 30+ hour transfer students

Offered only in the **autumn quarter

***Offered only in the **winter** quarter

****Offered only in the **spring** quarter

Additional Requirements for Majors

GEO 201 – Geopolitics OR HON 201 – States, Markets, and Society*
INT 301 – Senior Seminar**

*Counts for Social, Cultural and Behavioral Inquiry credit

**Counts for LSP Capstone credit

Foreign Language Requirement

Students are expected to gain fluency in a single foreign language and to continue studying it beyond the intermediate level (two college years, through 106 level). If students have prior secondary language skills, they may, with approval of the Department Chair, demonstrate their fluency through examination. The Office of Student Records administers all assessment and proficiency tests and they are taken on Campus Connect.

A full list of INT courses is available on [INT's Department Webpage](#) and [DePaul's Course Catalog](#).

With instructor approval, students may register for an Independent Study, a course taken with faculty supervision for knowledge enhancement beyond courses offered in a particular area of

interest, or Internship Residency, which is a course taken with faculty supervision which allows students to participate in on or off-campus internships.

Undergraduate Advising

Academic advising at DePaul helps students achieve their educational, personal and career goals by providing guidance and assistance in the decision-making process. Academic advising is most effective when all participants anticipate their future needs, commit to the process, do their part, and then reflect on their results. Students should work closely with their advisors to plan workable educational goals, to understand the degree options and requirements, to understand the financial implications of their decisions, to assess their strengths and challenges as scholars, and to clarify realistic career objectives for themselves upon graduation.

The International Studies Department Academic Advisor will assist you with:

- Degree progression
- Graduation checks and procedures
- Policies and procedures
- Helping select classes
- Answering academic-related questions or concerns

In addition to Departmental Advising, DePaul University has several advising programs for specific needs of students:

College of Liberal Arts and Social Sciences – College-wide advising office
Clifton/Fullerton Commons #130, lasadvising@depaul.edu

Office of Academic Advising Support – Advising for Undeclared or Exploratory Majors
LPC - Schmitt Academic Center #192, LOOP – 1 E. Jackson #9500,
advisingsupport@depaul.edu

Study Abroad – Assists students with Study Abroad Advising
LPC – 990 W. Fullerton #1200, LOOP – 1 E. Jackson #9300, abroad@depaul.edu

Graduate Student Services – Registration/enrollment overrides and other graduate student support – 2352 N. Clifton Ave., Suite 130, lasgraduateoffice@depaul.edu

2019/2020 International Studies Graduate Requirements

All INT MA candidates complete the program's Foundation Courses: INT 401 (Critical Social Theory) and INT 402 (International Political Economy). These two courses provide students with scholarly grounding in critical social theory, interdisciplinary approaches to research, and informed knowledge of pressing international issues.

Upon completion of the Foundation Courses, students will complete four of the following Core Courses:

- INT 404 – Migration and Forced Migration
- INT 405 – Culture and Inequality
- INT 406 – Global Empires
- INT 407 – Race, Sex and Difference
- INT 408 – Nature, Society, and Power
- INT 409 – Critical Development Theory
- INT 410 – International Law

All students must complete twelve credits of Elective Courses as well as twelve credits of Research Colloquia OR an additional twelve elective courses, followed by a comprehensive exam. Students choose their graduate electives in consultation with their thesis advisor. Only courses with a grade of B- or higher will count towards the MA degree. With instructor approval, students may register for an Independent Study, a course taken with faculty supervision for knowledge enhancement beyond courses offered in a particular area of interest, or Internship Residency, which is a course taken with faculty supervision which allows students to participate in on or off-campus internships.

Please visit the [INT Departmental website](#) to view the Course Catalog for current course offerings. Courses will be available on a rotating, term-by-term basis.

Choosing an Advisor

Students will choose their main advisor from the core INT Faculty listed in the back of this Handbook at the beginning of their third quarter. Together, students and advisors will select two readers to sit on their committee. In considering an advisor, note that faculty may not serve as a main advisor for more than three students at any one time. But, there is no limit on the number of committees on which faculty may act as readers, and no limit on the number of advisees who are choosing the comprehensive exam option.

Choosing an advisor is a fairly straightforward process. Students need to learn about the faculty, their interests, publications, and advising style. Students must meet with all INT faculty to discuss their goals by the end of their second quarter. Sometimes a student's project or goals change enough that it makes sense to change main advisors. Students and advisors may part ways with the approval of the Graduate Director and with the proposal of an alternative plan.

Choosing a Track

Thesis Track

MA Candidates with a cumulative G.P.A. of 3.7 or higher at the end of their third quarter may choose to write a 50 to 80-page thesis. Students will choose their main advisor from the core INT Faculty listed in the back of this Handbook at the beginning of their third quarter. Together, students and advisors will select two readers to sit on their committee. Readers are not required to be from the INT Department and their duties are, but not limited to, reading one draft prior to the proposal defense, attending the proposal defense, reading one draft of the final thesis, attending the thesis defense, and assessing the final defense on a (honors) pass/fail basis.

Students must complete and present an acceptable thesis proposal before entering the thesis phase of the program in the second year. Defense of the thesis proposal shall be convened by the thesis advisor when the advisor believes that a defensible proposal has been completed, ideally before the end of their first year. See Appendix I for a sample thesis proposal outline.

Students register for INT 591 and INT 592 (Masters Research I and II) during the final two quarters in which the student (with the advisor's concurrence) intends to defend their thesis. The thesis advisor shall set a date for the thesis defense when the advisor believes that the student has presented a defensible version of the thesis, ideally before the end of the second year. If the student's committee decides to pass the thesis upon completion of directed changes, the thesis advisor shall certify when those changes have been completed. The Graduate Director keep track of students' progress to ensure timely completion, and to address any needs.

Non-Thesis Track

MA Candidates may choose to pursue one of three Non-Thesis Programs of Study.

- Comprehensive exam
- Capstone Project
- Internship Report

Considering the open-ended nature of this track, this is not an exhaustive list and students are encouraged to pursue experiential forms of inquiry in nontraditional formats such as mixed media and electronic writing. However, all projects must:

1. Demonstrate comprehension of the foundational IPE and critical social theories
2. Demonstrate abilities listed in the "Introduction" section of this handbook
3. Demonstrate strong capabilities in academic writing
4. Demonstrate an ability to link abstract, theoretical frameworks to experiential learning

Students must present an acceptable Program of Study Proposal by the end of their first year within the program. Students aiming to complete the comprehensive exam will make a proposal for the completion of the course work and discuss their study plan with their advisor. Students planning to undertake the capstone project or the internship report will also develop a proposal for completion with their advisor and have their committee pass it. These students will register for INT 591 and 592 (Masters Research 1 and 2) as independent study courses under the supervision of their advisor during the final two quarters in which the student (with the advisor's concurrence) intends to finish their project. The advisor shall set a date for submission when the advisor believes that the student has presented a defensible project or report. As with the thesis

option, readers are not required to be from the INT Department and their duties are, but not limited, to reading one draft of the proposal, one draft of the final submission, attend the defense and assess the final defense on a honors/pass/fail basis. If the committee decides to pass the project upon the student's completion of directed changes, the primary advisor shall certify when those changes have been completed. The Graduate Director keeps track of students' progress to ensure timely completion, and to address any needs.

Comprehensive Exam: Comprehensive exams encompasses four essay questions that are each developed by the MA core faculty who taught the electives taken. The questions will pertain to course material covered in INT Core Classes (INT 404-INT 410). Students have 48 hours to complete a take-home exam at the conclusion of their final Spring Quarter. Each answer must not exceed 1000 words and must include critical analysis and social theory acquired from INT courses and electives. Professors will assess the exam on a pass/fail basis. See Appendix 2 for a sample grading sheet for comprehensive exam questions.

Capstone Project: Students may choose to develop a substantial research or creative project. Capstone projects require advisor's approval and must pass a proposal stage to ensure committee approval. Students will register for INT 591 and INT 592 (Masters Research 1 and 2) where they will complete a comprehensive final project related to their coursework, post-graduate goals and any experiential learning training. The student's committee will assess the project on a (honors) pass/fail basis (see Appendix 3 for a sample grading sheet for capstone projects). Projects can take a variety of forms, including (but not limited to):

- Needs assessments for an organization/institution/community/field based on a critical social/global issue
- Creative projects, such as:
 - Original performative piece
 - Comprehensive fieldwork report
 - A photo essay (which can include mixed media) depicting a social/global issue/narrative
 - Collection of poems or prose pieces and a personal piece accompanied by an explanatory essay connecting/situating the student's work in terms of the author's poetics/voice/context
 - Creative historical non-fiction writing through an IPE/critical social lens
- An extended literature review or analytical essay
- Development of an extensive teaching report to address social inequality within the area of education
- Completion of a critique of a specific works of art, literature, film, etc. within a given context through a critical social / IPE lens
- Creation and distribution of surveys to evaluate a phenomenon and draft a comprehensive analysis of the collected data through a critical social/IPE lens

Internship: Students may participate in an advisor-approved, extensive internship with an organization/institution related to the student's interested field of research. Internships may take place during the academic year, during the summer, or may persist throughout the summer and the academic year. Students may pursue internships abroad with advisor approval. Upon the completion of their internship, students will write a comprehensive 25 to 50-page internship report. The internship report must integrate their internship experience with critical and

theoretical concepts from INT Core Classes and Electives. Students will register for INT 582 (Internship Residency) and INT 591 and INT 592 (Masters Research 1 and 2) where they will complete a comprehensive internship report. The student's committee will assess the reports on a honors/pass/fail basis (see Appendix 4 for a sample grading sheet for internship reports).

BA/MA Track

Undergraduate students may apply for the accelerated BA/MA track by April 15th of their junior year. In order to apply, students must have already completed INT 201, INT 202 and INT 203 with a grade of B+ or higher and have a GPA of 3.5 or higher. Transfer students should seek advice from the Director of the Graduate Program. During their senior year, students will take INT 401 (Critical Social Theory) along with two other MA Courses. Students will complete INT 402 (International Political Economy) during the Fall Quarter of their 5th year. The Graduate Director keeps track of students' progress to ensure timely completion, and to address any needs.

MA Timeline for Completion

Both the Thesis and the Non-Thesis Track require a total of 48 credit hours. The INT BA/MA Track begins during the student's senior year and ends after an additional 5th year. Throughout the MA Program, students will continue to follow their Strategic Plan in order to stay on track to graduate within two years.

Fall Quarter (Year 1)

- MA Students, Thesis Track
 - Students will take **INT 401** (Critical Social Theory) and **INT 402** (International Political Economy). By the end of the quarter, students will meet with a potential advisor to create a strategic plan.
- MA Students, Non-Thesis Track
 - Students will take **INT 401** (Critical Social Theory) and **INT 402** (International Political Economy). By the end of the quarter, students will meet with a potential advisor to create a strategic plan.
- BA/MA Track (BA Senior Year)
 - BA/MA students will take **INT 401** (Critical Social Theory) and **INT 301** (International Studies Senior Seminar) in addition to their required courses for the completion of their BA. By the end of the quarter, students will meet with a potential advisor to create a strategic plan.

***Throughout the MA Program, students will continue to follow their Strategic Plan in order to stay on track to graduate within two years**

Winter Quarter (Year 1)

- MA Students, Thesis Track
 - Students will register for **two** courses that fulfil 8 credits of either Core Courses or Elective Courses (upon advisor approval). By the end of the quarter, students will meet with a potential advisor and draft their thesis topic/question/area of focus.

- MA Students, Non-Thesis Track
 - Students will register for **two** courses that fulfil 8 credits of either Core Courses or Elective Courses (upon advisor approval). By the end of the quarter, students will meet with a potential advisor and decide which non-thesis track they wish to pursue.
- BA/MA Track (BA Senior Year)
 - BA/MA students will take **one** graduate course from INT 404 – INT 410 (INT Core Courses) in addition to their required courses for the completion of their BA. By the end of the quarter, students will meet with a potential advisor and decide which MA track they wish to pursue.

Spring Quarter (Year 1)

- MA Students, Thesis Track
 - Students will register for **two** courses that fulfil 8 credits of either Core Courses or Elective Courses (upon advisor approval). By the end of the quarter, students will choose an advisor and committee and submit and defend a formal thesis proposal. Students will also develop a summer plan in consultation with their MA advisor.
- MA Students, Non-Thesis Track
 - Students will register for **two** courses that fulfil 8 credits of either Core Courses or Elective Courses (upon advisor approval). By the end of the quarter, students will choose an advisor and committee and submit and defend a formal proposal detailing their Program of Study. Students will also develop a summer plan in consultation with their MA advisor.
- BA/MA Track (BA Senior Year)
 - BA/MA students will take **one** graduate course from INT 404 – INT 410 (INT Core Courses) in addition to their required courses for the completion of their BA. By the end of the quarter, students will choose an advisor and committee and submit a draft of their proposal detailing their Program of Study. Students will also develop a summer plan in consultation with their MA advisor.

Summer

- MA Students Thesis Track
 - Students will continue to conduct research/read for their thesis based on the strategic plan they created in conjunction with their advisor.
- MA Students, Non-Thesis Track
 - Capstone Project Track OR Internship Report Track: Students will find/solidify an internship opportunity OR begin research for final capstone project based on the strategic plan they created in conjunction with their advisor.
 - Comprehensive Exam Track: Students will begin to study and prepare for the comprehensive exam based on the strategic plan they created in conjunction with their thesis advisor.
- BA/MA Track
 - Students will follow their strategic plan they created in conjunction with their advisor in order to prepare for matriculation into the formal MA program during their fifth year.

Fall Quarter (Year 2)

- MA Students, Thesis Track

- Students will register for **one** course that fulfils four credits of either Core Courses or Elective Courses (upon advisor approval) in addition to **INT 590** (Directed Research Course). By the end of this quarter, students will meet with the Graduate Director to discuss their thesis and begin to write their thesis.
- MA Students, Non-Thesis Track
 - Capstone Project Track OR Internship Report Track: will register for **one** course that fulfils four credits of either Core Courses or Elective Courses (upon advisor approval) in addition to **INT 590** (Directed Research Course). By the end of this quarter, students will meet with the Graduate Director to discuss their project and begin to write their internship report OR capstone research project.
 - Comprehensive Exam Track: Students will register for **two** courses that fulfil eight credits of either Core Courses or Elective Courses (upon advisor approval). By the end of this quarter, students will meet with the Graduate Director to discuss the details of their comprehensive exam.
- BA/MA Thesis Track (5th Year)
 - Students will register for **INT 402** (International Political Economy), **INT 590** (Directed Research Course), and **one** course that fulfils four credits of either Core Courses or Elective Courses (upon advisor approval). By the end of this quarter, students will revise, re-submit and defend a formal thesis proposal and meet with the Graduate Director to discuss their thesis and begin to write their thesis.
- BA/MA Non-Thesis Track (5th Year)
 - Capstone Project Track OR Internship Report Track: Students will register for **INT 402** (International Political Economy), **INT 590** (Directed Research Course), and **one** course that fulfils four credits of either Core Courses or Elective Courses (upon advisor approval). By the end of this quarter, students will revise, re-submit and defend a formal capstone project OR internship proposal and, with their advisor and meet with the Graduate Director to discuss their thesis and begin to write their thesis.
 - Comprehensive Exam Track: Students will register for **INT 402** (International Political Economy) and **two** courses that fulfil eight credits of either Core Courses or Elective Courses (with advisor approval). By the end of this quarter, students will revise, re-submit and defend a formal proposal for their Program of Study and meet with the Graduate Director to discuss the details of their comprehensive exam.

Winter Quarter (Year 2)

- MA Students, Thesis Track
 - Students will register for **INT 591** (Masters Research 1) as an independent Study and **one** course that fulfil four credits of either Core Courses or Elective Courses (with advisor approval). By the end of this quarter, students will continue to write their thesis.
- MA Students, Non-Thesis Track
 - Capstone Project Track OR Internship Report Track: Students will register for **INT 591** (Masters Research 1) as an independent Study and **one** course that fulfil four credits of either Core Courses or Elective Courses (with advisor approval). By the end of this quarter, students will continue to work on their capstone projects OR internship reports.
 - Comprehensive Exam Track: Students will register for **two** courses that fulfil eight credits of either Core Courses or Elective Courses (upon advisor approval). By the end of this quarter, students will continue to study and prepare for their comprehensive exams.
- 5th year, BA/MA Thesis Track

- Students will register for **INT 591** (Masters Research 1) as an independent Study and **two** courses that fulfil eight credits of either Core Courses or Elective Courses (with advisor approval). By the end of this quarter, students will continue to write their thesis.
- 5th year, BA/MA Non-Thesis Track
 - Capstone Project Track OR Internship Report Track: Students will register for **INT 591** (Masters Research 1) as an independent Study and **two** courses that fulfil eight credits of either Core Courses or Elective Courses (with advisor approval). By the end of this quarter, students will continue to work on their capstone projects OR internship reports.
 - Comprehensive Exam Track: Students will register for **three** courses that fulfil 8 credits of either Core Courses or Elective Courses (upon advisor approval). By the end of this quarter, students will continue to study for their final, comprehensive exams.

Spring Quarter (Year 2)

****For their final quarter, BA/MA Students will be fully matriculated into the MA Program and will follow the timeline pertaining to their chosen Program of Study****

- MA Students, Thesis Track
 - Students will register for one course that fulfils 4 credits of either Core Courses or Elective Courses (upon advisor approval) in addition to INT 592 (Masters Research 2). By the end of this quarter, students will submit and defend their thesis in order to graduate.
- MA Students, Non-Thesis Track
 - Capstone Project Track OR Internship Report Track: Students will register for one course that fulfils 4 credits of either Core Courses or Elective Courses (upon advisor approval) in addition to INT 592 (Masters Research 2) as an independent study. By the end of this quarter, students will submit and defend their project OR report in order to graduate.
 - Comprehensive Exam Track: Students will register for two courses that fulfil 8 credits of either Core Courses or Elective Courses (upon advisor approval). By the end of this quarter, students will complete and pass their comprehensive exams in order to graduate

University Resources

Adult Student Affairs

Loop Campus

DePaul Center 11017

(312) 362-6216

Adult Student Affairs assists adult students in their transition to college and supports them in achieving their educational goals. By collaborating with key university and external partners, it provides services, resources and programs that address the specific needs of this student population.

[Alumni Sharing Knowledge \(ASK\)](#)

Volunteer Network

Loop Campus

DePaul Center 9400

(312) 362-8281

ask@depaul.edu

The Alumni Sharing Knowledge Volunteer Network is a mentoring program designed to help DePaul students and alumni in their career development. ASK mentors can help students and alumni develop the transferable skills necessary for success in any field, such as practice interviewing, résumé building and effective networking.

[Career Center](#)

Lincoln Park Campus

Schmitt Academic Center, Room 192

2320 N. Kenmore

(773) 325-7431

Loop Campus

DePaul Center

1 East Jackson Suite 9500

(312) 362-8437

career_center@depaul.edu

The job search process can be challenging, but with the right tools, guidance, and persistence, success can be yours. DePaul's Career Center offers a number of resources that students and alumni are invited to take advantage of, such as career advising, and career development designed to help you build and strengthen your career-related skills. The Career Center offers free workshops on over 25 topics throughout the year, including resume writing, interviewing skills, effective self-marketing techniques, networking, managing your career path and many more. Workshops facilitators have in-depth knowledge in the topics covered and allow you the opportunity to ask questions throughout each session. For a full list of events, visit the [Career Center Events](#) webpage.

[Centers & Institutes](#)

The College of Liberal Arts and Social Sciences (LAS) currently has 10 centers and institutes available to students: The Center for the African and Black Diaspora, Center for Community Health Equity, Center for Latino Research, Center for Religion, Culture, and Community, Center for World Catholicism & Intercultural Theology, Chaddick Institute for Metropolitan Development, DePaul Humanities Center, Institute for Business and Professional Ethics, Social Science Research Center, and the Women's Center.

[Commuter Life](#)

Lincoln Park Campus

Student Center 201

(773) 325-7361

Loop Campus

DePaul Center 11027

(312) 362-5015

involvement@depaul.edu

Just like resident students, commuter students can have enriching college experiences; they need to be deliberate in seeking out activities, organizations and services that will help them form a niche on campus. In addition to student life opportunities, DePaul offers several specialized services for commuter students. Campus lockers can be a valuable investment; students can rent lockers at either the Lincoln Park Student Center or Loop 11th Floor Information Desk. At mealtimes, students can benefit from a Demon Express account or microwaves in campus cafeterias.

[Dean of Students](#)

Lincoln Park Campus

Student Center 307

(773) 325-7290

Loop Campus

DePaul Center 11001

(312) 362-8066

The Dean of Students Office (DOS) at DePaul University promotes student development, health, wellness and ethical decision to make an inclusive and validating educational environment for successful and socially responsible students. To meet this goal we offer an array of advocacy services, inclusive and educational programs, policy development, health and wellness services and incident management for personal and/or community emergencies.

[DePaul Central](#)

Lincoln Park Campus

Schmitt Academic Center 101

Loop Campus

DePaul Center 9100

(312) 362-8610

dpcl@depaul.edu

DePaul Central provides one-stop services to help you manage the —businessll side of being a student at DePaul. DePaul Central combines the services of the following offices: Student Records, Financial Aid, and Student Accounts. Students are provided help with registration and academic planning, with financial aid processes, and with monthly payment options. Services are provided across multiple channels (in person, email, chat and phone).

[Financial Aid](#)

Lincoln Park Campus

Schmitt Academic Center 101

Loop Campus

DePaul Center 9100

(312) 362-8610

finaid1@depaul.edu

The Financial Aid Office provide additional opportunities outside of DePaul for prospective graduate students, including specific opportunities for female students, LGBTQ+ students, veterans and students with disabilities. For additional financial aid opportunities for graduate students, consider visiting the [Financial Aid for Graduate School webpage](#) on Affordable Colleges Online.

[Financial Fitness Program](#)

Lincoln Park Campus

Schmitt Academic Center 192

(773) 325-8640

Loop Campus

DePaul Center 9400

(312) 362-6482

financialfitness@depaul.edu

DePaul’s Financial Fitness Program provides free services, resources and tools to help students manage costs from freshman year through graduation and beyond. It teaches them how to create a budget, build their credit, save, invest, fix —badll credit and more in quarterly Financial Fitness workshops. Meet one-on-one with an advisor for practical personal financial planning advice. Build money management skills and educate them about personal finance with easy-to use online and printed tools such as worksheets, articles and handouts.

[Housing Services](#)

Lincoln Park Campus

Centennial Hall 301

(773) 325-7196

housing@depaul.edu

The mission of the Department of Housing Services is to provide facilities and services that create the premiere residential experience in higher education. DePaul’s housing represents some of the nation’s most up-to-date university facilities. Our residence halls range from traditional styles (two to three students per room with community bathrooms) to suite and apartment style arrangements. All of our residence hall rooms are equipped with telephone service and high-speed wireless Internet. Also, each residence hall room or apartment has been wired for cable TV service.

[Office for International Students and Scholars](#)

Loop Campus

DePaul Center 9300

(312) 362-8376

The primary function of the office is to provide comprehensive advising services to international students and visiting faculty concerning their nonimmigrant legal status

in the United States. The office also offers logistical support services including orientation programs, administrative support, housing assistance and social/cultural programming.

[*Office of Multicultural Student Success \(OMSS\)*](#)

Lincoln Park Campus

Student Center 304

(773) 325-7325

Loop Campus

DePaul Center 11011-12

(312) 362-8476

omss@depaul.edu

The Office of Multicultural Student Success seeks to cultivate success for students of color, low-income college students or first-generation college students through sustained developmental programming, financial resources and advocacy. The office advocates for students on campus and provides resources that aid in their successful progress through graduation. These resources include but are not limited to: advising/counseling, book loan library, computer lab, and scholarship information.

[*Office of New Student and Family Engagement \(NSFE\)*](#)

Lincoln Park Campus

Student Center 307

(773) 325-7360

orientation@depaul.edu

The Office of New Student and Family Engagement works to help ensure the quality of the student experience at DePaul by providing programming and services, which aid in student transition and integration into the university. Each year, the office helps more than 6,000 new students and family members make the transition to DePaul through the Premiere DePaul, Premiere Parent & Family and Transition DePaul orientation programs. The office also recruits and trains all the student leaders and

staff professionals who partner with faculty members to teach Discover Chicago and Explore Chicago courses, which all incoming freshmen students participate in as part of the First-Year Program. Additionally, the office coordinates DePaul's Family Association and the annual Family Weekend celebration.

[*Irwin W. Steans Center for Community-based Service Learning*](#)

Lincoln Park Campus

2233 N. Kenmore Ave.

(773) 325-745 <http://cbsl.depaul.edu>

The Irwin W. Steans Center for Community-based Service Learning was founded to integrate the service concept into the university's curricula. The Steans Center engages students, faculty and community organizations in relationships to seek to fulfill DePaul's mission and benefit underserved communities in Chicago. The center is staffed to support community organizations, faculty and students in the development and implementation of community-based service learning (CbSL) projects. Students will have the opportunity to do meaningful service that meets community-defined needs and relates to the learning objectives of their course.

[*Student Involvement*](#)

Lincoln Park Campus

Student Center 201

(773) 325-7361

Loop Campus

DePaul Center 11027

(312) 362-5015

involvement@depaul.edu

The Office of Student Involvement contributes to the vibrant campus life by preparing students to be socially responsible and engaged future leaders. Through advising, services, programs and resources, Student Involvement builds on a student's learning experience. There are over 300

clubs on campus, entertainment and educational programs every day of the week and opportunities to help connect commuters to campus life.

[Student Leadership Institute \(SLI\)](#)

Lincoln Park Campus

Student Center 302

(773) 325-4658

Loop Campus

DePaul Center 11003

(312) 362-8596

sli@depaul.edu

The Student Leadership Institute is dedicated to promoting the education and development of undergraduate students as socially responsible leaders who will work for positive change in their chosen fields and communities. Created in response to students' requests to learn the principles, techniques and essential values of effective leadership, the SLI is a co-curricular program that offers leadership workshops, certificates, conferences, speakers and urban excursions designed for DePaul undergraduate students in various stages of their leadership development. Completion of the SLI's Certificate of Leadership Development is noted on a student's official academic transcript. The SLI also co-administers the DePaul Leadership Scholars Program and administers the Arthur J. Schmitt Scholarship Program, both scholarships granted to incoming first-year students.

[Student Legal Services](#)

Lincoln Park Campus

990 W. Fullerton Ave., Floor 1

(773) 325-4959

The Office of Student Legal Services provides high quality, free or low-cost legal advice to DePaul students on a wide range of common problems including contract disputes,

misdeemeanor criminal offenses and more. While Student Legal Services cannot represent students in court, the office can help students understand their rights and obligations, provide general recommendations and help find useful resources.

[Student Support Services/TRiO](#)

Lincoln Park Campus

Levan 110

(773) 325-4600

sss@condor.depaul.edu

The Student Support Services (SSS) program provides academic advising assistance, mentoring and career related services to qualified DePaul undergraduate students. The program, which is funded by a grant from the U.S. Department of Education, is part of a national network of TRiO programs designed to enhance the college experience and achievement of students from first generation and low-income families. Students who are citizens or permanent residents of the U.S., are in a baccalaureate degree program and demonstrate a need for academic or other support may benefit from participation in this program.

Supplemental Instruction

Lincoln Park Campus

John T. Richardson Library

2350 N. Kenmore Ave., Room 307

(773) 325-8305

Loop Campus

CNA Building

55 E. Jackson Blvd., Suite 840

(312) 362-7535

The program provides academic support for especially difficult courses (determined by percentage of drops, withdrawals) often needed to graduate; examples include accountancy, economics, biology, chemistry and math. Support is also offered for summer developmental math and English

courses. Supplemental instruction leaders participate in the selected courses, offer three one-hour sessions per week where they facilitate group learning and collaboration, and spend three hours per week consulting with instructors, developing lesson plans and preparing session materials and activities.

Tutoring

Most of DePaul's individual academic departments offer tutors to assist students with specific course problems. Tutoring services are free to DePaul students and available throughout the academic year. Tutoring schedules are generally available through departmental offices.

[University Counseling Services](#)

Lincoln Park

2345 N. Sheffield Ave., Suite 350
(773) 325-7779

Loop Campus

Lewis Center 1465
(312) 362-6923

University Counseling Services is committed to a student-centered, developmental approach. Its purpose is to assist students in defining and accomplishing personal and academic goals. Daily walk-in hours are available for urgent needs at both campuses; see Counseling Services website for more information.

[University Library](#)

Lincoln Park Campus

John T. Richardson Library
2350 N. Kenmore Avenue
(773) 325-7895

Loop Campus

Loop Library
1 E. Jackson Boulevard
DePaul Center 10th Floor
(312) 362-8433

The DePaul Libraries are extensive and contain a multitude of research material and resources available for students. INT has

their own librarian, [Kelli Getz](#), who is available to answer student questions and assist in finding valuable research materials for variety of different projects.

Additionally, the library has over 900 databases for students to access for research purposes. A list of databases for INT students can be found at the following [DePaul Library Database webpage](#).

[University Ministry \(UMIN\)](#)

Lincoln Park Campus

Student Center 311
(773) 325-7902

Loop Campus

DePaul Center 11008-10
(312) 362-6910

ministry@depaul.edu

University Ministry supports and strengthens the religious and spiritual life of DePaul students and the university community. UMIN also supports volunteer community service programs for students. Within UMIN, you will find dedicated and caring staff devoted to providing pastoral support for those of all faiths, especially in times of need and crisis.

[Veterans Affairs](#)

Loop Campus

DePaul Center 11012
(312) 362-5656

veteransaffairs@depaul.edu

DePaul's Office of Veterans Affairs provides support to all students with military experience and includes spouses, dependents and supporters as a part of the veteran community. Through transition programs, advocacy services, and community-building events, the Office of Veterans Affairs seeks to help veterans transition successfully into higher education, access the benefits and resources needed to achieve academic goals, and continue the camaraderie at DePaul.

[Writing Center](#)

Lincoln Park Campus

McGaw 250

(773) 325-4272

Loop Campus

Lewis Center, 1600

(312) 362-6726

wcenter@depaul.edu

The Writing Center works with DePaul students, staff, faculty and alumni on all stages of the writing process. Writers may drop in or make appointments online, in person, or by phone to meet with peer writing tutors from across the university. Writers can receive feedback from a tutor in person, through instant messaging, or through written feedback. Writers can use the Writing Center website to ask quick questions and chat with a tutor. Writing Center tutors are also available for multilingual writing and conversation to help English language learners achieve spoken and written fluency. For more information, including resources for writers on topics ranging from citations to grammar and mechanics to planning an essay, visit depaul.edu/writing.

[Writing Groups](#)

writingGroups@depaul.edu

The Writing Groups, an initiative of the University Center for Writing-based Learning, provide opportunities for the greater DePaul community to exchange ideas and provide and receive feedback from both writing tutors and peers. Writing Groups meet regularly at the O'Hare, Naperville and Oak Forest campuses. Writers can also form a Writing Group by Request at any of DePaul's campuses, a useful option for those working on long-term projects

Opportunities

Internships

Internships are an important part of DePaul's real-world approach to teaching and learning, and Chicago is the perfect setting for connecting with these hands-on experiences. The benefits of having an internship are many, from gaining career experience and earning academic credit, to fulfilling a work-study requirement, building a professional network, and earning money.

List of popular internship employers for International Studies students:

- [CAIR- Council for American-Islamic Relations](#)
- [Center for Cultural Interchange](#)
- Consulates: Mexican, British, Argentine, Republic, Japan
- [DePaul Steans Center](#)
- [EF International Language School](#)
- [Gozamos](#)
- [Heartland Alliance](#)
- [World Chicago](#)
- [The Chicago Council on Global Affairs](#)
- [RefugeeOne](#)
- [Language Loop, LLC](#)
- [International Law Student Association](#)

Career Opportunities

INT Alumni have pursued a wide range of career paths following their time within our program. Career possibilities for INT graduate students include (but are not limited to):

- Law (Attorney, Immigration Lawyer, etc.)
- Careers in Academia (Fulbright Scholars, PhD Candidates, Teachers/ Professors, etc.)
- Analysts
- Interpreters/Translators
- Jobs within the US Government/State Department
- Consulate and Embassy Positions
- Non-Profit and Community Organizing
- Peace Corps, AmeriCorps and ESL Teaching
- Social Work
- Humanitarian Relief Work/Activism

Please visit the [INT Careers and Internships webpage](#) for more information about graduate employment/career/internship opportunities.

Study Abroad

All International Studies students are encouraged, but not required, to participate in Study Abroad programs. There is no other internship experience that can better prepare one for international work than study abroad and immersing oneself in another culture. DePaul

University's Study Abroad Program works closely with the Department of International Studies in formulating opportunities for students that are intellectually rigorous and linguistically appropriate. For more information, contact the Study Abroad Program office at (773)325-7450 or abroad@depaul.edu.

The European Commission's offices in Brussels, Belgium offers a four-month, intensive research internship organized through the Irish Institute of European Affairs at the Catholic University of Leuven and is the only one of its kind for U.S. students. Contact the Study Abroad Office about the Leuven Program if you have further questions.

First-Year Abroad

The First-year Abroad (FY@broad) Program is designed for First Year DePaul Students. DePaul University believes that students should start on the path to global citizenry early. We hope to open new doors to the world and help students acquire knowledge, skills, and attitudes that prepare them for lives and careers in our increasingly globalized world. FY@broad programs are just one of many international learning experiences for students while at DePaul. FY@broad programs combine first-year coursework with travel to enhance students' learning about particular topics. Students enroll in a Focal Point seminar which is followed by a week of travel to an international destination. The students travel with one of DePaul's outstanding and internationally experienced faculty and a staff advisor to see the very sites they've read and written about in their course. Travel lasts approximately 7-10 days and is worth an additional 2 credit hours. PREREQUISITES: WRD 103.

Sigma Iota Rho (SIR) – DePaul Chapter

The Department of International Studies is happy to house the DePaul chapter of Sigma Iota Rho, the honor society for students in international studies. The purpose of SIR is to promote and reward scholarship and service among students and practitioners of international studies, international affairs, and global studies and to foster integrity and creative performance in the conduct of world affairs.

Some of the benefits of SIR membership:

- Receive graduation regalia
- Apply to be published in SIR's Journal of International Relations
- Eligibility for SIR funding opportunities, ranging from scholarships to research grants
- Access to the SIR network

To be eligible for membership in SIR, students must:

- Have attained sophomore standing and completed at least twelve (12) hours of course work toward the International Studies major or minor
- Have attained a cumulative grade point average of 3.3 or higher in all courses, and a grade point average of at least 3.4 in international studies courses

Applications for SIR are available at 900 W. Fullerton Ave., Suite 4100. A blank application is also included at the end of this book.

Conference Participation and Paper Submission

INT students are encouraged to submit their original research to conferences, University newsletters, etc. Below are four opportunities to present / publish original research:

International Studies Annual Conference (ISA)

INT MA students may submit an abstract to ISA's annual conference. Students can also apply to one of the smaller regional ISA conferences. Funding is available from the Graduate Research Fund.

Midwest Political Science Association Annual Conference (MPSA)

INT BA and MA students can submit an abstract to this local conference. The department will assist with conference preparation.

LAS Undergraduate Research Conference

In April of each year students have an opportunity to present ongoing or completed research and creative work at the LAS Undergraduate Research Conference.

INTerrupted Silence

INT publishes a quarterly newsletter containing student papers, course listings, faculty interviews and more. Created around the mantra of "actively engaged intellectuals, and intellectually engaged activists," this newsletter provides a space for students to stay actively involved with their department, their community, and their peers. The newsletter accepts articles, opinion pieces, book reviews, profiles of students/faculty, etc. Submission guidelines include:

- Keep pieces no more than 1000 words (roughly 4 pages double-spaced). 500 words is sufficient
- Use active voice and concise, simple and straightforward language
- Have a clear thesis statement, argument, or theme
- Establish context
- Proofread your piece before submission
- Attach any photo or image supplements to your email

Please email submission to int.newsletter.depaul@gmail.com. If you would like to read our newsletter's archives, visit our [INT Newsletter](#) webpage!

Opportunities for Graduate Students

Additional Graduate Certificates: Students may add additional certificates in Women and Gender Studies, Geographic Information Systems, Publishing, Global Health, Social Research, Community Development and more.

Graduate Assistantship: Students may apply for the Graduate Assistantship position to work for the INT MA program. The assistantship includes a stipend.

Research Grants

The International Studies Department encourages and supports undergraduate students to become actively engaged in creating research, scholarship and creative work.

Students interested in pursuing research or creative work can do so by way of an independent study with a faculty member who shares their interests. In many cases, such an independent study can count toward the Junior Year Experiential Learning (JYEL) requirement. The

college also supports student research through two grant programs – the Undergraduate Research Assistantship Program and the Undergraduate Summer Research Program.

[The Undergraduate Research Assistant Program \(URAP\)](#)

The Undergraduate Research Assistant Program (URAP) grant, which is initiated by a faculty member, provides funding for undergraduate students to assist and collaborate with faculty members who conduct research projects or are engaged in creative and scholarly activities during the regular academic year and/or summer.

[The Undergraduate Summer Research Program \(USRP\) and Undergraduate Research Fund \(URF\)](#)

The Undergraduate Summer Research Program (USRP) grant provides financial awards of \$1500.00 to undergraduate students to support research or creative projects undertaken in the summer in collaboration with a faculty member. This program is for undergraduate students only, and applications must be endorsed by a sponsoring faculty member.

The Undergraduate Research Fund (URF) was created to support DePaul undergraduate students by reimbursing the expenses incurred for participation in scholarly meetings / conferences to which they have been invited to share their research or creative work. The URF provides funding for registration, travel and accommodation only.

[The Graduate Research Fund \(GRF\)](#)

The Graduate Research Fund (GRF) is available for graduate students to help defray the cost of conducting research and creative work and for presenting papers at academic conferences. Applications are reviewed on a rolling basis.

Graduate and Undergraduate Reps

Basic responsibilities of student representatives are:

- attending International Studies department meetings
- expressing undergraduate student concerns, comments, and questions to faculty and staff
- participating in program-sponsored events
- coordinating the International Studies quarterly newsletter, INTerrupted Silence
- posting INT content on social media to spread awareness of INT events/news
- brainstorming and spearheading initiatives and events with the INT Undergraduate Committee
- planning and organizing weekly INTuesdays

The position requires someone that can communicate and manage time effectively. It's a great way to get more involved in the department, get to know the INT faculty and staff, and not to mention it looks pretty good on a resume/CV.

Each Spring, the Department holds elections for one graduate rep and one junior rep (from the sophomore class of that year).

Useful Links

- [International Studies Website](#)
- [Academic Calendar](#)
- [Adult, Veteran, and Community Student Affairs](#)
- [Campus Map](#)
- [Center for Students with Disabilities](#)
- [Counseling Services](#)
- [DePaul University Student Affairs](#)
- [Dean of Students](#)
- [Student Life](#)
- [Study Abroad](#)

Appendices

Appendix I: Thesis/Project Proposal Outline

Proposals include four basic sections:

1. Background information and a detailed research agenda
2. Brief literature review
3. Research design and methods
4. Bibliography (substantial and peer-reviewed)

Appendix II: Comprehensive Exam Grading Rubric

WRITING (organization of thoughts, language, attention to detail, clarity)

Excellent (A) Strong(B) Good(C) Basic (D) Poor (F)

ARGUMENT (logical consistency, creativity, complexity)

Excellent (A) Strong(B) Good(C) Basic (D) Poor (F)

KNOWLEDGE (comprehension of material, concepts and theory)

Excellent (A) Strong(B) Good(C) Basic (D) Poor (F)

CRITICAL ANALYSIS (application of critical social lens/theory)

Excellent (A) Strong(B) Good(C) Basic (D) Poor (F)

GRADE: *In order to be considered a Pass, overall grade must be a B- or higher*

Appendix III: Capstone Project Grading Rubric

WRITING (organization of thoughts, language, attention to detail, clarity)

Excellent (A) Strong(B) Good(C) Basic (D) Poor (F)

ARGUMENT (logical consistency, creativity, complexity)

Excellent (A) Strong(B) Good(C) Basic (D) Poor (F)

KNOWLEDGE (comprehension of material, concepts and theory)

Excellent (A) Strong(B) Good(C) Basic (D) Poor (F)

CRITICAL ANALYSIS (application of critical social lens/theory to project)

Excellent (A) Strong(B) Good(C) Basic (D) Poor (F)

GRADE: *In order to be considered a Pass, overall grade must be a B- or higher*

Appendix IV: Internship Report Grading Rubric

ANALYTICAL SUMMARY (comprehensive assessment/description/summary of experiential learning)

Excellent (A) Strong(B) Good(C) Basic (D) Poor (F)

CRITICAL THEORETICAL REFLECTION (application of critical social lens/theory to experiential learning)

Excellent (A) Strong(B) Good(C) Basic (D) Poor (F)

SELF EVALUATION (use of specific detail, constructive criticism and personal reflection)

Excellent (A) Strong(B) Good(C) Basic (D) Poor (F)

APPENDIX (work demonstrates variety and quality writing, informs the reader of details of experiential learning)

Excellent (A) Strong(B) Good(C) Basic (D) Poor (F)

OVERALL WRITING (organization of thoughts, language, attention to detail, clarity)

Excellent (A) Strong(B) Good(C) Basic (D) Poor (F)

GRADE: *In order to be considered a Pass, overall grade must be a B- or higher*

Appendix V: Internship Report Chapter Breakdown

The final internship report will be divided into four major chapters:

1. Analytical Summary: This gives the reader a brief profile of the agency/company/organization for which you worked. Inform the reader about the type of business, number of employees, geographic location, etc. Tell about the identity and the image of the agency/company/organization and their position within their respective industry. Next, move from general information to the specifics about the division/department you worked in. Here, you might include an organizational chart of your department.
2. Critical Theoretical Reflection: Describe and analyze the jobs/tasks/duties you performed. Jobs/tasks/duties is not limited to a singular or essentialized definition or set of tasks, therefore leaving this section open-ended. Most importantly, evaluate what you have learned in your internship in light of your MA coursework.
3. Self-Evaluation: This is the heart of your report and will largely determine your final (honor) pass/fail grade. Reflect on and recount your experience, consider complexities. Think systemically and evaluate the role of the intern in your organization. Describe any and all personal growth resulting from your experience. Inform the reader and make recommendations/suggestions about how you can/plan to use the knowledge/skills you acquired. Bring insight, critical analysis and reflective thinking into this section that will tie the report to the concepts discussed in INT Core Classes and Electives. Avoid generalizations and transhistorical analysis. Be specific and detailed.
4. Appendix: Include samples of the work you produced during your experiential learning. Include a variegated collection of pieces such as (but not limited to) news releases, layouts, reports, editorials, brochures, event flyers, scripts, etc. The type of experiential learning you participate in will determine the material that you will submit. If you have nothing to include in this section, your Analytical Summary will explain why this is so.

Appendix VI: The “Stages” of Reading

Have you ever wondered how the heck you are going to finish all of the reading that a professor has assigned for a single week?! “How on earth,” you might have thought, “am I to finish 8 books in a quarter”? Not all professors in International Studies have such lengthy reading assignments, but some do. It turns out, however, that there are special reading techniques that will allow you to get the gist of a book without having to read it in its entirety

and/or in great detail. This appendix introduces you to these techniques so that you do not feel so overwhelmed.

Note that these techniques are especially helpful in courses that have heavy readings loads. By contrast, professors in other of your classes may want to work through a text/s slowly and sometimes, even, word by word. This is typically the case where there is a lighter reading load. That said, this guide is important, regardless, in that it allows you to figure out if a book is important to your research topic and, perhaps, if you should buy it.

The Stages of Reading (adapted from Alder and Van Doren, *How to Read a Book*)

1. Systematic skimming. Here you should examine the book's tables of contents, preface or introduction, conclusion, and the beginning and end of chapters. Peruse tables, figures, and maps if the book includes them. Once you have completed this, you should be able to:
 - a. "Classify the book according to the kind of subject matter." (p. 163)
 - b. "State what the book is about with the utmost brevity." (p. 163)
 - c. "Define the problem or problems the author has tried to solve." (p.163)
 - d. State the author's solution(s) to her problem(s) with the utmost brevity
2. Superficial reading. Here you read the book straight through, without stopping, in order to get a sense of the book as a whole. Unlike what Adler and Van Doren call "elementary reading," you do this *after* having systematically skimmed the book, and you completed 1(a) through 1(d) above. After a superficial reading, you should be able to:
 - a. "Enumerate [the book's] major parts in their order and relation." (p. 163)
 - b. "Grasp the author's leading propositions by dealing with his most important sentences." (p.163)
3. Analytical reading for understanding. Here you use the full range of techniques explored by Adler and Van Doren in Part Two of *How to Read a Book* in order to get as much out of books as you possibly can. Note that not all books (even assigned books!) merit this kind of close reading; in fact, most do not. But once you have analytically read one of those few books that merit such a reading, you should be able to:
 - a. Complete your outline of the book by "outlining [each of the book's major parts] as you have outlined the whole." (p.163)
 - b. "Come to terms with the author by interpreting his key words." (p.163)
 - c. "Know the author's arguments, by finding the in, or constructing them out of, sequences of sentences." (p. 163) This task stands in the same relation to 2(b) as 3(b) does to 2(a).
 - d. "Determine which of his problems the author has solved, and which he has not; and of the latter, decide which the author knew he had failed to solve." (p.163)
4. Criticism. Adler and Van Doren tell you, "Do not begin your criticism until you have completed your outline and your interpretation of the book." That advice can't quite be right. If you are reading critically, you are testing your potential objections against the author's arguments as you read, not waiting until you have fully comprehended the book before thinking about whether the author is right or wrong. Too, if you make the judgement that a book merits no more than a superficial reading (or even no more than a systematic skim), then you are making the critical judgment that the book is worth no more of your time, and perhaps that the author is simply wrong. *But*, if you

have decided that an author merits a full analytical reading, then Adler and Van Doren are right that you should avoid a rush to judgment: “Do not [with finality] say you agree, disagree, or suspend judgment until you can say ‘I understand’.” (p.164) Likewise, Adler and Van Doren’s second “general maxim of intellectual etiquette” is a bit overdrawn. Some great critics make it a practice to “disagree disputatiously or contentiously.” (p.164) However, it is a very good idea not to fall in love with your own polemical critique so much that you caricature the author’s argument.

- a. Always pay attention to Adler and Van Doren’s third “general maxim of intellectual etiquette”: “Demonstrate that you recognize the difference between knowledge and mere personal opinion by presenting good reasons for any critical judgment you make.” (p.164) Note that this is not a distinction between “opinion” and “fact”. It is a distinction between “mere opinion” (an opinion that merely informs someone else of a belief you hold, without the expectation that you will be called on to justify that belief) and “well-founded belief” (an opinion based on careful, logical sorting of evidence, of which you are prepared to give an account if called upon).
- b. If you disagree with an author, you must do so either because of a flaw in the author’s evidence (what Adler and Van Doren refer to on p.164 as being “uninformed” or “misinformed”) or because of a flaw in the author’s logic (or both). Often, you will find flaws that combine lack of evidence and illogic. It is more common for authors to make claims for which they have plausible, but not conclusive, evidence, than for authors to make completely unsubstantiated claims or howling logical errors. (Not that the last two are all that rare!) When disagreeing with an author, be prepared to show that the author’s evidence, logic, or both are inadequate.
- c. Beyond the simple agreement or disagreement, you may find yourself in qualified agreement (or qualified disagreement) with an author. This is what Adler and Van Doren mean by “[s]how[ing] wherein the author’s analysis or account is incomplete.” (p.164) In this kind of criticism, you do not dispute the author’s evidence or logic *per se*. Instead you show that there are additional factual or logical qualifications that force a modification of the author’s claims.

Appendix VII: Quotations! How and When to Use Them

Quotations can be confusing! When do we use them and when is what we’ve chosen to quote “too much”? Sometimes, an author communicates a complex idea so perfectly that we wonder how anyone would dare to paraphrase! And then there are questions about how to cite quotations, if an introductory clause is required, and if we place the commas or full stops (periods) inside or outside the actual quotation marks? If these are questions you have, please read on! As this chapter from the book, *They Say I Say* explains, there is an *art* to incorporating someone else’s text into your own.

FOURTH EDITION

“THEY SAY / I SAY”

*The Moves That Matter
in Academic Writing*

WITH READINGS



GERALD GRAFF

CATHY BIRKENSTEIN

both of the University of Illinois at Chicago

RUSSEL DURST

University of Cincinnati



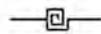
W· W· NORTON & COMPANY

NEW YORK | LONDON

THREE

“AS HE HIMSELF PUTS IT”

The Art of Quoting



A KEY PREMISE OF THIS BOOK is that to launch an effective argument you need to write the arguments of others into your text. One of the best ways to do so is by not only summarizing what “they say,” as suggested in Chapter 2, but by quoting their exact words. Quoting someone else’s words gives a tremendous amount of credibility to your summary and helps ensure that it is fair and accurate. In a sense, then, quotations function as a kind of proof of evidence, saying to readers: “Look, I’m not just making this up. She makes this claim, and here it is in her exact words.”

Yet many writers make a host of mistakes when it comes to quoting, not the least of which is the failure to quote enough in the first place, if at all. Some writers quote too little—perhaps because they don’t want to bother going back to the original text and looking up the author’s exact words, or because they think they can reconstruct the author’s ideas from memory. At the opposite extreme are writers who so overquote that they end up with texts that are short on commentary of their own—maybe because they lack confidence in their ability to comment on the quotations, or because they don’t fully

THREE "AS HE HIMSELF PUTS IT"

understand what they've quoted and therefore have trouble explaining what the quotations mean.

But the main problem with quoting arises when writers assume that quotations speak for themselves. Because the meaning of a quotation is obvious to *them*, many writers assume that this meaning will also be obvious to their readers, when often it is not. Writers who make this mistake think that their job is done when they've chosen a quotation and inserted it into their text. They draft an essay, slap in a few quotations, and whammo, they're done.

See how one author connects what "they say" to what she wants to say, pp. 272-73, ¶ 6-8.

Such writers fail to see that quoting means more than simply enclosing what "they say" in quotation marks. In a way, quotations are orphans: words that have been taken from their original contexts and that need to be integrated into their new textual surroundings.

This chapter offers two key ways to produce this sort of integration: (1) by choosing quotations wisely, with an eye to how well they support a particular part of your text, and (2) by surrounding every major quotation with a frame explaining whose words they are, what the quotation means, and how the quotation relates to your own text. The point we want to emphasize is that quoting what "they say" must always be connected with what *you* say.

QUOTE RELEVANT PASSAGES

Before you can select appropriate quotations, you need to have a sense of what you want to do with them—that is, how they will support your text at the particular point where you insert them. Be careful not to select quotations just for the sake of demonstrating that you've read the author's work; you need to make sure they support your own argument.

The Art of Quoting

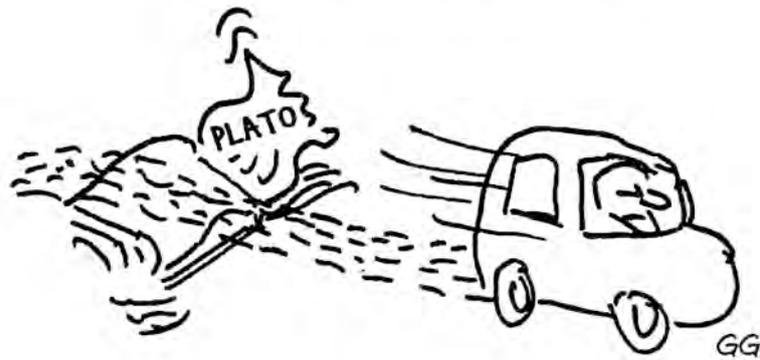
However, finding relevant quotations is not always easy. In fact, sometimes quotations that were initially relevant to your argument, or to a key point in it, become less so as your text changes during the process of writing and revising. Given the evolving and messy nature of writing, you may sometimes think that you've found the perfect quotation to support your argument, only to discover later on, as your text develops, that your focus has changed and the quotation no longer works. It can be somewhat misleading, then, to speak of finding your thesis and finding relevant quotations as two separate steps, one coming after the other. When you're deeply engaged in the writing and revising process, there is usually a great deal of back-and-forth between your argument and any quotations you select.

FRAME EVERY QUOTATION

Finding relevant quotations is only part of your job; you also need to present them in a way that makes their relevance and meaning clear to your readers. Since quotations do not speak for themselves, you need to build a frame around them in which you do that speaking for them.

Quotations that are inserted into a text without such a frame are sometimes called "dangling" quotations for the way they're left dangling without any explanation. One teacher we've worked with, Steve Benton, calls these "hit-and-run" quotations, likening them to car accidents in which the driver speeds away and avoids taking responsibility for the dent in your fender or the smashed taillights, as in the figure that follows.

DON'T BE A HIT-AND-RUN QUOTER.



What follows is a typical hit-and-run quotation by a student responding to an essay by Deborah Tannen, a linguistics professor and prominent author, who complains that academics value opposition over agreement.

Deborah Tannen writes about academia. Academics believe "that intellectual inquiry is a metaphorical battle. Following from that is a second assumption that the best way to demonstrate intellectual prowess is to criticize, find fault, and attack."

I agree with Tannen. Another point Tannen makes is that . . .

See how
Anne-Marie
Slaughter
introduces a
long quotation
on pp. 539–40,
¶ 13.

Since this student fails to introduce the quotation adequately or explain why he finds it worth quoting, readers will have a hard time reconstructing what Tannen argued. First, the student simply gives us the quotation from Tannen without telling us who Tannen is or even indicating that the quoted words are hers. In addition, the student does not explain what he takes Tannen to be saying or how her claims connect with his own. Instead, he simply abandons the quotation in his haste to zoom on to another point.

The Art of Quoting

To adequately frame a quotation, you need to insert it into what we like to call a “quotation sandwich,” with the statement introducing it serving as the top slice of bread and the explanation following it serving as the bottom slice. The introductory or lead-in claims should explain who is speaking and set up what the quotation says; the follow-up statements should explain why you consider the quotation to be important and what you take it to say.

TEMPLATES FOR INTRODUCING QUOTATIONS

- ▶ X states, “Not all steroids should be banned from sports.”
- ▶ As the prominent philosopher X puts it, “_____.”
- ▶ According to X, “_____.”
- ▶ X himself writes, “_____.”
- ▶ In her book, _____, X maintains that “_____.”
- ▶ Writing in the journal *Commentary*, X complains that “_____.”
- ▶ In X’s view, “_____.”
- ▶ X agrees when she writes, “_____.”
- ▶ X disagrees when he writes, “_____.”
- ▶ X complicates matters further when she writes, “_____.”

TEMPLATES FOR EXPLAINING QUOTATIONS

The one piece of advice about quoting that our students say they find most helpful is to get in the habit of following every

THREE "AS HE HIMSELF PUTS IT"

major quotation by explaining what it means, using a template like one of the ones below.

- ▶ **Basically, X is warning that the proposed solution will only make the problem worse.**
- ▶ In other words, X believes _____.
- ▶ In making this comment, X urges us to _____.
- ▶ X is corroborating the age-old adage that _____.
- ▶ X's point is that _____.
- ▶ The essence of X's argument is that _____.

When offering such explanations, it is important to use language that accurately reflects the spirit of the quoted passage. It is often serviceable enough in introducing a quotation to write "X states" or "X asserts," but in most cases you can add precision to your writing by introducing the quotation in more vivid terms. Since, in the example above, Tannen is clearly alarmed by the culture of "attack" that she describes, it would be more accurate to use language that reflects that alarm: "Tannen is alarmed that," "Tannen is disturbed by," "Tannen deplores," or (in our own formulation here) "Tannen complains."

See pp. 40–41
for a list of
action verbs for
summarizing
what other say.

Consider, for example, how the earlier passage on Tannen might be revised using some of these moves.

Deborah Tannen, a prominent linguistics professor, complains that academia is too combative. Rather than really listening to others, Tannen insists, academics habitually try to prove one another wrong. As Tannen herself puts it, "We are all driven by our ideological

The Art of Quoting

assumption that intellectual inquiry is a metaphorical battle,” that “the best way to demonstrate intellectual prowess is to criticize, find fault, and attack.” In short, Tannen objects that academic communication tends to be a competition for supremacy in which loftier values like truth and consensus get lost.

Tannen’s observations ring true to me because I have often felt that the academic pieces I read for class are negative and focus on proving another theorist wrong rather than stating a truth . . .

This revision works, we think, because it frames or nests Tannen’s words, integrating them and offering guidance about how they should be read. Instead of launching directly into the quoted words, as the previous draft had done, this revised version identifies Tannen (“a prominent linguistics professor”) and clearly indicates that the quoted words are hers (“as Tannen herself puts it”). And instead of being presented without explanation as it was before, the quotation is now presented as an illustration of Tannen’s point that, as the student helpfully puts it, “academics habitually try to prove one another wrong” and compete “for supremacy.” In this way, the student explains the quotation while restating it in his own words, thereby making it clear that the quotation is being used purposefully instead of having been stuck in simply to pad the essay or the works-cited list.

BLEND THE AUTHOR’S WORDS WITH YOUR OWN

This new framing material also works well because it accurately represents Tannen’s words while giving those words the student’s own spin. Instead of simply repeating Tannen word for word, the follow-up sentences echo just enough of her language

THREE "AS HE HIMSELF PUTS IT"

while still moving the discussion in the student's own direction. Tannen's "battle," "criticize," "find fault," and "attack," for instance, get translated by the student into claims about how "combative" Tannen thinks academics are and how she thinks they "habitually try to prove one another wrong." In this way, the framing creates a kind of hybrid mix of Tannen's words and those of the writer.

CAN YOU OVERANALYZE A QUOTATION?

But is it possible to overexplain a quotation? And how do you know when you've explained a quotation thoroughly enough? After all, not all quotations require the same amount of explanatory framing, and there are no hard-and-fast rules for knowing how much explanation any quotation needs. As a general rule, the most explanatory framing is needed for quotations that may be hard for readers to process: quotations that are long and complex, that are filled with details or jargon, or that contain hidden complexities.

And yet, though the particular situation usually dictates when and how much to explain a quotation, we will still offer one piece of advice: when in doubt, go for it. It is better to risk being overly explicit about what you take a quotation to mean than to leave the quotation dangling and your readers in doubt. Indeed, we encourage you to provide such explanatory framing even when writing to an audience that you know to be familiar with the author being quoted and able to interpret your quotations on their own. Even in such cases, readers need to see how *you* interpret the quotation, since words—especially those of controversial figures—can be interpreted in various ways and used to support different, sometimes opposing, agendas.

The Art of Quoting

Your readers need to see what you make of the material you've quoted, if only to be sure that your reading of the material and theirs are on the same page.

HOW NOT TO INTRODUCE QUOTATIONS

We want to conclude this chapter by surveying some ways *not* to introduce quotations. Although some writers do so, you should not introduce quotations by saying something like "Orwell asserts an idea that" or "A quote by Shakespeare says." Introductory phrases like these are both redundant and misleading. In the first example, you could write either "Orwell asserts that" or "Orwell's assertion is that," rather than redundantly combining the two. The second example misleads readers, since it is the writer who is doing the quoting, not Shakespeare (as "a quote by Shakespeare" implies).

The templates in this book will help you avoid such mistakes. Once you have mastered templates like "as X puts it" or "in X's own words," you probably won't even have to think about them—and will be free to focus on the challenging ideas that templates help you frame.

Exercises

1. Find a published piece of writing that quotes something that "they say." How has the writer integrated the quotation into his or her own text? How has he or she introduced the quotation, and what, if anything, has the writer said to explain it and tie it to his or her own text? Based on what you've read in this chapter, are there any changes you would suggest?

THREE "AS HE HIMSELF PUTS IT"

2. Look at something you have written for one of your classes. Have you quoted any sources? If so, how have you integrated the quotation into your own text? How have you introduced it? explained what it means? indicated how it relates to *your* text? If you haven't done all these things, revise your text to do so, perhaps using the Templates for Introducing Quotations (p. 47) and Explaining Quotations (pp. 47–48). If you've not written anything with quotations, try revising some academic text you've written to do so.

Appendix VII: Would You Write Me a Letter of Recommendation?

You want to go on a Study Abroad trip, procure that ideal job or internship, or get into law school or graduate school—but you need a faculty member to write you a letter of recommendation. The idea of approaching a faculty member for this might seem daunting, especially if it is your first time. Moreover....what do you do if you are applying, for instance, to *many* graduate programs or, even, different disciplines, partly because each one has a funding opportunity that would make graduate school possible. How do you communicate your reasons for so many requests—and the details--to potential recommenders? Rest assured that faculty are aware that multiple applications are the norm rather than the exception. Regardless of the number, what is most important is that you follow a protocol that respects your recommenders' time. Most importantly, give your professor at least a month's lead-time, since they are typically busy with other matters, including other recommendations. Faculty members take these letters seriously and spend a lot of time crafting letters tailored to specific student interests. Secondly, if you need three letters, ask your recommenders to speak to different qualifications based on their experiences with you. This will ensure that each professor is not saying the same thing! Thirdly, create an Excel spreadsheet file that includes information about: exact deadlines and websites to which final letters are uploaded; the exact name of the university and program to which you are applying--along with informational weblinks; the full names of the professors with whom you'd like to work (and why); and any other information you think is important for recommenders to know. You are now ready to send an email to your professors, along with your Excel file! We provide an example of what this file might look like, below. Good luck and keep your recommenders posted about the outcomes. If they are negative, let your recommenders know so that they can give additional advice. Oh yes! Make sure to have at least one of your recommenders and many of your colleagues and friends *read* your application materials for feedback. You need people whom you can trust will be honest with you! Don't be surprised if you wind up writing and re-writing your application letter many times.

| Institution | Program Name | Degree | Rationale/Program fit | Deadline | Requirements | Submission Type |
|----------------------------|--|-------------------|--|--|---|---|
| London School of Economics | International Development and Humanitarian Emergencies | Master of Science | I love that this program provides a balance between humanitarianism and international development training. The program also introduces various issues that can be sought out in more depth through optional courses. This allows me to have flexibility in shaping my studies to fit my needs. I also like that the program has a humanitarian consultancy project component, which enhances the student's networks and employability by allowing the student to work alongside staff from humanitarian and development NGOs. | Rolling admissions (Funding Deadline April 27, 2020) | Two academic references from university tutors/professors that know your work well. | Electronic submission (you will receive an email with instructions) |

| | | | | | | |
|--|---|--------------------------|--|---|---|---|
| American University | International Development | Master of Arts | I like that this program provides a multi-disciplinary approach that prepares students with the skills and tools for critical analysis of current development practices and programs. The program also allows me to have the opportunity to custom-design a concentration that is tailored to my interests. I am passionate about the program's primary goal of improving opportunities for the world's disenfranchised as well. | January 15, 2020 | Two letters of reference evaluating undergraduate academic performance, suitability for graduate study in international affairs, and intellectual capacity and/or research and writing ability. | Electronic submission (you will receive an email with instructions) |
| McGill University | Political Science (with Developmental Studies Option) | Master of Arts | This program is a cross-disciplinary M.A. program that combines political science with a development studies seminar component. I like that this program strives to engage students in multi-disciplinary practice, giving students the opportunity to learn through doing and working in different backgrounds and disciplines. | January 15, 2020 | The program the student has applied to must be clearly indicated and the referee must indicate his/her position and full contact information at the institution. | Electronic submission (you will receive an email with instructions) |
| University of Toronto | Global Affairs | Master of Global Affairs | I enjoy that this program allows students to specialize in a specific program stream that combines core theoretical and practical knowledge from the first year. The Global Civil Society program stream caught my eye in particular: the topics covered in this stream relate directly to my research interest. I also like that the program fosters opportunities for collaboration with leaders and teams in our field of interest, providing a hands-on approach that transcends the learning experience to one of action and doing. | Rolling admissions: final deadline January 12, 2020 | No specific requirements | Electronic submission (you will receive an email with instructions) |
| University of Edinburgh | International Development | Master of Science | I like the program's emphasis on developing a student's ability for critical evaluation of development processes and policies, while at the same time allowing students to put in action this critical thinking through real world experiences such as the work-based projects. The program provides a balance between my research interest and practical work. | June 14 2020 (preferably by January 15, 2020) | No specific requirements | Electronic submission (you will receive an email with instructions) |
| Applications are considered only when all requested items, included references, are received for my application. | | | | | | |

Appendix VIII: Why is INT giving me a citation format that is not MLA (which we learn in our first-year classes) or that has an auto-format button on the library webpage?

Did you know that MLA stands for Modern Language Association? Scholars working in the humanities typically use the MLA formatting style because they historically have focused on

a single text and works by well-known authors. Hence, if one were analyzing Shakespeare's *Macbeth*, you'd need only to cite the author's name and the relevant page number: (Shakespeare, 20). But we social scientists are different! We tend to write more papers than books and some scholars write more than one paper yearly. So, our citations need to include a date: (Valentine 2019, 20). Moreover, letters are added onto the date if you have cited more than one of the articles that an author wrote in that year: (Valentine 2019a, b, c). INT professors use either the 15th or 16th editions of the ChicagoB Author-date style, both of which have been superseded by the 17th. We do this so that you cannot use the auto-formatting button on DePaul's library website and, instead, have to check each source manually against the guides that we provide. The thinking skills you acquire from doing this rote work will help you to realize first-hand the systematic and communicative nature of formatting. For instance, if you see a title in *italics*, you will immediately know that the source can only be a book, journal, or film. And if all of the words in the title are capitalized, then the source must be a journal. In other words, learning the rote rules of a formatting system gives you a kind of literacy that transcends any one particular style. The skills you develop are invaluable to you, moreover, because when you submit something for publication, each publisher has their own "house" style that they will require you to follow. Unless you have a good sense of how and why disparate source types are formatted differently, the house guidelines they provide will make little sense to you.

For the 15th edition, see: <https://web.library.uq.edu.au/files/26556/chicago15B-style-guide.pdf>

For the 16th, see the following page for details.

Detail-orientation is one of the pillars of academic life, and formatting is one of the practices in which it matters and is most evident.

INT Style Sheet: Chicago B (Author-Date Style) *

This style sheet introduces you to the basics of the preferred reference style for DePaul's International Studies Program. It is based on the Chicago Manual of Style, 16th edition and the shorter work, Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*. The examples below are based on Turabian's manual.

The Chicago B Style relies on two types of citations; parenthetical citations and reference list entries. Parenthetical citations (not footnotes) are used in the main body of the paper, and include the author's last name, year of publication, and page number. At the end of the paper, a Reference List (not bibliography) provides the complete bibliographic information for each cited source. Different types of sources require specific formatting styles as illustrated below.

Attention to detail is imperative to citing sources correctly. Every comma, space, capitalization, italic, and indent is purposeful and intentional. It is essential to double and triple check that every detail is correct when finalizing your citations.

1. Parenthetical Citations (which appear in the text of the paper) have the following form:

(Franklin 1985, 129)

Note there is no punctuation between the author's last name and the date of publication. There is a comma between the date and page number. But there is no "p." before the page number. The entire citation appears in parentheses, placed in the body of your text at the most logical point immediately following the proposition or quote taken from the source, but typically before the end punctuation of your sentence.

2. The Reference List (which appears at the end of the paper) contains citations that are formatted according to the type of sources that are being cited. The following templates show what elements should be included and in what order when citing several common types of sources in a reference list:

Book, Single Author:

Author's Last Name, Author's First Name. Year of Publication. *Title of Book: Subtitle of Book*. Place of Publication: Publisher's Name.

Talebi, Shahla. 2011. *Ghosts of Revolution: Rekindled Memories of Imprisonment in Iran*. Stanford: Stanford University Press.

Book, Multiple Authors:

Author #1's Last Name, Author #1's First Name, Author #2's First and Last Names, and Author #3's First and Last Names. Year of Publication. *Title of Book: Subtitle of Book*. Place of Publication: Publisher's Name.

Soss, Joe, Richard Fording, and Sanford Schram. 2011. *Disciplining the Poor: Neoliberal Paternalism and the Persistent Power of Race*. Chicago: University of Chicago Press.

Edited Volume (various authors' work compiled in one book):

Editor's Last Name, Editor's First Name, ed. Year of Publication. *Title of Book: Subtitle of Book*. Place of Publication: Publisher's Name.

Greenberg, Joel, ed. 2008. *Of Prairie, Woods, and Water: Two Centuries of Chicago Nature Writing*. Chicago: University of Chicago Press.

Edition Other Than the First:

Author's Last Name, Author's First Name. Year of Publication. *Title of Book: Subtitle of Book*. Edition Number ed. Place of Publication: Publisher's Name.

Van Maanen, John. 2011. *Tales of the Field: On Writing Ethnography*. 2nd ed. Chicago: University of Chicago Press.

Chapter within an Edited Volume:

Chapter Author's Last Name, Chapter Author's First Name. Year of Publication. "Title of Chapter: Subtitle of Chapter." In *Title of Book: Subtitle of Book*, edited by Editor's First and Last Names, XX-XX. Place of Publication: Publisher.

Ramirez, Angeles. 2010. "Muslim Women in the Spanish Press: The Persistence of Subaltern Images." In *Muslim Women in War and Crisis: Representation and Reality*, edited by Faegheh Shirazi, 227-244. Austin: University of Texas Press.

Journal Article: Academic journals are not the same as magazines, which are usually intended for a more general readership. If you are unsure whether a periodical is a journal or a magazine, see whether its articles include citations; if so, treat it as a journal. Many journal articles are available online through a library website or a commercial database. Journal articles accessed online should be cited as if they were accessed in print, omitting the database information that is typically included with electronic versions.

Author's Last Name, Author's First Name. Year of Publication. "Title of Article: Subtitle of Article." *Title of Journal* Volume Number, Issue Number (Additional Date Information): XX-XX.

Bogren, Alexandra. 2011. "Gender and Alcohol: The Swedish Press Debate." *Journal of Gender Studies* 20, no. 2 (June): 169-196.

Magazine Article: For English-language magazines, omit an initial *The* in the name of the magazine.

Author's Last Name, Author's First Name. Year of Publication. "Title of Article: Subtitle of Article." *Title of Magazine*, Month and Date of Publication.

Lepore, Jill. 2011. "Dickens in Eden." *New Yorker*, August 29.

Newspaper Article: For English-language newspapers, omit an initial *The* in the name of the newspaper. If the name does not include a city, add it to the official title in parenthesis, except for well-known national papers such as the *Wall Street Journal*.

Author's Last Name, Author's First Name. Year of Publication. "Title of Article: Subtitle of Article." *Title of Newspaper* (City of Publication), Month and Date of Publication.

Lepage, Mark. 2011. "Armageddon, Apocalypse, the Rapture: People Have Been Predicting the End since the Beginning." *Gazette* (Montreal), May 21.

Thesis or Dissertation: The two main types of theses you will come across are Master's Theses (cited as Master's Thesis) and Doctoral Dissertations (cited as PhD diss.).

Author's Last Name, Author's First Name. Year of Publication. "Title of Thesis: Subtitle of Thesis." Type of Thesis, Academic Institution.

Levin, Dana. 2010. "Let's Talk about Sex...Education: Exploring Youth Perspectives, Implicit Messages, and Unexamined Implications of Sex Education in Schools." PhD diss., University of Michigan.

Web Site: Include in your reference list as much of the following as you can determine. If there is no author, the source should be listed under the title of the website or the name of its owner or sponsor. If there is no date, use the access date.

Name of Author or Corporation. Year of Publication or Most Recent Revision. "Title of Webpage." Title or Owner of the Site. Accessed Month Date, Year. URL.

Google. 2010. "Privacy Policy." Google Privacy Center. Accessed March 3, 2011.
<http://www.google.com/intl/en/privacypolicy.html>.

Blog Entry: Give the blogger's name exactly as listed, even if it is clearly a pseudonym. If the blogger's real name can be easily determined, include it in brackets after the blogger's pseudonym.

Author of Entry. Year of Posting. "Title of Entry." *Name of Blog*, Specific Date of Posting. Accessed Month Date, Year. URL.

Becker, Gary. 2012. "Is Capitalism in Crisis?" *The Becker-Posner Blog*, February 12. Accessed February 16, 2012.
<http://www.becker-posner-blog.com/2012/02/is-capitalism-in-crisis-becker.html>.

An Interview:

Last Name of Interviewee, First Name of Interviewee. Year of Interview. Interview by Name of Interviewer. Location of Interview. Month and Date of Interview.

Shields, David. 2011. Interview by author. Seattle. February 15.

Email Correspondence or Text Message: Cite conversations, letters, emails or text messages, and the like only in parenthetical citations. The key elements, which should be separated with commas, are the names of the other person, the date, and the type of communication. In many cases, you may be able to include some or all of this information in the text. Omit email addresses.

Parenthetical citation example: (Maxine Greene, April 23, 2012, email message to author)

A Tweet or Other Social Media Post: Information posted on social networking services should be cited only in parenthetical citations. List the identity of the poster (if not mentioned in the text), the name of the service, and the date and time of the post. Also include access date and a URL.

Parenthetical citation example: (Sarah Palin, Twitter post, August 25, 2011 [10:23 p.m.], accessed September 4, 2011, <http://twitter.com/sarahpalinusa>)

If you are interested in a citation format of a source not mentioned above, or if you have additional questions, refer to the Chicago Manual of Style Online Guide at www.chicagomanualofstyle.org/tools_citationguide.html. Make sure to select the Author-Date option so you reference the correct style!

Appendix IX: Completing the Research Templates:

Why in some INT classes do I have to fill in research templates? How is filling out a template different from creating an annotated bibliography?

Writing a research paper at the university-level requires *a lot* of discipline. The first step involves significant alone-time conducting research on a question or topic that has been assigned to you or that you have chosen. This requires, in turn, much stick-to-it-iveness: You may wind up going down many rabbit holes before you find your winding road. The second step has to do with choosing the best sources. You may find wonderful sources, but few students realize how much *time* it takes to find only those sources most pertinent to the research at-hand. The third step involves developing the means for *remembering* why you thought a source was relevant and where the specific bits you need are located. You may have found, for instance, that only a single chapter of a book seemed relevant--or certain pages in an article. There is nothing more annoying than sitting down to write a paper and realizing that you've forgotten why you chose that source and where the most important information lies! Whereas an annotated bibliography asks you to speak to the entirety of a source, then, a filled-out template is specifically tailored to meet your research needs. It describes precisely what you found to be important, along with page numbers and chapter titles, making in-text citations a breeze! The templates also require that you format a source correctly, using the formatting specified by your instructor. In INT, this is typically one or another edition of the Chicago B author-date style. Formatting the sources correctly in the template, means that all you have to do to create the paper's final "References cited" section is to cut/paste the sources that you used. There are other benefits to the templates, but these are the main ones.

Now that you have a bibliography it's time to start doing your research. For your next assignment, you will complete reading templates for ten sources. (You may use more than ten sources for your paper, but you need only complete ten templates for the assignment). Here's how to do it.

First, you need to decide which ten sources in your bibliography are most relevant to your study. How do you do that without reading all of them? A few simple steps will get you there. The titles will give you some idea of what's most likely to be relevant, so go through your bibliography and cross out the sources least likely to be useful. Then get your hands on as many of the remaining sources as you can. If they are journal articles, download the PDFs. To DePaul's library and pull the books that interest you off of the shelves. If you need to order the books via interlibrary loan, do so right away. Then block out some time to skim all of these sources. Journal articles usually have abstracts that can be quite helpful. A quick look at a book's table of contents, introduction, and conclusion will give you a good idea of whether or not it is relevant. If you are using primary sources, a quick skim of the documents will give you an idea how relevant it will be to your work. With that done, make some choices about what to include and what to exclude. Try to include at least two overviews of the topic (almost certainly books) with differing perspectives, if only to understand the point of view with which you disagree. Try also to include as many primary sources as possible. A paper written entirely from secondary sources is bound, to a greater or lesser degree, to be a cut-and-paste job. In general, books are preferred to articles, simply because they contain more information, but recently-published articles often contain new information, arguments, or perspectives that have not yet found their way into books, do not neglect those. The key is to have a balance of sources.

Second, having decided which sources to use, complete portions of the templates for all of them. You should be able at this point to include a properly formatted citation, explain what kind of source it is and why it is appropriate for your research, and explain the main argument in a source or two. (If you are using primary sources there won't really be an "argument" to explain. Rather, you should explain the range of sources and briefly state what they tend to demonstrate.)

Third, make a plan for how to read your sources. All of your sources should be systematically skimmed. Having systematically skimmed the sources, you should then decide how much further to read in each source. Some sources may not even need a complete superficial reading; you will simply use them as a sort of data mine for your paper. You are likely to use primary sources this way. Other sources may require no more than a superficial reading. Others will require a very thorough analytic reading. You will almost certainly want to read your overviews of the topic this way. And of course, at the end of the process, you will be subjecting your sources to a process of criticism as you form your own views and craft your own argument.

Fourth, after systematic skimming you should be able to complete another couple of sections of the template: five or six sentences outlining the rationale and evidence for the source's main argument and two or three sentences about what sections of the source are especially relevant to your study.

Fifth, as you data-mine, superficially read, or analytically read each source, complete the last section of template by including quotes, paraphrases, or data from the source (with page numbers) that you intend to use in your paper. Remember, if you paraphrase make sure that the words you use are your own and not just a variant of the author's words. When in doubt, quote!

TEMPLATE FOR REGISTERING DATA AND RECORDING TRENDS FROM SOURCES

NAME:

RESEARCH TOPIC:

DATE:

Please respond to each of the items enumerated, below, directly in the box. The box expands to accommodate entries. Be sure to make your responses as precise and concise (detail-laden and streamlined) as possible.

This is document # ____ (1, 2, 3, etc)

Place your properly formatted reference, below, using Turabian's Reference List style. Remember the hanging indent.

1. Indicate whether this source is an academic book, an article from an academic journal, or some other kind of source (such as a trade book, a magazine article, a website, or an official publication).
2. In one sentence, explain why you believe this is a peer-reviewed scholarly source. If this is not such a source, explain why you believe it is an appropriate source for your paper.
3. Tell me whether the data or arguments from which your study will draw are located throughout the source, in a particular chapter, or on a particular page or set of pages. If they are in a particular chapter, note the name and number of the chapter.
4. In two to three sentences, describe what it is about the source that is relevant to your study or your argument.
5. Use at most five to six concise, detail-laden sentences to outline the specifics of the data and arguments (if a secondary source) presented in the source that you will use.

Appendix X: What skills does the INT curriculum cultivate that are useful to employers and can be listed on resumes and curriculum vitae (cv)?

INT is unique within the College and University for a number of reasons that should be grounded in your resumes and CV's. First, we are the only discipline in the College that requires two years of language inquiry. This is something of which to be proud and is important to employers, since it indicates a willingness to enter other linguistic worlds and a respect of the discipline involved in learning a language well. In 2014, INT underwent an Academic Program Review that required significant self-study. The self-study revealed a very close correlation between the skills that graduate schools and employers wanted and the skills the Department cultivates across the curriculum. You may be interested to know, for instance, that few employers find "leadership" an especially compelling quality. Today, most employers want to see that you can work in groups! Employers and graduate schools are especially interested in students who are detail-oriented, a skill that the Templates (above) and many other exercises in INT help to cultivate. We chart these skills, below, so that you can pick and choose those skills you think best describe what you learned. They may be all of them! So don't be shy.

| <i>Skills developed in INT</i> | | |
|--|--|---|
| Critical research, reading, and writing skills | Second language competency/ies | Ability to plan for and complete multiple tasks |
| Ability to plan, organize, and complete projects on time | Ability to work independently <i>and</i> in groups | Detail-oriented and open to feedback |
| Editing own and other's work | Interpersonal and intercultural skills | Public speaking |
| Word and Excel (opt) | | |



Application for Sigma Iota Rho, DePaul University Chapter
The Honor Society for International Studies

Date: _____

Name: _____

Current Address: _____

Permanent Address: _____

Email Address: _____

Phone Number: _____

Year in School: _____

Other Schools / Majors / Minors: _____

GPA in Major (IS): _____

GPA (Overall): _____

Extracurricular Activities (attach additional sheet(s) if necessary):

Please check which committee(s) in which you are interested:

- Events
- Public Relations
- Outreach and Service
- Alumni
- Executive Committee
- Other (please specify your idea)

One idea for a SIR event you would like to see:



Please answer the following questions with concise yet complete responses. No maximum limit is imposed, but responses should comprise at least one short response.

You may use this paper, or attach separate sheets. If you choose the latter, make sure to put your name on any additional sheets.

1. Briefly describe why you chose the IR or related field.

2. Please provide a brief statement of your career goals. They need not be polished or finalized, but you should describe the general trajectory that you would like them to take.

I agree to do my best to meet the requirements of the DePaul University
Chapter of Sigma Iota Rho, and understand that failure to do so may result in the revocation of
membership.

Signature: _____ **Date:** _____