

Inter-L&S 250: The Undergraduate Research Experience, Spring 2016

Van Hise 475
Wednesdays 5-6pm

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Office Hours: Mondays 10:30 - 11:30 am, 3rd floor Red Gym

I. Description

Inter-L&S 250 introduces Scholars to various issues in research across disciplines and helps students develop concrete skills related to the practice of research. In the spring 2016 semester the seminar continues to develop connections between research and the theme: *research and creative work at the boundaries*. In addition, we will focus on preparing for the Undergraduate Symposium on Thursday, April 14th.

The URS theme draws on the diversity of experiences, backgrounds and academic interests of Scholars. It is also geared toward providing you with important tools to write about and present your research to an interdisciplinary audience of faculty, professionals and peers. Through discussions, readings, small group activities and work on your research project you will be encouraged to think critically about and gain practice in various aspects of research and creative work processes.

Inter-L&S 250 has two components, your work done as an assistant to your Research Mentor and your participation in the Wednesday seminar. 75% of your grade will be determined by the Research Mentor based on completion of assigned research tasks and participation in the research effort. 25% of the grade will be determined by the URS Director in conjunction with the Research Fellows based on participation in the seminar. This includes short writing assignments, in-class discussions, presenting at the Undergraduate Symposium, and a final research report.

II. General Requirements

The *Undergraduate Research Experience* Wednesday seminar supplements your research experience by asking you to read, reflect, and develop academic arguments on a range of issues related to research, creative work and their social impact. Your attendance, participation and completion of all assignments are critical to the success of the seminar, and to the quality of the learning experience for everyone. You are expected to:

- complete all reading and writing assignments
- prepare for and participate in the small group
- stay “off the grid” during seminars
- complete all requirements established by Research Fellows
- fulfill research agreements made with your faculty mentor
- prepare for and present your research at the Undergraduate Symposium

To fulfill these requirements here are some general expectations:

- treat your Fellows and your peers with respect
- keep up to date on all assignments – writing and/or reading
- show up prepared and on time for seminar
- keep us informed about problems in your research

- keep an open mind and have fun!

III. Meeting with URS Program staff: April 2016

Every scholar is responsible for scheduling a 15-30 minute check-in meeting during the spring semester with URS program staff. The purpose of the meeting is to discuss your experience and progress in your research. **Please use Scheduling Assistant in MyUW to schedule your meeting through the calendar of the URS Director, Amy Sloane.**

Meetings must be proposed **at least 48 hours (2 days) in advance, Monday through Friday during the month of April. Do not schedule same-day meetings. For meetings proposed on a Monday, schedule by the previous Friday.**

IV. Assignments (in order of due date)

1. Research Abstract and Undergraduate Symposium Proposal: Abstract draft due February 17; Final Application due March 1

Each scholar is required to submit an application and present at the Undergraduate Symposium (see below). An abstract is part of the application. You will write and submit your abstract with the rest of your application by the registration deadline, **Tuesday, March 1st, 2016. *Your research mentor must review and approve your abstract in advance. Please plan to allow time for this step in the process.*** Submission is online at: <https://ugradsymposium.wisc.edu/> Your abstract will be published on line and available on the 2016 Undergraduate Symposium program CD.

2. Response Paper: Due March 16 on “Should we bring back the mammoth?” (March 9 Seminar)

Simply put, a response paper is a thoughtful analytical reflection on a reading assignment/discussion in seminar. The purpose of the response paper is to allow you to further develop your ideas to an extent you may not have been able to in seminar. The components of the paper are as follows:

The response paper must be 2-3 pages double-spaced in 11/12pt standard font. The paper will start with 2-3 sentences summarizing the article, and the rest of the paper should answer some or all of the questions listed below:

1. What are the strengths?
2. What are the weaknesses?
3. What has the writer not considered?
4. Do you agree with what is being said?
5. How has your opinion changed in response to discussion in seminar? If not, explain
6. Do you agree with the facts and reasoning the author uses to back-up his point of view?

You are not limited to answering only these questions. The point of a response paper is to focus on developing and expressing your academic argument as a response to the article. Make sure to use facts to build and defend your argument, and be clear in your writing. The They Say/I Say template we used last semester is an acceptable framework for this assignment, however it is not required.

3. Undergraduate Symposium Talk, Poster, or Performance: Thursday, April 14

The annual Undergraduate Symposium celebrates undergraduate students' achievements, creativity and service learning across the University's schools and colleges. It includes talks, poster displays, and

performances across the arts and humanities, and biological, physical, and social sciences. Review the Symposium at: <https://ugradsymposium.wisc.edu/> The Symposium is an opportunity for you to showcase the research you have done all year. In many respects it is a synthesis and culmination of your efforts and learning. The work you do in the seminar will prepare you to present at a high level. You will be surprised at how far you have gone!

4. Distinguished Scholar Gallery: April 20

The University of Wisconsin offers a wide variety of great opportunities to attend free lectures by interesting and accomplished professionals. At some point during the semester, you are required to attend a talk on campus on a topic that intrigues you. Suitable opportunities include the Distinguished Lecture Series, Brown Bag Lectures, or other various talks offered by academic departments. Then, *create a piece of creative work that illustrates what you got out of the lecture that can be put display in a gallery-style activity for the last seminar of the year: poems, songs/videos (to be played on a laptop), sculptures, photography collections, etc. are all suitable. Additionally, prepare a paragraph long artist statement to accompany your piece that gives a brief description of the lecture you attended and how your piece exemplifies your experience.* Now is your opportunity to show us what you're passionate about exploring more in your studies or leisure time!

5. Final Research Report: April 20

A summary of your URS research project and experience. The format and expectations will be discussed in class. **Due last class day, Wednesday, April 20th, 2016.**

V. Grading

Your research grade will be determined by your Research Mentor. Research Mentors will use the grading guidelines below to submit a number grade at the end of the semester. ***Take initiative to discuss your participation in the research project with your mentor(s) throughout the semester.***

Note: if you need to change the number of credits you are registered for in INTER L&S, contact the URS Program Director, Amy Sloane, Ph.D.

Suggested grading guidelines given to Research Mentors to assess scholar performance

A	Exceptional. Student took initiative or performed all duties above and beyond expectations.
AB	Active engagement in research activity, completed all assignments, reported to work regularly and for expected number of hours, developed new skills and applied them appropriately.
B	Did not fully meet expectations. Somewhat engaged in research activity, did not always work expected number of hours, no evidence of new or improved ability for systematic inquiry.
BC – C	Below expectations. Minimal initiative and engagement. Poor performance in all areas.
Below C	Very Poor performance in all areas.

Course Outline

W Jan 20 - What does education give us? An introduction to the semester

1-“This is Water” by David Foster Wallace

<https://www.youtube.com/watch?v=8CrOL-ydFMI>

W Jan 27 - Debate: Are college students too easily offended? Reflecting on the implications of student activism

1- Article: The New Intolerance of Student Activism at Yale

<http://www.theatlantic.com/politics/archive/2015/11/the-new-intolerance-of-student-activism-at-yale/414810/>

2- Letter: Get Out Of My Class and Leave America

<http://townhall.com/columnists/mikeadams/2015/08/28/get-out-of-my-class-and-leave-america-n2044785/page/full>

3- Spoken word: “To the girl in my jazz class”

<https://www.youtube.com/watch?v=1mi4IM32RtU>

W Feb 3 - Large Group Meeting, room TBA

W Feb 10 -

1-Meet the Darbis: A Syrian Refugee family in America - Part One

http://www.huffingtonpost.com/entry/syrian-refugee-family-jersey-city_561ea76de4b0c5a1ce61a886

2-Meet the Darbis: Part Two - The road to assimilation

http://www.huffingtonpost.com/entry/meet-the-darbis-syrian-refugees_563a5812e4b0b24ace487e98

3-How one Syrian family is making its home in America

http://www.huffingtonpost.com/entry/syrian-family-in-america-darbi_566b28cfe4b0f290e5231495?utm_hp_ref=politics&ir=Politics§ion=politics

4-Ted Talk: Refugees have the right to be protected

https://www.ted.com/talks/antonio_guterres_refugees_have_the_right_to_be_protected

W Feb 17 - Abstract workshop, room TBA

Due: Abstract draft

W Feb 24 - Girls in the Juvenile Detention System

1- Documentary (1 hour, 22 minutes, to be watched outside of class): Girlhood

<https://www.youtube.com/watch?v=mFfRU8K2XXo>

2- Photo Essay: Life Inside a Juvenile Detention Center for Girls

<http://www.pbs.org/newshour/updates/girls-justice/>

3- Article: In Juvenile Detention, Girls Find Health System Geared To Boys

<http://www.npr.org/sections/health-shots/2012/11/26/165913879/in-juvenile-detention-girls-find-health-system-geared-to-boys>

4- Poetry: Words Stronger than Walls, Poetry by Incarcerated Girls

<http://www.usprisonculture.com/blog/2011/06/16/words-stronger-than-walls-poetry-by-incarcerated-girls/>

Due: Symposium application deadline Tuesday, March 1st, including Mentor-approved abstract

W Mar 2 - The gender movement and research: women in medicine

1- Ted Talk: Why medicine often has dangerous side effects for women

https://www.ted.com/talks/alyson_mcgregor_why_medicine Often_has_dangerous_side_effects_for_women/transcript?language=en#t-312657

W Mar 9 - Research and its boundaries: should we bring back the mammoth?

1-How to clone a mammoth: science of de-extinction

<http://www.voanews.com/content/how-to-clone-a-mammoth-science-of-de-extinction/2780036.html>

2- Could we “de-extinctify” the woolly mammoth?

<http://www.theguardian.com/science/2015/apr/26/woolly-mammoth-normal-for-norfolk-de-extincti>

on (read second half)

3- Ted Talk: Bring back the woolly mammoth

https://www.ted.com/talks/hendrik_poinar_bring_back_the_woolly_mammoth?language=en

W Mar 16 - Thinking critically: The Olympic Games

1-“The Olympics” by John Hoberman

2-“Urban Brazil: An Olympic Opportunity” by Tianhao He

3-“Securing the Olympic City” by Christopher Gaffney.

Due: Response paper

W Mar 23 - Spring Break

W Mar 30 - Phenomenon based learning: a different approach to education

1- Phenomenon based learning

<http://www.phenomenaleducation.info/phenomenon-based-learning.html2>

2-Finnish schools no longer teaching subjects like math and science

<http://www.news.com.au/lifestyle/parenting/school-life/finnish-schools-no-longer-teaching-subjects-like-maths-and-science/news-story/d0c8b49aa5d1a3f28556070205078e503>

3-Problem-Based Learning: Benefits and Risks

<http://www.facultyfocus.com/articles/effective-teaching-strategies/problem-based-learning-benefits-and-risk/>

Don't forget to schedule your individual meeting with Amy during the month of April!

W Apr 6 - Symposium practice presentations

W Apr 13 - Symposium practice presentations

Due: Symposium Presentations (Thursday April 14th Undergraduate Symposium at Union South)

W April 20 - Individual presentations

*Due: Distinguished Scholar Gallery Piece and Artist Statement
Final Research Report*

W April 27 - URS End Term Reception at Lowell Hall Dining Room

There is NO Final Exam in URS!!