
Humanities

Position #50; Shawn Alexander

Mentor name: Shawn Alexander, African & African American Studies

Job/project title: The Creation of a Movement: The NAACP in the 1930s

Project description:

This project will begin the research into the NAACP's activities in the 1930s, the decade that the civil rights organization became the group that is known today. During this decade the Association hired its legal team that would lead the fight to end segregation in education, housing, and lay the foundation for the modern civil rights movement.

Potential student tasks and responsibilities: For the preliminary research the student will assist in looking through the organizational papers of the NAACP, collect the articles from the group's magazine, The Crisis and assist in decided what the major themes of the decade are in the Association's activity.

Student qualifications and characteristics: Basic computer skills. The other steps/activity I will help develop as we move forward.

An active interest in civil rights history, African American history/studies.

Position #51; *Genelle Belmas*

Mentor name: Genelle Belmas, School of Journalism and Mass Communication

Job/project title: Reading legal cases on flag desecration for a legal history research project

Project description:

This research is part of a larger project on flag desecration (for example, burning or walking upon a flag) in the United States. My research partner (a professor at Georgia Tech) and I are working on a book, tentatively titled “Star Spangled,” that traces the development of American flag law and how we as a country and a society view Old Glory. We are using legal research methods, as well as new methods in rhetorical analysis, to examine cases and events that have happened in which the U.S. flag is involved. We are primarily interested in how the meaning of the flag in the United States has changed in the past century. While we know that the legal standing of the flag has been determined by the Supreme Court of the United States, how do average men and women view the flag and its uses today? What is considered an acceptable use or display, and what is not? How has that changed from how American society has viewed it in the past?

Potential student tasks and responsibilities: If you’re interested in legal studies, law school, American history, rhetoric and logic, media law, or how the legal system works in the United States, this project is for you. Working with me and my colleague at Georgia Tech, you’ll read and brief (create summaries of) historical cases that have been decided by American courts on flag treatment during the Vietnam War. We will start with cases that are straightforward and move into cases that are more involved (and therefore more interesting!). I’ve identified over 70 cases during the Vietnam era so far that involve use of the flag, and I’d love help with reading, organizing, and looking for big themes within them.

For students considering law school, this is an ideal opportunity to do something you’ll have to do there anyway: get comfortable reading actual court cases and understanding what’s important about them. You’ll learn legal terminology, how cases move up the appeals process, and legal theory regarding the First Amendment to the Constitution. You can, if you’re interested, learn legal research as well, although I can provide you with the cases, at least to start. If you find you want to dig into actual legal research, we can do that. I’ll teach you the basics of case reading, briefing, and understanding, and together we will create a database of these cases that can be used in a law review or journal as well as in the larger book project. I would love to have you as a co-author on this work!

Student qualifications and characteristics: My ideal research partner would be someone who is targeting law school or advanced academic degrees in areas like American studies, U.S. history, journalism, media law, or related areas. In a sense, this project could be like a grad school prep course, because my goal is to guide you through some of the ways in which research is done at a pace that is comfortable for you.

My partner would love reading and thinking about the law, and would be organized and detail-oriented, as well as being excited about the project. We would need to have weekly or bi-weekly progress meetings at first, but most of the work can be done on your own time. Once we've established that you understand the basic process of reading and briefing cases, you can go solo for a while with the list of cases, and then we can meet up again to determine where you would like to go next. I want a student I don't have to micromanage but who can meet deadlines without my nagging – someone who loves to get directions and then take the ball and run with it. Of course, I'm available via email or phone if there are issues, but I'm hoping for someone who likes to work on his/her own and is comfortable doing that as well as reaching out for help if that's needed. I'm a very approachable person, and I love working with students interested in research, particularly in the area of the law I love.

Position #52; Brian Donovan

Mentor name: Brian Donovan, Sociology

Job/project title: Cultural Studies of the Gold Digger Stereotype

Project description:

I am writing a book about the “gold digger” stereotype in American culture and law. I am interested in the development of the gold digger from its beginnings as early twentieth century chorus girl slang to its incarnations in the late twentieth century. I am interested in working with a student to find and analyze material that pertains to the conclusion of my book. In particular, I am seeking material about the gold digger stereotype in African American “urban fiction” or “street lit.” I am also interested in other manifestations of gold digger discourse in the late twentieth and early twenty-first centuries, including music and journalistic coverage of same-sex relationships.

Potential student tasks and responsibilities: The student will read six or seven urban novels and take detailed notes on them. We will develop and deploy a flexible template in order to create an inventory of the novels’ contents pertaining to the major themes of my book: gender, law, and stereotypes. We will meet to discuss the books in general, including how they reference ideas about social inequality and support or undermine the gold digger stereotype. As the student progresses with this task, there also may be a potential to expand to other cultural forms (like music) and other decades (“gold digger” novels from the 1960s and 1970s).

Student qualifications and characteristics: This job requires a love of reading and an appreciation of popular fiction. Interest in gender, law, and/or sociology will also be very helpful because we will be analyzing fiction as a reflection of large social trends. We will meet regularly to discuss your findings and progress.

Position #33; Arianne M. Dwyer

Mentor name: Arianne M. Dwyer, Anthropology

Job/project title: Development of Medicine along the Silk Road

Project description:

In eastern Central Asia, in what is now Chinese Turkestan, the practice of healing is derived from many medical traditions: Persian, Greek, Chinese, Indian, and shamanistic traditions. We would like to understand the transmission of medical knowledge across Eurasia. We do this by looking at how historical treatments for different illnesses overlap, and which treatments originate in which medical traditions (for example, a Persian herb is probably associated with Persian medicine).

Our sources are late 19th and early 20th century Turkestani medical handbooks, amulets, and formula that we've translated into English. We identify illnesses, treatments, and substances and use digital humanities tools and network analysis to map their relationships.

Potential student tasks and responsibilities: Students will familiarize themselves with traditional medicines from Eurasia (e.g. Persian, Chinese, Indian), participate in project team meetings, where these medical traditions will be discussed; they will be trained in coding transcribed texts for medical terms using open-source software, and will assist in the preparation of key terms (treatments and remedies) for network analysis, collecting and analyzing data, and assist in the presentation of the findings.

Student qualifications and characteristics: Students should have: a 2-3 hour time block available at least once a week, careful attention to detail, good organizational skills, basic experience with computers and data management, and an interest in intellectual and healing traditions in different languages and cultures. Knowledge of Persian or other relevant languages would be a plus.

Position #53; *Maryemma Graham*

Mentor name: Maryemma Graham, English

Job/project title: Project Assistant

Project description:

The Project on the History of Black Writing (HBW), located in the College of Arts and Sciences, has been in the forefront of research and inclusion efforts in higher education since its founding in 1983 at the University of Mississippi, Oxford.

Our goal at HBW is to document, preserve, and to present Black writing and culture from the United States and globally to audiences on and off the KU campus. The staff consists of undergrad and graduate students working with a faculty director on educational events and initiatives pertaining to teaching and researching works by black authors.

Potential student tasks and responsibilities: The HBW Undergraduate Program Assistant will be involved in one or more of the following areas: (a) bolstering HBW's digital and campus visibility through its HBW's social media strategy that works across key platforms including Wordpress, Facebook, Twitter, Instagram and Youtube to help bolster HBW's digital and campus visibility; (b) developing, promoting, and executing specific campus programs focusing on literary and cultural activities ; (c) coordinating internal and external administrative communications with advisory board, as well as on and off campus partners; and (d) participating in funded research to create and expand digital archival collections and access for educators, scholars, librarians, and the general public.

Student qualifications and characteristics: The Undergraduate Program Assistant should possess:

- Effective written and verbal communication skills;
- Major familiarity with key social media tools (e.g. Twitter and Facebook);
- Interest in doing basic research in the humanities and social sciences;
- Interest in marketing, communications, and/or social media;
- Excellent attention to detail and a high motivation to learn;
- A proactive and focused attitude, with the ability to prioritize tasks and meet deadlines;

- The ability to work collaboratively within a team.

This student will have a chance to work in a team of fellow undergraduate and graduate students, attend conferences, and strengthen their research, leadership, and communication skills.

Additional comments: An ideal position for a student interested in expanding their knowledge of Black life and culture.

Position #54; Peter Grund

Mentor name: Peter Grund, English

Job/project title: Writing the Salem witch trials

Project description:

Are you interested in learning about how people spoke and wrote in earlier times in North America? Are you excited about old documents and finding out more about people's relationships and communities in historical periods? Then this position would be for you. Our project is trying to trace who wrote the legal documents that have survived from the witch trials in Salem, MA, in 1692–1693, an infamous event in the early history of the English settlement in North America. Previous research has assumed that the some 900 witness statement, trial records, and other documents were simply written by a few court clerks. However, our project is demonstrating that this assumption is incorrect; instead we have found that more than 250 people recorded documents, many of the writers being ordinary members of the Salem community or of neighboring towns. The project is compiling a database of the Salem recorders, their writing habits, and their language. You would be involved in tracking down information about these recorders, organizing the evidence (including digital images of manuscripts), and, in time, in charting some of the similarities and differences between the recorders' handwriting practices and language choices. You would be contributing to the overall goal of providing a searchable electronic database of the Salem recorders, a book on Salem as a writing community, and various article-length projects. In other words, you would assist in bringing forward new information about this event that has not been known before!

Potential student tasks and responsibilities:

- Tracking down names of identified Salem recorders to provide information on their life, their relationship to other people in the community, etc. This will involve online as well as library searches of various resources (training will be provided). You will submit regular reports that will involve listing what sources you have consulted, what you have found, etc.
- Organizing and handling digital images. For example, you will be asked to collect different kinds of documents to make access easier. You may also be asked to do some minor work with the help of image-handling software (again training will be provided).
- Locating research materials for studies of specific features of handwriting or language. This will involve working with research databases and compiling (lightly) annotated bibliographies.

- Searching project databases for patterns. Second semester. You will assist in processing language and handwriting data in preparation for conference presentations and publications. For example, we are looking at variation in the spelling between ‘u’ and ‘v,’ where some recorders use ‘v’ and others ‘u’: as in “up” and “vp” (for “up”) or “haue” and “have” (for “have”).
- Proofreading. Second semester. You will read the profiles compiled for each recorder and make sure that references are correct, and that they follow a consistent style sheet (which we will provide).

Student qualifications and characteristics:

- No prior knowledge of historical language use or manuscripts is necessary. Basic, necessary training will be provided.
- Working time is flexible, especially in the first semester. But on some days you will need to work in Watson and Anschutz Libraries in order to consult some sources.
- You need to be detail-oriented and organized. It will be important to document sources and research steps.
- You need to be patient and recognize that some things are not easily discovered. But with some work, there is often a great reward!
- Good language and reading skills.
- Responsiveness to email!
- A willingness to ask questions if you do not understand or are stuck!

Position #55; Joo Ok Kim

Mentor name: Joo Ok Kim, American Studies

Job/project title: Archival Research Assistant for Latino/a Participation in the Korean War

Project description:

This research project examines archived collections from KU's Spencer Research Library, in addition to other regional libraries. In particular, the project focuses on print culture (primarily newspapers, also magazines, etc.) during the Korean War. The main objectives of the project are 1) to add to current scholarship on Latino/Chicano soldiers in the Korean War, and 2) to lend complexity to contemporary discourses about the Korean War. The methods for this project include identifying and analyzing archival material.

Potential student tasks and responsibilities: The student archival assistant's responsibilities include: key word searches in the KU libraries and finding aid searches in the Spencer Research Library; archival research in the Spencer Reading Room; reading, digitally reproducing, and summarizing relevant primary source articles; keeping detailed records of searches and research conducted; and engaging in other research activities as needed.

Student qualifications and characteristics: I especially encourage students interested in Latina/o Studies to apply! Knowledge of Spanish and Korean is a plus, but not required. An interest in the Korean War is helpful, as is related interest in literature, popular culture, and journalism. The scheduling requirements partially follow Spencer Research Library hours, but are otherwise very flexible. The emerging scholar should be detail-oriented, self-motivated, organized, and thorough. It would be excellent if the emerging scholar has an open, curious approach to learning and research!

Position #67; Marie-Alice L'Heureux

Mentor name: Marie-Alice L'Heureux, Architecture

Job/project title: Politics and the Built Environment

Project description:

I am working on a number of research projects. One of them is the preliminary work to apply for a "Healthy Communities" grant from the Robert Wood Johnson foundation to study the Ivanhoe Neighborhood and its emergence from being the most dangerous sector of Kansas City, Missouri, to being a poster child for positive development without gentrification. I want to study the basis for this phenomena, which will involve map-making, scanning, reading, maybe participation in neighborhood meetings, and as much or as little hands on involvement as you desire. The second project is to prepare a book manuscript on the Estonian cultural landscape for publication-this also involves a variety of tasks that would be useful to anyone interested in history/research methods/organizing materials. I am also working on an article on Urban Renewal and Highways in Kansas City, Kansas and Kansas City, Missouri, which is an archival and a material culture project. The final project is a book on the Presidential libraries, mainly right now, the Truman, Eisenhower, Hoover, Roosevelt, Johnson and Kennedy Libraries, and the up-coming Obama Library. You would help me in many ways depending on your interests. Nothing is very complicated and I am very open to helping you learn practical skills, as well as research methods.

Potential student tasks and responsibilities: There are all kinds of tasks and I am very happy to have you help at whatever level you feel comfortable-and to progress to higher level tasks as you feel comfortable. Images need to be formatted (using Photoshop) for all of the projects, copyrights tracked down, and scanning of documents done. If you do not have Photoshop or illustrator skills, and would like to acquire them, this could be part of your work. I would also help you learn a bibliographic application such as Zotero or Endnote which would be useful for you as an emerging scholar.

Student qualifications and characteristics: Since the projects are at very different stages in their progress, from the very early stage of the Presidential libraries and the Ivanhoe research (yet even these are 6 years old) to the manuscript preparation phase on the Estonian cultural landscape which has been in the works for at least 15 years, you can have a variety of skill levels and still grow in the position, or if you have few of these skills but are open to learning them, then you could progress with the work. Given the range of projects you could be interested in sociology or health (Ivanhoe) history, cultural studies or architecture (presidential library or Estonian Cultural landscape); urban

issues about race and place (KC Urban Renewal and Highways). There is a place in Marvin you can work and some of the work can be done independently. Detail oriented and organized are two useful skills to have. But an artistic temperament would also work.

Position #56; Elizabeth MacGonagle

Mentor name: Elizabeth MacGonagle, Kansas African Studies Center

Job/project title: Africa is Here in the Midwest

Project description:

Did you know there are several African populations living in communities throughout Kansas and the Midwest? The Kansas African Studies Center at KU is engaged in a project that collects and promotes stories from these communities. The initiative seeks to offer moving stories about individuals of African descent who contribute to America's diversity. The student scholar will be mentored by the Center's Director (Prof. Liz MacGonagle) and staff to become familiar with current research and issues related to immigration, particularly to the Midwestern region. The project will benefit from the talents of a student scholar who will act as a research assistant to collect, analyze, and promote stories of recent migrants and their American-born children that will be featured on the project's website at www.migrationstories.ku.edu. By participating in this project you will gain research experience, learn more about Africans in the Midwest, and teach others about their stories based on your research. This position provides an opportunity for research in the humanities and social sciences, and calls for creative thinking about how to present resources to students, teachers, and the general public. It also allows for collaboration with KU's Center for Latin American and Caribbean Studies on the shared goal of enhancing our national narrative about immigration.

Potential student tasks and responsibilities: Tasks will grow in difficulty and responsibility as the student gains a familiarity with the project and available resources related to stories of migration. Throughout the year the scholar will work with Prof. MacGonagle and Center staff to collect and analyze research materials that will be relevant for the development of appropriate resources related to stories of migration. The student will supplement existing source material gathered previously by conducting humanities-based research and developing mini-projects related to the theme of migration stories under the guidance of Prof. MacGonagle. These might include video vignettes from migrants or host community members; a photo essay; a podcast, a lesson plan, or an annotated bibliography. We look forward to benefiting from a student's perspective and learning more about how particular resources might resonate with youth and K-16 audiences.

Student qualifications and characteristics: We are seeking a student scholar interested in the development of new perspectives through the power of stories. This research position requires organization, motivation, and creativity. Strong writing skills, attention to detail, and the ability to

produce relevant and polished written materials are necessary. Attention to detail is also important. Other skills such as website design, graphic design or creating and editing videos, podcasts or blogs are preferred, but not required.

Additional comments: An openness to discussing the contested dialogue surrounding immigration and citizenship is needed.

Position #57; *Chris McKitterick*

Mentor name: Chris McKitterick, Center for the Study of Science Fiction / English

Job/project title: Science Fiction Research Partner

Project description:

Are you passionate about speculative fiction? Do you want to do research in SF while helping keep the field vital and growing strong? Then perhaps you're the person that KU's prestigious Gunn Center for the Study of Science Fiction is looking for. KU's Gunn Center for the Study of Science Fiction - the first of its kind in the world - is looking for one or more motivated undergraduate researchers to work with the Center's directors (Chris McKitterick and Kij Johnson, both scholars and writers), our Graduate Research Assistant (Jason Baltazar), and our volunteers to help build the new framework and provide content and connections for educational, research, and creative outreach to the world as we shift our static website to a dynamic, interactive focus for science fiction.

During a time of radical and increasingly accelerating change (technological, scientific, and social), science fiction is becoming ever-more important as a mode and path to help people understand what it means to live through changing times. The Center's mission is to help educate writers and other creatives, educators, librarians, donors, volunteers, fans, and scholars, and other shapers of culture in ways to make SF more accessible to the public at a time when change is an increasingly significant social concern.

About the Gunn Center: <http://www.sfcenter.ku.edu>

What is science fiction? <http://www.sfcenter.ku.edu/SF-Defined.htm>

Potential student tasks and responsibilities: We seek a student to work within our diverse and growing programs on the research we need assistance with and which most inspires you, then share it via our educational outreach and social-networking resources. We interact with a large and growing group of science fiction professionals, alumni, authors, volunteers, educators, librarians, and students across the world. You have the opportunity to shape the position to best serve our mission while pursuing the research that most inspires you.

We have many opportunities for getting involved in real research and outreach in the SF field, and will work with motivated undergraduate researchers to help custom-tailor responsibilities. The student researcher will coordinate with our AboutSF Coordinator, Center GRA, and others on various Gunn Center research projects and outreach, and assist the Directors on other duties when needed. Some possible projects and responsibilities:

Do you want to create social change while doing literary scholarship? We would love to publish a regular column online with our readers (and get the word out through our social networks) about SF literature. We envision this in the form of a weekly reading list on various SF topics (especially focusing on women, people of color, non-Anglo authors, and other under-represented authors, nations, and movements), or a weekly book report (very short – 500 or more words is fine) especially using our materials and the Spencer Special SF Collection archives (again with a focus on under-represented SF authors, nations, and movements) as part of our educational-outreach program. Help research and write educational materials, reading lists, and so forth for educators, researchers, and serious readers, especially about under-represented SF authors, movements, and groups, and share results via social-network and digital-humanities systems.

Is education in your future? Our AboutSF educational-outreach program helps educators (in literature, science, and other fields) understand how to use science fiction in the classroom. You might also help prepare for our SF Summer program (and during, if available): Assist with residential-program Housing and Conference motel arrangements, assigning rooms to attendees and special guests, and so forth. You might also work with Center-specific special guests, lecturers, and other visitors on scheduling, travel, housing, local transportation, promotion and publicity, and so forth, and help organize volunteer assistance.

Are you a grassroots organizer (or want to become one)? Our activities and outreach work in an arena as broad as the universe! Via AboutSF and our conferences, workshops, institutes, websites, clubs, and elsewhere, you'll have opportunities to not only write regular articles as mentioned above, but also to work with existing and recruit new volunteers, present workshops to schools and libraries, present panels on SF education at conventions, and/or update and enhance our websites and social-media presence. Perhaps you want practice writing grants and proposals or doing fundraising? We have endless opportunities for these, too.

Is multimedia your thing? The Center holds hundreds of hours of audio and video recordings that need to be put into shape to share with the world via our YouTube, Podomatic, and other sites. The Spencer Collection also contains a wealth of materials that need to be shared with the world in digital and edited form. Short films, podcasts, vlogs, and such are all great ways to reach people while pursuing the Center's mission. We've published several things so far, but would really love to expand our multimedia presence!

Excited about science-fiction awards? The Center gives two major, international awards each year, so you might work with the Theodore Sturgeon Memorial Award for best short SF to help deepen the group of nominators, help solicit nominations, help our GRA generate a scored preliminary list of nominees, track down copies of finalist stories. You might also work with the John W. Campbell Memorial Award for best SF novel to help work with publishers to get a solid set of nominations.

Are you a web designer (or want to become one) or programmer? Our AboutSF.com, sfcenter.ku.edu, and other websites will be seeing major updates to modernize them and better integrate with our social networks. You could help our volunteers, GRA, and the Directors migrate and update the Center website to a fully interactive system. We'd love to develop new projects, too, up to and including an app for science-fiction scholars, educators, and others that serves our core mission.

Are you a scientist, engineer, or other non-English major with a vision of how science fiction can help further understanding about and interest in your field? We get it! SF is more an approach or mode of inquiry than a literary genre, and its practitioners and readers are at least as likely to be physicists, philosophers, technologists, or historians as they are to be literature scholars.

Planning on doing journalism or related work? You might work with Directors, Division Heads, alums, and others to create and share news releases.

If interested, you could potentially present research at local events, science-fiction conventions, and other venues.

And lots more as we identify opportunities and get to know one another. Whatever excites you most, the Center probably needs someone to bring that particular passion and energy to our mission.

Student qualifications and characteristics: This will vary depending on what projects our potential undergraduate research assistant is most interested in and for which they are best suited. To succeed, you must be good at self-direction and completing tasks without constant supervision, enthusiastic about being in contact with and serving our audience as appropriate for the work you do, and excited about using your creativity to help educate the world about science fiction and its possibilities. Beyond that, it depends on the kinds of projects we and you work out to best serve our mission. Here are a few general qualities that will make you stand out:

- Familiar with and passionate about science fiction literature, media, and the field. You need not be an expert, but must be willing and able to learn.
- Excellent at and interested in research.
- Open to mentoring and direction as needed.
- Strong written, spoken, and media communication skills, including keeping the Center's Directors informed of your progress (informal, weekly progress reports and occasional in-person meetings and mentoring sessions).
- Familiar with communicating via social-networking tools, blogs, email and lists and groups, and video sites, with an interest in maintaining communication. If you work outreach, you'll also make regular contacts with new people.
- Good attention to detail (tactical thinking) with the ability to see the big picture (strategic thinking).
- Excellent at managing time and prioritizing projects.
- Motivated, good at working with others, good self-direction once on a task, and able to work creatively toward novel solutions on short- or long-term projects with team members and mentors.
- If you work with others, you should be excited about meeting the movers and shakers in the SF field as well as coordinating volunteers around the nation and world.

- If you wish to do personal outreach, you must be enthusiastic about traveling to SF conventions and other venues in the area or around the country to meet people, promote our programs, and deliver the occasional talk or workshop.
- If you work with our websites, multimedia resources, or other creative outlets, you must be familiar with the tools and techniques for creating these things, or able to quickly learn how to do so.
- If you work on grassroots organizing, excited about and interest in coordinating volunteer activities in support of science fiction education, encouraging others to provide content, recruiting and working with volunteers, and more.
- If you want to write proposals, grants, and otherwise help secure donations and funding for our various programs, a basic understanding of what these are goes a long way, though we will mentor you and share resources as needed.

Primarily, we seek someone who is motivated and excited about working in science fiction, and who has a vision of how to best serve our mission of helping make the future a better place through SF! Your projects will determine what other qualifications are most important.

Position #58; Sarah Robins

Mentor name: Sarah Robins, Philosophy

Job/project title: Creating a memory error catalog

Project description:

This is a project about memory errors. Lots of recent work in psychology and neuroscience shows that our memory can be faulty and in many surprising ways. For this project, we'll be reviewing the extensive scientific research on these errors, with the aim of creating a taxonomy of all of the different kinds of errors that exist. This scientific review is actually part of a project in philosophy (particularly philosophy of mind) where the professor is attempting to give an account of the nature of memory (how it works, what it's good for, etc.). Getting clear on all the ways that memory can go wrong is a very important part of that overall project.

Potential student tasks and responsibilities: (With guidance and training), the student would be expected to search scientific databases for relevant research articles and archive articles that meet our criteria using bibliographic software. The student is also expected to read articles and write summaries of interesting findings. Depending on student preferences, much of this work can be done independently and during flexible hours. I expect that the student and I will have regular meetings (a few times a month) to talk about the findings and brainstorm ideas about how to classify the findings of the studies - and possibly even discuss the kinds of studies that should be done in the future to help improve memory error classification.

Student qualifications and characteristics: The ideal student for this position would have interest in the cognitive sciences (especially psychology and neuroscience) and also interest in theoretical or philosophical issues. Familiarity with conducting scientific experiments and/or reading scientific articles would be great, but is not required. Curiosity about theories of science or theories of the mind would be a real benefit - and could help to ensure that the student could be engaged with the project long term. Schedule for this position can be flexible, but will require a student who is self-motivated and an independent worker.

Position #59; Misty Schieberle

Mentor name: Misty Schieberle, English

Job/project title: Rare Books Studies Research Assistant

Project description:

When 17-18th century college students weren't writing papers or studying, what did they do with their time? This Digital Humanities project investigates a unique rare book in the Spencer Research Library that collects the intellectual efforts and amusing writings of Oxford students who procrastinated by composing original poetry about duck hunting; arguing over the best liquors for a dinner party; devising a polite "recipe for love"; mocking their Oxford professors' pretensions; and making their own interpretations of other writers' texts. The handwritten book in question will be the subject of a digitization and transcription project, which will include historical research and annotations to explain antiquated references to modern readers. Your job will be to aid in the beginning of this research project; our overall goal will be to present a digital edition of the book with notes and materials that will help our readers better understand the interests and writings of our authors in their original context and in a way that is meaningful for 21st-century readers.

Potential student tasks and responsibilities: Tasks that will be required (with guidance from mentor but with increasing independence over the year):

1. Assist in the scanning of pages from a rare book.
2. Read and transcribe the handwritten pages into a Microsoft Word or GoogleDoc document (the writing is all in English; some texts are translated from short, sometimes scandalous Latin poems - for which modern English translations exist, too).
3. Identify terms and topics to look up in historical dictionaries and databases that will help readers interpret the Oxford students' writings (e.g., "buxom" does not mean what it used to!).
4. Research historical topics raised in the book's items, e.g., what general education topics Oxford students studied, what texts were the students imitating, and (if there is student interest/ability) what forms/genres the writers used.
5. Build a bibliography of resources for studying and analyzing the book and its contents.
6. Begin to theorize about the point of some of the entries, the kinds of writers that produced them, and the purpose of the volume as a whole.
7. Meet regularly to discuss progress with mentor and other collaborators.

Student qualifications and characteristics: The successful applicant for this position is excited to learn about the random musings of youths from centuries ago, comfortable reading cursive with some instruction in deciphering early handwriting, and able to conduct basic research into words used, facts about the time period, and topics raised by using library databases and other scholarly resources, in Spencer Research Library and elsewhere. Being organized and attentive to detail is essential. The student will be required to perform some of the research in the Spencer Research Library during its hours (items cannot be checked out), but otherwise, the exact schedule for work is flexible.

Students with interests in English Literature, History, and Classics (Latin) may find this work professionally useful, but all interested parties are welcome to apply. This project does not require any particular field-specific knowledge or experience, just curiosity. Applicants should simply be willing to try and have enthusiasm for detective work.

Position #60; John Symons

Mentor name: John Symons, Philosophy

Job/project title: Science of Security Project

Project description:

Do you like listening to podcasts? Are you interested in learning about cybersecurity policy and theory? Do you put tape over your laptop camera? This is the job for you! Come join the science of security project team and you will gain exposure to the fascinating and exciting foundational research at the University of Kansas on cyber-defense strategies and challenges.

Potential student tasks and responsibilities: Your task will be to work with a faculty mentor (Professor John Symons) and a graduate student researcher to track new developments in cybersecurity. You will listen to podcasts or read news articles online, record your findings on a spreadsheet, and meet once every two weeks with the team to talk about what you've learned.

Student qualifications and characteristics: No prior experience is necessary.

Position #61; Dhanashree Thorat

Mentor name: Dhanashree Thorat, Institute for Digital Research in the Humanities

Job/project title: Social Media Archiving Toolkit - Research Assistant

Project description:

While there is interest among scholars in studying social media content (on Twitter, Facebook, YouTube, Instagram, etc), many scholars are also thwarted by the challenges of data collection and management. How do you collect ten thousand tweets and analyze them? We are developing a Social Media Archiving Toolkit which will guide researchers who want to do social media research. The toolkit will be created as a website that is openly accessible to researchers at KU and elsewhere. This toolkit will have sections on:

- Collecting Social Media Content
- Data Curation and Management
- Reviews of Digital Tools
- Social Media Research Ethics
- Sample Studies on Social Media

The Emerging Scholar will be involved in research and writing for the components of the toolkit. To start with, the Scholar will work on the Sample Studies section to create a bibliography of existing books and articles on social media related topics. The Scholar will also be involved in writing some of the reviews of digital tools.

This project is being developed under the auspices of the Institute for Digital Research in the Humanities.

Potential student tasks and responsibilities: We don't expect the Emerging Scholar to have any specific technical proficiencies, and we will meet regularly to ensure the student is prepared for the task at hand.

You will first work on creating a bibliography of research articles on social media studies. (A list of specific Humanities and Social Sciences journals will be given to you). This bibliography will be linked on the website of the Social Media Archiving Toolkit. This task will require you to be familiar with searching academic databases through the KU Libraries, and creating a bibliographic citation with basic information from each article. We will have project meetings to clarify how these processes work so you don't need to be familiar with them already.

The Scholar will also be involved in writing reviews of digital tools (which allow you to scrape social media data). When the project reaches that stage, we will discuss how to write the reviews and meet regularly to ensure the Scholar is prepared.

We hope this experience will be a learning opportunity for the Emerging Scholar: the Scholar will be acknowledged as a research assistant or co-author on the project site, and learn how to conduct academic research, write for a public audience, develop an open access (OA) project, and publish on digital platforms.

Student qualifications and characteristics: We expect the student to be interested in learning about the research process, and willing to write and revise their writing based on constructive feedback. Both writing and research are critical parts of this project.

The student should also be attentive to detail and able to (or willing to learn how to) record, organize, and present information effectively for a public audience.

We will meet with the student once a week for an hour to establish weekly goals, and to prepare the student for those goals. The student will have flexible work hours aside from this meeting, and hence should be able to work independently.

We welcome applicants from a variety of Humanities and Social Sciences disciplines who are interested in social media, digital research, writing for a public audience, or other aspects of this project. It may be possible to tailor the Scholar's work based on their interests (for eg. data ethics, rather than digital tools)

Position #62; Luciano Tosta

Mentor name: Luciano Tosta, Spanish and Portuguese

Job/project title: The Unlettered City: Human Geography, Subalternity, and Spaces of Oppression in Iberian and Latin American Literature and Film

Project description:

I am working on a book manuscript entitled "The Unlettered City: Subalternity and Spaces of Exclusion in Latin American Film and Literature." It discusses representations of marginal(ized) subjects such as prostitutes, homeless people, vagrants, transvestites, beggars, and street children in public spaces in Iberian and Latin American cities. I analyze these portrayals by focusing on how the spaces that they inhabit transform life and perceptions of the ideal Iberian and Latin American city. This project is theoretically informed by the fields of postcolonial and subaltern studies in connection to scholarship in architecture, demography, and urban geography, with an emphasis on the urban experience. The project is still in its very early stages.

Potential student tasks and responsibilities: The students will locate Spanish, Portuguese, Spanish American and Brazilian films and literary works in which such "marginal(ized)" characters are portrayed. They will conduct bibliographical research on these works and authors/directors,, as well as on specific Iberian and Latin American cities such as Lisbon, Madrid, Barcelona, Buenos Aires, Mexico City, Rio de Janeiro, and São Paulo. They may also scan articles to digital format, and read some of the works in order to identify major themes. The students will research critical scholarship on cities, and particularly on urban sites, and notions such as space, place, and mobility. The students are also expected to help proofread professor's draft chapters or essays written for conference presentations. They will discuss each step of the research with the professor, including manuscript submission.

Student qualifications and characteristics: The ideal emerging scholar would have an interest in literature and cinema, as well as in urban and architectural studies, and in social issues. Knowledge of Spanish and Portuguese is not necessary, but certainly a plus. Students in humanities, social sciences, or art and architecture desired. Proficiency with computer applications such as Microsoft Office suite, especially Microsoft Word. Expert user of the World Wide Web. Experience with academic writing a plus. Organization and attention to detail a must. Familiarity with MLA or Chicago Style desired. Must be available for three mandatory weekly meetings with professor.

Position #63; Lorie Vanchena

Mentor name: Lorie Vanchena, Germanic Languages & Literatures

Job/project title: WWI American Immigrant Poetry

Project description:

This Digital Humanities project collects and makes accessible poems written by immigrants in the U.S. during the World War I era. We identify poems in archival materials on campus and in print publications and online sources. The poems are then transcribed and encoded using XML (eXtensible Markup Language), a process that entails typing a poem text into a template using an XML editor, thus rendering the texts machine-readable. The XML files are then styled for display on the project website, which will go live in summer 2018. The project also applies data science methods to our XML files to explore what the poems reveal about ethnic identity. The Emerging Scholar will learn a range of digital humanities and research skills during the academic year, with a focus on encoding poetry.

Potential student tasks and responsibilities: The Emerging Scholar will complete the following tasks, listed in order of increasing difficulty and responsibility, during the academic year:

1. Learn how to work with 100-year-old archival materials
2. Learn and use best practices for naming, organizing, and backing up encoded and scanned files on external drives and remote server
3. Proofread encoded poems
4. Learn and use Digital Humanities skills such as encoding poems in XML using the Oxygen XML editor, working with the file transfer program FileZilla, transforming XML files into HTML for the project website, and using PyCharm to add JavaScript elements to HTML files. No prior knowledge necessary.
5. Acquire familiarity with the schema that specifies the structure and content of our XML files, the XSL (eXtensible Style Sheet) we use to style our XML, and the CSS (Cascading Style Sheet) that describes how our HTML is displayed. No prior knowledge necessary.

Student qualifications and characteristics: Preferences:

1. Willingness to collaborate productively with team members (1-2 undergraduates and faculty mentor)

2. Availability for mandatory team time at the Max Kade Center, ideally one 3-hour session each week, as well as shorter sessions with one other team member. Schedule depends on students' and mentor's schedules and will be determined at start of semester.

3. Ability to complete tasks independently

4. Strong computer skills and an aptitude for learning Digital Humanities skills such as encoding in XML with Oxygen Editor

5. Reading knowledge of a European language would be helpful

6. Curiosity about the First World War and the poetry it generated, the immigrant experience, and Digital Humanities

Position #64; *Omaris Zamora*

Mentor name: Omaris Zamora, Spanish and Portuguese

Job/project title: Afro-Latinas in Reality TV and Digital Afro-Caribbean Diasporas

Project description:

Are you someone who enjoys popular culture, social media, and a good dose of reality TV? Are you a well-rounded and informed individual when it comes to the diversity of blackness, gender, and sexuality? Then this job, may be for you! I am working on my first book, which is on transnational Afro-Dominican women's narratives of blackness and womanhood in literature, performance, and social media. For this particular part of the project I am focusing on the social media and reality TV research and archival data entry around Afro-Latina artists Cardi B and Amara La Negra.

Potential student tasks and responsibilities:

- The ideal research assistant will work with me to create a cataloguing system for organizing YouTube videos, Instagram posts, and reality TV episodes using Zotero, EndNote, and/or Evernote.
- We will work together to find ways to create an archive of this digital media and I will provide all the training necessary
- The research assistant will watch episodes from Love and Hip Hop NY and Miami and take detailed notes, which must later be coded or categorized.
- Will use Google Scholar to build on literature on digital diaspora and cyberspace as they relate to blackness, specifically Afro-Latinos.
- Will digitize sources by scanning books, articles, documents, images, etc.
- Must be available to work 5 hours a week which will be scheduled in consultation with me

Student qualifications and characteristics: The ideal student for this position should be invested and committed to diversity in scholarship that represents people of color, women, and people with varying genders, sexualities, and abilities. A curiosity for engaging and analyzing cultural texts and popular culture is a must. The student will have a set weekly schedule and will meet with me once a week to go over goals for the week as well as provide mentorship and guidance in their own research experience. The student must have good attention to detail, be organized, and creative in

their thinking and problem-solving. Speaking, listening, and reading ability of Spanish preferred, but not required.