

HUMAN DIVERSITY

QUICK CAPSTONE GUIDE

This document aims to orientate HD students in the pursue of their final capstone project. The document offers you:

- A brief description on the capstone learning aim.
- A brief description of the different types of capstone projects you can pursue within HD.
- A general description of the key steps in the capstone process.
- Practical information.
- Potential supervisors: the profile of HD-LUC staff, their research interests and current projects, as well as a list of Leiden based instructors teaching in the HD major. This might facilitate your search for suitable capstone supervisor.

Please note that this guide supplements, but does not replace, the official LUC Capstone Guidelines available on Blackboard, the LUC Capstone Handbook. These guidelines also offer a general orientation, but they are not aimed to replace or include specific agreements between the student and the supervisor. In case of doubt students should always ask their supervisor for advice.

THE CAPSTONE LEARNING AIM

The Capstone project is intended to be completed as a final project within your major curriculum. As its name indicates its aim is to provide a formative and summative illustration of what you learnt in the human diversity major. This implies to demonstrate knowledge in the major (central topics and methodologies) and, to the extent that it suits the choice of research topic, the development of interdisciplinary skills.

The selection of your research topic is entirely up to you. You chose whether you want to join your supervisor's current research project(s) or whether you will pursue your own independent agenda. In either case, and in dialogue with your supervisor, you are expected to provide a clear justification of your research topic and the required research design plan to achieve it (suitable methodology, type of evidence, your position in the analysis, and general structure/style).

Remember the capstone is a narrative exercise. This means you become a story-teller, as such you need to convince your readers (supervisor and reader) about the relevance of your topic, the logical unfolding of the argument, and the convincing and compelling arguments you put forward in your analysis. It is, in sum, your final position regarding a selected topic addressing some of the various complexities of human diversity.

DIFFERENT TYPES OF CAPSTONES

According to the general Capstone guidelines there are generally two types of capstone, namely: a critical literature review and a primary research project.

In either case, that is regardless of whichever type students choose, the capstone should identify and explicitly formulate a research question (and/or a small number of sub-questions, if necessary). The research question is fundamental for the development of your research plan, the type of evidence you need to address it and the critical analyses you offer as result.

Critical Literature Review

This type of Capstone summarizes and synthesizes existing scholarly work on a specific topic, developing new insights and interpretations (your own interpretations). The capstone research is fundamentally based on secondary data (information available in articles from academic journals, official datasets at national and international levels). It does not involve any data collection (based on field work research, archival research, press and/or visual material) .

The word “critical” is a fundamental part of this type of capstone. It means you need to demonstrate not only knowledge of the existing literature in the field, but an argumentative position in relation to it. A critical literature review requires you to take a position regarding scholarly debates. The capstone is your way of taking part in that conversation.

Primary research

This type of Capstone develops an original argument supported by evidence collected by you (primary data). The type of evidence you need vary depending on your research question. Thus, it might be data collected doing any form of qualitative research fieldwork, historical archival research (including historical documents and press), and/or visual material.

In order to successfully conduct primary research you need time (a lot!). We strongly urge you to take the methods courses offered in the major before conducting the research (Qualitative Research Methods, Historical Research Methods, Cultural and Visual Analysis) to ensure that you have the skills to engage in such research.

If you plan to collect primary data, please note that you might require *ethical approval* from the LUC Ethics Advisory Board prior to starting the data collection process. Please

consult the document LUC Capstone: Ethics in Research (available on the Capstone Blackboard site). Discuss the need for ethical clearance with your supervisor in advance.

It is certain that any primary data research will require a literature review aimed to illustrate the field where the newly collected data will shed light. Here you also need to demonstrate your capacity to elaborate your own line of arguments, establishing relations and comparisons between the existing literature and your collected material. It is important you demonstrate the relevance of the collected material for the scholarly debates in the field of your research.

KEY STEPS IN THE CAPSTONE PROCESS

When to start the capstone process depends on you. While formally it starts at the beginning of the 3rd block of your 3rd year, the process of thinking, finding a suitable, compelling and enjoyable research question takes time. Some students have a clear idea about their topic by the end of their second year, others will only decide at the beginning of their third year. Both are fine, just consider the time demands of the type of capstone you want to pursue.

If you would like to collect primary data it is important to start early. If you start before the end of your 2nd year, you may have the opportunity to collect data during the summer break. Alternatively, data may be collected during the winter break in Year 3. It all depends on what do you want to research (and why). If you intend to collect data, we strongly advise you to complete this process by the beginning of Semester 2 of Year 3, to allow enough time for transcription, analysis, and write-up.

If you intend to study abroad, we strongly recommend that you find a supervisor and discuss your capstone ideas with her/him before you leave (and try to keep regular contact). It will be your responsibility to complete the capstone form in due time even if you are abroad.

Selecting a supervisor might be stressful. Remember this is a scholar who would help you thinking academically about your topic. This can be based on her/his academic expertise, but also based on his/her (general) research experience. Having a supervisor does not preclude you to talk to other professors specialist in the subject, however always keep your supervisor informed about your developments.

PRACTICAL INFORMATION

- Try to take the methods courses in your 2nd year. You should aim to have all your method courses taken by the end of the 2nd year.
- Start early bouncing ideas with potential supervisors. Especially if you are going on exchange we encourage you to not wait until your return to contact a possible supervisor.
- Key elements to be included in your Capstone proposal:
 - Working title
 - Research Question
 - Objectives of the project
 - Justification / rationale of the project
 - Brief literature review / contextualization
 - Methodology
 - Provisional outline
 - Timeline

These elements offer a general idea about how a proposal should look like. Your supervisor has the final word regarding the specific components that each of you would need to include in your own proposal.

- Discuss the academic citation style with your supervisor at an early stage. Chicago and APA both work as long as they are consistently used. Consider using a reference software such as Endnote, Mendeley or Zotero – it will make your life easier and save you time.
- Remember that writing workshops are offered regularly at LUC facilitated by the Brill-Nijhoff Writing Centre. The writing center also offer support during your writing process, so ask for help in order to improve your writing style. Remember that your task is to persuade the reader about your argument.
- As per the LUC Capstone Guidelines, students can schedule four meetings in total with their capstone supervisor. However, most supervisor offer way more support than that. But you need to get in touch and keep your supervisor updated (is not his/her responsibility to run after you). We encourage you to submit draft proposals/outlines/chapters to your supervisor before your meetings, so that your supervisor has time to read and provide feedback on your work. Ask your supervisor's guidance as to how long in advance of the meeting you need to submit your drafts. Please note that supervisors reserve their right to cancel the meeting if students do not submit drafts prior to the meeting.
- The required word-limit can vary considerably depending on the nature of the project: discuss the expectation with your advisor. Most students can expect to write a capstone of between 8,000 and 11,000 words, excluding footnotes, bibliography, appendixes.

POTENTIAL SUPERVISORS

The core HD team at LUC comprises the following staff members:

- Dr. Ajay Gandhi
- Dr. Sarah Hinman
- Drs. Jacqueline Hylkema
- Dr. Daniela Vicherat-Mattar
- Dr. Maja Vodopivec
- Dr. Ann Wilson

Below you will be introduced to the general background and research interests of each of these faculty members including examples of previous capstone topics. This will help you identify a potential supervisor.

In addition to the HD core team, there are several external staff members who contribute to the curriculum of the HD major. You can also contact them to supervise your Capstone project, provided that the professor in question is willing to supervise you (supervising capstone projects is not compulsory for external professors).

The selection of your capstone supervisor is your own responsibility. Mind also that supervisors are not obliged to accept any supervision request, so you need to devote time to contact your potential supervisor. Lastly, please note that all supervisors (external and internal alike) must be approved by the Capstone coordinator. Hence the importance of the capstone declaration form.

DR. AJAY GANDHI

Ajay Gandhi has been teaching in the Human Diversity major at LUC since 2017. Previously, he was a research scientist at the Max Planck Institute for the Study of Religious and Ethnic Diversity in Göttingen, Germany, between 2011-2017, and received his PhD in Anthropology from Yale University in 2010. His research experience is primarily as an ethnographer of urban India, and his interests include phenomenology, language, urbanity, the state, and economic life, with a focus on Asia.

Current projects:

I am working on projects on contemporary urban life in India, alongside some thematic and collaborative research on markets, political cosmologies, and the Indian Ocean.

Examples of previous capstone projects:

My capstone students have done ethnographic projects on the sexual health of Dutch elderly people, on agriculture and Europeanization in Sicily, and on the ethno-medical folk practices of the Turkish-Dutch community in Zaandam.

DR. SARAH HINMAN

My research has grown from an interest in how changes to the physical environment impact the use urban space. This resulted in research on connections between urban land use and public health in historical context, with an emphasis on exploring local level statistical patterns of infant mortality and/or the locations of cases of infectious diseases such as typhoid fever. While my own research employs the use of geographic information systems, all of the topics I am interested in can be approached as a systematic literature review or using historical methods.

Research topics of interest:

- Historical geography (particularly in the U.S. and Western Europe)
- Urban-Environment Interaction;
- Health and Environment;
- Urban Green Space

Current projects:

- Exploring the location and demographic composition of infant mortality hot spots in Baltimore, Maryland;
- Comparing the locations of different disease hot spots in 1909 Washington, DC;
- In development: exploring questions of origins and equality of urban green spaces in Europe

DRS. JACQUELINE HYLKEMA

I am a cultural/art historian, with a degree in Comparative Literature, and joined LUC in 2015. I am currently finishing my PhD project on the relationship between forgery and the visual arts in the period between 1600 and 1750 at Leiden University, which included a research stay at the Warburg Institute in London and a number of smaller, related research projects. I am currently preparing my next research project, which will focus on the relationship between various kinds of diversity and the visual arts in The Hague during the Dutch Republic's Golden Age.

Research topics of interest:

My main field is the relationship between diversity and the visual arts, and iconology (the hybrid between the disciplines of art history and cultural history in which visual works of art are read in the context of the societies that produced them) remains central to my work. However, I am also interested in practices related to art, such as production, patronage, forgery, collecting, displaying, dissemination, reception and impact – all of which have very strong and important ties with the different kinds of diversity – as well as concepts like nationalism, cultural memory and heritage. My own focus is the early modern period, the cradle of most of today’s discourses on the various kinds of diversity, but I would be more than happy to discuss any Capstone projects on visual art and/or cultural practices that fall outside this period.

Current projects:

- ‘Manuscript in Conflict Zones’, a new research project involving Trinity College Dublin (IE), the National Archives (UK), the University of Bergen (NO) and Leiden University
- The Dutch Republic as the ideal, tolerant state in the *Encyclopédie, ou Dictionnaire raisonné des sciences, des arts et des métiers* (1743)
- Forgeries as a new source for research on diversity in cultural history

Examples of previous capstone projects:

- ‘A feeling, not a having’: Culture among the Guaiquerí of Margarita Island, Venezuela (2016)
- Benjamin Franklin's ‘An Edict by the King of Prussia’ (1773): Forgery as Pacifist Warfare on the Eve of the American Revolution (2016)
- Man in the Caliphate: An Iconological Analysis of the Islamic State's Appeal to Masculinity in *Dabiq* (2017)
- Mirror, Mirror on the Wall, Who is the Fairest of them All? Perceptions and Origins of Current South Korean Beauty Standards (2017)
- Timely Tolerance: Visual Representation of the ‘Other’ in the Identity Formation of the Dutch Republic (1566-1672) (2018)
- Martyred Like the Homeland: The Intersection of Myth and Martyrdom in Slobodan Praljak’s Defence, Suicide and Reception in the Croatian media (2018)

DR. DANIELA VICHERAT-MATTAR

Trained as a sociologist in Chile, I completed an MA in Social and Political Thought at the University of Warwick (UK) and my PhD at the European University Institute in Florence (Italy), with a thesis that explored public spaces as social underpinnings of democracy in Chile and Spain. I have worked as a consultant and analyst for various policy projects related to development, gender equality and youth empowerment in governmental and UN funded agencies. As an academic I have been Marie-Curie postdoctoral research fellow at the University

of Edinburgh, where I conducted a research on walls in contemporary Europe (in the period after the fall of the Berlin wall in 1989). I started working at LUC when it all started back in 2010.

Research topics of interest:

My research interests are broadly defined by the use of social and political theory for understanding how material interactions shape in cities. In terms of topics, I am interested in studying the transformations of cities and citizenship: in cities I looking specifically at the transformations affecting public spaces and other urban forms in the built environment. I'm interested in citizenship as an idea and an experience, especially in its new expressions, including artistic, environmental and ecological citizenship.

Current projects:

- Examining in/mobility in public spaces and the dynamics of border-making and border-crossing in contemporary cities.
- Tourism and the politics of belonging: the case of Dutch souvenirs.
- Street-art as a strategy and tactic to reclaim the city (Santiago and Cape Town).
- Food citizenship in Den Haag.

Examples of previous capstone projects:

- Eating way multiculturalism: The role of food in multicultural Europe (2013)
- Assimilate Into What? – From Youssef to Jan: Dutch Identity and its Dilemma (2015)
- Universities' diversity aims in The Netherlands: Understanding the discourse and policy (2016)
- Well-being or the good life in Bolivia through neo-extractivism? (2016)
- The Burkini: How controversial religious clothing for French Muslim women negotiate French identity (2017)
- The evolution of the daily shower routine: Cultural Challenges and opportunities for sustainability (2017)

DR. MAJA VODOPIVEC

Maja is trained in an interdisciplinary fashion in the fields of area studies (with focus on East Asia and Japan) and peace and conflict studies. In LUC HD major, she teacher the Politics of Memory class and Asia in Global History class.

Research topics of interest:

The politics of the past, collective memory discourses, nostalgia for communist world, memory and disaster, science-fictional representations of disasters, Asian intellectual history, colonialism and modernity, democratization, Japan's historical revisionism (Article 9 of Japan's constitution).

Current projects:

- “Words and Violence: Global History of 1968 in Japan and its contemporary meaning”

Examples of previous capstone projects:

- Countering Islamic Radicalism? On the promotion of Sufism in contemporary Morocco (2016)
- The Power of Cinema: Arguing for an ethical approach to characterization (of ‘Others’) in Hollywood films (2016)
- Understanding South Korea’s prohibition on pornography in the context of East-Asia (2016)
- What have we lost: analyzing Soviet nostalgia amongst post-Soviet youth: the case of Georgia (2017)
- Education in Japan: Implications of Functionalist Policies on Students Well-being (2018)
- The Securitization of Islam in Europe: Scarf Affaires in France and Germany, (2018)

DR. ANN WILSON

After completing a BA in interdisciplinary social sciences at the University of Michigan’s Residential College (a place very similar to LUC!), I worked for several years as a freelance writer and graphic designer in San Francisco. In my late 20s, I enrolled in the History MA programme at San Francisco University because I thought I wanted to become a secondary-school teacher, and this was a way to prepare my subject credential. But one thing led to another, and in 2010 I completed a PhD in History at Harvard University. My dissertation examined the participation of America reformers in the transnational humanitarian movements of the nineteenth century, a topic that grew out of my own activist preoccupations as a college student during the 1990s.

Research topics of interest:

I am always enthusiastic when students wish to write about subjects that connect to my own work, but I am happy to advise capstones in a range of areas. I am best equipped to support students working on projects related to education, to US and European history, or to the transnational history of social movements (particularly feminism, anti-racism, human rights, peace, and labor).

Current projects:

- History of LGBTQ students and teachers in Dutch schools
- The transnational mobilization against Anita Bryant’s anti-gay “Save Our Children” campaign in Florida in 1977

- Gay and lesbian tourism and the construction of Amsterdam as a “gay capital of Europe”

Examples of previous capstone projects:

- Exoticizing Home? A History of Dutch Anthropology and Multiculturality in the Netherlands (2015)
- Polarizing “The Dutch” and “The Muslim”: An Interdisciplinary Study of the Effects of Homonationalist Discourse on Muslim and Christian Lesbians, Gays, and Bisexuals (2016)
- #DUTCHLIVESMATTER More? The Historical Development of International Influence on the Issue of Racism in Dutch Media Discourse (2016)
- Politics and Pedagogy: The Integration of Child Refugees into Dutch Secondary Education (2016)
- Sister Insider: The Influence of Audre Lorde on Dutch Feminism (2017)
- Examining the Comparative Literature on Citizenship Education: Do National Models Tell The Whole Story? (2017)