Undergraduate Global Fellows Seminar

EC 480-1

Fall, 2020

In-person sessions will be held on Friday, 11:20 to 12:35
in Math & Science Center N304
with additional virtual sessions as needed.

Dr. Jeffrey Lesser
SC Dobbs Professor and Director, Halle Institute for Global Research
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Office Location: NDB 130
In-Person Office Hours by appointment in NDB 106
Monday and Wednesday 12-4pm
Zoom Office Hours: Monday to Friday by appointment
Please email in advance for a zoom link sent via calendar appointment

Ms. Emily Pingel
Graduate Fellow
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In-Person Office Hours: Monday and Wednesday, 12-4pm
Zoom Office Hours: Monday, Wednesday, and Friday by appointment
Please email in advance for a zoom link sent via calendar appointment.

Ms. Kelly Richmond Yates
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Overview

The challenges that scholars face are remarkably similar across disciplines and topics as research transitions from an initial idea to an excellent research question to a well-argued final project. Because Halle Institute Global Fellows all have different projects, we will use a workshop approach to produce, comment on, and be critiqued in a supportive and respectful manner. Global Fellows will analyze each other's work and push each other for greater clarity and insight as we contribute meaningfully on issues of conceptualization, source critique, and methodology. The heart of scholarship is peer review, so remember to take your responsibilities as a peer as seriously as you take your own research.

The Undergraduate Global Fellows Seminar will use your Halle-funded summer research to help you to understand your final project in multi- and interdisciplinary framework different from that in a traditional academic discipline. We will work collectively to understand the different parts of a research project, including methods, research design, and data analysis. We will write and discuss everything from titles and first sentences of paragraphs to full introductions, a chapter, and an outline for the full project. We will present our work to each other and publicly in conjunction with the Fox Center for Humanistic Inquiry. This will allow you to move into the intense writing phase over winter break and turn in your final product in late March.

Course Goals

The Global Fellows Seminar focuses on developing the following research and writing skills:

- creating a precise, testable research question
- understanding your research question in both disciplinary and interdisciplinary ways
- understanding sources, source-types, and the value of different kinds of primary material
- gathering of a rigorous bibliography
- utilizing library and digital resources to support your arguments
- developing a writing strategy
- learning to speak about your research publicly
Course Expectations

Consulting Your Advisor and Your Committee:

This seminar is an opportunity aimed at creating a multi- and interdisciplinary intellectual community where students engage each other’s work and share useful research strategies. Since the seminar does not replace your departmental/program, advising team, please:

- Schedule regular meetings with your advisor.
- Allow your advisor to mentor you throughout the semester.
- Keep your committee members informed of your progress.
- Follow your committee’s guidance on how much feedback they want to give in the early stages of your thesis.

In and Out of the Classroom:

Students may attend all classes in person as long as they feel well, are comfortable doing so, and meet Emory’s community health policies. If any of the above is not the case, please attend classes virtually over Zoom.

Students should complete the assignments as indicated on the syllabus.

Please come prepared to participate actively in class discussions since this is the best way to engage you in learning. Taken together, these approaches will help you and the other Global Fellows stay on track with your research projects.

If you need accommodations, please notify instructors as soon as possible.

Both Dr. Lesser and Ms. Pingel will have the option of office hours in person or by Zoom – whichever is more convenient for you (see days/times on Page One). Neither of these options, however, will be on a “drop-in” basis. We are both flexible but ask that you make appointments to meet virtually or in person with three days advanced notice (e.g., if you plan to come to in-person office hours on Monday, please notify us by Friday evening).

For our virtual and in-person interactions, please follow these rules of etiquette:

- Do not hesitate to ask for feedback.
- When in doubt, always check with your instructor for clarification.
- Keep an open mind.
- Do not dominate discussions.
- Do not use offensive language.
- Share tips with other students.
Readings:


3) Kate L. Turabian, et al., A Manual for Writers of Research Papers, Theses, and Dissertations (available online via the Woodruff Library)

Assignments:

- A critical part of successful research production is time management, and meeting deadlines is an important step. Since all your work this semester will be read collectively, meeting deadlines shows respect for all those participating in the Global Fellows program.
- Students should attend two seminar meetings in the Spring semester prior to embarking on research. One seminar will focus on research preparation and the other on field safety.
- Students will be expected to workshop their writing and oral presentations both in and out of class. All written assignments will be reviewed and graded P/NP by Dr. Lesser and Ms. Pingel.
- Students are expected to do numerous writing assignments (see due dates below) and post the materials to the canvas site by the due date. Once you have submitted your assignment, you will have a week to review the assignments posted by your peers and prepare to discuss in the next class session.
- Students should attend (virtually or in person) 12 hours of research events independently over the course of the semester (if you have a question if something qualifies please check with Dr. Lesser, Ms. Pingel, or Ms. Yates). These might be virtual lectures/conferences/symposia taking place at Emory or elsewhere or FCHI or departmental events. For each event student should post to the Canvas site (Discussions tab) a one-paragraph analysis or short video that includes a description of the event and how it relates to your research.
- Students must participate in the Halle Institute/FCHI colloquium (date TBD).

Grading: This is a Pass/Not Pass graded course. Students must post all written assignments to the class Canvas site one week prior to class meetings. In addition, students will read and
comment, in writing and orally, on their colleague’s work in and outside of the seminar. Additional virtual meetings between Global Fellows will take place outside of seminar hours.

Global Fellows must complete all of the following assignments in order to receive a “P” grade.

Below is a brief description of the assignments with due dates throughout the course. For more details on each assignment, please see the assignment description given in the week it is due further below. Unless otherwise noted, all assignments should be submitted via Canvas on the appropriate Discussions tab for that week (e.g., Discussion: Assignment 2: Current Project Description).

Assignment 1: One week prior to our first meeting, please post to Canvas a short intellectual video biography of yourself. The video should be no more than 5 minutes long and you should use a single PowerPoint slide. All students should watch all the videos prior to class.

Assignment 2: (Due Friday, August 28th) A 2-page, double-spaced discussion of your current thinking about your project.

Assignment 3: (Due Friday, September 4th) Choose a primary source that relates to your project. Then create a short video in which you present your source as a single slide and explain (via voiceover) how the source is relevant (see further details below).

Assignment 4: (Due Friday, September 11th) A 2-page methods section that will become the basis for our discussion of how to use data to support arguments.

Assignment 5: (Due Friday, September 18th) A 750-word abstract that includes the following components: a thesis title, chapter titles, your major research questions, a description of your research, and your next steps.

Assignment 6 (Due Friday, September 25th): The first five pages of your introduction.

Assignment 7: (Due Friday, October 16th) Make a video of your 3-Minute Thesis and post to Discussions on Canvas. In three minutes, you will explain your project, outline your guiding research question(s), set forth your evidence, and address the “so what?” question.

Assignment 8: (Due Friday, November 6th) A draft of your introduction (~10 pages).

Assignment 9: (Due Wednesday, November 18th) Work in Progress Colloquium presentations (on Zoom)

Assignment 10 (Due Tuesday, December 8th): A draft chapter (i.e. not introduction or conclusion).

Assignment 11 (Due throughout the semester): Research event participation paragraphs.
Post all materials on the date listed above to Canvas under the Discussions tab. We will use the Discussions section for posting assignments so that we can read and review each other’s work. Once you have posted your assignment, you will have until the following class session to review your peers’ work. Please use your last name and meeting subject to title each document upload. For example, for the abstract-focused session on Sept. 25: Yates-Abstract.doc, Lesser-Abstract.doc, etc.

Check-Ins:

As part of our efforts to build an intellectual community, from time to time we will begin our sessions with a check-in, in which we will ask you each to respond to a prompt that may relate to your project or may just ask about how you’re feeling that day – but know that you do not have to share anything private with the group, only that which makes you comfortable.

Honor Code Statement:

The Honor Code is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher's instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the instructor is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council. Students who violate the Honor Code may be subject to a written mark on their record, failure of the course, suspension, permanent dismissal, or a combination of these and other sanctions. The Honor Code may be reviewed at: http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html.

Seminar Participants: Tara Djukanovic - International Studies/Philosophy, Politics, Law; Vincent Fan - Media Studies/East Asian Studies; Nayive Gaytan - History/Spanish; Maddie Haden - Human Health/Middle Eastern & S. Asian Studies; Christie Jones - Environmental Sciences/Music; Faith Kim - Art History/Political Science; Shreya Pabbaraju - Political Science/English & Creative Writing; Kassie Sarkar - Interdisc. Studies. in Soc.&Cul/African American Studies

August 21: Returning from the Field and Organizing Data

One week prior to our meeting: Create a voiceover video using QuickTime or Zoom (or other platform of your choice) that consists of an intellectual biography of yourself, presented in less than five minutes. How did you become interested in research? What led you to your topic? Make it a personal story (this is not your project proposal). Project a single Powerpoint slide during your presentation.

For tips on how to make a video using QuickTime (requires Mac OS): Using Quicktime to record powerpoint presentations

For tips on how to make a video using Zoom:
How to record a presentation using zoom.

Class Discussion: What were the most important and the most surprising finds in your summer research? Did your project title or main question change because of your summer research? Come prepared to discuss.

Please read: Emory University, [http://catalog.college.emory.edu/academic/honors-program/honors-faq.html](http://catalog.college.emory.edu/academic/honors-program/honors-faq.html) (Emory College of Arts and Sciences, 2018)

August 28: Anti-Racist Research and Giving and Receiving Feedback

Please read:


Prior to Class: Go on Twitter (create an account – fake or real – if you don’t already have one) and use the search function to find some conversations happening around race, racism and research in your discipline or area of study. For example, if your area is anthropology, what are anthropologists saying about race and racism? Are they offering resources? Making suggestions on what to teach in classes? Discussing how anthropology has historically confronted (or not confronted) issues of race and racism? Choose a conversation between faculty discussing these issues and screenshot it. Bring to class for discussion with the group.

Outside of class: Before class work with your assigned partner to practice per the reading on “giving feedback” linked above.

Please submit Assignment 2 to the class Canvas site ("Discussions") by Friday, August 28th: A 2-page, double-spaced discussion of your current thinking about your project. This allows you to take stock and define where you stand at the start of your project. Outline your topic, introduce your research question (what you want to find out), and position your project in an interdisciplinary context. Why does this topic and your question matter? If you need help formulating your research question, try using one of these prompts: “What forces yielded what outcomes?”/“Why did X happen?”/“How did ABC dynamics create XYZ results?” We will discuss this assignment in next week’s session.

September 4: Interdisciplinary Expression
Please read: A successfully defended honors thesis or capstone project in your department, from title page through bibliography. In terms of finding theses, go to the Emory Theses and Dissertations website: https://etd.library.emory.edu/. You can search for your department (e.g., Sociology) and then limit your search on the left menu by department, submission type, committee, or keyword.

Next, consider the following questions together with your assigned partner: How did the author justify the project? What evidence did the author draw upon? What interpretive strategies/models did the author use on the evidence? Was the evidence compelling? What contributions did the author claim to make? Do you buy the arguments? If you had been the advisor, what further advice would you have given the author?

Assignment 3 (Due Friday, September 4th):

Part One: Choose one short primary source from your research. It can be a letter, a memo, a law, a painting, a photo, an excerpt from a speech or diary, a statistic, or anything else.

Part Two: Create a video using QuickTime or Zoom in which you present (using voiceover) your source on a slide and offer commentary. Contextualize your source for your classmates in three minutes or less: what does it convey, why does it matter, what does it help you to understand, and which insight about your topic does it support?

Class Discussion: Is there a consensus on the elements of a thesis? What “Do’s and Don’ts” will you follow?

September 11: Methods, Sources and the Use of Evidence

Read: http://evidence.emory.edu/QEP implementation/what_is_evidence.html#evidence_important and http://www.irb.emory.edu/documents/PoliciesandProcedures.pdf, pp. 1-14

Watch: Choose a video appropriate to your thesis: http://evidence.emory.edu/video-gallery/index.html

Please submit Assignment 4 to the class Canvas site by Friday, September 11th: A 2-page methods section that will become the basis for our discussion of how to use data to support arguments.

For tips on how to make a video with a slide using QuickTime (requires Mac OS): Using Quicktime to record powerpoint presentations

For tips on how to make a video with a slide using Zoom:

How to record a presentation using zoom.
September 18: Forming and Revising a Research Question

Class Discussion: What is the relationship between a research question and a method(s)? From a methodological perspective, what does it mean to be “multi-disciplinary” or “interdisciplinary?”

Exercises: How do we write the first sentence? What about outlining? What goes into an introduction? We will cover topical sentences and paragraph structure, proof-reading, editing, and revising.

Please submit Assignment 5 to the class Canvas site by Friday, Sept. 18th: A 750-word abstract that includes the following components: a thesis title, chapter titles, your major research questions, a description of your research, and your next steps.

September 25: Getting to the point

Class Discussion: What is an abstract and what are its uses?

Please submit Assignment 6 to the class Canvas site by Friday, September 25th: The first five pages of your introduction.

October 2: Writing Workshop

Workshopping Assignment 6: Be prepared to give feedback on the introductions of your classmates - please look them over before class. We will divide into groups of two and focus on improving the submitted texts in terms of argumentation and narrative.

October 9: Individual Conferences

Please schedule appointments with Dr. Lesser and Ms. Pingel at least two weeks in advance in order to receive a dedicated zoom link.

October 16: 3MT Partner Feedback

Please submit Assignment 7 to the class Canvas site (Discussions) by Friday, October 16th.

For Class: We will not meet in person on this date. Instead, you should plan to watch your partner's video and then meet virtually to give each other feedback. See 3MT rules and examples below.

Presentation Rules for 3MT

The Three Minute Thesis (3MT) was created by The University of Queensland as a research communication exercise to develop academic, presentation, and research communication skills. It supports the students' capacity to explain their research in in a language appropriate to an intelligent but non-specialist audience.
• Presentation must be three minutes or less. Presentations will be cut off after three minutes.
• A single static PowerPoint slide is permitted (no slide transitions, animations or 'movement' of any description, the slide is to be presented from the beginning of the oration).
• No additional electronic media (e.g. sound and video files) are permitted.
• No additional props (e.g. costumes, musical instruments, laboratory equipment) are permitted.
• Presentations are limited to three minutes maximum and competitors exceeding three minutes are expelled from the Global Fellows program.
• Presentations begin from the front of the room and must be done while standing.
• Presentations begin when a presenter starts their presentation through movement or speech.

Please watch: 3MT video. Some excellent examples of 3MT presentations can be seen at: Three Minute Thesis competition 2018 Winner - Willemijn Doedens https://www.youtube.com/watch?v=ATnLOLzVbAl https://www.youtube.com/watch?v=nqchpRM77No https://www.youtube.com/watch?v=jWVYH5Vh29w https://www.youtube.com/watch?v=MAB_LE3CM2Q

October 23: 3MT in-class presentations

Based on the feedback from your partner last week on your 3MT video, make edits and be prepared to present your 3MT live in the classroom (or on Zoom). In three minutes, you will explain your project, outline your guiding research question(s), set forth your evidence, and address the “so what?” question. This is an opportunity to practice making professional presentations and to receive both content and stylistic feedback from your peers. Practice your presentation with a partner before delivering it to the class.

October 30: 3MT

Dr. Melion, Director of the Fox Center for Humanistic Inquiry, and the Graduate Global Fellows, will provide input in preparation for your colloquium presentation.

November 6: Draft of Introduction

Please submit Assignment 8 to the class Canvas site by Friday, November 6th: A draft of your introduction (~10 pages).

For Class: We will not meet on this date. Instead, you should be working on your Colloquium presentations.

November 13

Class Session: Be prepared to discuss your Introduction draft and explain to the seminar what makes it disciplinary, interdisciplinary, and/or multi-disciplinary.
November 18: Colloquium (11:00am-12:30pm)

The Halle Institute and the FCHI will co-host a virtual colloquium [zoom link to be provided by FCHI]. Please reserve this date and plan to invite your family, friends, and favorite professors. This public forum gives you the opportunity to present your work-in-progress and participate in a Q&A session about your research. We provide specific times for the event and work with your class schedules to avoid conflicts for your assigned time.

December 8

Please submit Assignment 10 to the class Canvas site: A draft chapter (i.e. not introduction or conclusion).