

Infusing Undergraduate Research in Arts and Humanities /Languages, Linguistics, and Comparative Literature

I. Infusing Undergraduate Research in Arts and Humanities /Languages, Linguistics, and Comparative Literature.

- a. Helle, Laura, et al. "Project-Based Learning in Post-Secondary Education: Theory, Practice and Rubber Sling Shots." *Higher Education*, vol. 51, no. 2, 2006, pp. 287–314. *JSTOR*, <http://www.jstor.org/stable/29734978>.
 - Largely a justification and promotion of project-based learning, with useful examples of arrangements for educational experiences that range from experiential to in-class projects where students take partial ownership of the learning process, define problems and delineate questions.
- b. Tracy E. K'Meyer. "'It's Not Just Common Sense': A Blueprint for Teaching Oral History." *The Oral History Review*, vol. 25, no. 1/2, 1998, pp. 35–56. *JSTOR*, <http://www.jstor.org/stable/3675577>.
 - Based on survey of twenty-two faculty who regularly teach oral history, the essay contains useful lists of teaching strategies, assessment methods, foundational texts, and common challenges. Faculty respondents are from the Humanities, mainly History, Ethnography, and Anthropology.
- c. Wilson, Reed. "Researching 'Undergraduate Research' in the Humanities." *Modern Language Studies*, vol. 33, no. 1/2, 2003, pp. 74–79. *JSTOR*, <https://doi.org/10.2307/3195309>.
 - Somewhat dated but important/relevant panorama undergraduate research in the humanities, with particular focus on the nation's largest state university system, and within said system, institutions with R1 designation. Useful examples of ways of defining and introducing research to undergraduate students in the humanities.

II. Research-Based Course Activities

Use a bulleted list to describe specific course activities that can be infused into your undergraduate courses. Use subheadings to indicate the level of research (e.g., exposure, skill-building, intensive). In your description of the course activity, be sure to include sufficient detail so the novel reader is clear about the type of course (e.g., large lecture, lab-based required, elective), and estimated enrollment. Consider including diagrams, flowcharts, etc.

- a. **Exposure + Skill Building;** Data collection; Contextualization of data; Intro to Latin American Studies, LAS 2000; estimated enrollment: 120.
- b. Readings and in-class discussions of oral histories from/focusing on Latin America and the Caribbean; Guided practice of interviewing/conversational skills; Guided practice focusing on contextualization of individual data point(s).
- c. Prepare interview questions in preparation for oral history; Perform initial interview of informant/subject; Research in order to contextualize information from initial interview; Prepare manuscript of oral history, 15 to 20 pages.
- d. If students aren't able to conduct their own oral histories, perhaps they could work with some that have already been created. For example, here is a link to a project I worked on at the University of Texas
<https://digitalcollections.briscoecenter.org/collection/885>
- e. Here are some specific to Latinx Studies: <https://guides.library.yale.edu/c.php?g=512493&p=6248072>

III. Assessing Undergraduate Research and Inquiry Activities

Use a bulleted list to describe how the research-based course activities will be assessed in your course.

- a. The initial interview is graded based on the outline, prepared by the student under the direction of the instructor, in short, how well the student executes the plan/outline.
- b. The second interview is graded based on preparedness (formulation and execution of well-informed/researched questions that follow-up on content procured during the first interview).
- c. The oral history manuscript, ranging from 15 to 20 pages, is graded on (a) length, (b) the extent to which individual traits/conditions/experiences are contextualized, and (c) format.

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IV. Additional Resources

a. Student Resources

- i. List of undergraduate research journals, and potential publication outlets, [linked here](#).
- ii. “Helpful Hints for Interviewers,” Foundation of the American Institute for Conservation, [linked here](#).

V. Contact Dr. Mauricio Almonte (Malmont3@fau.edu) for additional information about this course/discipline area.