

Embedding Undergraduate Research into Faculty-Led Programs



WILLIAM & MARY

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Overview

- Program Background & Faculty Perspective
- Student Perspective
- Administrative Perspective
- Q&A
- Workshop / Brainstorming Session

Faculty Perspective









MAPPING W&M

student research around the world and in our community

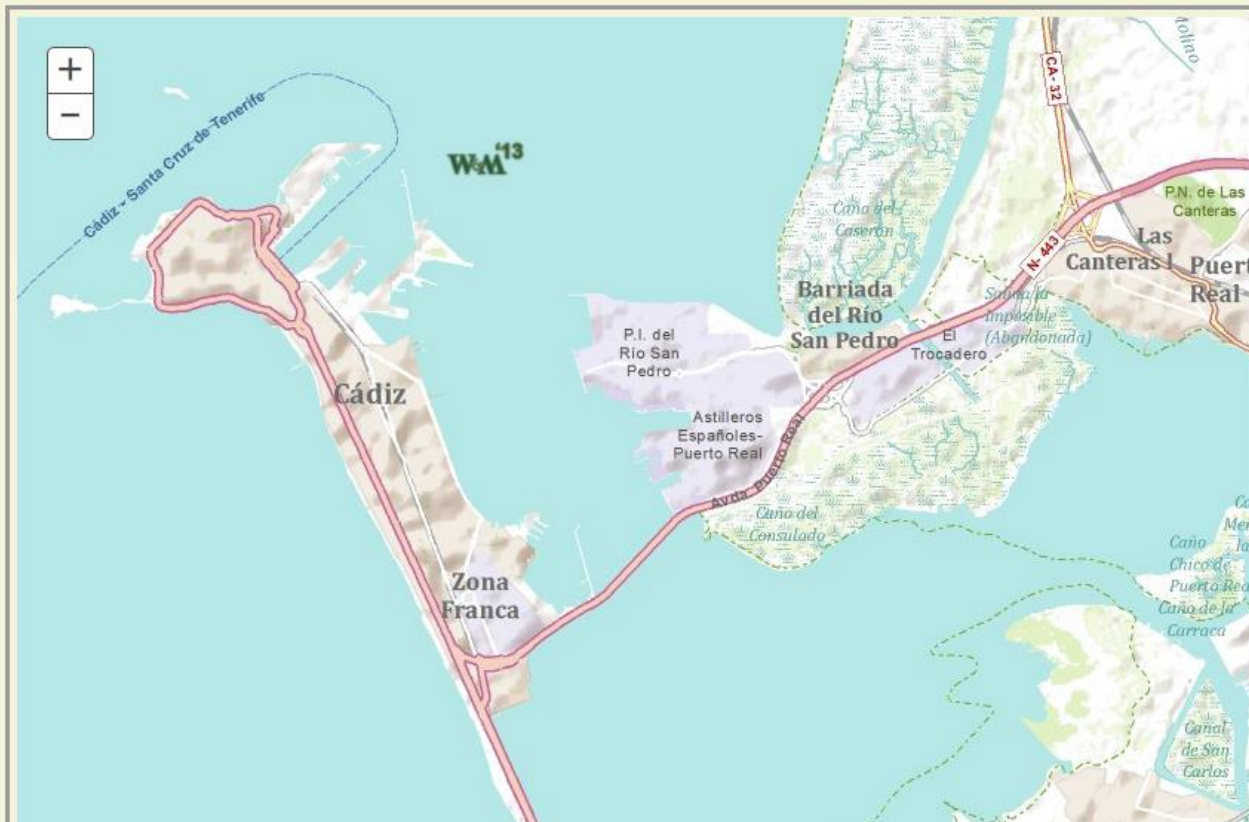
SEARCH

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CADIZ

2013 marked the 10th anniversary of our Cadiz Summer Research program. Each summer, William & Mary students enroll in university course work in Cadiz, the oldest city in Spain, to learn about Spanish history and society, improve their Spanish language skills, and conduct a faculty-mentored research project, all while enjoying the beauty of southern Spain and its rich culture.



View Student Projects:

Summer 2013
Summer 2015



The Role of a “Glamorous” Event — South 36.32N / The New Fashion Latitude — in an Economy in Crisis

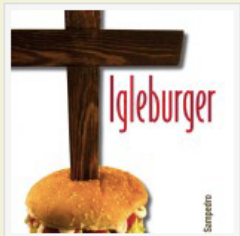
by Chantal Houglan

Spain is filled with beautiful beaches and exclusive nightclubs, but under the glitz and glamour Spain is hurting. Spain is suffering from an economic crisis, where the unemployment rate is at an all time high. Citizens are searching for jobs and demanding answers from the government. Cádiz, the oldest inhabited city in Europe, hosts some of the most breathtaking views of Spain. Cádiz, however, is suffering from one of the worst unemployment rates in all of Spain.

This paper examines how South 36.32N: The New Fashion Latitude, a luxurious fashion festival hosted in Cádiz, is related to the economic depression in Cádiz. Cádiz may seem like an unusual location to host a fashion festival, but I passionately believe that there is no better place to host South 36.32N. I will argue that not only does South 36.32N draw in international publicity, which promotes the city of Cádiz, but drawing from the Glamour theory of fashion, South 36.32 N also allows the people of Cádiz to mentally escape from their everyday economic worries. South 36.32 N allows the public to be engulfed in a fantasy world of high fashion free of cost.

Filed Under: Cadiz, Cadiz '13, Spain • Tagged With: 2013, cadiz, fashion, material culture, spain

November 1, 2013 by Cadiz '13 Team



Cheap Fast Food: Cultural Changes and the Spanish Brand

by Carolyn Hartley

The traditional Mediterranean diet of Spaniards is changing. Not only does the shift to pre-made tortilla españolas and increase in international and national fast food chains indicate a change in what people are eating, but it also points to transformation in society and culture. With the modernizing Spanish diet as a symbol, local companies are manipulating the food in ads and media to convey social realities. This investigation is a case study of the historic city of Cádiz in Andalucía, and the major examples analyzed are posters and signs, television advertisements, food labels, and remarks by gaditanos in both social and academic settings. The purpose of this investigation is to analyze how the changing diet is being manipulated in advertising

and how this manipulation is revealing of truths of modern Spanish culture, such as what values are causing tension: Regional vs. national identity; Importance of tradition in moving forward; and concerns of rising health problems such as obesity. This will help in the understanding of the connection between food and culture in modern Spain and connect it to its struggle to establish an image of itself amidst the noted tension.

Filed Under: Cadiz, Cadiz '13, Spain • Tagged With: 2013, cadiz, cultural studies, health, spain



The Andalusians, the “andaluses,” and “andalucez:” A study of the seseo/ceceo in Cadiz

by Curt Commander

Six interviews with local residents of Cádiz were conducted that recorded the participants' opinions surrounding certain linguistic features present in Cádiz, namely seseo, ceceo, and distinción. The participants' preferences for these features in regards to their own pronunciation were also measured through the recording of a short story read aloud by the participant with the particular story used eliciting the linguistic phenomena under study. Results suggested a correlation between higher education levels and a tendency to use distinción rather than seseo or ceceo. The participants' opinions concerning seseo, ceceo, and distinción agreed in some areas but significantly differed in others.

Both the lack of agreement in many areas among those who were interviewed and the correlation between higher education levels and the use of distinción provide evidence of the strong linguistic variation within Andalucía that differs based on geography, education level, and personal opinion. So much variation within this region of Spain poses a problem for corporate and governmental entities that concern themselves with the entirety of Andalucía, having to choose which Andalusian dialect to use when addressing their linguistically-varied audience. Instead of singling out a specific Andalusian accent to use, various regionally-focused groups, such as Canal Sur, the news channel for Andalucía, have chosen to default to an accent from Madrid. Such actions are caused by unreconciled linguistic differences within the region and reveal the need for the adoption or creation of a collective, common accent for public use in Andalucía.

Filed Under: [Cadiz](#), [Cadiz '13](#), [Spain](#) • Tagged With: [2013](#), [cadiz](#), [linguistics](#), [spain](#)

October 15, 2013 by [Cadiz '13 Team](#)



The State of the Hijab in Spain Today: Marker of Identity and Tolerance

by Rebecca Fulp-Eickstaedt

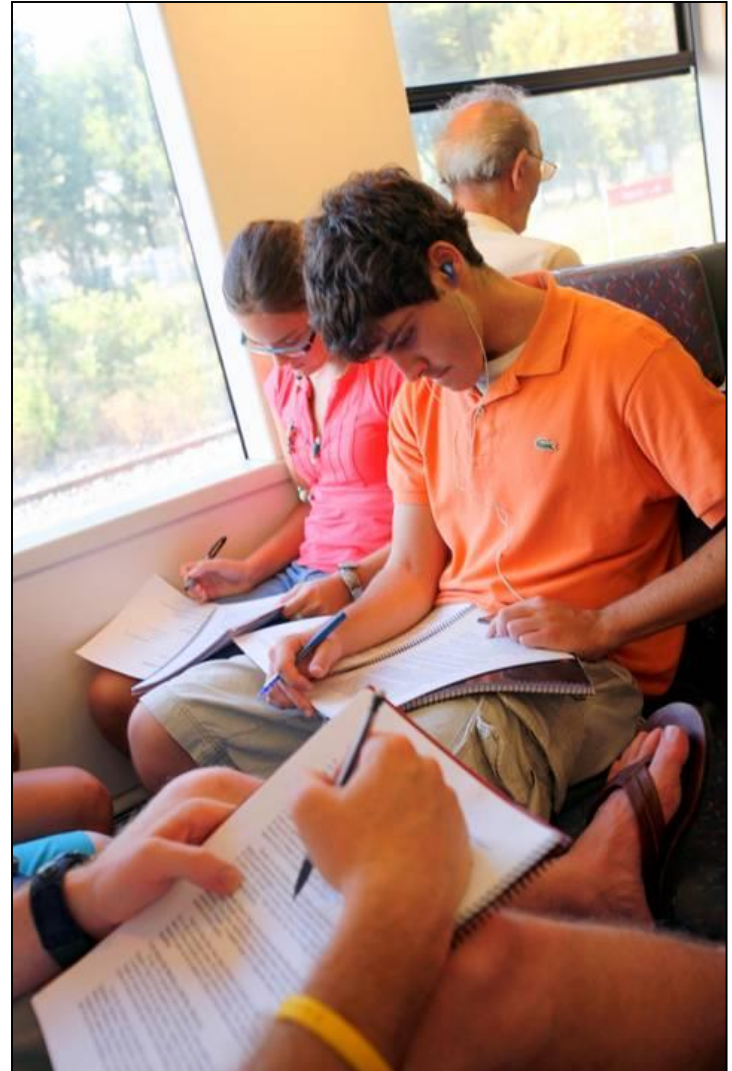
Immigration is a key issue in present-day Spain, and immigration rates in the country are currently very high. Although overall immigration rates are steep, it is important to note that the majority of Spain's immigrants originate from North Africa—and that many of these individuals practice Islam. For this reason, I decided to conduct a research project related to Spain's Muslim immigrant population during my study abroad experience. Specifically, my Cádiz research paper focuses on the status of the hijab in Spain at the present moment. Because the Islamic headscarf acts as a religious and cultural symbol for Muslim women who choose to wear it, the hijab represents an important element in the identities of many immigrant women in Spain. Despite this reality, the headscarf has caused (and continues to cause) tension and conflict in some aspects of Spanish society.

Filed Under: [Cadiz](#), [Cadiz '13](#), [Spain](#) • Tagged With: [2013](#), [cadiz](#), [gender](#), [spain](#)

October 14, 2013 by [Cadiz '13 Team](#)

Best Practices: Faculty

- Assignments and program structure reflect the institution's mission & values
- Foreign language programs have a language pre-requisite
- Students prepare for the project in a credit-bearing pre-departure course
- Course syllabi contain clear instructions that help move projects forward
- Student work is shared online and via presentations & campus panels

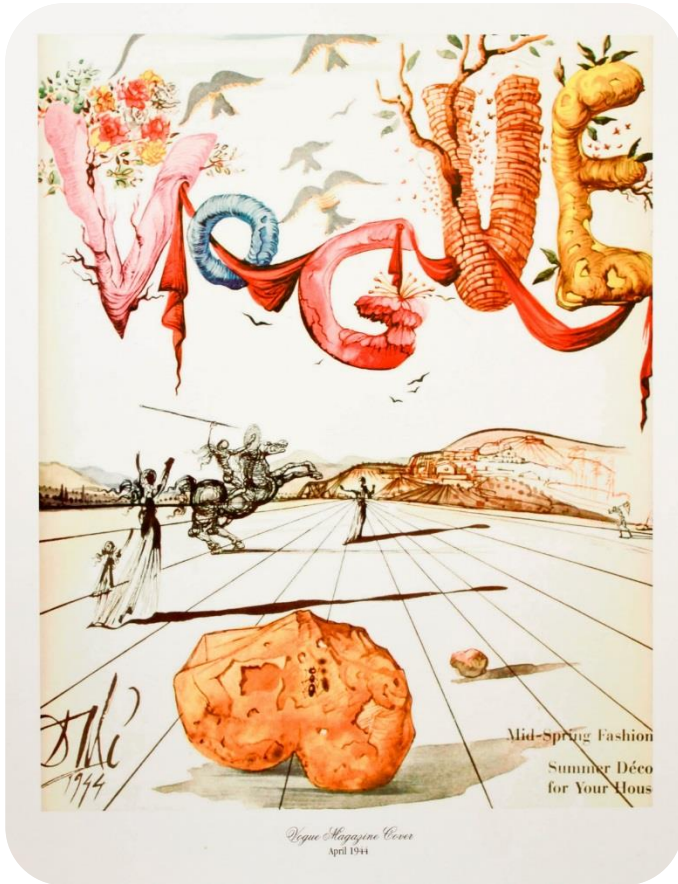


Student Perspectives

Chantal Houglan









M'O

M'ODA 'OPERANDI

Stephanie Heredia

Formative & intimate immersion experience:
through the lens of an aspiring scholar



On-site research paper: “La fiesta del Corpus Christi en Cádiz: una fiesta por y para la communitas gaditana”



NB- Gaditanos= people of Cadiz

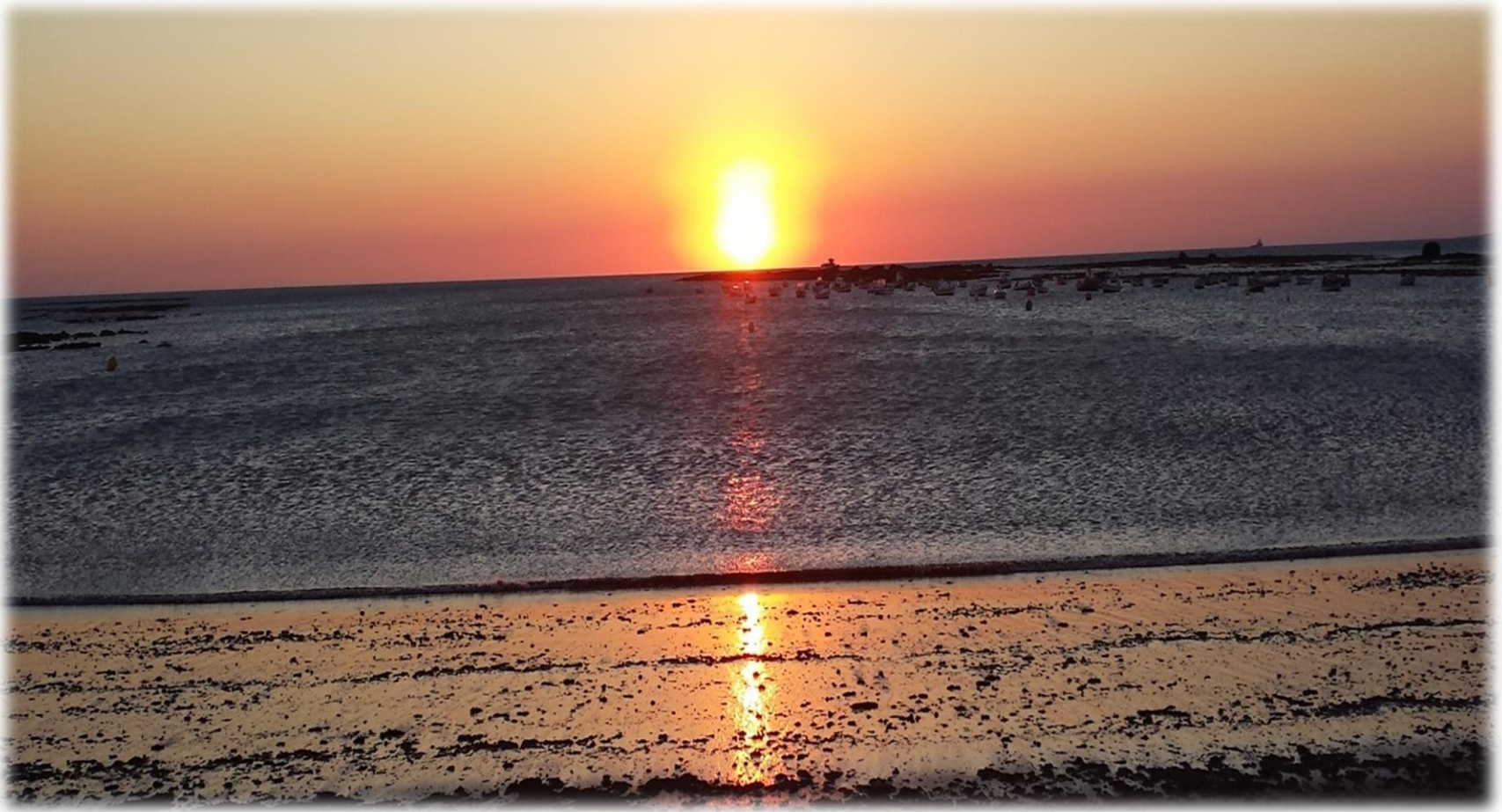
Testing & Finding Truth



- One-on- one mentor meetings with Professor Cate-Arries
- Homestay mom – Carmen
- Working with Juan from Mundolengua (host institution)
- Language & culture and art classes in Spanish



- Solidarity with friends who are also working on their own research
- Sense of being a researcher



- Actively developing relationships with people
- Participating in the field research myself

Best Practices: Students

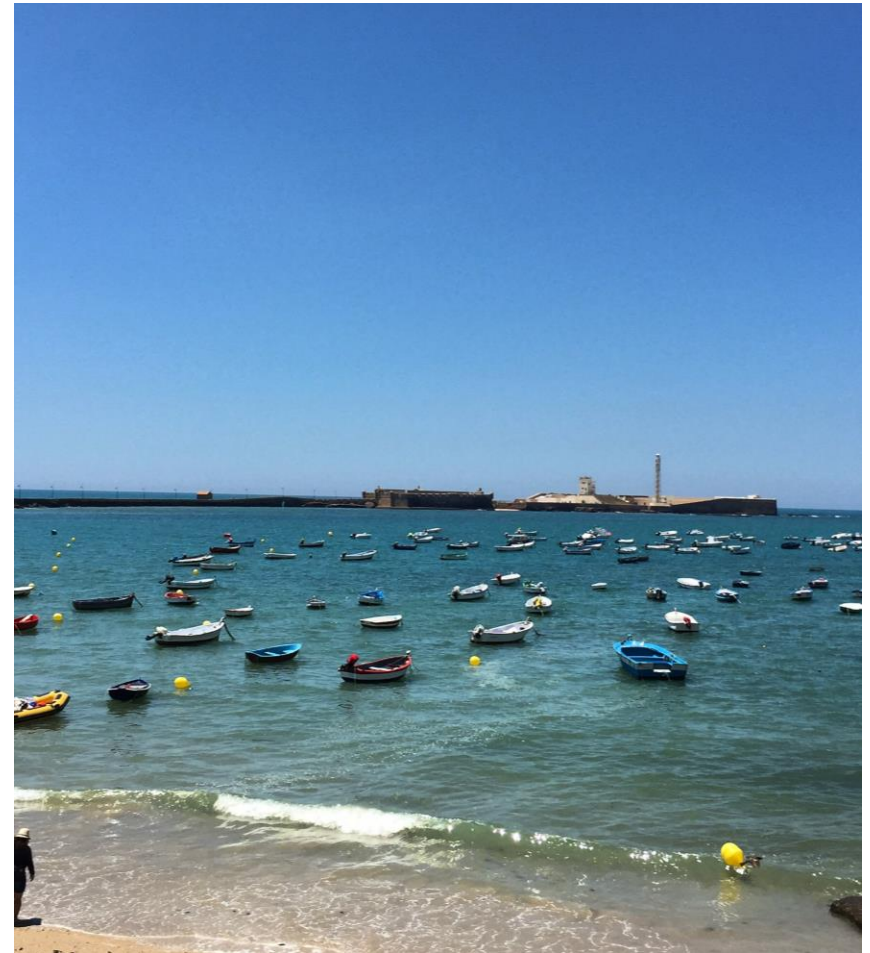
- Choose a topic you are passionate about
- Start gathering materials and planning on-site research before departure
- Spend time with locals to enhance immersion/research experience



Administrative Perspective

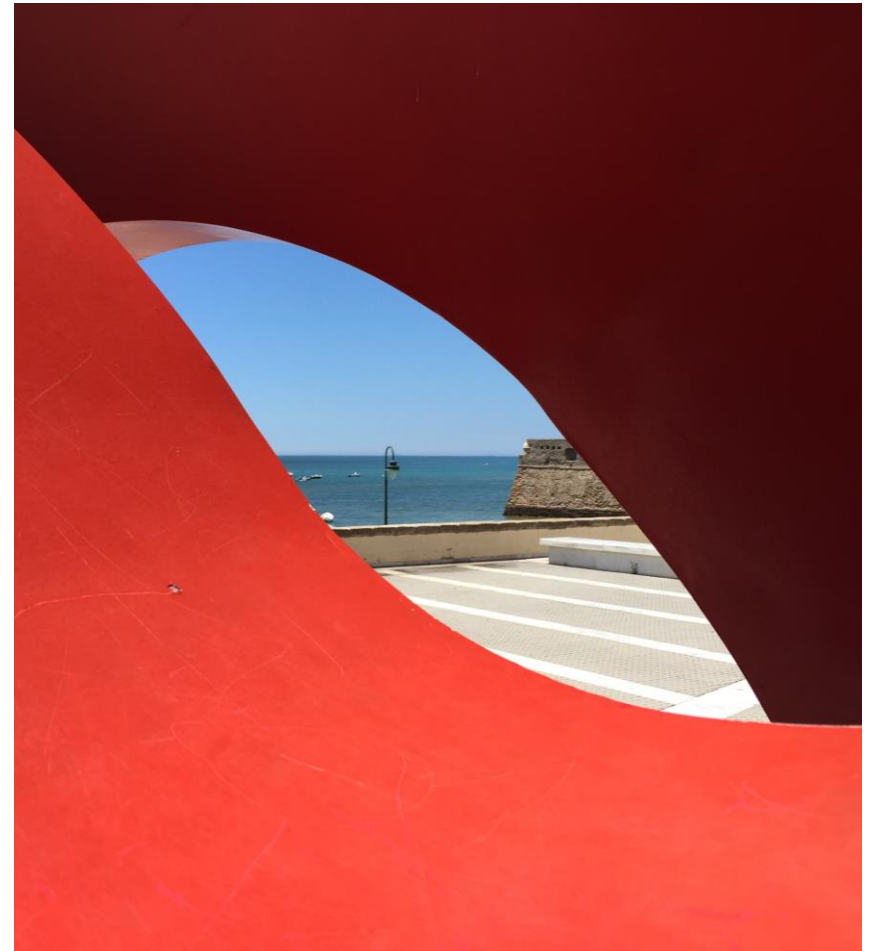
Administrative Considerations

- Program planning cycle
- Outreach & recruitment
- Program logistics & partner relations
- Cross-campus partnerships
- Post-program data collection challenges
- Replicating program models



Best Practices: Administrators

- Create planning timelines
- Communicate all benefits
- Find connected partners
- Collaborate across campus
- Examine different ways to collect and analyze data
- Adapt successful models to site-specific contexts
- Evaluate programs regularly



Questions?

Workshop / Brainstorming

- Identify 2-3 key “academic values” of your current institution. What kinds of activities or experiences/opportunities/knowledge areas does your institution emphasize as valuable for students?
- Choose one of the above. How could this “value” be put into practice through a study abroad assignment that goes beyond the classroom?
- Does your institution currently have a program in the country where you would like to direct student work?
 - If YES: Is there a course students currently take abroad that could be modified so that one of the assignments required them to interact with the local community?
 - If NO: Identify 3 key components you would consider “non-negotiable” in your dream study abroad program. How could a research/experiential component be connected to one of these “must haves”?
- What do you see as the number one challenge in incorporating a research component into your current programming?