



May 24, 2012

The [Office for Undergraduate Research](#) newsletter is published two times per month to share news about undergraduate research at UNC, relevant events, accomplishments of our students and faculty, and more. For additional information, please visit our website at [www.unc.edu/depts/our](http://www.unc.edu/depts/our) or email us at [our@unc.edu](mailto:our@unc.edu).

### Announcements and OUR News

#### OUR Blog:

- [2011 SMART Scholar: Keia Faison](#)

#### GRC Blog:

- [Coming Full Circle in ASIA 51](#)

#### Our People:

- Meet [Monica Richard](#), the OUR Program Administrator
- Meet [Vaughn Stewart](#), the OUR Graduate Assistant

#### OUR Programs:

- Looking for an introduction to research at Carolina? Register for [IDST195: Modes of Inquiry](#).
- UNC Faculty, are you interested in incorporating a [Graduate Research Consultant](#) in your course in the Fall? The deadline for applying is August 15.
- Learn about two digital archives produced by undergraduate researchers in [GRC-supported research-exposure](#) courses

### Events and Opportunities:

- Read about the first annual [Celebration of Undergraduate Oral History Engagement and Research](#) at the Southern Oral History Project.

### Announcements and OUR News:

#### [2011 SMART Scholar: Keia Faison](#)

Keia discusses her experiences in Chemistry research through the SMART program and encourages other students to find their research passions.

#### [Coming Full Circle in ASIA 51](#)

Isabella Archer discusses her experiences serving as a GRC in a course she took herself when she was a first-year Carolina undergraduate.

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Meet Monica Richard: In 2008, I joined the Office for Undergraduate Research (OUR) as the program administrator. Prior to OUR, I worked with students in several UNC graduate programs: the Division of Occupational Science (formerly Occupational Therapy); and Kenan-Flagler Business School's MBA Career Management Center (formerly MBA Career Services) and MBA Admissions.

In addition to serving as the office contact for OUR, I work with the [Summer Undergraduate Research Fellowship](#) (SURF), [Science and Math Achievement Resourcefulness Track](#) (SMART), Duke Energy BioSciences (DEBS) programs and the [OUR Travel Awards](#) program. For students registered for our [Carolina Research Scholars Program](#) (CRSP), I certify that all requirements are met for the Carolina Research Scholar transcript designation. I also manage the logistics for many of OUR's events such as SURF Fall Reception, SURF Information Session, the [Celebration of Undergraduate Research](#) and the DEBS – SMART Closing Ceremony.

Working with OUR, I have gain some experience with programs that specifically target UNC's undergraduate population. Occasionally, I meet with current students or an incoming student and their family. I have often found these meetings quite stimulating particularly as students are so enthusiastic

about the possibility of getting involved with research and knowing that UNC has so much to offer with this end in mind.

There are many great things I enjoy about working at OUR, such as its commitment to seeking new ways to increase the number of research opportunities for undergraduates, the support received from Carolina's research community, and the creativity involved in making an undergraduate's entry into research more transparent.

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Meet Vaughn Stewart: I'm OUR's Graduate Assistant, which is about as vague as a job title can get. I'm currently a graduate student working on my Ph.D. in medieval [English](#) literature here at UNC, which is where the "Graduate" part comes from. But the "Assistant" part means that I get to wear many hats at OUR. I help out with organizing and coordinating events. I maintain the website and databases. I meet with students to talk about their potential research paths. I've served as a GRC for OUR's [Modes of Inquiry Course](#) (IDST 195). And I give presentations to incoming first-years and their families about getting involved in research.

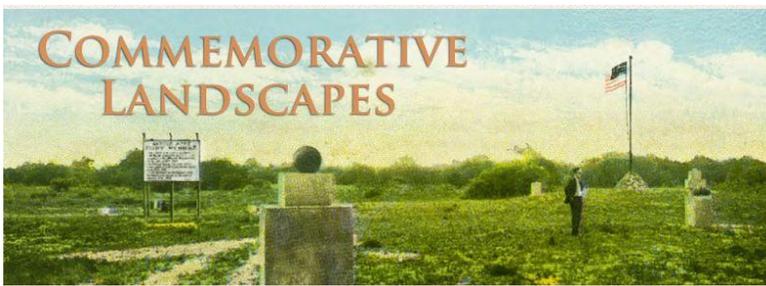


I really enjoy the many things I get to do to help foster the undergrad research community at UNC. I personally know how much undergraduate research can enhance an undergraduate career. During my senior year at the [University of Maryland](#), I got to do some research on a 14th-century Middle English romance called [Guy of Warwick](#). Over the course of that year, I became an expert on that text. And the feeling of knowing everything there is to know about something and then being able to say something novel about it was exhilarating. It's the reason I study medieval literature today.

Other than working at OUR, I also teach in the English department and work on my dissertation, which is about literature written during the Wars of the Roses (about 1455-1485).

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- Are you interested in learning more about different research projects on campus? Register for [IDST195: Modes of Inquiry](#). In this course you'll hear from faculty members across the disciplines tell you about their research and their journey into research. Former IDST students nominate faculty members to present, so you'll have a chance to interact with faculty members other students have recommended.
- Research-Exposure courses are one way to have an undergraduate research experience and can help you fulfill the requirements of the Carolina Research Scholars Program. These courses are generally supported by graduate student coaches (our Graduate Research Consultants) who work directly with undergraduates to facilitate their research. Take a look at two digital archives that were produced out of GRC courses in History and English: "[Commemorative Landscapes of North Carolina](#)" and "[Studying Poston: A digital exhibit on the health care of the WWII Poston incarceration camp.](#)"



"[Commemorative Landscapes of North Carolina](#)" documents the state's history through a spatially based presentation of commemorative monuments, shrines, and public art. It brings together a vast array of primary source materials organized around a common theme, namely commemoration. This digital collection enables anyone interested in

why this or that monument in North Carolina exists where it does or honors what it does can dig

deeply in historical sources to find the answer. This site is a reminder that we move through a commemorative landscape shaped by the work, money, arguments, and power of those who came before us. It is our turn to decide what landscapes we leave for the next generation. [quote taken from the “Commemorative” site]

This digital archive includes undergraduate research produced in HIST292 and taught Dr. Fitz Bundage.

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In ENGL88, a GRC-supported research exposure course, students created “[Studying Poston: A digital exhibit on the health care of the WWII Poston incarceration camp.](#)” The course instructor, Professor Heidi Kim, describes it as follows:

“This exhibit focuses on the health care at Poston, officially known as the Colorado River Relocation Center. Sally Lucas Jean worked as a Health Education Consultant at the Poston camp for a year and a half, and her papers provide valuable insight into the public health issues and hazards of an overcrowded camp, as well as the daily life and experience of incarcerated and government workers there.”



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#### EVENTS:

The [Southern Oral History Program](#) welcomed nearly 100 students, faculty, staff, and community members to our first annual *Celebration of Undergraduate Oral History Engagement and Research*. Featured presentations by four undergraduate seniors showcased the talent and commitment of these young scholars and the central role that oral history played in their development as researchers and activists. Gwen Barlow (History) discussed how existing oral histories with Junius Scales shaped her thesis research and understanding of Scales' repeated narrative of himself. Laurel Ashton talked about the transformational power of conducting oral histories with UNC housekeepers, saying it "turned [her] thesis research upside down." Elizabeth McCain and Sarah Ransohoff performed oral histories of members of Rogers Road struggling with environmental racism; their oral history work led to lasting friendships and sustained advocacy work. These presentations opened an hour of stories of similar work from other attending undergraduate students and dialogue about the central role oral history can play in undergraduate learning. This celebration also marked the inauguration of the SOHP's internship program and set a model for a much larger oral history symposium to be held next spring.

---Submitted by Hudson Vaughn, [SOHP Community Project Coordinator](#)

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