

Inter-L&S 250: The Undergraduate Research Experience, Spring 2017

Van Hise 483

Wednesday 5-6pm

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Office Hours: Fridays, 12 – 1 pm, 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 2017 semester the seminar continues to develop connections between research and the theme: *research, creative work and the public good*. In addition, we will focus on preparing for the Undergraduate Symposium on **Thursday, April 13th**.

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
- 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 (MANDATORY)

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. Do not schedule same-day meetings. For meetings proposed on a Monday, schedule by the previous Friday.**

IV. Assignments

1. Research Funding Sources Activity

The discussion of how research projects are funded was brought to light in some seminars last semester. Motivated by that, we are proposing an activity where each scholar will be responsible for investigating how their research project is funded. You can do that either by looking at online resources (which, in general, are publically available) or by directly asking project staff.

Then, we would like you to write a one page description on how the funding process works. You must address the following questions: Where does the money come from? What is the process to get funding? Does the project need to constantly look for new resources? If so, how does this process occur? Scholars should also directly ask mentors for answers to these questions and may address other questions of funding they may think of.

The one page description is due on **March 29th**, in class, and it will help illustrating our seminar on *Research and the Public Good: Where does research funding come from?*.

2. Reflection on Visit to Chazen Museum

Scholars will be required to attend the Chazen Museum and write a reflection on their experiences by **April 26th**. The goal is to also expose scholars to a on-campus resource that they may have never experience and, or would never decide to experience on their own or without a reason to visit.

Besides the visit, scholars must also write a 2 page reflection on a specific piece that stood out

to them. Analyzing creative work can be difficult, especially considering that most of us do not have background on that. Thus, we would like you to follow the suggestions from the article: *Three simple steps to understand art: look, see, think* ([link](#)). Your reflection must contain these three steps. Note that as the article suggests, the historical context is fundamental for the third step, so some outside research might be necessary.

We will debrief on the assignment on our last seminar.

3. Research or Creative Work Abstract

Each scholar is required to submit an application and present at the Undergraduate Symposium (see below). An abstract is part of the application. A first draft of your abstract is due on **Feb 15th, in seminar**. You will submit the final draft with the rest of your application by the registration deadline, **Wednesday, March 1st, 2017**. *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 2017 Undergraduate Symposium program CD.

4.. Undergraduate Symposium Talk, Poster, or Performance

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 research at a high level. You will be surprised at how far you have gone!

5. Final Research Report

A summary of your URS research project and experience. The format and expectations will be discussed in class. **Due last class day, Wednesday, May 3rd, 2017.**

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 18: Review of the syllabus. Discussion on the UW course “The Problem of Whiteness”

In Class Video (2min): UW-Madison course is causing controversy

<https://www.youtube.com/watch?v=hSa15qk92C4>

Read in class: On Academic Freedom and Free Speech, by Chancellor Blank

<https://chancellor.wisc.edu/blog/on-academic-freedom-and-free-speech/>

W Jan 25: The Political Space and the Creation of Echo Chambers

The Political Classroom – overview of the book

<http://thepoliticalclassroom.com/about.php>

Should you talk politics at work?

<https://hbr.org/2016/09/should-you-talk-about-politics-at-work>

The Danger of Echo Chambers on Campus

http://www.nytimes.com/2016/12/10/opinion/sunday/the-dangers-of-echo-chambers-on-campus.html?_r=0

The Myth of Liberal Echo Chamber on Campus

<https://newrepublic.com/article/139474/myth-liberal-echo-chamber-campus>

W Feb 1: Large Group Meeting, room TBA

W Feb 8: Philosophy of Education: Plato’s Allegory of the Cave and Progressive Ed.

The Allegory of the cave

<http://classics.mit.edu/Plato/republic.8.vii.html>

Brief Overview of Progressive Ed., by the University of Vermont

<https://edci815s12.wikispaces.com/file/view/Overview+of+Progressive+Education.pdf>

The Brooklyn Free School Website

<http://www.brooklynfreeschool.org/our-program/>

Differences Between Traditional and Progressive Education, according to the Wingra School

<http://www.wingraschool.org/who/progressive.htm>

W Feb 15: Writing a research abstract + Discussion on Mental Health

Andrew Solomon: Depression, the secret we share

https://www.ted.com/playlists/287/4_ted_talks_on_overcoming_depr

Guy winch: Why we all need to practice emotional first aid

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

David Anderson: your brain is more than a bag of chemicals

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

Due: Abstract First Draft

W Feb 22: Creative Work and the Public Good: are there limits to comedy?

Charlie Hebdo and the Limits of Nihilism

<http://www.warscapes.com/opinion/charlie-hebdo-and-limits-nihilism>

Comic strip: Joe Sacco, on satire – a response to the Charlie Hebdo attacks

<https://www.theguardian.com/world/ng-interactive/2015/jan/09/joe-sacco-on-satire-a-respon-e-to-the-attacks>

Video (6min): Ricky Gervais, The Principles of Comedy

https://www.youtube.com/watch?v=WTL_xjOyZsc

W Mar 1: Gender Inequalities: Tackling Stereotypes in Children’s Films and in the Media

Images of Gender, Race, Age, and Sexual Orientation in Disney Feature-Length Animated Films

http://www.tandfonline.com/doi/pdf/10.1300/J086v15n04_02?needAccess=true

Race, Racialization, and Sexuality in Four Children’s Animated Films by Disney, Pixar, and DreamWorks

<http://journals.sagepub.com.ezproxy.library.wisc.edu/doi/pdf/10.1177/1532708608325937>

Cultural Representations in Walt Disney films: Implications for Social Work Education

<http://journals.sagepub.com.ezproxy.library.wisc.edu/doi/pdf/10.1177/1468017315583173>

In Class Documentary: Killing Us Softly: Advertising’s Image of Women (first 10 min)

<http://documentary-movie.com/killing-us-softly/>

Symposium application deadline Wednesday, March 1st; including Mentor-approved abstract

W Mar 8: Racial Inequalities: Affirmative action

The Painful Truth About Affirmative Action

<http://www.theatlantic.com/national/archive/2012/10/the-painful-truth-about-affirmative-action/263122/>

Highlights from Rewarding Strivers Helping Low-Income Students Succeed in College

PDF via email

W Mar 15: The US Military and its New Strategies: Drones and AI

“The tragedy of the American military” from *The Atlantic* by James Fallows, written Jan. 2015
(includes a video)

<http://www.theatlantic.com/magazine/archive/2015/01/the-tragedy-of-the-american-military/383516/>

Humans, not robots are the real reason Artificial Intelligence is scary

<http://www.theatlantic.com/technology/archive/2015/08/humans-not-robots-are-the-real-reason-artificial-intelligence-is-scary/400994/>

Theory of the Drone, Introduction, Chapter 4

PDF via email

W Mar 22: SPRING BREAK

W Mar 29: Research and the Public Good: Where does research funding come from?

Who Pays for Science?

http://undsci.berkeley.edu/article/who_pays

Who picks up the tab for science?

<http://www.bu.edu/research/articles/funding-for-scientific-research/>

The Political Economy of Ebola by Leigh Phillips

<https://www.jacobinmag.com/2014/08/the-political-economy-of-ebola/>

How Cutting-Edge Medicine Might Have Spared Us the Ebola Epidemic by Ronald Bailey

<http://reason.com/archives/2014/10/10/how-cutting-edge-medicine-might-have-spared-us-the-ebola-epidemic>

Due: Research Funding Sources Activity

W Apr 5: Symposium practice presentations

W Apr 12: Symposium practice presentations

Thursday April 13th Undergraduate Symposium at Union South

W April 19: URS End Term Reception at Lowell Hall Dining Room

W April 26: Research and the Public Good: What is the aim of Public Education?

Public Education and the Public Space, by Maxine Greene

https://maxinegreene.org/uploads/library/public_eps.pdf

Due: Reflection on visit to Chazen Museum

W May 3: URS debrief and suggestions for future research involvement.

Due: Final Papers