HONORS OVERVIEW

Objective
Honors programs are organized by departments and programs. They allow students to engage in advanced, independent research, analysis and articulation with faculty guidance, usually in the senior year. Engaging in original research on a topic of a student’s own devising is one of the most exciting experiences of a college education. Working closely with a faculty advisor allows the teacher-student dynamic to become far more collegial. In the most satisfying experiences, students can make genuine contributions to knowledge, challenging the way scholars in the field think about the topic.

Goals
Pursuing Honors as an undergraduate offers many academic and personal benefits. It allows you to do the following:

- Initiate in-depth research in a field you may continue to pursue in graduate school or throughout your career
- Demonstrate to postgraduate programs or future employers that you can do independent, creative work
- Participate in advanced original research in close, one-on-one consultation with a faculty member
- Develop skills that will be useful throughout life, in many different settings, such as
  - Mental discipline
  - Intellectual judgment and independence
  - Capacity to pursue an area in depth
  - Self confidence
  - Mastery of the material
  - The ability to plan and implement a project and see it to its end
  - The ability to meet a challenge and succeed
- Contribute to the knowledge of the world and perhaps discover your life’s intellectual passion

Honors Timeline
UAR Major Grants Due March 13, 2017
Honors Application Due April 1, 2017
AFRICAAM 200X Fall Senior Year
Printed and Bound Theses Submitted May 1, 2018
AAAS Senior Research Presentations May 2018
HONORS REQUIREMENTS

Honors Application

Applications for Honors are due the Spring Quarter of the year prior to the applicant’s final academic year. For most candidates, this will translate to the Spring Quarter of their 3rd (Junior) academic year. Exact application due dates shift each year, but are announced by the end of the Winter Quarter. For the 2017-18 class, honors applications are due April 1st. Applications should be submitted to the AAAS Associate Director via email with the subject: “HONOR THESIS APPLICATION” and should include the following:

• Thesis Proposal including:
  • Research topic
  • Goals & Objectives
  • Methodology
  • Timeline
  • Budget
• Proposed faculty advisor & any additional readers and/or advisors
• A list of relevant coursework that has prepared the applicant for research (Research Methodology courses are recommended)
• Any funding applied for or secured to support research (Undergraduate Advising and Research, Haas Center for Public Service, Chappell Lougee, Mellon Mays, Beagle II, etc)

Applications should be 2500 words or less

AFRICAAM 200 Series

AFRICAAM 200X is a 5 unit mandatory weekly colloquia to assist with refinement of research topic, advisor support, literature review, research, and thesis writing. Readings include foundational and cutting-edge scholarship in the interdisciplinary fields of African and African American studies and comparative race studies. Readings assist students as they situate their individual research interests and project within the larger body of scholarship.

Students may also enroll in AFRICAAM 200Y in Winter and AFRICAAM 200Z in Spring for additional research units (up to 10 units total). These additional units do not count toward the 60 unit major requirement, but can count towards the 180 unit graduation requirement.

Declaring Honors On Axess

If you want to be considered for honors, you must declare departmental honors online and via application. To declare online, log on to Axess. You will submit a request to the department in which you want to pursue departmental honors. The department will inform you of their decision whether to accept you into the honors program.
RESEARCH METHODOLOGY

**Methodology & Methods Courses**

The methods section of an honors thesis describes the rationale for the application of specific procedures or techniques used to identify, select, and analyze information applied to understanding the research problem, thereby, allowing the reader to critically evaluate a study’s overall validity and reliability. Methodology courses equip students with the skills to root their research in standard and credible methodology for their particular discipline. Students are encouraged to identify the particular discipline in which their research is rooted and then to take a methodology course in said discipline. Below is a comprehensive, though not exhaustive, list of methodology courses offered by quarter.

**Fall Quarter**

ANTHRO 91: Method & Evidence in Anthropology  
ARTHIST 296: Methods & Historiography of Art History  
ECON 102A: Introduction to Statistical Methods for Social Scientists  
EDUC 401A: Mini Courses in Methodology: Statistical Packages for the Social Sciences  
EDUC 401B: Mini Courses in Methodology: Stata  
HISTORY 209S: Research Seminar for Majors  
ME 397: Design Theory and Methodology Seminar  
MUSIC 200A: Proseminar in Musicology and Music Bibliography  
POLISCI 259: Directed Reading and Research in Political Methodology  
POLISCI 450A: Political Methodology I: Regression  
PSYCH 250: Methodology of Research in Behavioral Sciences  
PSYCH 252: Statistical Methods for Behavioral and Social Sciences  
SOC 278: Introduction to Computational Social Science  
TAPS 311: Performance and Historiography

**Winter Quarter**

ANTHRO 398B: Race, Ethnicity, and Language: Writing Race, Ethnicity, and Language in Ethnography  
BIO 46: Introduction to Research in Ecology and Evolutionary Biology  
BIO 199W: Senior Honors Thesis: How to Effectively Write About Scientific Research  
COMM 106: Communication Research Methods  
ECON 102A: Introduction to Statistical Methods for Social Scientists  
EDUC 316: Social Network Methods  
EDUC 401B: Mini Courses in Methodology: Stata  
HISTORY 209S: Research Seminar for Majors  
HUMBIO 82A: Qualitative Research Methodology
AFRICAN & AFRICAN AMERICAN STUDIES

ME 397: Design Theory and Methodology Seminar
POLISCI 259: Directed Reading and Research in Political Methodology
POLISCI 333M: Research and Methods in Political Theory
POLISCI 450B: Political Methodology II: Causal Inference
PSYCH 250: Methodology of Research in Behavioral Sciences
PSYCH 283A: SPARQshop: Social Psychological Answers to Real-world Questions
PUBLPOL 105: Empirical Methods in Public Policy
PUBPOL 120: Social Science Field Research Methods and Applications
PUBPOL 303D: Applied Econometrics for Public Policy
SOC 180A: Foundations of Social Research
SOC 257: Causal Inference in Qualitative Educational and Social Science Research
TAPS 332: Performance and Ethnography

Spring Quarter
ANTHRO 93B: Prefield Research Seminar
ANTHRO 98C: Digital Methods in Anthropology
ANTHRO 155: Research Methods in Ecological Anthropology
ANTHRO 371B: New Methodologies in the Humanities and Social Sciences
ARTSINST 182: Activating Urban Spaces
BIO 47: Introduction to Research in Ecology and Evolutionary Biology
CSRE 146: Community Matters: Research and Service with Community Organizations
ECON 45: Using Big Data to Solve Economic and Social Problems
EDUC 255C: Applied Quasi-Experimental Research in Education
ENGLISH 184E: Literary Text Mining
HISTORY 209S: Research Seminar for Majors
HISTORY 299X: Preparing for International Field Work: Public Service or Research
HUMBIO 82A: Qualitative Research Methodology
ME 397: Design Theory and Methodology Seminar
MED 147: Methods in Community Assessment, Evaluation, and Research
LINGUIST 245: Methods in Psycholinguistics
PHIL 199: Seminar for Prospective Honors Students
POLISCI 150C: Casual Inference for Social Science
POLISCI 259: Directed Reading and Research in Political Methodology
POLISCI 450C: Political Methodology III: Model Based Inference
PSYCH 250: Methodology of Research in Behavioral Sciences
PUBLPOL 105: Empirical Methods in Public Policy
INSTITUTIONAL REVIEW BOARD (IRB)

Human subjects research is defined as the systematic investigation of data from living persons to develop or contribute to generalizable knowledge. This can include interviews, ethnographic observations, review of existing records, and experimental medical procedures. Policies regarding human subjects are intended to minimize risks to subjects. This includes protecting subject confidentiality and ensuring that they are informed of what is involved with participation, including any risks.

An Institutional Review Board (IRB) is a federally mandated panel that is charged with overseeing the protection of human participants in research. At Stanford, the IRBs are formally known as Administrative Panels for the Protection of Human Subjects. Stanford IRB procedures are spelled out on the Stanford website, Human Subjects Research and IRB.

FACULTY ADVISOR

Eligibility

A qualifying faculty advisory or primary reader must be Academic Council or Med Center-Line faculty. Almost always, these faculty hold the title of Professor, Associate Professor, Assistant Professor, Senior Lecturer or Senior Fellow. Your mentor must have their own active research or creative agenda in a discipline related to the main field of your project. Your mentor must be available to provide consultation, training and advice throughout your project timeline.

Primary, Secondary, and Additional Advisors

Most honors thesis students have a Primary and Secondary Reader. The Primary Reader must be a faculty advisor fitting the eligibility requirements above. The Secondary Reader can be a lecturer that may not be tenure track faculty, but has relevant knowledge for the research topic one is exploring. For those working on arts based research projects, it is advised to identify additional advisor(s) whose expertise is in producing similar kinds of work (i.e. Production lecturers for research based productions, Creative writing scholars for research based novels, etc)
UAR SMALL & MAJOR GRANTS

Purpose
Undergraduate Advising and Research (UAR) Student Grants support rigorous, independent projects in all disciplines. Research, arts, and senior synthesis projects in any field (including engineering, fine arts, humanities, natural sciences, and social sciences) can make use of this funding. All Student Grants are subject to the same policies and processes.

Applicant Eligibility
UAR Student Grants support Stanford undergraduate projects. You must be enrolled in undergraduate study in the quarter when you apply for a grant, and have undergraduate status throughout the period of your project. You will need to be enrolled in undergraduate study in the quarter when grant funding is disbursed. Students applying for summer funding must be continuing their undergraduate study in the following academic year.

There is no GPA requirement for Student Grant eligibility, but UAR reviewers consider your transcript and your academic status when evaluating your ability to complete your project. You are encouraged to discuss any academic concerns with a UAR advisor, and to address proactively any academic concerns in your proposal.

You may only use grant funds while on Leave of Absence from Stanford if you have a specific project-related reason and receive prior approval from UAR. You may not receive or retain grant funds if you are on suspension.

You may not receive more than $8500 of VPUE funding in a single academic year. This annual limit applies to any combination of UAR grants and research awards from VPUE-funded departments or individual faculty members. It does not apply to funding from the federal work-study program.

You may not accept more than one of the following in a single academic year:

- UAR Major Grant
- UAR Chappell Lougee Scholarship
- Haas Summer Fellowship
- Departmental summer research assistantship
- Other full-time summer fellowship or internship.
- Each of these opportunities represents significant time commitments and is intended to support a unique student’s full-time effort on a project.
Project Eligibility

UAR does not fund student projects retroactively. It only reimburses expenses incurred after the approval of the proposal. UAR does not fund expenses already covered by another funding source. When submitting your proposal, you must disclose all time commitments and funding sources and describe their relationship (if any) to your proposed project.

If your project involves human subjects in any form, you must provide the UAR office with an approved Human Subjects Protocol before receiving any funding.

If your project entails work off campus, you will not receive funding until you provide UAR with evidence that you are well-prepared for ethical, cultural, methodological and administrative aspects of off-campus work. UAR cannot support, in any manner, travel to or work in a country with a current US State Department Travel Warning. UAR may disqualify any proposal in the event of unaddressed safety or ethics concerns.

Grant Types

Small Grants
Small Grants of up to $1500 maximum support smaller independent projects, and can also be used to enable a particular phase of a larger-scale effort.

Application deadlines are found throughout the year, making the Small Grant especially flexible. Deadlines for the rest of the 2016-2017 Academic Year are:
March 1, 2017 (Faculty Letters of Recommendation due March 7, 2017)
April 1, 2017 (Faculty Letters of Recommendation due April 7, 2017)
May 1, 2017 (Faculty Letters of Recommendation due May 7, 2017)
Application portal closes at 11:59pm for every deadline date.
Grant decisions are normally made 15 working days after each application deadline.

Major Grants
Major Grants provide a 10-week stipend of $7000 in support of full-time immersive summer project commitments. Most Major Grants are awarded to students beginning an honors thesis, a senior project in the arts, or senior synthesis project between their junior and senior years.

The 2016-2017 application deadline is March 13, 2017 at 11:59pm.
Faculty Letters of Recommendation are due March 19, 2017.
Decisions are normally made within 6 weeks, and funding will be disbursed in Spring Quarter.
Grant recipients who will travel outside the United States are required to complete a workshop or exercise on international preparation in Spring Quarter. The workshop date and time will be published in the spring.
What expenses will each grant cover?

Grants are primarily used for research expenses, such as:

- travel
- food and lodging
- lab or art supplies
- books and photocopies
- human subjects payments

Prohibited expenses include:

- travel or any other support for trips to countries with State Department Travel Warnings
- computer equipment or software
- hiring assistants, performers, or other external services
- compensation for mentors or colleagues

Exceptions to these prohibited expenses are exceptionally rare.

Major Grants go towards supporting students’ full time immersive projects over 10 weeks in the summer. This grant amount is intended primarily to cover a student’s summer stipend for living expenses and any travel expenses associated with the project.

If a project includes purchasing lab supplies or paying human subjects, the proposal must outline these requests as separate line items in the budget. UAR will fund lab supply purchases up to $500 out of the $7000 total maximum grant award. For both lab supplies and human subjects funding, UAR provides these funds directly to the faculty mentor’s department via fund transfer. If lab supplies and/or human subjects payments are part of your project, you will need to provide the PTA (project-task-award) number for this transfer. Consult your faculty mentor and/or your department’s financial analyst for the correct PTA. If they have questions about which PTAs are eligible for UAR transfers, please ask them to email vpue-research@stanford.edu with their questions.

Small Grants cannot support stipends during academic quarters. For summer projects, students may request a Small Grant as a stipend for part-time projects.
**What Makes A Strong UAR & Honors Thesis Proposal?**

A good grant proposal will address the following questions in a manner clear to both specialists and non-specialists:

**Goals and Objectives:** What precisely are you hoping to accomplish?

**Significance:** Why are your goals important? What kinds of previous work (others’ or your own) do you use to justify your goals and objectives? Who will be most interested in what you do?

**Project Plan:** How will you accomplish these goals? How does your project design lead to the outcomes you envision (logically and logistically)? Will experts in your discipline agree that your plan is a good one? What is your timeline? What final product(s) will result from your plan?

**Resources:** How will you draw on your mentors’ expertise? Do you have contacts (at field sites or other institutions) that will be critical to your project’s success? Are you seeking or do you have any other sources of funding? Is there additional information, supplies, or equipment that you will rely on?

**Preparation:** What specific steps have you taken to prepare for this project? Where did you get the skills you will need? What progress have you made on other project requirements, such as human subjects approval or travel and personal safety plans?

**Budget:** How much money do you need, and what will it be used for? How does each line-item in your budget support a step in your project plan?
PREVIOUS RESEARCH TOPICS

The Perceptions of Juvenile Youth Who Are Reentering Schools

Unsung Counter-Narratives: Black Women’s Accounts of Combating Racial and Gender Violence in the 21st Century

The Race on Your Head: Understanding Perceptions of Black Women’s Hair in the Tech Job Market

Hood As Homeland: Conceptions of Space and Place in the Black Community

Cape Town Hip Hop: the Cultural Politics of “Post Apartheid South Africa”

Navigating Their Worlds: Nina Simone, Sidney Poitier, and the Reinvention of “the Politics of Respectability”

The Implications of New Election Laws on African American voting behavior in Southern Florida during the General Election of 2012


Still I Rise: A Study of American Slavery in Film

Models of Culturally Relevant Pedagogy for African American Students

The Defining Significance of Race: On the Potential of South African Anti-Racism in a United States Context

The Elephants in the Room: The Racial and Political Enigma of Black Republicans from Colin Powell to Clarence Thomas

Instant Ethnicity: Ancestry Tests and Their Impact in Shaping African American Ethnic Identity and Prompting External Action

An Exploration of First and Second Generation Chinese, Mexican, and Nigerian Americans in Higher Education

School Choice: The Role of Charter Schools in a Segregated Society

Mapping Race & Risk in PCB Exposure to West Oakland’s Soil, Water, and Food from 1940-2000

Examining the Effectiveness of Employment Services for Homeless Residents of Chicago

Why Are All The Black Kids Missing Chemistry? An Analysis of Stanford’s Success or Lack Thereof with Improving the Pipeline to Medical and Graduate School for African American Students

“I Ain’t Hood! I Grew Up in the Suburbs!” An Alternative to the Dominant Narrative of Black Adolescents Residing in Predominantly White Middle Class Suburbs
Assessing the Resources of Stanford University for its Mentally Ill Black Students

Black Indians in America: Denied Histories, Trampled Legacies

A Comparative Exploration of the Intersectionality of Black Movements and Black Identity in Brazil, Cuba, and Colombia

An Analysis of Youth Mentoring from the Perspective of Youth of Color

Mirror, Mirror, on the Wall-- Who Is the Fairest of Them All? Representations of Blackness in Disneyland

Uncovering the Path of an Existential Rebel, The Life and Choices of Ericka Huggins

I Am Who I Am, Transracial Adoption and Racial Identity Formation

The Ethnogenesis of Afrodescendientes in Chile: Lumbanga’s role in the contemporary ethnic identity formation of Afro-Chileans

Healing Rights of Haiti and Home: (Meta) Physicalities in Pakét Kongo

The Race to Engender Agency: Embodied Black Masculine Threat in the case of South Africa’s Caster Semenya

Bridging Past and Present: Black Theology & the Contemporary Black Church

Dialectical Praxis of Afro Asia: The Stakes of Transnational Black and Red Geo-Politics

Theological Perspectives on Ethnic Assimilation: The Exegetical Purpose of the Samson Narrative as it Pertains to Ethnicity

Passing the Baton: Dubois, Padmore and the Pan-African Congress of 1945

The Effect of Political Administrations on Black Fathers: An Analysis of the Reagan Administration