Humanities

The following is a list of articles and other resources compiled by UROP that relate to undergraduate research in the humanities. There is growing interest in increasing undergraduate student participation in humanities research. While this is not an exhaustive list of resources, these do give a variety of different perspectives in humanities undergraduate research. The articles listed below give ideas on how to incorporate undergraduate students into faculty research, how to develop projects, and how others have utilized undergraduate researchers.

They are available from the UROP library, GT Library, or on-line. UROP library materials can be checked out by coming to the UROP office. Please contact UROP for availability.

∗ Adler, Jeffrey D., et al. "**Reading Encrypted Diplomatic Correspondence: An Undergraduate Research Project**." Cryptologia Vol. 32 Iss. 1 (2008): pp. 1-12.

 The authors describe the cryptanalysis methods of a collection of sixteenth-century Spanish-language diplomatic correspondence. The cryptanalysis was performed by undergraduates who did not know Spanish.

 http://www.library.gatech.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=28332682&site=ehost-live

∗ Baglione, Lisa. "**Doing Good and Doing Well: Teaching Research-Paper Writing by Unpacking the Paper**." PS: Political Science & Politics Vol. 41 Iss. 03 (2008): pp. 595-602.

 Learning how to write a research paper is an important skill for political science majors, and faculty can also benefit when their students develop their research-paper-writing talents. Few departments, however, teach these skills explicitly, and many curricula seem to be based on the assumption that students will arrive at college with adequate basic writing skills. Several programs also suppose that a major will develop the ability to write a research paper through her experience with political science and other courses. These expectations are faulty, as most students are not writers when they move to campus. Writing a research paper in political science is a specific skill set that must be developed by showing how the paper-writing process can be broken into manageable tasks. In this essay, I unpack the parts of the paper and the writing process, providing suggestions for teaching about these segments and integrating research-paper-writing skills into the curriculum.

 http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=1905724&fulltextType=RA&fileId=S1049096508080803

∗ Brooke, Corly Petersen. "**Feelings from the Back Row: Negotiating Sensitive Issues in Large Classes**." New Directions for Teaching and Learning Vol. 1999 Iss. 77 (1999): pp. 23-33.

 Sensitive issues are an inherent part of some course content. The author has learned how to negotiate sensitive topics while developing a sense of community in a large human sexuality class.

 http://www3.interscience.wiley.com.www.library.gatech.edu:2048/journal/101523905/abstract

∗ Cook, Jennifer A., and Dick, Wesley. "**A Window on America: Bringing Home Interdisciplinary Research**." <u>Council on Undergraduate Research Quarterly</u> Vol. 26 Iss. 1 (2005): pp. 16-21.

> This article examines Albion College's process in developing and implementing an undergraduate research program, funded by a NCUR/Lancy Grant, entitled "Boom, Bust, Recovery: Explorations of Albion, Michigan-The Last Half-Century," which focused on the city of Albion, MI from historical, sociological, environmental, and creative viewpoints. This article will examine a college's grant journey from gestation period to the hands-on stage of interdisciplinary summer seminars and interactions with its home community.

> http://www.cur.org/Quarterly/Sept05/Sept05Albion.pdf

∗ Dion, Michelle. **<u>Creating Effective and Appropriate Projects for Undergraduate Research</u>**. Georgia Institute of Technolgoy, Atlanta, GA.

> This is a brief (2pg) hand-out developed by Georgia Tech INTA professor on creating undergraduate research projects specific to social sciences and/or humanities, where work less likely to be in large research teams, often more individual, and nature of data/analysis a bit different from STEM. Topics include how to find undergraduate students, how to asses students' skill levels, supervising and managing, and lessons learned.

> Available From: UROP Office

∗ Ehrenberg, Ronald G. "**Involving Undergraduates in Research to Encourage Them to Undertake Ph.D. Study in Economics**." <u>The American Economic Review</u> Vol. 95 Iss. 2 (2005): pp. 184-188.

> The author discusses how he has structured an undergraduate research program in economics to encourage students to pursue graduate degrees in economics.

> http://www.jstor.org.www.library.gatech.edu:2048/stable/4132813

∗ Edwards, Natalie, and Hogarth, Christopher. "**Using Short-Term Study Abroad to Further Undergraduate Research**." <u>Council on Undergraduate Research Quarterly</u> Vol. 29 Iss. 2 (2008): pp. 14-17.

> This article describes a program at Wagner College called "Expanding Your Horizons" where in January the professor and students travel abroad and pursues research (in this case Paris in Literature, Art and Film) and then the professors teach a class in the spring semester that emanates from the January research experience. The professors worked with the students who went on the trip in conducting and writing research projects throughout the spring semester.

> Available From: UROP Office

∗ Fogarty, Ellie, and Mayo, Herbert. "**Undergraduate Research: The Senior Thesis in Finance**." <u>Financial Services Review</u> Vol. 8 Iss. 4 (1999): pp. 223-234.

> An undergraduate senior thesis offers the individual student an opportunity to pursue a topic of special interest or in greater depth than available in a traditional course. This paper describes the Senior Thesis in Finance required of all finance majors enrolled in The College of New Jersey, specifies the objectives of the thesis, and offers the results on an assessment survey of alumni who completed the senior thesis.

http://www.sciencedirect.com/science/article/B6W4D-40316BF-3/2/4f968889c6d22c68d1b891dd1824e35b

✳ Gilliams, Teresa, et al. "**Models and Assessment of Collaborative Research in the Arts and Humanities**." Council on Undergraduate Research Quarterly CUR Quarterly on the Web Vol. 29 Iss. 2 (2008): pp. 34-37.

At Albright, three collaborative models specific to arts and humanities research reveal variations in research objectives, critical approaches, levels of efficiency, momentum, practices employed, and outcomes. We first discuss case studies, general approaches, and specific factors that demonstrate the development and completion of successful research projects by faculty members and students. Second, we outline the extent to which our assessment measures allow us to demonstrate success in integrating the arts and humanities into undergraduate research.

http://www.cur.org/quarterly/dec08/winter08gilliams.pdf

✳ Grobman, Laurie. "**Affirming the Independent Researcher Model: Undergraduate Research in the Humanities**." Council on Undergraduate Research Quarterly CUR Quarterly Vol. 28 Iss. 1 (2007): pp. 23-28.

The author explains why she believes that undergraduate research in the humanities should be organized with the student being the primary independent researcher rather than the more typical faculty-led student- collaboration. The author believes that this model where the undergraduate student does the primary research and the presentation of the results will enable greater participation. Examples are given that explain how this model has been implemented and promotes publishing in the undergraduate research journals as a way to encourage and enhance participation in undergraduate research.

http://www.cur.org/Quarterly/sept07/Fall07Grobman.pdf

✳ Jalbert, Terrance. "**Experiences in Publishing Peer-Reviewed Research with Undergraduate Accounting and Finance Students**." Journal of Accounting Education Vol. 26 Iss. 3 (2008): pp. 104-117.

This paper describes an educational program involving joint research projects undertaken between faculty and undergraduate accounting and finance students. The goal of the program was to provide undergraduate accounting and finance students a valuable educational experience resulting in a joint peer-reviewed journal publication. The paper discusses issues, concerns, and strategies that were successfully and unsuccessfully employed in conducting and publishing research with undergraduate students. The program was conducted over a six-year period, resulting in ten publications in peer-reviewed journals as well as several conference presentations, proceedings, and awards. Administrators should consider the program described here as one tool in their arsenal to help faculty maintain academic qualifications while simultaneously benefiting students.

http://www.sciencedirect.com/science/article/B6VDD-4TJTTJM-1/2/aa1fa7bc432a4baee332559eaac44de7

✳ McDorman, Todd. "**Promoting Undergraduate Research in the Humanities: Three Collaborative Approaches**." Council on Undergraduate Research Quarterly Vol. 25 Iss. 1 (2004): pp. 39-42.

How to effectively involve undergraduates in the production of academic research in the humanities is an issue that has vexed teacher-scholars. Research and reflections on the topic highlight a variety of obstacles ranging from questions about the abilities of undergraduate students to the worth of the enterprise. The author discusses three models of faculty-student collaboration: 1) Faculty-driven collaboration where the faculty member takes primary responsibility for designing and leading the project while also relying upon students to supply meaningful contributions in the construction of the final product; 2) Faculty-modeled where a class assigned research project was presented as more of an independent study style project instead of 'just another term paper assignment; 3) Student-driven where the student directs the progress and focus of the project with the faculty acting in more of a supportive role.

http://www.cur.org/Quarterly/sept04/sep04p39-42.pdf

∗ Miller, Zane L., and Shapiro, Henry D. "**Learning History by Doing: The Laboratory in American Civilization**." <u>The History Teacher</u> Vol. 11 Iss. 4 (1978): pp. 483-495.

The authors explain how they started an undergraduate research program. They discuss how they narrowed the topic focus of the students (who wanted to study everything from the French Revolution to Herbert Hoover's personality to trading in Genoa in the 15th century). The laboratory in American Civilization is designed to offer undergraduate students an opportunity to engage in systematic inquiry into the nature and processes of American Civilization through examination of local history as symptomatic history. Organized for instructional purposes as an undergraduate seminar team-taught within the Department of History, the Laboratory will carry three or six credits per quarter. Students must enroll for three consecutive quarters. The design of the Laboratory provides a situation in which faculty, selected pre-doctoral graduate fellows, and upper-division undergraduates may engage in collaborative research and analysis of commonly agreed upon problems, in order to share the experience of doing history, rather than just talking about it. Students will work in a series of short-term, cumulative research projects, directed at a general inquiry into the relationship of culture, environment, and population in American history, using the history of Cincinnati as a convenient test case.

http://www.jstor.org.www.library.gatech.edu:2048/stable/492544

∗ O'Clock, Priscilla M., and Rooney, Cynthia J. "**Exposing Undergraduates to Research through a Mentoring Program**." <u>Journal of Accounting Education</u> Vol. 14 Iss. 3 (1996): pp. 331-346.

The purpose of this paper is to describe a research program that uses a mentoring process in order to actively involve undergraduate business students in scholarly research. The need for such a program is supported in the literature from a twofold perspective: the benefits of mentoring and of research integration into undergraduate education. In addition, there continues to be a need to foster a better understanding of research between academics and practitioners. This paper presents a program in which a student, professor, and business professional join together to address a research issue. Results of a survey of past participants indicate positive benefits reported by all of the participant groups. A discussion of benefits and weaknesses of the program is included along with recommendations for implementing similar programs.

http://www.sciencedirect.com/science/article/B6VDD-3VV41T5-5/2/a2567df649e6ede3504568a5d8b92781

∗ Rogers, V. Daniel. "**Surviving the "Culture Shock" Of Undergraduate Research in the Humanities**." <u>Council on Undergraduate Research Quarterly</u> Vol. 23 Iss. 3 (2003): pp. 132-135.

The paucity of information regarding undergraduate involvement in faculty research in the humanities notwithstanding, one clear implication that follows from Astin's work is that the humanities would do well to foster collaborative situations, such as archival work, that increase faculty-student as well as student-student contact. This does not mean that the humanities professor must completely abandon his or her lamp, lonely tower, and quiet library. It does suggest however that he or she should add some extra tables, chairs, and network data ports and invite groups of students to join in.

Available From: UROP Office

∗ Schnatz, Mark S. "**Undergraduate Research in the Humanities: Challenges and Prospects**." <u>Council on Undergraduate Research Quarterly CUR Quarterly</u> Vol. 29 Iss. 2 (2008): pp. 26-29.

Using a grant from the Mellon Foundation, Hendrix College hosted a weekend-long conference in September 2007 titled "Undergraduate Research in the Humanities: Challenges and Prospects." The conference included twenty-six participants, including eleven students, from ten institutions belonging to the Associated Colleges of the South (ACS). John Churchill, Secretary of Phi Beta Kappa, gave the keynote address that launched our collective deliberations on a range of important issues that have been said to hobble undergraduate research in the humanities: 1) that research in the humanities is characteristically, if not inherently, non-collaborative; 2) that humanities research cannot be neatly segmented for students in the tidy ways that research in the natural sciences can; and 3) that in order to achieve good research results, prohibitively long apprenticeships are necessary for humanities students, particularly in the realms of language expertise and other highly specialized fields of knowledge.

http://www.cur.org/quarterly/dec08/winter08schantz.pdf

∗ Stephens, Robert, and Thumma, Josh. "**Faculty-Undergraduate Collaboration in Digital History at a Public Research University**." <u>The History Teacher</u> Vol. 38 Iss. 4 (2005): pp. 525-542.

An assistant professor and an undergraduate student-the authors--set out in August 2003 on a path that was new for both: a collaborative research project in digital history. Together, we planned and researched the content for an online teaching module as part of The Digital History Reader (www.dhr.history.vt.edu), a project funded by the National Endowment for the Humanities.' Our experiences, we think, offer not only a model of new approaches to pedagogy in digital history but also raise fundamental questions about the nature of undergraduate education at large public research universities. This article, therefore, seeks to explicate the form we adopted, to draw more general conclusions from that experience, and, finally, to raise some basic questions about the possibilities and drawbacks of collaborative work in digital history.

http://www.jstor.org.www.library.gatech.edu:2048/stable/30036719

∗ Stiles, Paul, et al. "**Risk Management: Training Undergraduates in Research Ethics in Social and Behavioral Sciences**." <u>Council on Undergraduate Research Quarterly</u> Vol. 27 Iss. 4 (2007): pp. 153-157.

The risk of harm to students who serve as researchers or research assistants is an important consideration for faculty providing undergraduate research experiences. In the laboratory sciences, research environments may pose direct physical dangers, e.g., chemical hazards or dangerous devices/instruments. In contrast, the social behavioral sciences typically present low physical risk to the researcher but require careful attention to risks that may harm human subjects. As inexperienced researchers, students may not know how to anticipate and/or avoid pitfalls that increase risk to themselves or their subjects. This article describes a research ethics training program implemented as part of a Research Experience for Undergraduates (REU) and provides some insights regarding risk assessment and protection for undergraduates in research.

http://www.cur.org/Quarterly/Jun07/Jun07Stiles.pdf

∗ Still, Julie. "**Beguines in Outer Space, or, the Undergraduate Research Process**." <u>The History Teacher</u> Vol. 31 Iss. 1 (1997): pp. 109-116.

Instructors who assign papers often find that students are reluctant to take on areas of research that force them to dig into the literature, especially primary sources, or come to their own conclusions and that students over-generalize. One possible reason is that student's don't know how to arrange their research in a logical manner, or plan out a research strategy. This paper offers one method of a research strategy for undergraduate students doing historical type research (also appropriate for other humanities type research).

http://www.jstor.org.www.library.gatech.edu:2048/stable/494187

∗ Toner, Carol. "**Teaching Students to Be Historians: Suggestions for an Undergraduate Research Seminar**." <u>The History Teacher</u> Vol. 27 Iss. 1 (1993): pp. 37-51.

While most undergraduate students have some understanding of what history is few understand what historians do. Historians themselves enjoy the challenges of digging through the archives in search of answers to their questions, but they seldom encourage students to share in the sleuthing. Most undergraduate students understand history only through the work of other historians, and rarely through their own discoveries. As a result, they may hold a shallow view of history as mere content to be learned, facts to be mastered, rather than evidence to be interpreted. In an attempt to get away from this "received wisdom" approach to history, the author recently experimented with teaching students to "do history" rather than just reading and writing about others' work. When she was assigned to teach the Senior Seminar, a required class for history majors, the author decided to structure a course in which the students would do the work of historians where students would learn to pose questions and look for answers in the primary sources with the goal of wanting students to understand the uses and limitations of a variety of sources. This essay discusses how the author structured the class to overcome the common problems encountered (sources they needed

were not available, too many different topics left little common ground for class discussion, and students not understanding how to evaluate and interpret primary sources).

http://www.jstor.org.www.library.gatech.edu:2048/stable/494330

∗ Van Inwegen, Patrick. "**Undergraduate Research: A Graduate Student's Experience in Creating a Panel from a Class**." PS: Political Science and Politics Vol. 37 Iss. 2 (2004): pp. 321-324.

A graduate student who supervised undergraduate students in a class on non-violent resistance discusses how he encouraged students to further research a class term paper as independent research projects and how he organized those who did so to present their findings at a regional conference.

http://www.jstor.org.www.library.gatech.edu:2048/stable/4488826

∗ Wittner, David G. "**Making History: Developing a Research Tradition with Utica College's History Majors**." Council on Undergraduate Research Quarterly Vol. 28 Iss. 1 (2007): pp. 29-32.

The History Project is the capstone experience for Utica College's history majors, where students engage in original research on significant themes in local history. Conceived during the 1999-2000 academic year, the History Project began as a one semester research methods and historiography course and has evolved into a two course sequence undertaken during the junior and senior years. Students learn historiography, historical research methods, conduct primary research, write a professional quality journal-length article, and work as a class to edit a journal. Papers are blind reviewed and selected for an annual Utica College publication. The challenges encountered and the solutions are presented in this article.

Available From: UROP Office

∗ Young, Gregory. "**Interdisciplinary Research Seminars in the Arts and Humanities at Montana State University**." Council on Undergraduate Research Quarterly Vol. 29 Iss. 2 (2008): pp. 30-33.

The author gives examples of how Montana State has instituted Interdisciplinary Undergraduate Research seminars where undergraduates have the opportunity to make connections between disciplines but also to conduct original research in areas not often explored in classic classroom classes. He reviews four classes - Musi-Tecture, a music-architecture class; Music and Economics, Music and Literature, and Music and Sculpture.   This is one example of how to expand undergraduate research to students in the arts and humanities in larger numbers than just one student working with one faculty.

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