

**JUNIOR HONORS TUTORIAL
LDST 399-01: SPRING 2025**

WED. 9-10.15AM JEPSON HALL 101

COURSE SLACK: [HTTPS://JOIN.SLACK.COM/T/LDST399JRHONO-VHZ2107/SHARED_INVITE/ZT-2XANFDEE8-VIQW5UNSiDB6RV5UF9ASGA](https://join.slack.com/t/LDST399JRHONO-VHZ2107/SHARED_INVITE/ZT-2XANFDEE8-VIQW5UNSiDB6RV5UF9ASGA)

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 (minimum) 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 3.50 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.

In order to apply, juniors must:

- select an advisor by the Friday before spring break at 5pm (submitted to the Associate Dean for Academic Affairs with approval from that advisor)
- complete the online application form at the end of the spring semester of their second-to-last (typically junior) year
- submit their thesis proposal to their chosen advisor, the LDST 399 instructor (or alternate faculty member if their advisor is their LDST 399 instructor, and the Academic Affairs committee via the online form
- obtain a brief testament from their chosen advisor via the online form
- obtain approval from the LDST 399 instructor *or* another designated faculty member (if the student's advisor is the LDST 399 instructor) via the online form

Students who do not meet all of these requirements may not proceed with Honors.

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

- 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 and receive a Satisfactory Progress rating from their committee.
- Successfully defend thesis before the student's committee by the last day of classes in the spring semester of senior year, receiving a Pass or High Pass from each member of their committee.
- Complete undergraduate program with at least a 3.30 cumulative GPA and at least a 3.50 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>)

WHAT IF I DON'T WANT TO DO AN HONORS THESIS ANYMORE?

Just tell Dr. Bezio. You can complete 399 and do a proposal for a non-honors Thesis or an Independent Study (and get the half unit), or you can withdraw from the course.

COURSE OBJECTIVES

In this course, students will learn the following skills:

- How to organize research materials in preparation for the senior thesis proposal
- How to search for and evaluate research materials
- How to consider potential research questions/hypotheses/working theories in preparation for the senior honors thesis
- To consider the most appropriate advisor(s) to supervise and mentor the senior honors thesis project
- How to evaluate methodological approaches to research
- How to determine appropriate scope and conceptual design for a senior honors thesis project of a single-year duration

REQUIRED TEXTS

How to Write a BA Thesis: A Practical Guide from Your First Ideas to Your Finished Paper, by Charles Lipson (any edition, ebook or hard copy are all acceptable)

The Lipson will be very useful to you *while you are writing your thesis*, as well, so I strongly recommend getting a hard copy and using it as a reference.

Students will also 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.

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/LDST399JRHONO-VHZ2107/SHARED INVITE/ZT-2XANFDEE8-VIQW5UNSiDB6RV5UF9ASGA](https://join.slack.com/T/LDST399JRHONO-VHZ2107/SHARED/INVITE/ZT-2XANFDEE8-VIQW5UNSiDB6RV5UF9ASGA)

ACCESSIBILITY

Students who need to use screen readers can request Word versions of all assignments (and the syllabus/course schedule) from Dr. Bezio. Students with accommodations *may* record Dr. Bezio's lectures, but *may not* record other students' comments without their explicit permission, and those who record classroom content *may not* distribute them or post them (per UR policy). Students who feel they need to record other material should arrange a conversation with Dr. Bezio about their concerns. Any students who have assignment accommodations should send their DANs to Dr. Bezio as soon as possible. **There are no exams in this course, so there is no need for exam-related accommodations.**

Students who are concerned that they may *need* accommodations (either temporary or long-term) and do not have them are encouraged to contact Student Disability Services (contact information at the end of the syllabus packet, on pages 6-7 and page 9).

All students will receive one 24 hour extension they can cash in on any written assignment other than the final thesis proposal that will not count as "late" for the specification rubric.



SPECIFICATIONS “GRADING”

This course uses **Specifications Grading**. Unlike a point-based grading system, specifications grading emphasizes feedback over grades, and evaluates students based on the amount of quality work completed over the course of the semester. Instead of receiving a grade (A-D) on each assignment in this course, students receive feedback on whether the assignment adequately demonstrates that they have met the learning goal for the assignment (“meets specifications”) or needs further revision (“does not meet specifications”). In this way, specifications grading has similarities to a pass-fail grading system, except that with specs grading, there are opportunities to revise-and-resubmit if specifications are not met to the student’s satisfaction on the first try... and students can also choose how much work they want to complete based on the letter grade they wish to achieve in the class.

Students will be given frameworks (see below) by which they will be evaluated within letter categories (A, B, C, etc.). Grade modifiers (+/-) will be used to account for different categories falling into different letter categories. For example, a student who meets the specifications for an A on the project and an A in either Participation or Short Writing Assignments, but a B in the other category will receive an A-. A student who meets specifications for Bs in both Participation and Short Writing Assignments and an A on their Project, will receive a B+, etc.

Grades for the categories are determined as follows (there will be a separate rubric shared for the proposal itself a few weeks into the semester):

	A	B	C	D
Participation	Shows up to 90% of classes and events; speaks/posts/comments and average of 3+ times per class period	Shows up to more than 75% of classes and events; speaks/posts/comments an average of twice per class period	Shows up to more than 50% of classes and events; speaks/posts/comments an average of one time per class period	Shows up to 50% or fewer of classes and events; speaks/posts/comments less than one time per class period
Short writing assignments	Does 95% of assigned short assignments on time	Does 80% of assigned short assignments on time OR up to 90% of assigned short assignments within two weeks of their due date	Does 65% of assigned short assignments on time OR up to 80% of short assignments within two weeks of their due date	Does 50% of assigned short assignments on time OR up to 65% of short assignments within two weeks of their due date
Thesis Proposal	Meets A specifications for 3+ content categories, and at least one of Organization/Style and no C or D categories in the Proposal rubric	Meets B specifications for 3+ content categories, and at least one of Organization/Style and no D categories in the Proposal rubric	Meets C specifications for 3+ content categories, and at least one of Organization/Style and no more than one D category in the Proposal rubric	Meets D specifications for 3+ content categories and one of Organization/Style in the Proposal rubric

Class Participation

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.

Students may also participate on Slack, in the following ways:

- In the #class-participation Slack thread. This thread is for “non-character” discussions about readings, class debates, and other related discussions.
- Students *may* also send reactions or responses to readings of 300+ words directly to Dr. Bezio through a Slack private message as themselves (not their characters).

Note: Participation posts about a topic are only available until the *next* classtime (but can be posted any time *before* classtime on the subject for that day).

Short Writing Assignments

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 evaluated 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. Late assignments will impact students' ability to proceed with future assignments and are factored into the specifications for Short Writing Assignments.

Final Thesis Proposal

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. Students are able to turn in portions of the final proposal to Dr. Bezio *as soon as they wish* for evaluation against the specifications for the appropriate Thesis Proposal categories (distributed separately a few weeks into the semester).

Each category (Participation, Small Written Assignments, and Project Proposal) makes up a portion of the students' final grades.

	A	B	C	D
Course Grade	Meets specifications for an A on the project proposal and <i>at least one</i> of the two other categories, as well as a B or higher on the third category	Meets specifications for a B or higher on the project proposal and <i>at least one</i> of the two other categories, as well as a C or higher on the third category	Meets specifications for a C or higher on the project proposal and <i>at least one</i> of the two other categories, as well as a D or higher on the third category	Meets specifications for a D or higher on the project proposal and <i>at least one</i> of the two other categories

CLASSROOM POLICIES

Students are expected to be attentive to and respectful of the professor and the ideas of their peers. This includes doing one's best to be on time to class and respecting individuals' boundaries in terms of masking, distance, etc.

Laptops and tablets are permitted in class for the purposes of facilitating discussion and taking notes, including the use of Slack as appropriate. Students should *not* be using laptops to surf the internet or use social media. Please make sure all cell phones are silenced or turned off. Students will not be allowed to answer their phones during classtime.

Chats through Slack will remain available to students throughout the semester for repeated reference.

All course-related materials—syllabi, assignment sheets, lectures, podcasts—are not for distribution or reproduction. Students should not share these materials online or offline without the specific permission of the instructor, including with AI software or CourseHero-type websites. Doing so is a violation of the Honor Code and UR Policy.

Because we will be using online materials, students shall not:

- Disclose, share, trade, or sell class materials (including papers, podcasts, PowerPoint slides, etc.) with/to any other person, organization, business, or institution (including AI); and/or
- Post/store these materials in a location accessible by anyone other than the student, including but not limited to social media accounts.

Students must also comply with any instructions or directions from their faculty regarding the use of such materials. Failure to abide by this policy will be a violation of the Standards of Student Conduct; such issues will be sent to the appropriate University Conduct Officer.

All written work is expected on time (barring significant contingencies or accommodations, which need to be discussed with Dr. Bezio). Technical problems (computer or email) are not an acceptable excuse for lateness: back up files on Google Drive, Box, Dropbox, and/or an external jump drive, and save often. **Students are responsible for knowing how to turn in files on Blackboard and must turn in all files as .docx files** (.pages, .pdf, and links to Google Docs are not acceptable formats for assignments).

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. 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), produced *or assisted* by AI, or is otherwise not the original work of the student for the specific assignment (without explicit permission). The use of any of the above without explicit permission is a violation of the University Honor Code and will be treated as such.

Emergencies

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 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. Students are expected to make safe, healthy decisions on behalf of themselves and their classmates. Students experiencing symptoms or who have a positive test result of a contagious disease (including COVID) **should not come to class** and should contact their respective dean (Richmond or Westhampton) and student health.

FOR STUDENTS STRUGGLING TO COMPLETE WORK...

If you have trouble getting your assignments in on time, starting your assignments at a reasonable hour, or focusing while doing your work OR if you are currently experiencing an illness or injury (or the aftereffects of one), you may want to seek support from *both* the Academic Skills Center **and** Student Disability Services, and talk to Dr. Bezio.

There are a *lot* of people with invisible, undiagnosed, and underdiagnosed temporary and permanent disabilities in the United States, particularly students from lower income households, communities of color, and blue collar backgrounds. Disabilities, in this context, include neurodiversity that might cause a student's brain to work in a pattern that doesn't mesh well with "traditional" higher education models; a physical impairment (like migraines) that occasionally causes challenges completing assignments; a mental illness (like anxiety or depression); or another condition that isn't *explicitly* classified as a "learning disability" or a "visible disability." Disabilities might also include long COVID, a concussion, a broken arm, or a number of other conditions that are temporary, but require support for a few weeks or a few months.



If you think—based on the above descriptions—that you might qualify for support from Disability Services, please contact them ASAP, even if you've never felt you "needed" accommodations.

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 approved for academic accommodations must complete the following steps in order to implement their accommodations in each class:

- 1) Submit their Disability Accommodation Notice (DAN) to each of their professors via the Disability Services Student Portal available at this link: sl.richmond.edu/be.
- 2) Request a meeting with each professor to create an accommodation implementation plan. Disability Services is available to assist, as needed.

It is important to complete these steps as soon as possible because accommodations are never retroactive, and professors are permitted a reasonable amount of time for implementation. 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 804-662-500.

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

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

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

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.¹ Recent research has found that, when professors do not address microaggressions in class, microaggressions foster alienation of marginalized groups.² 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).³ 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.⁴

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.⁵ Additionally, this semester students are leading a series of workshops, ***Not So Slight: Combating mAcrogressions***, 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.

¹Sue, 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>

²Bergom, 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>

³Nadal, 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>

⁴Rolón-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>

⁵<https://commonground.richmond.edu/contact/bias-incidents/index.html>

STUDENT RESOURCES

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 and psychotherapy, skills-building classes, crisis intervention, psychiatric consultation, and related services.

Disability Services (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.

Weinstein Learning Center

The Weinstein Learning Center is your go-to destination for academic support. Our services are tailored to help you achieve your academic goals throughout your time at University of Richmond. To learn more and view service schedules and appointment times, visit wlc.richmond.edu. Available services include:

Academic Skills Coaching

Meet with a professional staff member who will collaborate with you to assess and develop your academic and life skills (e.g., critical reading and thinking, information conceptualization, concentration, test preparation, time management, stress management, and more).

Content Tutoring

Peer consultants offer assistance in specific courses and subject areas. They are available for appointments (in-person and virtual) and drop-in sessions. See schedules at wlc.richmond.edu for supported courses and drop-in times.

English Language Learning

Attend one-on-one or group consultations, workshops, and other services focused on English, academic, and/or intercultural skills.

Quantitative and Programming Resources

Peer consultants and professional staff offer workshops or one-on-one appointments to build quantitative and programming skills and provide statistical assistance for research projects.

Speech and Communication

Prepare and practice for academic presentations, speaking engagements, and other occasions of public expression. Peer consultants offer recording, playback, and coaching for both individual and group presentations. Students can expect recommendations regarding clarity, organization, style, and delivery.

Technology Learning

Visit our student lab dedicated to supporting digital media projects. Services include camera checkout, video/audio recording assistance, use of virtual reality equipment, poster printing, 3D printing and modeling, and consultation services on a variety of software.

Writing

Assists student writers at all levels of experience, across all majors. Meet with peer consultants who can offer feedback on written work and suggest pre-writing, drafting, and revision strategies.

LDST 399 COURSE SCHEDULE, SPRING 2025

Wednesday, January 15

Overview of the Honors Tutorial and the Senior Honors Thesis

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

Correspondence Students: Make an appointment or schedule a Slack chat with Dr. Bezio to talk about your questions and assumptions about writing a thesis.

Wednesday, January 22

Getting Organized: Topics, Ideas, and How They Go Off the Rails, (Or, Dr. Bezio’s Story About Spies)

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.

Correspondence Students: Do the above, *and* look at the slides posted in the Correspondence Folder by Dr. Bezio, then reach out with *at least* five additional comments or questions about the slides.

Wednesday, January 29 – BRING A LAPTOP

Where do I find...? – How to do research & make good use of Zotero and Word.

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.”)

Correspondence Students: Share screenshots of your new Zotero with at least three sources in it. Make a Zoom appointment or schedule a Slack chat with Dr. Bezio to ask questions about Word and Zotero after you look at the slides in your Correspondence Folder.



Wednesday, February 5**Research Spotlight:** Drs. Hoyt & Garifullina**Reading:** Badke 214-241

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.

Do Discussion Posts.

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

Correspondence Students: Read at least one article by each featured faculty member in the Readings by Jepson Faculty folder on Blackboard and post in the #correspondence channel with your thoughts (200-350 words).

Wednesday, February 12**Research Spotlight:** Drs. Director, Flanigan, & Hidalgo**Reading:** Lipson 37-65; *Craft* 85-103

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.

Do Discussion Posts.

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.)

Correspondence Students: Read at least one article by each featured faculty member in the Readings by Jepson Faculty folder on Blackboard and post in the #correspondence channel with your thoughts (200-350 words).

Wednesday, February 19**Research Spotlight:** Drs. Chlouba, von Rueden, & Chykina**Reading:** 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).

Do Discussion Posts.

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

Correspondence Students: Read at least one article by each featured faculty member in the Readings by Jepson Faculty folder on Blackboard and post in the #correspondence channel with your thoughts (200-350 words).

Wednesday, February 26

Research Spotlight: Drs. **Kaufman**, Hayter, & Wilkins

Reading: Lipson 66-86, 110-119; 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.

Do Discussion Posts.

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

Correspondence Students: Read at least one article by each featured faculty member in the Readings by Jepson Faculty folder on Blackboard and post in the #correspondence channel with your thoughts (200-350 words).

Wednesday, March 5

Research Spotlight: Drs. **Park**, Henley & Williamson

Reading: 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.

Do Discussion Posts.

Correspondence Students: Read at least one article by each featured faculty member in the Readings by Jepson Faculty folder on Blackboard and post in the #correspondence channel with your thoughts (200-350 words).



Friday, March 7 by 5pm

To Do: 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.

SPRING BREAK!!!

Wednesday, March 19

Ethical Research and the IRB with Dr. Hoyt

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.

Do Discussion Posts (about the IRB training process—can include your questions/comments for class).

Correspondence Students: Do the above and send an email to Dr. Hoyt (choyt@richmond.edu, cc Dr. Bezio) with any questions or comments.

Wednesday, March 26

Reading: 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!).

Do Discussion Posts.

Correspondence Students: Same as above, but post them to the #correspondence channel on Slack. Then come up with questions and thoughts about the other posts in the channel and reply to them.



Wednesday, April 2

Reading: *They/I* 156-192; 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.

Do Discussion Posts.

Correspondence Students: Do the above.

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

Do Discussion Posts.

Correspondence Students: Do the above.

Wednesday, 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 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).

Do Discussion Posts.

Correspondence Students: Do the above.

Friday, April 18

Go to the Senior Research Symposium (free food!)

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

Do Discussion Posts.

Correspondence Students: Read at least one thesis (in Other Student Theses) that is close to your topic in some way and do a short write-up of what new thoughts or questions it made you think of (300-500 words).



Wednesday, 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 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.

Do Discussion Posts.

Correspondence Students: Do the above by email or over videochat with each other.

Friday, April 25

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 (1500-2000 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).

Do Discussion Posts.

Correspondence Students: Do the above.

	A	B	C	D
Aims & Goals	Has a clear research question/working thesis/hypothesis (depending on field) that gives the project direction and explains its purpose.	Has an identifiable research question/working thesis/hypothesis (depending on field), although project direction and/or purpose may be hazy.	Has an identifiable topic, but no clear question/thesis/hypothesis and project direction and/or purpose is hazy.	Topic is vague, direction and purpose are hazy, but there's at least a sense of disciplinary interest.
Bibliography	Contains at least 25 distinct sources, with at least 10 containing summary paragraphs	Contains at least 20 distinct sources, with at least 7 containing summary paragraphs	Contains at least 15 distinct sources, with at least 5 containing summary paragraphs	Contains at least 10 distinct sources
Theory/ Methodology	In multiple paragraphs, explains the theoretical background or social science methodology that will be applied to the thesis/hypothesis/question. Explanation should include citations of relevant material (including quotations as appropriate) and provide reasons why this theoretical frame or method is appropriate for the project at hand.	Explains the theoretical background or methodology, but explanation is only partially complete. Might be inadequately cited (and/or quoted, as appropriate for the discipline) or might not provide a complete explanation of why the theory/method is appropriate for the project at hand, but makes the attempt to do so.	Explains the theoretical background or methodology, but explanation is only partially complete. Might be inadequately cited (and/or quoted, as appropriate for the discipline) or might not provide a complete explanation of why the theory/method is appropriate for the project at hand. Explanation is either very cursory or is missing one of the above elements.	Explains the theoretical background or methodology, but explanation is only partially complete. Might be inadequately cited (and/or quoted) or might not provide a complete explanation of why the theory/method is appropriate for the project at hand. Explanation is missing one or more of the above elements entirely.
Review of Background	In multiple paragraphs, provides a reasonably comprehensive overview of the "state of the field" relevant for the project that cites at least five existing studies or historical background sources (relevant to the discipline and study) that explains the need for the thesis project and its relationship to existing research.	In multiple paragraphs, provides a moderately comprehensive overview of the "state of the field" relevant for the project that cites at least four existing studies or historical background sources (relevant to the discipline and study) that attempts to explain the need for the thesis project and its relationship to existing research.	Gives a brief overview of the "state of the field" that cites two or three existing studies (relevant to the discipline and study) and only partially explains the need for the thesis project and its relationship to existing research.	Gives an overview that either does not cite existing research OR does not explain the need for the thesis project and its relationship to existing research.
Organization	Proposal is organized in a clear and coherent manner for the project, including an introduction and a conclusion that suggests the significance of the project, as well as an annotated bibliography. Proposal meets the stated word count of 1500-2000 words.	Proposal has distinct sections, although they may not be organized as is conventionally accepted by the discipline in which the project will be completed. Proposal meets the stated word count of 1500-2000 words.	Proposal may not have distinct sections, may contain repeated information, and/or does not meet expectations for the discipline in which the project will be completed. Proposal may fall somewhat short (1000-1500) of the stated word count.	Proposal seems to lack any sort of organization or recognition of disciplinary conventions and/or falls short of 1000 words.
Syntax/Style	The language used in the proposal is clear and mostly error-free, and meets the standards of the discipline in which the project will be completed.	The language used in the proposal is clear and understandable (even if it has errors), although it may not completely match the style of the discipline of the project.	The language used in the proposal has multiple errors that sometimes impede understanding and/or does not match disciplinary style or conventions.	The language used in the proposal is difficult to follow due to errors and a disregard for disciplinary conventions.

List of Jepson Faculty & Their Disciplinary Fields

Humanities

Bezio – Medieval/Renaissance history, Literature, Film/TV, Videogames, Theatre, Visual/Performing Arts, Digital Humanities, Religious history, Queer/Disability studies

Director – Applied ethics, Debate, Philosophy, Nudges

Flanigan – Ethics, Bioethics, Gender and ethics, Philosophy, Healthcare studies

Hayter – History, American studies, Educational history, Race, African history, Social justice, Sports

Henley – History, American studies, Gender history, True crime, Digital humanities, Race, Social justice, History of medicine

Hidalgo – Immigration, Political philosophy, International comparative policy, Buddhism, Reacting to the Past games, Pedagogy, Ethics, Debate

Kaufman – Medieval/Renaissance history, Theology, Religious studies, Religious history, SLI

Price – Ethics, Philosophy, Ethical leadership

Shields – Educational history, Educational policy

Wilkins – Indigenous law, Indigenous history

Williamson – Social justice, Poverty, Education, Public policy, Sports

Social Sciences

Chloubá – Political science, Traditional societies, African studies

Chykina – Education, Research methods, Immigration and education, Health and education

Garifullina – Political science, Social media, Authoritarianism

Hoyt – Psychology, Gender and leadership, Gender and work, Experimental psychology, Bias studies, Diversity studies, Disability studies

Park – Sociology, Social media, Political campaigning, International comparative politics, Ethnography

Peart – Economics, Economic history

Von Rueden – Anthropology, Small-scale societies, Ethnography, Sports

Don't see what you're looking for? Talk to Dr. Bezio about who to talk to!

