**Undergraduate Research Institute—Humanities and Interpretive Social Sciences**

**OADI Scholars Program/Rawlings Presidential Research Scholars/prospective Mellon Mays Scholars/other interested undergraduate students**

**Course: Delve Deeper: Research Methods in the Humanities, Arts, and Social Sciences**

**Institute Summary:**

Increasingly, Cornell undergraduates seek opportunities for meaningful research. Though undergraduate research in the sciences is very well-developed, students in the humanities, arts, and interpretive social sciences often have fewer options and ideas. To respond to this need, the University Library and the office of the Vice Provost for Undergraduate Education, through the Director of Undergraduate Research, have created a new Undergraduate Research Institute focusing on opportunities in those fields, and consisting of a two-credit course in which students engage in original research and are mentored by faculty members and graduate students.

The Undergraduate Research Institute is open to all interested students, but enrollment is required of OADI Research Scholars, encouraged for Rawlings Cornell Presidential Research Scholars in the appropriate fields, and made available to students interested in applying to the College of Arts and Sciences’ Mellon Mays Undergraduate Fellows Program. Students interested in research in the fields featured in the Institute are often in need of support in conceptualizing research projects and interests. We expect this program to provide encouragement and focused methodological preparation for Mellon Mays students and encourage deeper involvement in research opportunities by OADI Scholars. In addition, Rawlings Scholars specializing in the targeted fields are fewer than those in the physical and life sciences; the Institute will extend engagement in the humanities and interpretive social sciences, for this program.

In addition, OADI Scholars are supported by a preparatory program, which is administered by OADI and led by library and OADI staff during the fall semester preceding the spring-semester course. Through direct interaction with researchers and hands-on experience with materials, students discover some of the exciting options for research in the humanities, arts, and social sciences.

Directly supporting the Undergraduate Research Institute is a group of ten to twelve faculty mentors, who participate directly in the course, interact with interested students, and serve as points of contact for students as they move from the Institute to research experiences in their fields of interest at Cornell.

**Research Institute Faculty Mentors--Obligations and Schedule**

The Research Institute is directly supported by 10-12 faculty mentors.

1.  Faculty mentors attend a one-hour panel/speed dating session to be held in the first two weeks of the course. Faculty speak about their field of study, as well as their own interests and intellectual biography.

2.  Faculty attend a one-hour mixer in the middle of the course to meet students more informally.

3. In the second half of the course, each faculty mentor meets for an hour with a small group of students (2-3) in their office. Students are matched with faculty in terms of interest. The topics include be student research ideas, as well as advice about where and how to proceed.

4.  Faculty attend the final student presentations in the last meeting of the class.

**Sample schedule for Faculty Mentors**

Wednesday, January 30, 3:30-4:30 pm. Olin Library, room 106g.

*This will be during the second half of the class meeting, and the “speed dating” event. We’ll have small groups of 2-3 students who will spend 10 minutes talking with you, then we’ll ring a bell and they will move on to another faculty member. They will come prepared with questions, and the point is for them to learn about long-range research possibilities in the humanities and social sciences. They will ask about your scholarly training and background, in addition to your research interests and processes.*

March 27 (or sometime that week, if the 2:30-4:30 time period does not work for you on that day): *Meet with a small group of 2-3 students in your office to talk about their research and provide guidance for ways to expand and deepen their research questions. You will have received a short, annotated bibliography and 2-page research proposal before spring break from each of your students.*

April 24 and May 1, 2:30-4:25. Olin Library, room 106g: *Student final presentations. We will have a more precise schedule, so that if you are unable to make it for the entire class periods, you will at least know when the students you have mentored will be presenting. The presentations will be 10-15 minutes long (the length of time we can devote depends on how many students we end up with), and presentations will be accompanied by a one-page executive summary/abstract of research questions, goals, background, etc., that will demonstrate students’ ability to communicate succinctly to a wide (and scholarly) audience about their research plus a short bibliography for further readings and research opportunities they might like to pursue given time and funding. We will have feedback forms to help you evaluate the presentations.*

**Writing 2100. Delve Deeper: Research Methods in the Humanities, Arts and Social Sciences**

Spring 2013

**Course description**

This seminar is devoted to advanced library research techniques in the humanities and arts, and qualitative library research in the social sciences. Learn to develop targeted research strategies and employ sophisticated methods in pursuing critical or complex research questions for independent projects. Acquire new skills in identifying, locating and analyzing a range of information resources. You will investigate topics using a range of materials and formats, from primary to secondary, from physical to electronic sources, such as archival photographs, artwork, manuscripts, diaries, interviews, social media, ethnographic studies, geospatial information, and statistical sources. Discover options for engaging in, presenting and funding your research. During the course of the semester, you will progressively refine your own research topic as you learn about managing and evaluating information, and present your research in a final project. This class is supported by a range of research mentors, including librarians, curators, archivists, graduate students, and faculty members.

This course is recommended for students planning independent research projects, including those in the Rawlings Cornell Presidential Research Scholars, Mellon Mays Undergraduate Fellows, the OADI Research Scholars Program, College Scholars, and Tanner Dean’s Scholars.

**Course Outcomes**

1. Develop effective search strategies and skills in order to identify and locate appropriate sources for articulating research topics.
2. Assess and evaluate information sources in order to determine their relevance and value for individual, targeted research needs.
3. Synthesize and integrate information source material in order to demonstrate the ability to prepare clear research proposals.
4. Present a plan for an independent research project in the arts, humanities, or interpretive social sciences in order to demonstrate the ability to accomplish sophisticated, extra-curricular research.

**Readings, Assignments, Class Topics**

Textbook: Linda S. Bergmann. *Academic Research and Writing: Inquiry and Argument in College*. Boston: Longman, 2010.

**Week one**

Introduction; Short presentations by curators about research collections and options.

Complete outside of class: Online assessment to gauge students’ working knowledge of research methods.

**Week two**

Orientation to library research; Advanced catalog searching

Short, small group discussions with faculty members.

**Week three**

Literature review: searching citation indexes

Evaluating search results/writing an effective annotated bibliography

**Week four**

Reading, evaluating and constructing citations

Citation management tools

**Week five**

Note Taking, File management/archiving

Writing a Research Proposal

**Week six**

Copyright and ethics

How best to use Google; setting up search alerts

Assignments due:

* 5-page annotated bibliography
* 2-page research proposal

These two assignments will be shared with faculty and grad student mentors.

**Week seven**

Campus resources, forums for presenting research in person and in print

Finding funding for research and research travel

SPRING BREAK

**Week eight**

Primary Sources: published and electronic

Archival Primary Resources and Collections Materials

**Weeks nine through eleven**

Students meet in small groups outside of class with their faculty and graduate student mentors.

**Week nine:**

Sources on Policy and Law

Data Sources

**Week ten:**

Meet with a librarian for a research consultation.

Faculty mentor meetings.

**Week eleven:**

Research ethics

Institutional Review Board

Graduate Student mentor meetings.

**Week twelve**

Framing effective presentations

Designing & creating effective presentations

Outside of class: meet with other students to practice presentations and engage in a peer-review exercise, along with graduate student “observers” from the Writing Center. This is a peer-reviewed practice run for the final presentations

**Weeks thirteen and fourteen**

The final project is a PowerPoint or Keynote presentation reviewed by librarians, faculty members and graduate student mentors in the audience.

Presentations will be accompanied by two handouts:

* A one-page executive summary/abstract of research questions, goals, background, etc., that will demonstrate students’ ability to communicate succinctly to a wide (and scholarly) audience about their research.
* A short bibliography for further reading and further research opportunities students would like to pursue, given time and funding

To complete outside class: final class assessment (online)