

International Research & Study Abroad

The following is a list of resources compiled by UROP that relate to undergraduate research done while on study abroad or in an international setting. While this is not an exhaustive list of resources available regarding international research, these do give a variety of different perspectives in undergraduate research. They are available from the UROP library, GT Library, or on-line. UROP library materials can be checked out by coming to the UROP office. Please contact [UROP](#) for availability.

- * Bowman, Kirk S., and Jennings, Ashley. "**Pura Vida: Using Study Abroad to Engage Undergraduate Students in Comparative Politics Research.**" PS: Political Science & Politics Vol. 38 Iss. 01 (2005): pp. 77-81.

Political science undergraduate students often have a difficult time understanding the processes and methods of social science research. The foci of courses in comparative politics such as Latin American Politics or European Politics are typically descriptive information, concepts and theories, and an overview of the principal debates and research findings. This stands in sharp contrast to undergraduate pedagogy in the natural sciences, where laboratory sections supplement classroom activities. For example, biology students learn the basics of the discipline in the classroom, and simultaneously use the tools and methods of scientists in the lab to replicate elementary experiments. This multi-method approach not only reinforces the students understanding of biological concepts, but also gives them an appreciation for how their professors spend their time and the challenges, pleasures, and limitations of academic research. This was written by two Georgia Tech professors.

<http://journals.cambridge.org.www.library.gatech.edu:2048/action/displayAbstract?aid=285545>

- * Edwards, Natalie, and Hogarth, Christopher. "**Using Short-Term Study Abroad to Further Undergraduate Research.**" Council on Undergraduate Research Quarterly Vol. 29 Iss. 2 (2008): pp. 14-17.

This article describes a program at Wagner College called "Expanding Your Horizons" where in January the professor and students travel abroad and pursues research (in this case Paris in Literature, Art and Film) and then the professors teach a class in the spring semester that emanates from the January research experience. The professors worked with the students who went on the trip in conducting and writing research projects throughout the spring semester.

Available From: UROP Office

- * Gage, Mary. "**International Study for Outstanding Students: A Case Study.**" New Directions for Teaching and Learning Vol. 2001 Iss. 85 (2001): pp. 43-48.

International study can transform students' views of themselves and the United States. Various approaches to providing international experiences are explained along with examples of how to create a heightened awareness of international issues on U.S. campuses.

<http://www3.interscience.wiley.com.www.library.gatech.edu:2048/journal/89016483/issue>

- * Jakubowski, Henry, and Jianping, Xie. "**An Innovative and Reciprocal Undergraduate Summer Science Exchange Program between the US and China.**" Council on Undergraduate Research Quarterly Vol. 28 Iss. 1 (2007): pp. 12-17.

Students from College of Saint Benedict and St. John's University traveled to Southwest University, China where they partnered with undergraduate science students for six weeks to conduct science research under the direction of a faculty member from SWU and with the help of SWU graduate students. After this, the CSB/SJU students and the SWU partners returned to SCB/SJU to conduct another six weeks of research under the direction of CSB/SJU faculty. Both sets of students had the chance to receive the intercultural benefits of a study abroad program and to participate in science research in two different countries in a way that addresses the main reasons that discourage science students from study abroad programs.

Available From: UROP Office

- * McClaugherty, Charles A. "**Risk Management in International Undergraduate Field Classes: A Costa Rican Case Study.**" Council on Undergraduate Research Quarterly Vol. 27 Iss. 4 (2007): pp. 147-151.

The author discusses his experiences in leading undergraduate researchers in field trips abroad, specifically to Costa Rica. He describes how he evaluates each location through use of the State Department, CDC, WHO resources as well as consultation with others who have done similar trips. The value of preliminary visits to the sites that will be utilized is of particular value. Minimization of risk includes considerations of location and logistics that will decrease the potential for accidents or illnesses and thereby increase the opportunity for a rewarding educational experience. Utilizing local resources for lodging, travel and scientific guidance should be the rule, even for those intimately familiar with a country and its research sites. Risk management of international field research experiences is a continual process that must be woven into the processes of planning, implementation and evaluation.

<http://www.cur.org/Quarterly/Jun07/Jun07McC.pdf>