The purpose of this course is to support graduate students in the conceptualization of their thesis and in the writing of their proposal. The artistic thesis is an integrated one that combines artistic production with three accompanying essays. Our goal for this class is to write the proposal. We will also review the essentials of each essay that accompanies the artistic thesis, most particularly the research essay, in order to understand how each of the elements of the thesis can be clearly articulated in the proposal.

**Week 1**  
Jan 27  
**Plenary**—all classes and instructors meet together  
Introduction/Introductions  
Definition of Gallatin M.A. Thesis  
Check Gallatin website for description of thesis

**Week 2**  
Feb 4  
**Arts Group**—Defining the research question  
**Reading:** “Asking Questions, Finding Answers”  
*The Craft of Research*, Ch. 3, 4  
George Orwell, “Politics and the English Language;” Barbara Tuchman, “In Search of History,” on Classes  
**Due:** Questions/Comments from the readings  
Bio for website

**Week 3**  
10  
**Plenary**—Library Resources—Meet in 527, Nicole Brown

**Week 4**  
17  
**Arts Group**  
Finding and Using Sources  
**Reading:** *Craft of Research*, Ch. 5, 6  
Discuss annotated bibliography and proposal  
**Reading:** Sample proposals and bibliographies  
Discuss writing a brief definition essay: key term from your thesis  
**Reading:** on definitions

**Week 5**  
24  
**Arts Group**  
Focus on writing the Research Essay
Readings: *Craft of Research*, Ch. 7, 8
Sample research essays--Classes
Due: Definition Essay—3 pages

Week 6  Mar  3  Arts Group
Focus on Artistic Aims Essay
Readings: Classes, artists writing about art;
Example of artistic aims essay
Due: progress report on meeting with adviser
Due: Questions/comments from the readings

Week 7  10  Plenary/Gallatin Faculty: How to form an interdisciplinary research topic/focus:
Professors Andrew Romig; David Moore, Nina Katchadourian

Week 8  17  Spring Break

Week 9  24  Arts Group
Due: Rough draft of Proposal—first half:
Title, Intro, Thesis Statement.
Revised research description/
question
Reading: *Craft of Research*, Ch. 12, Planning

Week 10  31  Arts Group
Due: In class workshop—revised
draft of full proposal

Week 11  Apr  7  Plenary Session/Gallatin Faculty: How to pull research into an integrated argument
Professors: Gianpaolo Baiocchi, Meleko Mokgosi, Eugene Vydrin

Week 12  14  Arts Group—discuss revision of proposal,
Due: Revised draft of proposal
Reading: *Craft of Research*, Ch. 16, Intro/
Conclusion
Plan final presentations

Week 13  21  Plenary: Research Involving Human Subjects
Jane McCutcheon

Arts’ Students/individual meetings
Due: Final draft of proposal

Week 14 28 All Students -- Presentations

Week 15 May 5 All Students – Presentations
Due: Note/email from your adviser that you have submitted proposal to your adviser.

Text
The Craft of Research, Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams. Available in the NYU Bookstore
Readings posted on Classes

Requirements

Assigned Readings
For each of the assigned readings, it is important that you have completed all the assigned readings before class and come prepared with questions and ideas that you will want to discuss. You also need to have the readings in hand.

For each reading please come prepared with three written ideas/questions and bring to class so that you are prepared for the discussion.

Writing Assignments
The main writing assignment of the term is a solid draft of the Thesis Proposal. Throughout the term we will work on various parts, and drafts of the proposal and have a finished, polished version read at the end of the term for you to give to your adviser.

You will also write a short Definition Essay, in which you define an important term from your thesis.

All work for the class must be properly formatted and documented, typed and double-spaced. Please have a proper guide for research citation and documentation such as the MLA Handbook for Writers of Research Papers (Modern Language Association) or The Chicago Manual of Style (Kate Turabian).

Grading
This is a Pass/Fail class and in order to pass the class all work must be handed in on time. An incomplete must be requested.

Class Participation and Attendance
Class participation is a crucial part of the class—we will all be working together to discuss the goals of the class, our readings, each of your theses, and individual written work.
Since the class is focused on your work, it is necessary that you attend each class, coming on time, and never leaving early. Please always come to class with the necessary assignments, since they constitute the focus of our class.

**Meetings:**
During the term we will meet individually to discuss your thesis and proposal.

**Documentation**
Please be scrupulous about documentation at all times and about how to use outside sources. Read below.

**Gallatin Academic Integrity Statement**

*Academic Integrity*

As a Gallatin student you belong to an interdisciplinary community of artists and scholars who value honest and open intellectual inquiry. This relationship depends on mutual respect, responsibility, and integrity. Failure to uphold these values will be subject to severe sanction, which may include dismissal from the University. Examples of behaviors that compromise the academic integrity of the Gallatin School include plagiarism, illicit collaboration, doubling or recycling coursework, and cheating. Please consult the Gallatin Bulletin or Gallatin website ([www.gallatin.nyu.edu/academics/policies/policy/integrity.html](http://www.gallatin.nyu.edu/academics/policies/policy/integrity.html)) for a full description of the academic integrity policy.

**Human Subjects**

If your project involves research on living people, you will need to follow the guidelines regarding Human Participants as dictated by the NYU Committee on Activities Involving Human Subjects. At NYU, all research involving human subjects (funded or not funded) must be reviewed and approved by the University’s Institutional Review Board (IRB) before being carried out. One of our sessions will involve a discussion of this process. For more information see [www.nyu.edu/ucaihs/](http://www.nyu.edu/ucaihs/)

**Disabilities**

If you have a disability of any kind and need support, please contact The Henry and Lucy Moses Center for Students with Disabilities, and please let me know how I can best help.


**Electronic Devices:**

I would prefer that you do not bring computers to class; however, do let me know if you have any special needs or if you need a computer to take notes, because you cannot take notes otherwise. With regard to the readings on Classes, either print them out, or, if necessary, let me know if you need computer or tablet to read them electronically.

Please no cell phones in class at any time. Please turn them off before you come to class.

Finally, and most importantly, the goal of this class is to help you to clarify the focus of your thesis and in writing your proposal; and I am here to help you in that process. I conceive of the classroom as a learning community in which we all come together to learn and teach. Therefore, we meet each other and our work in a spirit of mutual respect and support. I look forward to an enjoyable term together, learning a great deal from you, and enjoying the process of seeing your work come together in this important step in the process of completing your thesis.