

LDST 399: Junior Honors Tutorial

SPRING 2024

TIME:	Fri 1:30-2:45pm
LOCATION:	Jepson Hall 103A
WEBSITE:	https://blackboard.richmond.edu
INSTRUCTOR:	Dr. Chris von Rueden
EMAIL:	cvonrued@richmond.edu
OFFICE:	Jepson Hall 235
OFFICE HOURS:	Wed, Fri 9:00-10:30am Or by appointment at a different time
ZOOM:	https://us02web.zoom.us/j/84575502410?pwd=K2E3N2NnZGxVaHpOaU9TVnArbStlQT094wLYKJ (password)

Course Description:

The purpose of this course is to prepare you for the Jepson School's Honors Thesis, completed during your Senior year. Our goal for this semester is to introduce you to a variety of methods and topics so that you can better choose a focus for your own thesis project. By the end of the semester, you will produce a thesis proposal as well as identify your primary honors thesis advisor.

Course Format:

Class time will consist of a mix of lecture and discussion. Lecture and discussion will build off **reading and writing assignments, which must be completed BEFORE the day they are listed** (see Class Schedule below). Readings are available on the class website or in links provided. Most readings will be taken from the following text, so students may wish to purchase a copy for their own use:

- Lipson, C. (2018). *How to Write a BA Thesis: A Practical Guide from Your First Ideas to Your Finished Paper*. Chicago: University of Chicago Press.
-

How you will be graded:

1. **Discussion** (25% of grade)

Your discussion grade will depend on you attending classes, attending classes on time, participating in discussions on most if not all class days, and not leaving to use the bathroom during class. **You may miss 2 classes (for any reason, including illness) without a penalty.**

2. Short Assignments (25% of grade)

Throughout the semester, students will be given short assignments designed to enhance their understanding of research methods or to help them streamline their own ideas. These will be graded based on clarity/logic (1 point), thoughtfulness/originality (1 point), and completeness (1 point), and must be submitted on Blackboard by the beginning of the class period for which they are assigned.

3. Research Proposal (50% of grade)

This proposal is the final product of the course, must be at least 5 pages (double-spaced), and will include:

1. a thesis statement that addresses a major research question
2. a review of some of the work relevant to the research question
3. a research plan to move forward with the project over the following year
4. a bibliography of proposed sources

The proposal will be graded according to clarity/logic and thoughtfulness/originality of your arguments, as well as the level of detail/effort you put into your literature review and research plan.

Notes:

1. **COVID-19 Policy:** Masks are optional when in class. However, if you have any symptoms that may indicate COVID-19 (e.g. cough, sore throat, aches, unusual fatigue) do not come to class that day and get tested for COVID-19. I will help you make up the material you missed.
2. **Electronic Devices:** phones are **not allowed** during classtime, and during most class sessions you will also be unable to use a laptop or tablet. During class discussions you are to take hand-written notes. However, bring your laptop or tablet to each class as you will occasionally be given opportunity to do internet-based research or to edit your thesis proposal during classtime.
3. **Awarding of Credit:** To be successful in this course, a student should expect to devote 5-7 hours each week, including class time and time spent on course-related activities.
registrar.richmond.edu/services/policies/academic-credit.html

4. **Religious Accommodation:** Students should notify me within the first two weeks of classes if they will need accommodations for religious observance.
registrar.richmond.edu/planning/religiousobs.html
5. **Disability Accommodation:** Students who are approved for academic accommodations must: 1) Submit their Disability Accommodation Notice (DAN) to me via the Disability Services Student Portal (sl.richmond.edu/be), and 2) Talk with me to create an accommodation implementation plan within the first two weeks of classes.
6. **Plagiarism/Honor System:** When writing your final paper and when studying for and taking the exams, be aware of the provisions of the Honor System:

“I pledge that I have neither received nor given unauthorized assistance during the completion of this work.”

This means that no student is to use, rely on, or turn in work that was paid-for, copied, excessively summarized without citation, created in collaboration (without permission), or is otherwise not the original work of the student for the specific assignment. **Unauthorized assistance also includes use of AI to generate the text you submit for your assignments.**

studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html

7. Jepson Honors Requirements:

- a. Enroll in LDST 399 Junior Honors Tutorial, for spring semester of junior year
- b. Submit a five-page proposal and preliminary bibliography to be accepted by the course instructor and a Jepson faculty thesis advisor
- c. Enroll in LDST 497 and LDST 498, Senior Honors Thesis I and II, during senior year. LDST 497 and LDST 498 can count for a maximum of one unit of advanced course credit.
- d. Successfully present one chapter, bibliography, and chapter-by-chapter outline of thesis to the student's committee by the last day of classes in the fall semester of senior year
- e. Successfully defend thesis before the student's committee by the last day of classes in the spring semester of senior year
- f. Complete undergraduate program with at least a 3.30 cumulative GPA and at least a 3.30 leadership studies GPA
- g. Complete all aspects of the standard Jepson curriculum.
<http://jepson.richmond.edu/academics/honors.html>

Campus Resources:

If you experience difficulties in this course, do not hesitate to consult with me. There are also other resources that can support you in your efforts to meet course requirements.

Academic Skills Center (asc.richmond.edu): Academic coaches assist students in assessing and developing their academic and life-skills (e.g., critical reading and thinking, information conceptualization, concentration, test preparation, time management, stress management, etc.). Peer tutors offer assistance in specific subject areas (e.g., calculus, chemistry, accounting, etc.) and will be available for appointments in-person and virtually. Peer

tutors are listed on the ASC website. Email [Roger Mancastroppa \(rmancast@richmond.edu\)](mailto:rmancast@richmond.edu) and [Hope Walton \(hwalton@richmond.edu\)](mailto:hwalton@richmond.edu) for coaching appointments in academic and life skills.

Boatwright Library Research Librarians: (library.richmond.edu/help/ask/ or 289-8876): Research librarians help students with all steps of their research, from identifying or narrowing a topic, to locating, accessing, evaluating, and citing information resources. Librarians support students in their classes across the curriculum and provide individual appointments, class library instruction, tutorials, and [research guides](http://libguides.richmond.edu) (libguides.richmond.edu). Students can [contact an individual librarian](http://library.richmond.edu/help/liaison-librarians.html) (library.richmond.edu/help/liaison-librarians.html) or ASK a librarian for help via email (library@richmond.edu), text (804-277-9ASK), or [chat](http://library.richmond.edu/chat.html) (library.richmond.edu/chat.html).

Career Services: (careerservices.richmond.edu or 289-8547): Can assist you in exploring your interests and abilities, choosing a major or course of study, connecting with internships and jobs, and investigating graduate and professional school options. We encourage you to schedule an appointment with a career advisor early in your time at UR.

Counseling and Psychological Services: (caps.richmond.edu or 289-8119): Assists currently enrolled, full-time, degree-seeking students in improving their mental health and well-being, and in handling challenges that may impede their growth and development. Services include brief consultations, short-term counseling, skills-building classes, therapy groups, crisis intervention, psychiatric consultation, and related services.

Disability Services: (disability.richmond.edu): The University of Richmond's office of Disability Services strives to ensure that students with disabilities and/or temporary conditions (i.e., concussions & injuries) are provided opportunity for full participation and equal access. Students who are experiencing a barrier to access due to a disability and/or temporary condition are encouraged to apply for accommodations by visiting disability.richmond.edu. Disability Services can be reached at disability@richmond.edu or 804-662-5001.

Speech Center: (speech.richmond.edu or 287-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions are offered by teams of trained student consultants. During scheduled [appointments](#), consultants assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations. We look forward to meeting your public speaking needs.

Writing Center (writing.richmond.edu or 289-8263): Assists writers at all levels of experience, across all majors. Students can schedule appointments with trained writing consultants who offer friendly critiques of written work.

Class Schedule and Assignments

Jan 19 **Introductions / What is a Thesis?**

- Reading (skim one):
 - Schwartz, J. (2020). Universities and carbon neutrality: Motivation to act and how to create a domino effect. <https://scholarship.richmond.edu/honors-theses/1516/>
 - Garcia, S. (2021). Power and performance: the role of witchcraft in the leadership of Queen Elizabeth I and James I of England. <https://scholarship.richmond.edu/honors-theses/1580/>

- Pett, L. (2021). The importance of leaders in the time of COVID-19. <https://scholarship.richmond.edu/honors-theses/1555/>
- Woods, K. (2022). The impact of segregation and desegregation policies on academic achievement of black students in Delaware public schools. <https://scholarship.richmond.edu/honors-theses/1642/>
- Writing:
 - Write a 1-2 page informal reflection (double-spaced) on the thesis you read, with comments on (a) what makes the thesis original (what new knowledge or perspectives does it communicate?), (b) what theory did the student rely on? (c) the student’s method (if they tested hypotheses, how did they collect/analyze data? if they interpreted existing literature in a new way, what did they decide to interpret and why?), (d) how literature was cited (how often were quotes used vs. paraphrasing of other authors’ ideas? were some sources used more frequently than others?), and (e) how the thesis compares to your assumptions/expectations of what an undergraduate thesis looks like.

Jan 26

Nuts and Bolts of Writing a Thesis

- Reading:
 - Lipson, pg. 9-37.
- Writing:
 - Make a list of 5-10 questions you have about starting the research process (including choosing a topic, coming up with a research question, narrowing down your thesis statement, contacting and working with an advisor, doing a literature review, etc.). These can be simple, big questions, or complex, nuanced ones. In addition, list five research questions you are passionate about or interested in researching—these might be the same as the idea you proposed when you applied for honors, they might not.

Feb 2

Faculty spotlight #1: Dr. Kristin Bezio

- Reading:
 - Bezio, K. (2018). Introduction. In K. Bezio & K. Yost (Eds.), *Leadership, Popular Culture and Social Change* (pp. 1-7). Northhampton, MA: Elgar.
 - Bezio, K. (2018). ‘Mountainish inhumanity’: the politics of religion, refugees, and ego from *Sir Thomas More* to Donald Trump. In K. Bezio & K. Yost (Eds.), *Leadership, Popular Culture and Social Change* (pp. 183-201). Northhampton, MA: Elgar.
- Writing:
 - Write a 1 page (double-spaced) informal reflection on the readings for the week, which includes description of: (a) the research question, (b) the

theory, and (c) the methods, and also includes (d) a question or two for the visiting faculty with regards to the reading's theory or method.

Feb 9 **Faculty spotlight #2: Dr. Jess Flanigan**

- Reading:
 - Flanigan, J. and Greven, A. (2021). Speech and campus inclusivity. *Public Affairs Quarterly*, 35, 178-203.
<https://scholarlypublishingcollective.org/uip/pag/article/35/3/178/291891/SPEECH-AND-CAMPUS-INCLUSIVITY>
- Writing:
 - Write a 1 page (double-spaced) informal reflection on the reading for the week, which includes description of: (a) the research question, (b) the theory, and (c) the methods, and also includes (d) a question or two for the visiting faculty with regards to the reading's theory or method.

Feb 16 **Faculty spotlight #3: Dr. Bo Yun Park**

- Reading:
 - Park, B.Y. et al. (2021). Varieties of resonance: the subjective interpretations and utilizations of media output in France. *Poetics*, 101597.
<https://www.sciencedirect.com/science/article/abs/pii/S0304422X21000875>
- Writing:
 - Write a 1 page (double-spaced) informal reflection on the reading for the week, which includes description of: (a) the research question, (b) the theory, and (c) the methods, and also includes (d) a question or two for the visiting faculty with regards to the reading's theory or method.

Feb 23 **Faculty spotlight #4: Dr. Crystal Hoyt**

- Reading:
 - Hoyt, C. et al. (2023). Growth mindsets of people can promote interracial contact intentions among White Americans via positive expectations and reduced anxiety. *Group Processes and Intergroup Relations*.
<https://journals.sagepub.com/doi/full/10.1177/13684302231187262>
- Writing:
 - Write a 1 page (double-spaced) informal reflection on the reading for the week, which includes description of: (a) the research question, (b) the theory, and (c) the methods, and also includes (d) a question or two for the visiting faculty with regards to the reading's theory or method.

Mar 1 **Faculty spotlight #5: Guzel Garifullina**

- Reading:
 - Garifullina, G. (2024). The best among the connected (men): promotion in the Russian state apparatus. *Post-Soviet Affairs*, 40, 19-38.
<https://www.tandfonline.com/doi/abs/10.1080/1060586X.2023.2253415>
- Writing:
 - Write a 1 page (double-spaced) informal reflection on the reading for the week, which includes description of: (a) the research question, (b) the theory, and (c) the methods, and also includes (d) a question or two for the visiting faculty with regards to the reading's theory or method.

Mar 8 **Taking Effective Notes / Honing your Research Question**

- Reading:
 - Lipson, pg. 41-69.
 - Writing:
 - Submit 2-3 major research questions. Bring those questions to class, so we can discuss the fields that might be relevant to answering those questions.
-

Mar 15 **NO CLASS (Spring break)**

Mar 22 **Faculty spotlight #6: Dr. Vlad Chlouba**

- Reading:
 - Chlouba, V. et al. (2021). Early statehood and support for autocratic rule in Africa. *Comparative Political Studies*, 55, 688-724.
<https://journals.sagepub.com/doi/10.1177/00104140211036031>
- Writing:
 - Write a 1 page (double-spaced) informal reflection on the reading for the week, which includes description of: (a) the research question, (b) the theory, and (c) the methods, and also includes (d) a question or two for the visiting faculty with regards to the reading's theory or method.

Mar 29 **Building a Bibliography / Carol Wittig (Boatwright librarian) visit**

- Reading:
 - Lipson, pg. 70-97.
- Writing:

- Create a bibliography of about ten sources that you think might be useful to your research question. When you find a relevant book or article, a good strategy is to look up the books or articles it references that also look to be of use to you. Look specifically for references that use theory or arrive at conclusions that differ from references you've already found. The best theses not only present evidence in defense of their thesis statement, but also present contrary evidence and argue why that contrary evidence is faulty or insufficient to counter your thesis.

Apr 5 Identifying your Thesis Statement

- Reading:
 - Lipson, pg. 101-112, 127-136.
- Writing/Other:
 - Contact the faculty in Jepson whose research best matches with your ideas and talk with them individually about your thoughts (in person or by email—and talk to as many people as is relevant based on your research questions). Ask each of them to recommend at least one really important source for you to read in the field.
 - Write a 1-2 page reflection (double-spaced) about your conversation with a faculty member – what are your thoughts about pursuing each research question you discussed? What are your concerns? What do you feel you “still need to know” to move forward?

Apr 12 Planning your Research / Pre-Writing

- Reading:
 - Lipson, pg. 139-158.
- Writing/Other:
 - Pick a research question and a faculty mentor, and ask that mentor if they would be willing to work with you on your project (if not, move on to the next-most-qualified mentor). Remember that faculty don't say “no” because they don't like you – they're busy people and sometimes just can't make the time, even if they want to!
 - Think about what methods will best suit your research question. Write 1-2 pages (double-spaced) explaining your research question and what possible methods you might use: experiment? survey? archival research? philosophical argument? creating a database? creating art? What materials, software, money, volunteers, etc. will you need access to?
 - Be prepared to give a brief, informal presentation on your research question, choice of faculty mentor, and potential methods.

Apr 19 Avoiding Pitfalls / Visit from Jepson Senior Honors students

- Reading:
 - Lipson, pg. 251-284.
- Writing/Other:
 - Write a paragraph commentary for each of 3 sources you'll be including in your bibliography. Include in each paragraph (a) a summary of the source and (b) how it connects to your research question/thesis statement. Remember, you should be taking notes on the information in your sources **IN YOUR OWN WORDS**. This will help you avoid plagiarism later. If you do take quotes directly from the source, make sure you make a note of that.
 - Be prepared to give a brief, informal presentation on your literature review thus far.
 - Attend the Jepson Research Symposium earlier in the day (anytime between 10:30am and 1pm)

Apr 26

Drafting the Thesis Proposal

- Reading:
 - none
- Writing:
 - Bring in a draft outline of your proposal. It should be at least an annotated outline, but could also be in a more finalized paragraph form. Remember that your proposal should have four components: a thesis statement that answers your research question, literature review (to date), research plan for the months to come, and a bibliography. You should also send this outline to your advisor for his or her comments.

May 1

FINAL PROPOSAL due (by 5pm, on Blackboard and to your advisor)