JUNIOR HONORS TUTORIAL
LDST 399-01: SPRING 2018
MON. 4.30-5.45PM  JEPSON HALL 101
COURSE BLOG: HTTPS://BLOG.RICHMOND.EDU/LDST399SPRG2018/

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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 five-page thesis proposal and identify your primary honors thesis advisor.

In order to receive honors in the Jepson School, students must meet the following requirements.

To qualify, a student must be a leadership studies major, hold at least a 3.30 cumulative GPA and at least a 3.30 leadership studies GPA, and have earned a B or higher in at least four leadership studies courses. The application form is available for qualified juniors from the associate dean for academic affairs.

Once accepted to the honors track, in order to receive honors in leadership studies, a student must:

• Enroll in LDST 399 Junior Honors Tutorial, for spring semester of junior year.
• Submit a five-page proposal and preliminary bibliography to be accepted by the course instructor and a Jepson faculty thesis advisor.
• Enroll in LDST 497 and LDST 498, Senior Honors Thesis I and II, during senior year.
• 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.
• Successfully defend thesis before the student's committee by the last day of classes in the spring semester of senior year.
• Complete undergraduate program with at least a 3.30 cumulative GPA and at least a 3.30 leadership studies GPA.

Students in the honors track must complete all aspects of the standard Jepson curriculum. LDST 497 and LDST 498 can count for a maximum of one unit of advanced course credit. (“Honors in Leadership Studies”: http://jepson.richmond.edu/academics/honors.html)
**Required Texts**
There are no required texts for this class. Students will be expected to do readings posted on BlackBoard, as well as read additional materials relevant to their thesis projects. Please purchase a binder or other binding notebook in which to put the readings so that you can bring them with you to class in a non-electronic version.

It is strongly recommended that students purchase and follow the following text during the process of writing their thesis (some readings will be taken from this text this semester, so students may choose to purchase a copy now for their own use):

*How to Write a BA Thesis: A Practical Guide from Your First Ideas to Your Finished Paper*, by Charles Lipson

Students are asked to download *Argumentative*, free argument-mapping software, and *Zotero*, free citation software. *Argumentative* may be found on BlackBoard, and *Zotero* (both the app and the browser plugin) should be downloaded from [http://zotero.org](http://zotero.org).

**Course Requirements**

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**Attendance/Class Participation (20%)**
All students are expected to attend classes regularly and to contribute to class discussions. Frequent absences will impact a student’s ability to participate in discussion, particularly in a seminar like this one. Students absent more than one class period must either provide adequate documentation of a serious illness, injury, or other emergency, or receive a penalty to their grade. Students unable to participate or uncomfortable participating verbally may write a 600-word discussion response to the day’s material and class discussion to be turned in by midnight on the day of the class in question.

**Short Writing Assignments (30%)**
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 effort, thoughtfulness, and completeness, and are expected to be due at the beginning of the class period for which they are assigned. These assignments should be submitted to the class blog so that all students can comment on them: [http://blog.richmond.edu/LDST399SPRG2018/](http://blog.richmond.edu/LDST399SPRG2018/)

**Final Research Proposal (50%)**
This proposal is the final product of the course, and will include the student’s working hypothesis on a major research question, a brief review of some of the work in the chosen subject area, a bibliography of proposed sources, and a research plan to move forward with the project over the course of the following year.

**Classroom Policies**
Students are expected to be on time to class. Lateness will impact a student’s attendance grade. Students are expected to be attentive to and respectful of the professor and the ideas of their peers.

Laptops are permitted during work time, but students should plan to take notes using a conventional notebook during “normal” classtime and speaker presentations. Use of the internet (via laptop, cell phone, or PDA) during classtime is strictly prohibited unless specifically required for an activity or assignment (this will happen several times). Please make sure all cell phones are silenced or turned off. Students will not be allowed to use or answer their phones during classtime.

All written work is expected on time. Assignments turned in late will be penalized one full grade for each day they are late. All assignments are expected to be the student’s original work. The Jepson School follows the provisions of the Honor System as outlined by the School of Arts and Sciences.

If emergency circumstances inhibit a student from attending class or completing an assignment, the professor should be notified as soon as possible (preferably before class or the due date of the assignment). Extensions and make-ups are given only at the discretion of the professor. Exams cannot be made up except under the most extenuating of circumstances. Students needing accommodations should speak to the professor.

**COMMON JEPSON POLICIES**

**Awarding of Credit** To be successful in this course, a student should expect to devote 10-14 hours each week, including class time and time spent on course-related activities. [http://registrar.richmond.edu/services/policies/academic-credit.html](http://registrar.richmond.edu/services/policies/academic-credit.html)

**Disability Accommodations** Students with a Disability Accommodation Notice should contact their instructors as early in the semester as possible to discuss arrangements for completing course assignments and exams. [http://studentdevelopment.richmond.edu/disability-services/policies.html](http://studentdevelopment.richmond.edu/disability-services/policies.html)

**Honor System** The Jepson School supports the provisions of the Honor System. The shortened version of the honor pledge is: “I pledge that I have neither received nor given unauthorized assistance during the completion of this work.” [http://studentdevelopment.richmond.edu/honor/](http://studentdevelopment.richmond.edu/honor/)

**Religious Observance** Students should notify their instructors within the first two weeks of classes if they will need accommodations for religious observance. [http://registrar.richmond.edu/planning/religiousobs.html](http://registrar.richmond.edu/planning/religiousobs.html)

**STUDENT 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 ([http://asc.richmond.edu](http://asc.richmond.edu), 289-8626 or 289-8956): Supports students in assessing their academic strengths and weaknesses; honing their academic skills through teaching effective test preparation, critical reading and thinking, information processing, concentration, and related techniques; working on specific subject areas (e.g. calculus, chemistry, accounting, etc.); and encouraging campus and community involvement.

Career Services ([http://careerservices.richmond.edu/](http://careerservices.richmond.edu/) or 289-8547): Assists students in exploring their interests and abilities, choosing a major, connecting with internships and learning experiences, investigating graduate and professional school options, and landing a first job. We encourage students to schedule an appointment with a career advisor during their first year.

Counseling and Psychological Services ([http://caps.richmond.edu](http://caps.richmond.edu) or 289-8119): Assists students in meeting academic, personal, or emotional challenges. Services include assessment, short-term counseling and psychotherapy, crisis intervention, psychiatric consultation, and related services.

Speech Center ([http://speech.richmond.edu](http://speech.richmond.edu) or 289-6409): Assists with preparation and practice in the pursuit of excellence in public expression. Recording, playback, coaching and critique sessions offered by teams of student consultants trained to assist in developing ideas, arranging key points for more effective organization, improving style and delivery, and handling multimedia aids for individual and group presentations.

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

Boatwright Library Research Librarians ([http://library.richmond.edu/help/ask.html](http://library.richmond.edu/help/ask.html) or 289-8669): Assist students with identifying and locating the best resources for class assignments, research papers and other course projects. Librarians also assist students with questions about citing sources correctly. Students can schedule a personal research appointment, meet with librarians at the library’s main service desk, email, text or IM.
**COURSE SCHEDULE**

**Monday, January 22**
Overview of the Honors Tutorial and the Senior Honors Thesis  
What is it like to write an Honors Thesis in Jepson? Q&A with current Senior Honors student Patrick Hughes.

**Monday, January 29**
Mapping Topics and Ideas  
**Reading:** Lipson, 9-34; Badke, 1-40; *Craft*, 33-64; Berg 41-46  
**Writing Assignment** (due today on the course blog): Make a list of 5-10 questions you have about starting the research process (including choosing a topic, making a thesis, etc.). These can be simple, big questions, or nuanced, complex ones— it all depends on what you already know! List five topics or 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. You aren’t held to anything!

**Monday, February 5 – Boatwright Library Seminar Room 1**
Where do I find...? – How to do research in a library and with a librarian, with Ms. McCulley from Boatwright Library.  
**Reading:** Badke, 116-186; *Craft*, 65-83  
**Writing:** Make a list of things you think you will need to research—what are the topics or keywords you would use to conduct a search? What are some possible databases, sites, or other places you would go to find your research materials?

**Monday, February 12**
Research Spotlight: Dr. Hoyt  
**Reading:** Badke 214-241; Hoyt & Price 1-23  
**Writing:** Based on what you learned from Ms. McCulley last class and the Badke for this week, begin to collect possible sources (you don’t have to read anything yet). Using *Argument*, make maps of the Big Topics you think you will need to discuss (these can be the same or different from some of the things we’ ve done already), along with smaller topics, questions, etc. that fall under them. As you map them out (you should have at least 10 bubbles in your map), make lists of keywords or topics you will use to search. Use one of these sets of keywords to find at least five sources (you can find more!) that you think might be helpful (again, you do not have to read any of them yet) and make a bibliography using *Zotero* in the appropriate format.

**Monday, February 19**
Research Spotlight: Dr. Semán  
**Reading:** Lipson 37-65; *Craft* 85-103; Chillier & Semán ([http://americasquarterly.org/node/2432](http://americasquarterly.org/node/2432))  
**Writing:** Finish doing your keyword searches to create a lengthier bibliography of about twenty sources (you aren’t reading them yet!) that you think might be useful to your topic or research question.
BEFORE SPRING BREAK, make an appointment and meet with Dr. Bezio about your ideas to get suggestions on possible methods, possible advisors, etc. (You must do this at least once, even though it appears over three weeks on the syllabus. You may do this more often if you wish.)

Monday, February 26
Research Spotlight: Dr. Von Rueden
Reading: Von Rueden & Von Vugt 978-990; One article, chapter, or short source from your bibliography list.
Writing: Choose one article, chapter, or other short source (if you want to choose the whole book, begin with the introduction and chapter one) and take notes, using the methods and suggestions from your readings for today. On your blog, upload the notes file (either a document or photos of your notes, if you take them longhand or in the book) and talk briefly about how these methods are similar to or different from your “usual” way of doing research. BEFORE SPRING BREAK, make an appointment and meet with Dr. Bezio about your ideas to get suggestions on possible methods, possible advisors, etc.

Monday, March 5
Research Spotlight: Dr. Harwell & Dr. Price
Reading: Lipson 66-86, 110-119; another article or chapter
Writing: Repeat the note-taking procedure with the new article/chapter and upload. BEFORE SPRING BREAK, make an appointment and meet with Dr. Bezio about your ideas to get suggestions on possible methods, possible advisors, etc.

March 10-18 SPRING BREAK

Monday, March 19
Research Spotlight: Dr. Flanigan
Reading: Flanigan 1-24; another article or chapter
Writing: Narrow yourself to 1-3 major research questions. Bring those questions to class (can be on your laptop) so we can discuss the fields that might be relevant to answering those questions. Keep taking notes as you read, but you no longer need to upload the notes.

Monday, March 26
Research Spotlight: Dr. Goethals
Reading: Kugler & Goethals 149-164; keep reading articles/chapters
Writing: 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 topics). Ask each of them to recommend at least one really important source for you to read in the field. Write up 1-3 paragraphs your conversation with a faculty member—what are your thoughts about pursuing each direction? What are your concerns? What do you feel you “still need to know” to move forward?

Monday, April 2
IRB with Dr. Forsyth

**Reading:** They/I 156-192; Yermack & Forsyth 169-178; keep reading articles/chapters

**Writing:** Think about what methods will best suit your topic. On the blog, write up 3+ paragraphs explaining what possible methods you might use: science, social science, humanities. Within each, explain what kinds of things you think would be appropriate (experiment? survey? archival research? creating a database? creating a timeline? creating a map of geography or relationships or influence?). What materials, software, or other objects will you need access to? If you are looking at the humanities, think about what *kinds* of things you will need to read (historical documents? novels? what kinds of theories might you need—such as communism or feminism?) and how you think you might best use that material (will you use visualization? close reading? causal arguments? artistic interpretation?).

**Assignment:** Take the basic online IRB Training here: [http://irb.richmond.edu/training-requirements/students/index.html](http://irb.richmond.edu/training-requirements/students/index.html) and bring any questions or comments about the process to class (and post them on the blog).

**Monday, April 9**

**Narrowing it Down**

**Reading:** Berg 1-20; At least two short or one long more sources (including at least one recommended to you by a faculty member).

**Writing:** Pick a research area 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!

Make a list of additional sources in the area that you think are most important to read (at least five).

**Monday, April 16**

**Trimming the Excess**

**Reading:** Lipson, 89-98, 123-142; keep reading articles/chapters as you can

**Research:** Find at least three articles that talk about your chosen method of research (even if they aren’t perfectly suited to your specific question). Read them, then try to adapt their methods to your own chosen topic and research question. (These can be some of the sources you have already read.)

**Writing:** Outline your research plan based on the above assignment (you only need one plan). Include other sources that you will (eventually) need to read, things you need to learn more about, and people you might need (or want) to talk to.

**Friday, April 20**

**Go to the Senior Research Symposium** (free food!)

**Writing:** Before class on Monday, make a blog post about your experience talking to the students whose work was featured at the Symposium.

**Monday, April 23**
Drafting
Work together on your proposals – ask each other questions, ask Dr. Bezio questions, talk about how you can best organize the materials you have with you into a coherent proposal.

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. You should have a bibliography of things that you plan to use in your thesis research, and you should have a one-paragraph-per-source summary of the articles or books that you have already read. You should also send this outline to your advisor for his or her comments.

Friday, May 5
Proposals Due to Dr. Bezio (and your advisor) by noon.