

**JUNIOR HONORS TUTORIAL  
LDST 399-01: SPRING 2022**

**MON. 4.30-5.45PM JEPSON HALL 103A**

**COURSE SLACK: [HTTPS://JOIN.SLACK.COM/T/LDST399JRHONO-VHZ2107/SHARED\\_INVITE/ZT-10WF450DY-8DC0P47T~cW2LPH0M8QHCA](https://join.slack.com/t/LDST399JRHONO-VHZ2107/shared_invite/zt-10WF450DY-8DC0P47T~cW2LPH0M8QHCA)**

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This statement acknowledges the traditional, ancestral, unceded territory of the Pamunkey nation on which we will be learning and working throughout our time at the University of Richmond. It is important to acknowledge this land because of a legacy of silence and exploitation of indigenous peoples on the part of the United States and US Institutions, and it is our responsibility to help mitigate that history here and around the world where indigenous peoples are oppressed.

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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 *Zotero*, which is free citation software, and *Slack*, which is a workplace and educational discussion platform. *Zotero* (both the app and the browser plugin) should be downloaded from <http://zotero.org>. Our *Slack* workspace should be downloaded or accessed here: [https://join.slack.com/t/ldst399jrhone-vhz2107/shared\\_invite/zt-10wf450dy-8DC0P47T~cW2LPh0M8qhcA](https://join.slack.com/t/ldst399jrhone-vhz2107/shared_invite/zt-10wf450dy-8DC0P47T~cW2LPh0M8qhcA)

### COURSE REQUIREMENTS

Class Participation	20%	Research Proposal	50%
Short Writing Assignments	30%		

#### Class Participation (20%)

All students are expected 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 unable to participate or uncomfortable participating verbally may write a 300-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 either via email or private Slack message. Students may also participate in course-relevant discussions on the Slack platform (in the #class-participation thread) outside of classtime for additional participation credit.

#### 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 appropriate channel on the Slack workspace (#writing-assignments) or to Blackboard, per the assignment instructions.

#### 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. This proposal should be turned in to both Dr. Bezio (via Blackboard) and the student's chosen faculty mentor.

### GRADE SCALE

The points in this course are distributed to allow for a 5% scale between each letter grade (although students can expect letter grades to be awarded for similar quality work in other Jepson courses). The course as a whole is graded out of 1,000 points.

Grades will not be "rounded." Students must reach the threshold for each grade in order to earn that grade (an A falls between 950 and 999.999, for instance). Some assignments will be graded with partial points. Grades for individual assignments can be determined by dividing by the total number of points for the assignment, with 5% between each grade (an A is 95% to 99.999%, an A- 90% to 94.999%, etc.).

A+	1000
A	950
A-	900
B+	850
B	800
B-	750
C+	700
C	650
C-	600
D+	550
D	500
D-	450

Grades (and comments when appropriate) will be made available to students on BlackBoard when the assignment has been graded for the whole class (both sections). Feedback (when appropriate) will be provided via pdf attachments for papers and in BlackBoard's comment sections for smaller assignments. Response post and participation grades will be updated at the end of the semester on BlackBoard, but students may inquire with Dr. Bezio to find out where they stand at any point in the semester.

### CLASSROOM POLICIES

Students are expected to be on time to class and to follow all COVID-related University policies. Please wear a mask \*correctly\* (covering both the nose and mouth) to class unless Dr. Bezio tells you otherwise in person. Students are expected to be on time and attentive to and respectful of the professor and the ideas of their peers.

If you have *any* symptoms of illness, please contact Student Health and your residential dean's office immediately and *do not come to class*. You may still participate in Slack activities and discussions (including the #class-participation thread) if you are ill and unable to attend class. Your grade will not be impacted by absences, although frequent absences often impact students' ability to participate.

Laptops are permitted during work time, but 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 the number of points equivalent to 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. Students needing accommodations should speak to the professor.

During the pandemic, students are expected to make safe, healthy decisions on behalf of themselves and their classmates. Students are **strongly encouraged** to contact Dr. Bezio if they are experiencing symptoms of illness (COVID or otherwise) if they wish to discuss missed materials or have questions once they are recovered. Students experiencing symptoms of COVID or who have a positive test result **should not come to class** and should immediately contact their respective dean (Richmond or Westhampton) and student health.

### 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.

[registrar.richmond.edu/services/policies/academic-credit.html](https://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.

[disability.richmond.edu/](https://disability.richmond.edu/)

#### 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.” [studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html](https://studentdevelopment.richmond.edu/student-handbook/honor/the-honor-code.html)

#### Religious Observance

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

#### Addressing Microaggressions on Campus

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.<sup>1</sup> Recent research has found that, when professors do not address microaggressions in class, microaggressions foster alienation of marginalized groups.<sup>2</sup> Furthermore, both students and faculty that are exposed to microaggressions more often are more likely to have depressive symptoms and negative affect (a negative view of the world).<sup>3</sup> A comfortable and productive environment where meaningful learning happens can be collectively created through actions, words, or environmental cues that promote the inclusion and success of marginalized members, recognizing their embodied identity, validating their realities, resisting sexism, ableism, and racism.<sup>4</sup>

The University of Richmond is committed to building an inclusive community. To do so, the

following resources are available to support our students: Spiders Against Bias (an anonymous peer to peer support network that aids microaggression and bias incident survivors in connecting to different resources) and the Bias Resource Team.<sup>5</sup> Additionally, this semester students are leading a series of workshops, ***Not So Slight: Combating mAcroaggressions***, for students to learn how to recognize microaggressions and how to have meaningful conversations around difficult topics in an aggression-free environment.

With this in mind, as a community member at the University of Richmond, I pledge to address microaggressions in the classroom by holding myself, other students, and faculty accountable for what is said and being receptive to criticism when perpetuating these slights, snubs, or insults.

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<sup>1</sup>Sue, S., Zane, N., Nagayama Hall, G. C., & Berger, L. K. (2009). The Case for Cultural Competency in Psychotherapeutic Interventions. *Annual Review of Psychology*, 60(1), 525–548. <https://doi.org/10.1146/annurev.psych.60.110707.163651>

<sup>2</sup>Bergom, I., Wright, M.C., Brown, M.K. and Brooks, M. (2011), Promoting college student development through collaborative learning: A case study of *hevruta*. *About Campus*, 15: 19-25. <https://doi.org/10.1002/abc.20044>

<sup>3</sup>Nadal, K. L., Griffin, K. E., Wong, Y., Hamit, S., & Rasmus, M. (2014). The Impact of Racial Microaggressions on Mental Health: Counseling Implications for Clients of Color. *Journal of Counseling & Development*, 92(1), 57–66. <https://doi.org/10.1002/j.1556-6676.2014.00130.x>

<sup>4</sup>Rolón-Dow, R. (2019). Stories of Microaggressions and Microaffirmation: A Framework for Understanding Campus Racial Climate. *NCID Currents*, 1(1). <http://dx.doi.org/10.3998/currents.17387731.0001.106>

<sup>5</sup><https://commonground.richmond.edu/contact/bias-incidents/index.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** ([asc.richmond.edu](http://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 Mancastropa](mailto:Roger.Mancastropa@richmond.edu) ([rmancast@richmond.edu](mailto:rmancast@richmond.edu)) and [Hope Walton](mailto:Hope.Walton@richmond.edu) ([hwalton@richmond.edu](mailto:hwalton@richmond.edu)) for coaching appointments in academic and life skills.**

**Boatwright Library Research Librarians:** ([library.richmond.edu/help/ask/](http://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](http://libguides.richmond.edu)). Students can [contact an individual librarian](http://library.richmond.edu/help/liaison-librarians.html) ([library.richmond.edu/help/liaison-librarians.html](http://library.richmond.edu/help/liaison-librarians.html)) or ASK a librarian for help via email ([library@richmond.edu](mailto:library@richmond.edu)), text (804-277-9ASK), or [chat](http://library.richmond.edu/chat.html) ([library.richmond.edu/chat.html](http://library.richmond.edu/chat.html)).

**Career Services:** ([careerservices.richmond.edu](http://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](http://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 and psychotherapy, skills-building classes, crisis intervention, psychiatric consultation, and related services.

**Disability Services** ([disability.richmond.edu](http://disability.richmond.edu)) The Office of Disability Services works to ensure that qualified students with a disability (whether incoming or current) are provided with reasonable accommodations that enable students to participate fully in activities, programs, services and benefits provided to all students. Please let your professors know as soon as possible if you have an accommodation that requires academic coordination and planning.

**Speech Center** ([speech.richmond.edu](http://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 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. Remote practice sessions can be arranged; we look forward to meeting your public speaking needs.

**Writing Center** ([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 writing consultants who offer friendly critiques of written work.

## **LDST 399 COURSE SCHEDULE, SPRING 2022**

### **Monday, January 10**

Overview of the Honors Tutorial and the Senior Honors Thesis

What is it like to write an Honors Thesis in Jepson?

### **Monday, January 24**

Mapping Topics and Ideas

**Reading:** Lipson, 9-34; Badke, 1-40; *Craft*, 33-64; Berg 41-46

**Writing Assignment** (due today): Make a list of 5-10 questions on Slack 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! Post this list to Blackboard and bring it with you to class.

### **Monday, January 31**

Where do I find...? – How to do research in a 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? Submit this list to Blackboard.

**Heads' Up!:** Before spring break, you will need to look up and talk to at least *two* faculty members (one must be Jepson) about your ideas (see assignment on Feb. 28). You should start finding folks whose interests match with your own and setting up these meetings sooner rather than later! (These people do NOT have to end up as your advisor—they're just experts in a topic you're interested in possibly studying who might give you a better idea of what that topic is like or what kinds of projects you could pursue—you will *also* have to make an appointment to talk to Dr. Bezio if she isn't one of your "experts.")

### **Monday, February 7**

Research Spotlight: Dr. Chris von Rueden (on Zoom!)

**Reading:** Badke 214-241; Von Rueden & Van Vugt; Smith et al

**Writing:** Based on what you learned from last class and the Badke for this week, begin to collect possible sources (you don't have to read anything yet). Make outlines or lists or 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 subtopics in your map), make lists of keywords 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 for your discipline. Submit this to Blackboard as a single file.

*BEFORE SPRING BREAK*, make an appointment and meet with Dr. Bezio about your ideas to get suggestions on possible methods, possible advisors, etc.

**Monday, February 14**

Research Spotlight: Dr. Lauren Henley

**Reading:** Lipson 37-65; *Craft* 85-103; [Henley, “The Richest Black Girl in America”](#)

**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. Submit this to Blackboard.

*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 21**

Research Spotlight: Dr. George R. Goethals

**Reading:** Fein et al, “Social Influence on Political Judgments”; 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 so far. On Slack, describe (summarize) the article in one paragraph, then talk briefly about how these methods are similar to or different from your “usual” way of doing research. Then, *respond* to at least *five* other people’s posts (try to pick folks who have not gotten a comment first).

*BEFORE SPRING BREAK*, make an appointment and meet with Dr. Bezio about your ideas to get suggestions on possible methods, possible advisors, etc.

**Monday, February 28**

Research Spotlight: Dr. Volha Chykina

**Reading:** Lipson 66-86, 110-119; Chykina, “Trying to Excel in the Golden State”; another article or chapter

**Writing:** Contact (email, Zoom, in person) at least *two* faculty (one must be 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 1-2 paragraphs about your conversation with each 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? Submit these paragraphs to Blackboard.

**SPRING BREAK****Monday, March 14**

Research Spotlight: Philosophy! With Dr. Jessica Flanigan (on Zoom!) (and maybe Dr. Marilie Coetsee)

**Reading:** [Flanigan, “Case Challenge Trials”](#); Coetsee, “Moral Disagreements”; Coetsee, “Multiculturalism”; another article or chapter

**Writing:** Repeat the note-taking procedure with the new article/chapter and share on Slack. Then, *respond* to at least *five* other people’s posts (try to pick folks who have not gotten a comment first). If you think there are others in the class who have similar topics or methods, Dr. Bezio will happily give you a sub-channel so you can talk in more detail with one another.



**Monday, March 21**

Research Spotlight: Religion & Literature

**Reading:** Kaufman, “Political Realism and Nationalism”; Bezio, “Introduction”; keep reading articles/chapters

**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. Also submit them to Blackboard. Keep taking notes as you read, but you no longer need to share the notes (you can, if you find it helpful!).

**Monday, March 28**

IRB with Dr. Don Forsyth

**Reading:** *They/I* 156-192; [Wilkins, “Indigenizing the Constitution”](#); keep reading articles/chapters

**Writing:** Think about what methods will best suit your topic. On Slack, write up 2-3 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?). Then reply to *five* other people with thoughts or ideas.

**Assignment:** Take the basic online IRB Training here: <http://irb.richmond.edu/training-requirements/students/index.html> and bring any questions or comments about the process to class.

**Monday, April 4**

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! Tell Dr. Bezio (via Slack) how that went.

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

**Monday, April 11****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. Your plan might still contain questions, but should be *at least* 1000 words. Make sure your outline does the following:

- Contains one or more major research questions or working theses (depending on your discipline).
- Includes a description of your major hypothesis (what you think is true or will be the outcome of your experiment) and why you think it (or what the options are, if you think there are multiple possibilities) that is at least 500 words.
- Includes a list of background sources (historical background, previous experiments, etc.), including summaries (you can copy these from your notes) of those you have read.
- Includes major theories (and any theory sources) that outline modes of thinking (i.e. ways of understanding leadership, social movement theories, evolutionary theories, political theories, etc.) with brief summaries.
- Includes a description of your methodology (what kind of experiment or what type of research you need to do).
- Relates your questions or hypotheses to leadership studies (if it isn't already obvious).
- Includes your current working bibliography (you may not have read all of it yet).

**Monday, April 18****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 based on your plan (from last class). 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.**

After class, do a write-up of your comments and send them to your partner(s), then post them to Blackboard before Friday along with your current draft.

**Friday, April 22**

**Go to the Senior Research Symposium** (free food!—COVID permitting, of course)

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

**Friday, April 29**

Proposals Due to Dr. Bezio (and your advisor) by noon.

Proposals should follow the basic guidelines listed for “plans” and incorporate feedback from advisors and peers.

Full proposals should be long enough (2100+ words) to explain:

- Research question/thesis statement
- Working hypothesis/argument
- Necessary background or prior experiments in the field
- Theoretical background
- Methodological approach, including anticipated difficulties and questions
- Connection to leadership studies
- Bibliography

At the end of the proposal, include a list of continuing questions or concerns with your project aimed at your advisor and your future self.

*If your advisor asks you to do something different for your final proposal, please forward those instructions to Dr. Bezio. In that case, you should follow those directions (and will be graded accordingly).*