



## SUMMER RESEARCH TRAINING PROGRAM AT THE UNIVERSITY OF CHICAGO

The MMUF Summer Research Training Program (SRTP) hosted at the University of Chicago prepares current Mellon Mays Undergraduate Fellows for graduate study and rigorous research. During the structured, approx. nine-week program, students in the SRTP complete courses in academic writing and social theory, are closely mentored by advanced graduate students and faculty, attend multiple workshops, and make presentations at the Chicago Research Symposium.

## 2022 DATES

**DEADLINE: APRIL 1**

**ORIENTATION  
START: JUNE 1**

**PROGRAM START:  
JUNE 8**

**FINAL RESEARCH  
PRESENTATIONS:  
AUGUST 10-12**

**PROGRAM END:  
AUGUST 12**

**COST: \$500**

### VISIT & CONTACT

[mellonmays.uchicago.edu/  
prospective-summer-fellows/](https://mellonmays.uchicago.edu/prospective-summer-fellows/)

[uchicagomellonmays.  
slideroom.com/#/permalink/  
program/59080](https://uchicagomellonmays.slideroom.com/#/permalink/program/59080)

SRTPatUChicago  
@gmail.com



## *Capacities and Experiences Cultivated*

The program:

- deepens students' **critical and analytical capacities**
- develops further students' **scholarly writing and presentation skills**
- introduces students to **methodology and research design** relevant to their areas of study, preparing them to carry out independent research projects
- offers a distinct experience of **cohort and community**, inspired by the life and work of Benjamin E. Mays—alumnus of UChicago, mentor to many, scholar and lifelong civil & human rights activist
- pairs students with faculty and graduate student mentors, and develops students' capacities in building strong and **lasting mentoring relationships**

## *Coursework & Workshops*

Courses are taught by faculty and advanced graduate students supervised by faculty:

- Engaged Scholarship
- Writing for Research
- Preceptor-Led Research Proposal Seminar
- Weekly U.S. & Chicago Social Histories Workshop & Outings
- Additional Workshops that explore: Applying Strategically to Graduate School; Health & Wellness; Creativity in Scholarship; the Social History of Diversity; and Ways of Being an Engaged Scholar.

The SRTP also offers a number of social gatherings, and sponsors outings to theater, dance, and music performance and to art and history museums and landmarks. Students to build a lasting community of scholarly and psychosocial support among their peers.

## Course Descriptions

### *Engaged Scholarship: History, Culture, and the Construction of Race*

In honor of the legacy of Benjamin Mays, this course examines the question of what it might mean to be an "engaged scholar." The goal of this course is to consider the ways academics can contribute to the development of an emancipatory politics through the production of socially and intellectually important scholarship. In order to accomplish this task, students survey writings by critical thinkers, considering the object and method of authors' critiques as a means for developing their own. Where appropriate, students review the historical context of selected works, and consider their value in creating progressive social theory and practice.



### ***Engaged Scholarship continued***

Involving both lecture and directed discussion, this course is taught by a faculty member or post-doctoral fellow whose research interrogates concepts of 'culture,' 'society,' 'gender,' 'race,' and 'ethnicity'. Readings include examinations of peoples and countries from around the world. This course asks students from across the disciplines to think epistemologically and to examine the ways in which their own experiences (historical, social, cultural, class-located, gendered, and racialized) inform critical inquiry and influence scholarly questions.

### ***Writing for Research: Constructing Problems***

Kathryn Cochran, Associate Director of Writing Programs at the University of Chicago, teaches this course. Ms. Cochran brings to this course her experience in teaching professional and academic writing at the University of Chicago and to professionals in a wide variety of fields. Students meet twice a week, once in lecture (Thursdays), and once in a writing seminar (Tuesdays) led by a member of the Chicago Writing Program staff.

In the course, students analyze and write in the several modes important for moving from research to a working proposal: among them, summary, annotation, analysis, and the construction of a problem that can be addressed by the proposed research. They submit writing on a weekly basis. Workshop groups are small and are limited to 6-8 students.

### ***Preceptor-Led Research Proposal Seminar***

Students meet once a week for a 2-hour session with preceptors in small groups of anywhere from 4-8 students. The advanced graduate students serving as preceptors lead these small groups, while also working with each student individually in 1:1 office hours sessions. The preceptor group serves to guide and support students in the process of writing their research essays. It offers practical suggestions and also helps students come up with strategies when they get "stuck." Students complete weekly assignments that correlate with the writing that they are doing for the Writing for Research course and culminate in a research proposal (see "Chicago Research Symposium" below.)

Fellows are broken up into preceptor groups based on a combination of things—their research topics, themes and questions as well as their methodological approaches. When placing students, we take account of each student's discipline or field of study (humanities, social sciences, etc.). Our goal is to build a small learning community among students working on similar projects. In the precept, students also learn the etiquette of peer critique and ways to provide constructive feedback of others' work.



### ***Chicago Research Symposium***

By the end of this program, students will have presented their research in a research symposium. By the end of the 9th week of the SRTP, students submit the abstract, critically annotated bibliography (minimum of 20 entries) and a revised research essay of 15-25 pages. This research essay is meant to serve as a "roadmap" for the research that students will carry out in the next year and as an agenda to guide them in working with their faculty mentors during the academic year.

### **Online Learning: What we Provide**

- Access to UChicago's world-renowned libraries
- Course Credit & Transcript equivalent to 6-9 semester credits
- All assigned readings provided