Honors Thesis Boot Camp: A Workshop to Develop your Honors Thesis Prospectus

COLQ 4013-03 – Spring 2022
Wednesdays, 3:00-4:15
Dinwiddie 108

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tluongo@tulane.edu/(504)862-8620
Zoom: https://tulane.zoom.us/j/4494262555

COURSE DESCRIPTION
This workshop is designed to help students prepare for the honors thesis they will write during their senior year, and to take best advantage of the resources available at Tulane. The honors thesis is your opportunity to do original research on a topic of your choosing and to write an outstanding thesis that best displays your skills in investigation, critical thinking, and communication.

Original research is an exciting and scary prospect. It means standing out at the edge of a research field and asking a question that others have failed to ask or have failed to analyze to your satisfaction. But to do this effectively you need to know whether your question is truly new and whether you have the resources and training to answer it.

Contrary to the image of the solitary researcher grinding it out alone, an effective way both to work on your thesis prospectus and, later, your thesis, is to form a writing group—a group of fellow researchers confident enough to share, mutually critique, and improve their work. This mini-course should give you a sense of the advantages of this sort of group work. You are expected to make the commitment to come to class prepared not only to discuss your own work, but also to take an active interest in the research of others regardless of its relationship to your particular major or field of expertise.

COURSE OBJECTIVES AND LEARNING GOALS
Throughout this course, we will work together to:

a) take your interest in a topic and forge it into a research question;
b) develop techniques for evaluating the existing literature on your topic;
c) evaluate appropriate secondary literature and develop a preliminary bibliography;
d) evaluate and explore primary sources; and

e) develop and critique a full-fledged proposal of research for your honors thesis.

ASSIGNMENTS and GRADING
In almost all cases, assignments are due the day before our class meeting (so, in our case, on Tuesday night). Assignments must be turned in on time. All assignments will be graded as complete or incomplete. Students will normally be expected to complete all the assignments satisfactorily to receive a passing grade in the course. Any exceptions must be discussed and approved by the instructor.
CLASSROOM PRACTICES
It is expected that students will attend every class, except in case of illness or emergencies, in which case it is the student’s responsibility to alert the instructor and provide an excuse or explanation.

Mobile phones normally should not be used at all during class time.

Students must not eat during class time. It is OK to bring water or coffee or other drinks to class, to use as masking rules permit.

This is an in-person class. Zoom will only be made available as needed and students must have permission to attend remotely. If we need to use Zoom—for individuals or the whole class—all students are expected to be present, cameras on, at a desk or otherwise in working posture. (If you have a reason to need or want your camera off, let the instructor know.)

REQUIRED MATERIALS FOR THE COURSE

PRELIMINARY SCHEDULE
January 26: Introduction, thinking about the issues, learning what we’re going to accomplish, discussion of topic ideas.

February 2: Introduction to research and the people involved.
- Reading: Craft of Research, chs. 1-2.

February 9: (tentative) Library and Database Tour.

February 16: From Questions to Problems.
- Reading: Craft of Research, chs. 3-4.

February 23: The Question of Sources (I).
- Reading: Craft of Research, chs. 5-6.

During the month of March: It is highly recommended that you schedule a meeting with your thesis advisor and/or a subject librarian to review your research question and preliminary bibliography. This is also a good time to review with the instructor any questions you may have about your prospectus, committee, etc. Also, spend this month reading/reviewing/adding to the literature you have gathered in preparation for writing the first draft of your prospectus.

March 2: No Class Meeting.

March 9: The question of sources (II).
- Reading: Craft of Research, chs. 7-8.
• Assignments: 1. Working Bibliography; 2. Revised Statement of Research; 3. Revise, update Index Keywords and Subject Headings; 4. Thesis Committee.

March 16: The question of sources (III).
• Reading: Craft of Research, chs. 9-10.
• Assignments: 1. Primary Sources; 2. Presentation; 3. Ideal Citation Analysis.

March 23 – April 13: No Class Meetings. We will break the class into several working groups that will meet twice during this break in formal class meetings, and post comments on their WIP on Canvas.

April 13: Draft of Prospectus Due.

April 20 and April 27: Presentations and Discussions of Prospectuses.
Revised Thesis Prospectus Due:

Additional Information and Policies

ADA/Accessibility Statement
Any students with disabilities or other needs, who need special accommodations in this course, are invited to share these concerns or requests with the instructor and should contact Goldman Center for Student Accessibility: http://accessibility.tulane.edu or 504.862.8433.

Code of Academic Conduct
The Code of Academic Conduct applies to all undergraduate students, full-time and part-time, in Tulane University. Tulane University expects and requires behavior compatible with its high standards of scholarship. By accepting admission to the university, a student accepts its regulations (i.e., Code of Academic Conduct and Code of Student Conduct) and acknowledges the right of the university to take disciplinary action, including suspension or expulsion, for conduct judged unsatisfactory or disruptive.

Religious Accommodation Policy
Both Tulane's policy of non-discrimination on the basis of religion and our core values of diversity and inclusion require instructors to make reasonable accommodations to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is never acceptable for an instructor to compel a student to choose between religious observance and academic work. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. It is the obligation of the student to provide faculty within the first two weeks of each semester their intent to observe the holiday so that alternative arrangements convenient to both students and faculty can be made at the earliest opportunity. Students who make such arrangements will not be required to attend classes or take examinations on the designated days, and faculty must provide reasonable opportunities for such students to make up missed work and examinations. Exceptions to the requirement of a make-up examination must be approved in advance by the dean of the school in which the course is offered. A religious calendar is available.

Title IX:
Tulane University recognizes the inherent dignity of all individuals and promotes respect for all people. As such, Tulane is committed to providing an environment free of all forms of discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you (or someone you know) has experienced or is experiencing these types of behaviors, know that you are not alone. Resources and support are available; you
can learn more at allin.tulane.edu. Any and all of your communications on these matters will be treated as either “Confidential” or “Private” as explained in the chart below. Please know that if you choose to confide in me I am required by the university to share your disclosure in a Care Connection to the Office of Case Management and Victim Support Services to be sure you are connected with all the support the university can offer. The Office of University Sexual Misconduct Response and Title IX Administration is also notified of these disclosures. You choose whether or not you want to meet with these offices. You can also make a disclosure yourself, including an anonymous report, through the form at tulane.edu/concerns.

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<th>Confidential</th>
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<td><strong>Except in extreme circumstances, involving imminent danger to one’s self or others, nothing will be shared without your explicit permission.</strong></td>
<td><strong>Conversations are kept as confidential as possible, but information is shared with key staff members so the University can offer resources and accommodations and take action if necessary for safety reasons.</strong></td>
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<td>▪ Case Management &amp; Victim Support Services</td>
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<td>▪ Tulane University Police (TUPD)</td>
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<td>▪ Office of University Sexual Misconduct Response and Title IX Administration</td>
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<td>▪ Student Affairs Professional On-Call (24/7)</td>
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<td>▪ Counseling &amp; Psychological Services (CAPS)</td>
<td>(504) 314-2277</td>
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<td>▪ The Line (24/7)</td>
<td>(504) 264-6074</td>
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<td>▪ Student Health Center</td>
<td>(504) 865-5255</td>
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<td>▪ Sexual Aggression Peer Hotline and Education (SAPHE)</td>
<td>(504) 654-9543</td>
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**Emergency Preparedness & Response:**

**EMERGENCY NOTIFICATIONS: TU ALERT**

In the event of a campus emergency, Tulane University will notify students, faculty, and staff by email, text, and/or phone call. You were automatically enrolled in this system when you enrolled at the university.

Check your contact information annually in Gibson Online to confirm its accuracy.

**SEVERE WEATHER**

- Follow all TU Alerts and outdoor warning sirens
- Seek shelter indoors until the severe weather threat has passed and an all-clear message is given
- Do not use elevators
- Do not attempt to travel outside if weather is severe

Monitor the Tulane Emergency website (tulane.edu/emergency/) for university-wide closures during a severe weather event

**ACTIVE SHOOTER / VIOLENT ATTACKER**

- **RUN** – run away from or avoid the affected area, if possible
- **HIDE** – go into the nearest room that can be locked, turn out the lights, and remain hidden until all-clear message is given through TU ALERT
- **FIGHT** – do not attempt this option, except as a last resort
- For more information or to schedule a training, visit emergencyprep.tulane.edu

**EVERBRIDGE APP**

- Download the Everbridge app from the App Store or Google Play store
- The Report feature allows you to silently and discreetly communicate with TUPD dispatchers
- The SOS button allows you to notify TUPD if you need help
- The Safe Corridor button serves as a virtual escort and allows you to send check-in notifications to TUPD