ART HISTORY HONORS THESIS
ADVISER-STUDENT AGREEMENT

Student: ___________________________ Adviser: ___________________________

Final papers:

Final thesis is due May --.

Final draft will be submitted by: ___________________________
Comments on the final draft will be returned by: ___________________________

During the year:

- Fall Quarter: submit annotated bibliography and outline/project narrative
- Winter Quarter: first chapter due (20 pages)
- Late Winter/Spring Quarter: establish additional chapter deadlines, and a date for the final draft submission (last revisions).
- Spring Quarter (May 10th) Final thesis due (50-60 pages)
- Early June – Honors Thesis Presentations

Student will sign up for office hours via ___________________________
Best way to contact advisor: ___________________________
Expected turnaround time on emails: ___________________________
Advisor expects to see written work at the following stages:

Written work should be submitted in the following format: ___________________________
Expected turnaround time for comments on written work ___________________________

Student signature: ___________________________
Advisor signature: ___________________________
ART HISTORY HONORS THESIS
ADVISER-STUDENT AGREEMENT

Adviser Name: ______________________________________________________

Student Name: ______________________________________________________

Intended/Tentative Topic: ____________________________________________

THANK YOU FOR YOUR WILLINGNESS TO SERVE AS AN HONORS THESIS
ADVISER. We understand that the process of writing an Honors thesis requires significant effort and time on the part of both student and adviser, and we are grateful for your willingness to serve as a faculty mentor in this valuable intellectual endeavor. Please be aware that the commitment to serve as a thesis adviser involves the following expectations.

WE EXPECT AN HONORS THESIS ADVISER TO:

1. Provide input on the student’s statement of intent, the context of student’s proposed work, and the completeness of student’s preliminary literature review and bibliography.
2. Help the student develop an intelligently designed, clearly articulated thesis proposal.
3. Help the student establish a schedule for completing the research and writing of the thesis.
4. Guide the student through the process of conducting meaningful, substantive research.
5. Engage the student in regular dialogue that advances their writing and thinking.

TO ACHIEVE THIS, WE RECOMMEND:

- Meeting with the student on a regular basis (at least every other week) to review research, evaluate drafts of writing, and/or provide encouragement and practical advice.
- Modeling the research process by posing questions, suggesting readings, offering alternative arguments.
- Ensuring the student prepares the final thesis draft according to the conventions, guidelines, and style used for Art and Art History.
- Requiring the final thesis draft to be submitted for your review at least one month before the Honors thesis submission deadline.
WHAT WE EXPECT OF THE HONORS STUDENT

Congratulations on embarking on an advanced research project in Art and Art History. The department welcomes you as a fellow scholar. Just as your adviser and the department are dedicated to assisting you, we expect you to pursue the Honors thesis with an awareness of the significant time and work it involves. We expect you to pursue the project with the goal of achieving excellent work.

Units. As part of the honors program, you must take 10 units of independent honors study (ARTHIST 297 w/your advisor) with a minimum of 2 units and a maximum of 5 units in each quarter. Please plan on front-loading these units; most of the work on the thesis takes place in fall and winter quarters.

USE THIS LIST TO SET CLEAR EXPECTATIONS AND RESPONSIBILITIES AT THE BEGINNING OF THE HONORS PROCESS:

We suggest you raise the following questions with your thesis adviser in order to clarify and set expectations for the Honors year.

1. How frequently will you meet, and for how long? Students typically meet with their advisers every week or every other week, for between 30 minutes and an hour. Meetings may be more frequent when you are developing the project and conducting research. Generally when you are engaged in the intensive writing phase, meetings revolve around review of draft chapters.

2. What will you and your adviser do in advance of each meeting? Does your adviser want you to turn in something (ranging from an emailed progress report to a draft chapter) by an agreed-upon time in advance of each meeting? In turn, you can expect that the adviser will have read your work and be prepared to discuss it.

3. What happens over the summer? Given the range of student summer experiences, you should talk with your adviser about what you are expected to accomplish over the summer. Some advisers work extensively with their students over the summer, meeting every week or every other week. Others stay in contact with off-site advisees by phone or email as the student develops the topic and conducts secondary and possibly primary research.

4. What are your adviser’s expectations about chapter and draft deadlines? Some advisers ask their students to turn in written work by a specific time (24-72 hours before a meeting) and specify whether drafts should be submitted as hard-copy or emailed. Some set dates near to the thesis deadline after which they will not read new material. What does your advisor expect?

5. How many drafts will your adviser read? Many advisers read a draft of each chapter, then a draft of the entire thesis, and then selected chapters as needed just before the thesis is due. Some read more or less than this. You should also discuss with your adviser whether she/he is willing to receive rough and unpolished drafts, or whether you are expected to turn in a draft that has already been proof-read.
6. How does your adviser expect you to be in contact? Some advisers are comfortable exchanging emails and phone calls between meetings; others are not. You should discuss with your adviser how frequently she/he expects to be in contact.

7. What kind of support does the advisor expect to give? Advisers can provide three kinds of help to thesis students, although it is uncommon for a single adviser to be able to provide all three kinds of support equally well.

- substantive support - an understanding of the substantive topic of the thesis and advice about books to read, other experts to talk to, contacts, etc.
- methodological and organizational support - knowledge of the method(s) being used, knowledge about what a thesis looks like and advice about organizing research, pacing, editing, and writing.
- personal support - encouragement, advice and support with issues like juggling competing commitments, procrastination, and writer’s block.

8. Where will you go to get support that cannot be provided by your adviser? Advisers and students should discuss who else at Stanford can provide a student with knowledge of a topic, methodological support, and personal support. Sources may include other faculty members, the Hume Center for Speaking and Writing, the department Writing Specialist, the Honors Director.

NOTE: STUDENTS WHO DO NOT MEET DEADLINES FOR THE QUARTER WILL NOT RECEIVE A PASSING GRADE FOR THAT QUARTER OF ArtHist297 OR FilmStud297.

ADVISER SIGNATURE: 

STUDENT SIGNATURE: 

PROSPECTIVE HONORS THESIS TIMELINE.

The timeline below offers a potential calendar of meeting times and topics for discussion. Adviser and student will meet to discuss student’s writing at least twice a quarter. For those meetings where the adviser cannot meet and also cannot provide feedback (via email, etc), it is recommended that the student meet with a tutor at the Hume Center for Writing and Speaking (Bdg 250) or with the AAH Writing Specialist to discuss how the student took feedback from previous meetings into account and to discuss new progress/challenges.

Note to students:
Please arrange to meet with Honors Director, Adam Tobin (adtobin@gmail.com), at the end of each quarter to update him of your progress.

AUTUMN

TIMELINE, BIBLIOGRAPHY, RESEARCH PROBLEM
Week 1

1. Before meeting, student will submit
   ▪ Timeline
   ▪ Bibliography (organized by primary sources and secondary/theoretical texts
   ▪ (No more than) 2 sentences describing the driving problem/question of the Honors Thesis.
2. Discuss structural development of the Honors Thesis. What is the story the student wants to tell? (What is the relationship between chapters)
3. Determine reading/research that needs to be completed by end of Winter quarter.
4. Determine conversations for the rest of the quarter (will student be meeting periodically to discuss reading/research; will student demonstrate progress by submitting new writing for the annotated bibliography at the end of every week, other..?)
PROJECT NARRATIVE, REVISED ANNOTATED BIBLIOGRAPHY & PLAN FOR CHAPTER 1.

**Week 4**

1. Before meeting, student will submit: project narrative (chapter summaries: these should include each chapter’s driving question and the goals for each chapter), and revised, annotated bibliography (organized by sources).
2. Discuss structure and content of Chapter 1.

**CHAPTER ONE**

*Week 6*

1. Student will submit draft of Chapter 1 before meeting
2. Discuss research: filling in gaps, additional research
3. Discuss formatting (footnotes, endnotes, bibliography, citation: to ensure student is proceeding properly for the duration of the thesis)
4. Discuss revisions/adviser feedback for Chapter 1
5. At meeting’s end: student will articulate plans for writing/research/revision (to ensure adviser/student are clear, in agreement)

**REVISION CHAPTER ONE, PLAN FOR CHAPTER 2**

*Week 8*

1. Student will submit revision of Chapter 1 before meeting
2. Discuss adviser feedback for Chapter 1
3. Discuss structure and content of Chapter 2, as well as its relationship to Chapter 1.
4. At meeting’s end: student will articulate plans for writing/research/revision (to ensure advisor/student are clear, in agreement)

**WINTER**

**CHAPTER 2**

*Week 1*

1. Student will discuss second reader for thesis and approach/confirm professor.
2. Student will submit first draft of Chapter 2 before meeting
3. Discuss research: filling in gaps, additional research
4. Discuss revisions/adviser feedback
5. At meeting’s end: student will articulate plans for writing/research/revision (to ensure advisor/student are clear, in agreement)

REVISION CHAPTER 2, PLAN FOR CHAPTER 3
Week 3
1. Student will submit revision of Chapter 2 before meeting
2. Discuss research: filling in gaps, additional research
3. Discuss revisions/adviser feedback for Chapter 2
4. Discuss structure and content of Chapter 3, as well as its relationship to Chapter 1 and 2.
5. At meeting’s end: student will articulate plans for writing/research/revision (to ensure advisor/student are clear, in agreement)

CHAPTER THREE
Week 5
1. Student will submit first draft of Chapter 3 before meeting
2. Discuss revisions/adviser feedback
3. At meeting’s end: student will articulate plans for writing/research/revision (to ensure adviser/student are clear, in agreement)

REVISION CHAPTER THREE, PLAN FOR INTRO & CONCL.
Week 7
1. Student will submit revision of Chapter 3 before meeting
2. Discuss revisions/adviser feedback
3. Discuss Introduction and Conclusion
4. At meeting’s end: student will articulate plans for completing thesis

SPRING

INTRODUCTION & CONCLUSION
Week 1
1. Student will submit Introduction and Conclusion before meeting
2. Discuss revisions/adviser feedback Intro and Conclusion
3. At meeting’s end, student will articulate plans for completing thesis

DEADLINE1: FULL DRAFT ONE MONTH BEFORE FINAL DEADLINE
DEADLINE2: REVISED FINAL DRAFT (ONE MONTH FROM START OF SPRING QUARTER).
1 hard copy each to advisor, office administrator and second reader. (Use Tresidder Kinkos to bind)
HONORS PRESENTATION PREPARATION
Week 8
1. Student will come prepared to discuss which section(s) from thesis to present and which (5) images to show
2. Adviser will offer feedback on content

HONORS PRESENTATION
Week 10
10 minute oral presentation with slides to be delivered to faculty, friends, family.