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UWUCC:AP-10/13/15
Senate App 11/3/15

New Course Proposal Template

Steps to the approval process:

1. Complete the applicable template(s) and email them to the departmental or program curriculum committee chair.
2. The curriculum chair emails the proposal to the curriculum committee, then to the department/program faculty for a vote and finally to the department/program chair.
3. The department/program chair emails the proposal to curriculum-approval@iup.edu; this email will also serve as an electronic signature.
4. Curriculum committee staff will log the proposal, forward it to the appropriate dean's office(s) for review within 14 days and post it on the X Drive for review by all IUP faculty and administrators. Following the dean's review the proposal goes to the UWUCC/UWGC and the Senate.
5. Questions? Email curriculum-approval@iup.edu.

Contact Person:	Alan Baumler	Email Address:	Baumler@iup.edu
Proposing Depart/Unit:	Asian Studies	Phone:	4066

Course Prefix/Number	<i>See the Registrar's list of Unavailable course numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323</i> Asia 483
Course Title	Honors Thesis
Dual/Cross Listed	<i>Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed = Course has more than one prefix such as GEOG/RGPL 233.</i> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes with: Click here to enter text.
Number of Credits	(UG) Class Hours - 3 (UG) Lab Hours - Click here to enter text. Credits - Click here to enter text.
Prerequisite(s)	Prerequisites: ASIA major; 3.25 cumulative GPA; 3.5 GPA in Asian Studies courses, departmental permission. Approval is based on academic appropriateness and availability of resources.
Corequisite(s)	<i>This means that another course must be taken in the same semester as the proposed course</i> Click here to enter text.
Additional Information (Check all that apply. Note: Additional documentation will be required)	<input type="checkbox"/> Liberal Studies (please also complete Template C) <input type="checkbox"/> Teacher Education (Is it Step 1 a prerequisite or is it part of the Professional Education Sequence If so please also complete Template D) <input type="checkbox"/> Distance Education (Please also complete Template E)
Recommended Class Size (optional) (provide justification)	Are you recommending a class size: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Number: 1 If yes: (check one of the following reasons and provide a narrative explanation) <input checked="" type="checkbox"/> Pedagogical <input type="checkbox"/> Physical limitation of classroom <input type="checkbox"/> Accreditation body standards/recommendations <input type="checkbox"/> Other Explanation (required): Click here to enter text.
Catalog Description	<i>Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.</i> ASIA 483 Honors Thesis 3 class hours

Template A

<p>Student Learning Outcomes</p> <p><i>(These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement</u>, not instructional or content outcomes)</i></p> <p><i>If dual listed, indicate additional learning objectives for the higher level course.</i></p>	<p>II. Course Outcomes:</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1) Deduce, through close reading of selected material, the methods and sources used by scholars specializing in the topic of study chosen for the honors thesis/project (hereafter, the topic of study). 2) Evaluate the scholarship in the topic of study through a survey of the existing literature. 3) Situate the scholarship on the topic of study within the larger field. 4) Select a research focus and frame research question(s). 5) Select a variety of significant primary and secondary sources relevant to the research question(s). 6) Create a detailed research proposal for the honors thesis/project in accordance to the requirements of the discipline. 7) Locate a variety of significant primary sources and secondary material relevant to the research question(s). 8) Analyze a variety of significant primary and secondary sources relevant to the research question(s). 9) Evaluate a variety of significant primary and secondary sources relevant to the research question(s). 10) Synthesize relevant material and develop arguments. 11) Create a final project (honors thesis, poster, etc.) appropriate to the discipline. 12) Present and defend research findings orally. 								
<p>Brief Course Outline:</p> <p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments.</i></p>	<p>Course outline will vary by semester and topic</p> <p>As the catalog description will not paste into the field above I am putting it here</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 70%;">ASIA 483 Honors Thesis</td> <td style="width: 30%;">3 class hours</td> </tr> <tr> <td></td> <td>0 lab hours</td> </tr> <tr> <td></td> <td>3 credits</td> </tr> <tr> <td></td> <td>(3c-0l-3cr)</td> </tr> </table> <p>Prerequisites: ASIA major; 3.25 cumulative GPA; 3.5 GPA in Asian Studies courses, departmental permission. Approval is based on academic appropriateness and availability of resources.</p> <p>A two-semester sequence of research and writing, culminating in an honors thesis or project. Honors theses are completed individually under the direction of a professor who specializes in the student's area of interest and are approved by a thesis committee comprising the thesis director and two others. May be taken twice for a total of 6cr.</p>	ASIA 483 Honors Thesis	3 class hours		0 lab hours		3 credits		(3c-0l-3cr)
ASIA 483 Honors Thesis	3 class hours								
	0 lab hours								
	3 credits								
	(3c-0l-3cr)								
Rationale for Proposal									
<p>Why is this course being proposed?</p>	<p>Part of Asian Studies Honors track</p>								
<p>How does it fit into</p>	<p><input type="checkbox"/> Major Requirement <input type="checkbox"/> Minor Requirement <input type="checkbox"/> Core Requirement</p>								

Template A

<p>the departmental curriculum? (Check all that apply)</p>	<p style="text-align: right;"><i>(Interdisciplinary core – e.g. Business/Education)</i></p> <p> <input type="checkbox"/> Required Elective <input type="checkbox"/> Liberal Studies <input type="checkbox"/> Open Elective </p> <p><input checked="" type="checkbox"/> Other - Click here to enter text.</p>
<p>Is a similar class offered in other departments?</p>	<p><input checked="" type="checkbox"/> Yes Please provide comment: HIST 483 and others</p> <p><input type="checkbox"/> No</p>
<p>Does it serve the college/university above and beyond the role it serves in the department?</p>	<p><input type="checkbox"/> Yes Please provide comment: Click here to enter text.</p> <p><input checked="" type="checkbox"/> No</p>
<p>Who is the target audience for the course?</p>	<p><input checked="" type="checkbox"/> Course Designed for Majors (<input type="checkbox"/> Required <input checked="" type="checkbox"/> Not Required)</p> <p> <input type="checkbox"/> Course Designed for Minor <input type="checkbox"/> Departmental Elective </p> <p> <input type="checkbox"/> Restricted to Majors/Minors <input type="checkbox"/> Open to Any Student </p> <p><input type="checkbox"/> Liberal Studies</p> <p><input type="checkbox"/> Other - Click here to enter text.</p>
<p>Implications for other departments</p>	<p>A. What are the implications for other departments (<i>For example: overlap of content with other disciplines, requirements for other programs</i>)? none</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt? (Attach documents as appropriate) Click here to enter text.</p>
<p>For Dean's Review</p>	
<ul style="list-style-type: none"> • Are resources available/sufficient for this course? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA • Is the proposal congruent with college mission? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA • Has the proposer attempted to resolve potential conflicts with other academic units? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA <p>Comments: Click here to enter text.</p>	

THE ASIAN STUDIES HONORS THESIS
A GUIDE FOR STUDENTS AND FACULTY

DRAFT 10/15/15

WHAT IS AN HONORS THESIS?

SHOULD I DO A THESIS?

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DEPOSITING COPIES OF THE FINAL PRODUCT

ASIAN STUDIES HONORS PROGRAM CONTINUATION STANDARDS

FOR FACULTY THESIS DIRECTORS—SUPPLEMENTAL INFORMATION

A GUIDE FOR STUDENTS AND FACULTY

WHAT IS AN HONORS THESIS?

An honors thesis is an original, independent research project undertaken with the guidance of a faculty mentor and culminating in a significant paper or an academic poster. (See Appendix One) As a student, you are familiar with the essays and papers written in our regular courses, and this is at once similar and different. The two forms are similar in the sense that both are characterized by a persuasive argument, judicious use of evidence, originality of thought, and clarity of expression. But they differ in two important ways—an honors thesis is a very much larger project, and it is based on original research carried out according to the standards of the discipline. Although as an undergraduate you are unlikely to make a truly world-shattering discovery, you should expect your honors thesis to make, in at least a modest way, what scholars call “a contribution to the field.”

You may hear people refer to an honors thesis as a “senior thesis.” In some ways, this phrase is misleading because many students start their theses before the senior year. But if such a phrase denotes a sense of maturity and culmination, then it is not entirely wrong. An honors thesis allows you to use your accumulated skills and knowledge to study an important question, test a hypothesis, or produce something truly creative—and to do so on your own, independently. Thus, an honors thesis is the ultimate, defining accomplishment of your undergraduate education. The form and length of honors theses vary greatly by topic; recently, most theses have been forty to sixty pages, but some have been longer or shorter.

SHOULD I DO A THESIS?

The program encourages its best students to do a thesis.. You can do a thesis and enroll in the Asian Studies Honors Program without being in the Honors College, although if you are in the Honors College a thesis will count toward your honors credits over there. So, you have a choice—thesis or not?

A thesis is not the right choice for every student. Discovering new knowledge and turning it into a thesis can be tremendously exhilarating, but it demands a serious investment of your time and energy. You can't be merely going through the motions or doing this because someone else thought you should. If you aren't dedicated to the project or do not have adequate time to devote to it, you are unlikely to end up with a product in which you can take pride, and you may not have much fun doing it. A quality thesis demands a quality commitment from you.

A thesis is not the only right choice or even the best choice for every career path. In some cases, other experiences—*if* they allow you to demonstrate independence, proficiency, and maturity in your field—can be just as valuable or even more so. But even if your field emphasizes other experiences such as student teaching or an internship, do not be too quick to dismiss the possibility and value of an honors thesis. There's nothing wrong with having more than one culminating experience—a thesis *and* an internship, for instance—if you can fit them in. Doing one does not necessarily preclude the other. You can think “both/and” rather than “either/or.”

What then are some good reasons in favor of completing an honors thesis? First, the work can be incredibly rewarding. You can derive great satisfaction from designing a significant project and seeing it through to a successful conclusion. Knowing that you did it once, and thus can do it again in the future, builds legitimate self-confidence. Working closely on a one-to-one basis over an extended time period with a faculty thesis director can lead to mutual respect and intellectual discussions that are almost impossible to duplicate in any other setting. Along the way, there is tremendous intellectual excitement when you find new information, confirm a hypothesis, or finally understand how the pieces of a puzzle fit together. One student called those her “flashbulb moments” when “the light goes on and all of a sudden you understand something in a way you never thought of it before.” This is the same kind of excitement that researchers have shared for centuries, at least as far back as the day Archimedes first shouted “Eureka!”

Second, a thesis is a superb opportunity to develop your research and communication abilities. Your knowledge will increase and your skills will grow exponentially. Writing a thesis also tests and strengthens your ability to employ initiative, to focus, to be persistent, and to manage time well. This makes a thesis exceptionally good preparation for the world of work or for graduate or professional school.

Third, a thesis can open other opportunities to you. If your research is important enough and well written, all or part of it might be published. There are local, regional, and sometime national conferences at which undergraduates can do a poster presentation, be on a panel, or read a paper based on their research. In the course of your thesis work, you might connect with prominent scholars working in the field or make contacts leading to research assistantships or summer employment.

The fourth point follows logically—a thesis strengthens your resume. Why do employers and graduate schools care about your thesis? Primarily because it is the part of your education that is most identifiably *yours*. Completing a thesis says volumes about your work ethic. For employers, it means that you can be given a significant independent project and be trusted to organize and complete it. For graduate and professional schools, it testifies not only to your persistence, but also to your mastery of research skills that are critical components of higher level study. your committee members may suggest revisions for the final version of the poster. You are strongly encouraged to present your findings at conferences at IUP and elsewhere.

WHAT PROGRAM SHOULD I DO MY THESIS IN?

If you are thinking of doing graduate work it is probably a good idea to double major in a traditional academic discipline and Asian Studies. If your other department has an honors track it may make sense to do the thesis there. Presumably the same faculty member would be supervising the thesis regardless. If you don't have a second major, or if your second major does not have an honors track you should do the thesis in Asian Studies.

WHAT FORMAT SHOULD I DO MY THESIS IN? PAPER vs. POSTER

Most students do their thesis in the form of a paper. If you wish you may also do the final presentation of your research in the form of an academic poster. Many disciplines and conferences actually prefer this visual form of presenting your evidence and argument. If you want to present your work in the form of a poster you should discuss this possibility with your thesis advisor. You will still be doing the same amount and type of research, but you will be presenting your work in a different way. You can find guidelines for the layout of an academic poster at <http://www.ncsu.edu/project/posters/> In general, a poster works best for research that is best presented graphically. You will still need to provide an abstract of your findings, a bibliography, and a clear narrative of your findings and their importance. You will still do an oral defense, and your committee members may suggest revisions for the final version of the poster. As with a written thesis you are strongly encouraged to present your findings at conferences at IUP and elsewhere. The Asian Studies Program will provide financial support for printing the poster.

WHEN SHOULD I PLAN FOR AND BEGIN WORK ON MY THESIS?

Students who have written a thesis would shout loudly: "Start early! Start early!" Not just at IUP but nationally, one reason many students do not write a thesis is that they wait too long to start thinking about it, and when they finally do there is simply not enough time left to pick a topic, find a professor, get the necessary approvals, and do the work. Sadly, they are left out by default. Don't let that happen to you.

Ideally, you want to have all the plans and approvals completed by the time you *register* for your thesis credits, and this is three to five months earlier than the start of the semester when you begin work. This means deadlines will come up faster than you expect. It will take you some time to settle on a topic, find a professor to direct your thesis, and get the necessary approvals. This isn't something you can do in last one or two days before registration. So this is the bottom line advice: "Start early!"

Yes, it is usually—although not always—possible for you to register at the last minute. You can sometimes add thesis credits to your schedule as late as the "drop-add" period at the beginning of a semester, but the more you try to do at the last minute, the more chance of something going wrong. Don't procrastinate! Be smart, and be early!

Even as **first-year students**, it is not too early to talk with your academic adviser about a thesis. Obviously, you are nowhere near ready to pick a topic or decide which faculty member you want to work with. In fact, you probably aren't sure if you even want to do a thesis or if it's the best path to take. You may not even be certain about your career choice or your major. But you can tell your adviser that a thesis is something you are considering. You can try putting a thesis into your tentative four-year plan and see how well it fits with the other things you want to do. This isn't a time to make a decision one way or another. It's certainly not a time to reject a thesis out-of-hand as something impossible. It's a time to keep your eyes open and explore possibilities. In some cases thesis research might be done during a study abroad semester. If you are thinking of doing that you need to plan well in advance.

During your **sophomore year**, you will want to continue thinking seriously and perhaps make some specific plans. Your four-year plan should be taking a more definite shape now. If you are thinking about spending part or all of your junior year abroad, or if student teaching or an internship is going to be part of your senior year, you will need to think about when you want to schedule your thesis. The sophomore year is when you sign up for department's Asian Studies Honors Program. If your thesis is going to be a senior year activity, you still have some time, but if your four-year plan calls for you to start as a junior (see the next paragraph for some reasons why it might), you need to begin serious planning as a sophomore. Remember that you register for courses well ahead of time. You select second-semester junior courses in October of your junior year. That's not very long after you return next fall, so it's wise to talk with your adviser about possibilities before you leave for the summer.

During your **junior year**, you finalize your plans if you have not already done so, and may begin actual work on the thesis. There are good reasons that your thesis advisor might recommend starting a thesis work in your junior year. An obvious one is that some students are away from campus for an internship or student teaching during their last year. Either of these activities will take your full attention, and it is not advisable to try to do a thesis at the same time. Even if you are going to be on campus for your entire senior year, you will find other demands on your time, such as job searches and interviews or complicated applications for graduate and professional schools. If your thesis is relatively far along during the fall of your senior year rather than just being started, your professors can write stronger and more detailed letters of reference explaining what you have accomplished. You can also schedule a conference presentation in time to include it on your resume, and you might be able to submit a section of your thesis as a writing sample to accompany your applications.

As your plans begin to take shape, you will want to consider whether your research will involve unusually high costs for items such as equipment, supplies, or travel. If these expenses are significantly beyond what an undergraduate might ordinarily be expected to provide in course supplies, you might be able to apply for funding. (Alternately, you might need to modify your plan to meet your budget.)

Your **senior year** will be occupied with completing your thesis. Since your work is in the final stages, you are also in a good position to answer questions from students in the classes behind you. Finally, you will want to take time to thank those who helped you with your thesis, and to take some well-deserved pride in what you have achieved.

STEP BY STEP

GETTING IDEAS/EXPLORING POSSIBILITIES

There are a number of things that will help you generate ideas. You can talk with other students who are currently writing theses, and you can read some of the earlier theses that are on file. In advanced courses you can pay attention to the nature of research done by historians who study this field. What kinds of questions do they ask? What methods or approaches do they use? Sometimes looking at the titles of conference papers or journal articles can help you see how historians formulate questions and present arguments. Talk with as many people as you can—from other students to your academic adviser to your favorite professors. Professors are particularly good at helping you generate ideas and evaluate possible topics.

FINDING A TOPIC

Your first decision is to choose the sub-area of your discipline that you want to focus on. What really interests you? Is it Gupta India, Ashikaga Japan or modern Korea? Are you interested in political, cultural or economic topics? This doesn't mean a vague, lukewarm interest. It means what are you *passionate* about? If you are going to spend up to a year studying something, you had better be *really* interested in it. For some students, this is an easy decision—it's the area covered by the courses you could hardly wait to get into and loved the whole way through.

Once you've settled on a general area of interest, you can start to narrow it down. What fascinates you most about the Chinese Revolution? What sources can you locate and use for a study of Neolithic pottery in Taiwan? You need to be very practical here. To take an extreme case, no matter how interested you are in studying the political machinations of the Meiji court, it's probably not a smart choice if you are located in Pennsylvania and don't already know Japanese. Access to sources and the ability to use them are important limits to what you can do.

The boundaries for acceptable thesis topics vary but some common principles apply. A thesis topic should raise a question or questions for which answers are not readily apparent. It should allow you to demonstrate your ability to use primary sources, and to tackle creatively a problem considered significant in the field. It has to be feasible given the time you have and given the library, and other resources that are available.

Don't try to come up with one perfect, well-defined idea all by yourself. A better approach at this stage is to make a list of several ideas that seem plausible to you and then identify a professor who might be willing to direct your thesis. Once you've found a faculty member to work with, he or she will be able to help you evaluate and choose among the ideas you've generated. As an expert in the field, he or she might see possibilities and obstacles that you have missed. Most good thesis topics emerge out of conversations between students and their thesis directors, just as many good topics for the smaller papers you wrote in regular courses grew out of conversations you had with your professors.

If you are having trouble thinking of a topic, it can be useful to remind yourself that you sometimes struggled to come up with a good topic for other papers—and yet somehow, after talking with other students and the professor, it all came together in the end. Don't give up too easily or think you have to plan your thesis alone. You are expected to seek help and guidance.

FINDING A FACULTY MEMBER TO DIRECT THE THESIS

It is your responsibility to find an IUP faculty member willing to guide you through the thesis project and give you a grade at the end. This person is called your **thesis director**. How do you find such a person?

First, your topic and director have to be a match. If you want to do a thesis on forestry in Northern Burma you will need a director who will be able to help you. In some cases the topic you are thinking of may not have an exact match among the faculty. What if you want to work on suppression of spirit mediums in Late Yi Korea? We don't have any experts on Korean popular religion, but we do have faculty who work on contemporary Buddhism, and social reform in China. Most faculty are very willing to help you out, but they also know that past a certain point they really can't give you useful advice. There may be some topics where it is not possible to find a faculty member to direct a particular thesis. Then you will need to find a new topic.

How do you know which professors have which expertise? The Asian Studies web page will give you a general idea. The courses that faculty teach and their publications are also good clue. Often the best information will come from your academic adviser because faculty colleagues always know each other's work well.

Second, your thesis director should be someone with whom you think you can work well. Professors and students are no less human than anyone else, and some personalities and learning styles match better than others. In many cases, you will already know your director well from prior coursework, and he or she will know you. If you do not know each other well, you each may want to spend some time in conversation

before making a commitment. Remember that the professor is making a large time commitment to you, just as you are to the project. You both need to feel good about what you are undertaking.

You should not be hesitant about approaching a professor. Most professors love to have thesis students, and they will consider it a compliment that you are asking them to be your director. It is, of course, possible that they may already have taken on as many thesis students as they can handle or made other commitments that make it impossible to work with you in any given semester. But the vast majority will be eager to work with you if they can possibly manage it. Professors who may seem distant or even daunting in other circumstances can become suddenly enthusiastic when they find out that you are passionate about the very same things that they are. Just as in other human relationships, common interests and common tasks make a good foundation for cordiality and mutual respect.

SELECTING A THESIS COMMITTEE

It is a long-standing academic tradition for theses to be evaluated by more than one professor. The usual practice is a committee of three, including your thesis director. With the help of your director, you will need to identify at least two other people to be on your thesis committee. At least one of the two must be a professor from the Asian Studies Program; the other may be someone from another department, a member of the university's administrative or professional staff, or even an expert from outside IUP. You and your director may wish to decide on the composition of your committee right away, but you may, if you think it wise, delay a decision until you have a clearer idea about the nature of your thesis and what additional expertise you might need on your committee.

The amount of contact you have with these two additional "readers," as they are often called, will vary. Sometimes one of them is put on the committee to help you with a particular aspect of the work, and you will consult on that point. In other instances you may see very little of them until the end of the project when they read your thesis and sit as a panel for an oral examination.

PREPARING A THESIS PROPOSAL

With the help of your thesis director, you must prepare a written thesis proposal—that is, an explanation of what you plan to do.

There are two good reasons why you must write a thesis proposal—because the university needs it to give you approval to add the thesis to your schedule and because you need it to clarify your own plans. The "Request for Independent Study" form that you must use to register for your thesis requires that you attach a proposal. The form asks for: (1) a rationale for conducting an independent study, (2) the purpose of the study, (3) objectives, (4) activities to accomplish objectives, (5) required reading or bibliography, (6) evaluation process, (7) use for special purpose such as Honors credit, and (8) number of credits. If you are doing a thesis over more than one semester, you need to fill out the independent study form each semester and adjust the proposal appropriately for what you expect to accomplish during that part of the work.

Even if the university regulations did not require a proposal, prudent students would want one for their own benefit. A good proposal guarantees that you have a plan that will work because you have to confront questions that you might otherwise skip over. Is your plan practical given the time you have? Will you be able to get the data or primary sources you need? Will you need equipment or access to special collections of documents? What is a reasonable timetable to accomplish each step of the work? Will you need to apply for any grants of money to cover extraordinary expenses? Do you and your director have the same expectations about what you are going to accomplish?

When you draw up your final plan, keep it sharply focused. Above all else, you want to avoid getting half-way through and realizing that your project is too big to finish on time. You can always add another dimension later if you find yourself running ahead of schedule (unlikely!), but it is much harder to cut and pare when you're in a panic mode because time is running out.

Part of the first semester work involves narrowing the topic, you may not be able to attach a fully developed thesis proposal to that semester's independent study form. In fact, preparing a full proposal may be one expected outcome of your first-semester's work. But even if your first-semester proposal is broader and more tentative, you still want to be as concrete as possible in terms of what you expect to accomplish and how your thesis director is going to evaluate your progress.

Important note: If your research involves human subjects, you may need to seek approval from the university's Institutional Review Board. This certifies that your research follows ethical procedures in its dealings with individuals. Your director will be able to tell you whether you need to seek such approval.

REGISTERING FOR YOUR THESIS CREDITS

You register for ASA 483 (our honors thesis number) by completing a "Request for Independent Study" form. Your thesis director will help you fill out this form. You must attach a copy of your thesis proposal to the form. The form requires signatures from your thesis director, academic adviser, department chair, and college dean.

Special note if you are an Honors College student: It is very important that you or your thesis director write "HONORS COLLEGE STUDENT" plainly in the top margin so that the cost of your independent study is charged to the correct university budget line.

The dean's office will send the "Request for Independent Study" form to the Registrar/Scheduling Office. The Registrar/Scheduling Office will add the course automatically to your schedule—you do not need to use URSA to add it yourself.

Two cautions about this automatic scheduling: (1) If the addition of your thesis will push your schedule into an overload—more than 17sh—you must go to your college dean's office and get permission. The Scheduling Office will not add the course unless you have permission for the overload. (2) If waiting for the course to be added automatically leaves your schedule temporarily with less than the minimal load required by your financial aid, call this to the attention of the Honors College. This is usually not a problem unless you have waited until the very last minute to file for approval so that there is not enough time for the form to be processed before you encounter difficulties.

Remember! You must fill out and submit an Independent Study form and proposal **twice—one for each semester**. That is, the second semester credits will not appear by magic on your schedule. You must register for the second semester the same way you did for the first.

CONTINUING YOUR THESIS AFTER THE FIRST SEMESTER

Before you register for your second semester of thesis work your thesis director will be asked

RESEARCHING AND WRITING THE THESIS

A thesis is based on original research done according to the standards of the discipline—standards that you have been learning as you progressed through your coursework. But within the larger field of Asian Studies, every little sub-specialty has its own quirks and tricks of the trade. This is the guidance that you should expect from your thesis director and why it is important that this professor's expertise be as close as possible to your research topic.

Much of the best advice about research and writing is therefore topic specific. But there is some handy advice that is generally applicable. Here are several good rules to remember:

- ❖ Research and writing will take more time than you expect. Be very certain that you save enough time in the semester for writing and revising. There is a great temptation to think that you can never have enough research—there's always one more book you can read, one more person you could interview,

one more document you could analyze. Your director will help you recognize when “enough is enough” and it’s time to write it up.

- ❖ Don’t assume that research will end when you first start writing. Often you don’t realize the weaknesses in your research until you start writing. The process of writing should inform your research and vice versa.
- ❖ As you are doing your research find a friend who is interested enough in what you are doing (or polite enough) to let you talk out loud about what you are finding. Talking is often a good way of beginning to make sense of what you are discovering. Your thesis director will be a good listener, too.
- ❖ Set up regular meetings with your thesis director. Keeping talking about how things are going. When you have a week in which you haven’t made much headway, it may be even more important to talk than when you are bursting with excitement and can’t wait to tell your director what you’ve accomplished.
- ❖ Block out time in your weekly schedule for work on your thesis. Your thesis can’t survive on bits and pieces of spare time. This is particularly important if you are prone to procrastination.
- ❖ It’s a rare project that is lucky enough to escape having something go wrong—a source that you thought was available in translation is not, the interlibrary loan is slow in arriving, the person you most wanted to interview decides to take an extended vacation in Australia. Scream if you must, then take a deep breath, and move on. It happens to the best, most seasoned researchers, too.
- ❖ Just as with your earlier, smaller papers, this paper is going to need to go through multiple drafts. Having one or two trusted peer editors as well as your professor can help, too. You want this to be your best work—allow time for polishing the prose for grammar and style.
- ❖ If writing forty pages seems to daunting, think in smaller, manageable sections. Authors never say, “I’m going to sit down this morning and write a book.” Rather, they say, “This morning, I’m going to write the first section of chapter two.”

MATTERS OF STYLE AND FORMAT

Your paper should be organized and written in a manner consistent with the Chicago or Turabian style, which is standard in the field. If you and your adviser know that you will be submitting your paper as an article for a particular journal, you may be advised to follow the documentation style of that journal. Your thesis director will be able to give you guidance on these points.

Other matters of format:

- ❖ Follow the format of the sample **title page** and **approval page**
- ❖ Margins should be generous--1½ inches on the left to allow for binding, 1¼ inches on the top and bottom, and 1 inch on the right.

Additional details regarding format can be found in the most recent editions of the IUP Graduate School’s Thesis Manual, the *Chicago Manual of Style*, or Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*.

THESIS DEFENSE (OR ORAL EXAMINATION)

For nearly a thousand years—that is, for as long as university students have been writing theses—the last hurdle in the process has been an oral examination. Your thesis director and the two other readers you have

chosen make up the examining committee. Often this meeting is referred to as “defending” your thesis, although in modern times examinations are usually much more cordial and less adversarial than the word “defense” would imply. Most students find it rewarding and intellectually exciting to spend an hour discussing their project with three people who have already expressed great interest by agreeing to be mentors. If you have been in close communication with your thesis director and committee during the research and writing stages, and if you can say with assurance that you have done your best work, there is no reason not to approach the oral examination with confidence and good cheer.

Your thesis director will be in charge of the session, and you should ask him or her what you might expect in terms of procedures and types of questions. You may be asked to begin the exam with a statement of your thesis and a brief summary of your work (if so, you will want to prepare rather than trying to “wing it”). The members of the committee will then take turns asking you questions.

Your adviser or committee may have some final changes or corrections for you to make before you print out the final copy that is going to be bound and preserved. This is, in fact, a fairly common occurrence, and you should schedule the defense early enough to allow for these final corrections. When you have satisfied your committee, each will sign the approval page attesting that your work meets the standards of your field for an undergraduate honors thesis. (Rather than having your professors sign one approval sheet and photocopying it, you will want to create a sheet of original signatures for each copy of the thesis you need.)

DEPOSITING AND BINDING THE THESIS

All students must submit a copy of the final thesis. These will be bound and shelved in the Asian Studies office with those of your classmates. If you are an Honors College student you must also provide two copies of your thesis to the Honors College

ASIAN STUDIES HONORS PROGRAM CONTINUATION STANDARDS

1. Prior to the first semester of coursework in the honors track, the thesis director and the department chair will independently confirm that the student’s GPA makes the student eligible for entry into the honors track. As stated in the *Undergraduate Catalog*, this requirement consists of a 3.25 cumulative GPA and a 3.5 GPA in Asian Studies courses. For example, if honors coursework were to begin in Spring 2014, the cumulative GPA through Fall 2013 would be considered.
2. The thesis director will check the student’s GPA prior to the start of each semester. If the GPA falls below either threshold, the student will be advised by the thesis director that while s/he will be allowed to continue with honors work, s/he is not on track to graduating with honors.
3. A student must meet the cumulative GPA requirements at the end of their coursework in order to be recognized as an honors student at graduation.
4. If a student earns less than a “B” in the first ASIA 483, they will be dropped from the honors track. ASIA 483 will count as a 400-level Category A ASIA course.
5. If a student earns less than a “B” in the second ASIA 483, they will be dropped from the honors track. ASIA 483 will count as a 400-level Category A ASIA course.

FOR FACULTY THESIS DIRECTORS
SUPPLEMENTAL INFORMATION

This supplemental information is for professors who are directing undergraduate honors theses. First, the Asian Studies Program is exceptionally grateful for your willingness to undertake this responsibility. While the satisfaction of directing a very able student's work may ultimately provide its own best reward, the university does provide modest compensation under the CBA guidelines for independent study payment. You and your student will be recognized at the Asian Studies commencement. If your student is in the Cook Honors College, your name will be listed as the student's thesis director in the Honors College graduation program as well, and you will be invited to attend the ceremony and join the students and their guests as they celebrate their accomplishments.

Note: PLEASE READ THE GENERAL STUDENT-ORIENTED SECTIONS OF THIS GUIDE.

You are encouraged to read carefully the student-oriented sections of this guide for two reasons. First, it is important for you to know what students are being told about their choices and responsibilities. Second, much of the detail about procedures is not repeated here. The faculty section of the guide *supplements* but does not replace the student sections.

ASIAN STUDIES STUDENTS AND THE THESIS EXPERIENCE

A thesis is required for students enrolled in the Asian Studies Honors Program. Qualified majors may do a thesis even if they do not have room in their schedules for the entire honors program. Students who are in the Honors College may also use these credits toward their honors requirements there; the Honors College encourages its students to write a thesis, but does not require them to do so. This recognizes that, although an honors thesis is an excellent culminating experience, it is not equally appropriate for all majors or career paths. Should students approach you about the appropriateness of a thesis, you might discuss with them some of the questions and issues found under “Should I Do a Thesis?” in main section this Guide.

HELPING YOUR STUDENT REGISTER FOR A THESIS

Undergraduate honors theses are handled as “independent study” credits. You should help the student fill out a “Request for Independent Study” and attach his or her thesis proposal to the form. Once the “Request” is approved, the student will be registered for the credits. Further information about procedures and about what constitutes an acceptable proposal is in the student section of this Guide.

All “Request for Independent Study” forms require the signature of the student’s adviser, department chairperson, and college dean. A well-written proposal will protect both you and the student from later misunderstandings about what was expected. See the relevant sections in the student part of this Guide.

Special note if your student is enrolled in the Honors College: It is very important that you or your thesis director write “HONORS COLLEGE STUDENT” plainly in the top margin so that the cost of the independent study is charged to the correct university budget line. (Honors College theses are charged to the Honors College, thus saving our department allotment for other students.)

Remember! You and your student must submit an Independent Study Form and proposal **twice—one for each semester**. The second semester credits will not appear by magic on the student’s schedule. Unless the form is submitted for the second semester as well as the first, the student will not get credit—and you will not be paid.

THE THESIS PROPOSAL

All “Request for Independent Study” forms require that a proposal be attached. Obviously, a well-written proposal not only helps keep the student focused, it also helps avoid subsequent misunderstandings about the quality or quantity of work you expect. If this thesis is a two-semester project, and part of the first semester work involves narrowing the topic, you and your student may not be able to attach a fully developed thesis proposal to that semester’s independent study form. In fact, preparing a full proposal may be one expected outcome of the first-semester’s work. But even if the first-semester proposal is broader and more tentative, you still want to be as concrete as possible in terms of what you expect the student to accomplish and how you intend to evaluate the progress. You and your student can look at sample proposals by using the link in the student section of this guide.

Note: If the research involves human subjects, your student will need to seek approval from the university’s Institutional Review Board. You will need to help your student understand this process and file the appropriate paperwork.

THE THESIS COMMITTEE

Since you know the expertise of IUP faculty better than your student does, you will probably have to suggest some possible members. At least one of the readers must be from the Asian Studies Program, and both may be. However, the third member can be any member of the IUP faculty, administration, or professional staff or anyone from outside the university who has the expertise and willingness to read the thesis and participate in the oral defense.

THE THESIS DEFENSE

The concluding oral examination should follow the procedures typical of a graduate thesis defense, although with performance standards appropriate for an advanced undergraduate. Normally approximately one hour is allotted to the examination, although you may adjust this to fit the circumstances.

DEPOSIT OF COPIES IN THE ASIAN STUDIES PROGRAM AND THE HONORS COLLEGE

One copy of the final product, signed by the thesis committee, is bound and kept in the Asian Studies offices. If your student is also enrolled in the Honors College, two additional copies are required for the Honors College. Whether your student is in the Honors College or not, the binding is handled by the Honors College at its expense.

GRADING AND STANDARDS FOR AN UNDERGRADUATE THESIS

You are the best judge of standards within your particular area of expertise. On the one hand, you must remember that this is an undergraduate, not a graduate, thesis, but on the other hand, you should not underestimate the ability of an honors student to produce truly superior work when challenged to do so. When it comes to setting a grade, you will obviously want to consider seriously the judgments of the two readers, but the thesis director is the instructor of record, and ultimately the determination of a grade is your responsibility.

BUDGET AND COST CENTER FOR HONORS THESES BY HONORS COLLEGE STUDENTS

If the student is enrolled in the Cook Honors College, the thesis is *not* charged against your department's allotment of independent study money. Be sure to write "HONORS COLLEGE STUDENT" boldly in the upper right hand corner of the "Request for Independent Study" form so that the cost is charged to the correct budget.

FACULTY COMPENSATION

The *thesis director* is compensated according to CBA guidelines for independent study payment. The "Request for Independent Study" form used to add the credits to the student's schedule will also, when approved, automatically trigger your independent study payment. *Note: this differs from the regulations governing compensation for graduate theses.*

The two *readers* contribute their time as part of their general professional responsibilities, but without additional payment.