

**IAFS 4800**  
**HONORS SEMINAR IN INTERNATIONAL AFFAIRS FALL 2024**  
T/Th 3:30pm-4:45pm  
University Club 6

<b>Instructor</b>	Dr. Molly Todd Assistant Teaching Professor International Affairs and Sociology	<b>Office Hours</b>	Wednesdays 10:15-11:15 AM Ketchum 163
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**Course Overview**

This course will lay the foundation for a successful undergraduate honors thesis. It will help you refine your thesis topic, understand and execute the different components of a thesis, and improve your ability to defend your work. It will ask you to fulfill a series of assignments that break your project into manageable parts and help you build the skills and habits to complete a significant original research project. Instead of a traditional content-heavy course, the class will focus on craft and feedback. The topics we will discuss and the material we emphasize will depend in large part on your individual research interests and concerns. I want to be as helpful as possible in establishing a strong basis for your final thesis. As such, please consider our schedule more flexible than a typical course.

**Important Deadlines**

Check the [Honors Program Website](#)

**Tues, October 1, 2023 at 11:59 pm** – Honors Registration paperwork due to the Honors Program office through online form:

[https://www.colorado.edu/honors/graduation#registration\\_and\\_deadlines-104](https://www.colorado.edu/honors/graduation#registration_and_deadlines-104)

*Once the link is available, you are welcome to submit prior to October 1<sup>st</sup>!*

**Tues, April 9, 2024 – Last Day to Defend Thesis** (in practice, this means your thesis should be complete by **mid-March**) and Defense Copy Due to Honors Program Office - PDF to [honors@colorado.edu](mailto:honors@colorado.edu)

**Tues, April 15, 2024 at 11:59 pm** – Final Thesis Copy submitted to CU Scholar

**Fri, April 18, 2024 by 5:00 pm** – Honors Designations Emailed

More information can be found at: <https://www.colorado.edu/honors/graduation>

## **Grading Breakdown**

Participation (20%)

Topic Statement and Research Plan (10%)

Annotated Bibliography and Literature Review (15%) Research Presentation (15%)

Reports (10%)

Final Paper (30%)

## **Assignments**

### **Participation (20%)**

This class requires active involvement from all attendees. This participation will come in the form of group work, small presentations, and constructive feedback and questions provided to your peers. You will also offer dedicated feedback for the presentation of one of your peers. Frequent participation offers an invaluable chance to prepare for your thesis defense and improve your ability to articulate your ideas orally.

### **Topic Statement and Research Plan (10%)**

2-3 pages.

Introduces topic and specifies the question(s) you seek to answer. Establishes a preliminary research plan. This will also comprise part of your Honors Registration paperwork.

### **Annotated Bibliography and Literature Review (15%)**

5-7 page annotated bibliography and 5-7 page literature review.

Identify books, articles, online sources, etc. relevant to your topic. Consult with your advisor and explain the literature thematically. Format citations appropriately. An unannotated version of the bibliography will also comprise part of your Honors Registration paperwork.

### **Research Presentation (15%)**

In-class presentation on selected day when you will lead a seminar on your developing research. Summarize your intellectual puzzle, its significance, your methods, the relevant literature, and problems you are having. Address questions from your discussant, peers, and me.

### **Reports (10%)**

To help build strong research, communication, and organizational habits, you will have to complete four short reports. These will include: 1) a topic paragraph; 2&3) two Memoranda of Conversation from meetings with your primary advisor; and 4) a MemCon from your individual consultation with a library specialist.

**Final Paper (30%)**

20-25 pages.

Includes a detailed introduction, the thesis scaffolding, and a chapter-by-chapter outline of your thesis. It will also include either a “mini-thesis” composed of abbreviated versions of each chapter or a full first chapter. You will submit a copy of this final paper to your primary advisor.

**Reading Schedule:** All of the course readings will be found on Canvas.

**Week One: Introductions and Topics**

8/27 Introductions

8/29 Topic Discussion

**Week Two: From Topic to Question to Argument**

9/3 Making good arguments \*Week Two Canvas Readings

9/5 The Art of a Research Paper

**Topic Paragraph Report 1 Due**

**Week Three: Situating Your Research**

9/10 Literature Review Overview

\*Week Three Canvas Reading

9/12 Organizing Your Literature Workshop

**Week Four: Library and Career Services Visits \*date subject to change**

9/17 In-class work on Topic Statement

9/19 Scholarly Research: Library Visit with IAFS Area Expert (Sign up for additional one-on-one appointments)

**Topic Statement and Research Plan Due**

**Week Five: A Complete Thesis**

9/24 Your Methods and Data

9/26 Putting It All Together: Analyzing Sample Theses \*Week Five Canvas Reading

**Annotated Bibliography Due**

**Week Six: Research Meetings**

10/1 No Class – final edits of your Honors Registration paperwork [HONORS](#)

[REGISTRATION FORM DUE](#) OCT. 1 AT 11:59 pm, Upload PDF of your completed submission to Canvas

10/3 No Class (one-on-one meetings with me)

**Report 2 Advisor Memcon One Due**

**Week Seven: Research Meetings and Planning**

10/8 No Class (one-on-one meetings with me)  
10/10 Planning session

**Week Eight: Independent Writing**

10/15 No class  
10/17 No class

**Week Nine: Independent Writing**

10/22 No class  
10/24 No class

**Literature Review Due by Friday 10/25 – upload to Canvas by 5pm, no extensions**

**Week Ten: Research Workshops**

10/29 In-class research presentations  
10/31 In-class research presentations

**Report 3 Library Memcon Due (at latest)**

**Week Eleven: Research Workshops**

Mon 11/5 In-class presentations  
Wed 11/7 In-class presentations

**Week Twelve: Research Workshop & Strategy Session**

Mon 11/12 In-class presentations  
Wed 11/14 Strategy Session (partners assigned)

**Week Thirteen: Writing**

11/19 How to Write When You Need to Write a Lot \*Week Thirteen Reading  
11/21 **Report 4 Advisor Memcon Two Due**

**Week Fourteen: FALL BREAK**

11/25-11/29 no class

**Week Fifteen: Writing**

Mon 12/3 In-person check in with your partner; location of your choice  
Wed 12/5 No class (work on final paper; one-on-one meetings if desired)

**Week Sixteen: Course Conclusions**

12/10 Class & Partner Check-ins  
12/12 Next Steps

**Final Paper Due @ 11:59 pm MT**

## COURSE POLICIES

### *Late work and Grading*

If students anticipate a delay or are experiencing anything preventing them from completing an assignment on time, they should contact the instructor immediately. The instructor may accept late assignments on a case-by-case basis, and in general will apply the following penalty for late work: 1-2 days past deadline -5%; 3-4 days past deadline -10%; work submitted one week or later past the deadline will not earn more than 50% credit for the assignment.

Assignment of letter grades based on percentages of total points will be as follows, employing standard rounding when percentages fall between whole numbers: 94%+ = A; 90%-93%=A-; 87%-89%=B+; 83%-86%=B; 80%-82%=B-; 77%-79%=C+; 73%-76%=C; 70%-72%=C-; 67%-69%=D+; 63%-66%=D; 60%-62%=D-; 59% & below=F.

### *Classroom Behavior*

Students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote, or online. Failure to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy. For more information, see the [classroom behavior policy](#), [the Student Code of Conduct](#), and the [Office of Institutional Equity and Compliance](#).

### *Requirements for Infectious Diseases*

Members of the CU Boulder community and visitors to campus must follow university, department, and building health and safety requirements and all public health orders to reduce the risk of spreading infectious diseases. The CU Boulder campus is currently mask optional. However, if masks are again required in classrooms, students who fail to adhere to masking requirements will be asked to leave class. Students who do not leave class when asked or who refuse to comply with these requirements will be referred to Student Conduct & Conflict Resolution. Students who require accommodation because a disability prevents them from fulfilling safety measures related to infectious disease will be asked to follow the steps in the “Accommodation for Disabilities” statement on this syllabus. For those who feel ill and think you might have COVID-19 or if you have tested positive for COVID-19, please stay home and follow the further guidance of the Public Health Office. For those who have been in close contact with someone who has COVID-19 but do not have any symptoms and have not tested positive for COVID-19, you do not need to stay home.

### *Accommodations*

For students requiring accommodations, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition, see Temporary Medical Conditions on the Disability Services website.

If you have a temporary illness, injury or required medical isolation for which you require adjustment, please alert me as soon as possible.

### *Preferred Names and Pronouns*

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name. If you would like me to use a name or pronoun other than that listed, please let me know.

### *Honor Code*

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the Honor Code may include but are not limited to: plagiarism (including use of paper writing services or technology [such as essay bots]), cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. Understanding the course's syllabus is a vital part in adhering to the Honor Code.

All incidents of academic misconduct will be reported to Student Conduct & Conflict Resolution: [StudentConduct@colorado.edu](mailto:StudentConduct@colorado.edu). Students found responsible for violating the Honor Code will be assigned resolution outcomes from the Student Conduct & Conflict Resolution as well as be subject to academic sanctions from the faculty member. Visit Honor Code for more information on the academic integrity policy.

### *Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation*

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. University policy prohibits [protected-class](#) discrimination and harassment, sexual misconduct (harassment, exploitation, and assault), intimate partner abuse (dating or domestic