

Guidelines for UR Application Forms

Title: the title for your presentation should be a maximum of 10 words. Try to make your title descriptive, creative, and reflective of your paper, and not too generic, vague, or uninteresting.

Example titles:

- "Living Room Wars: Power Relations and TV"
- "Connotations of Urfi Marriage: Views of AUCians"
- "Teaching and Learning Technologies: A Case Study at AUC"
- "Mapping Multi-Religious Communities of Rod al-Farag"

Ineffective titles can often be revised, like the examples below:

- "Street Children"—too vague and generic. With a little more information, it can become "Reintegration of Cairo's Street Children into Society"
- "Denied Past, Disputed Future, Entrapped in the Middle" - this is interesting, but the audience has no idea what the subject is. Adding the subject makes it "Denied Past, Disputed Future, Entrapped in the Middle: Palestinians in Israel's Democracy"

Abstract: the abstract should provide some context, introduce the problem or research question, outline the research methodology, and summarize findings. For a literary paper, the abstract should describe the topic and state why it is significant. The purpose of the abstract is to convince evaluators that your research is relevant and sound. It should be well written.

Example Abstracts:

"The Implementation of Online Courses at the AUC"

The American University in Cairo (AUC) is widely considered to be amongst the highest quality universities in the Arab world. In order for this reputation to remain intact, the AUC must remain on the cutting edge of technology and pedagogy currently being offered by similar institutions. This can be done through the implementation of online courses; a service offered at most American universities and something that is at the forefront of new and emerging trends in learning and teaching. For the purposes of this study, we will focus on three main points: illustrating how implementing online courses can be beneficial to the students, faculty, and the AUC's mission; assessing and addressing the concerns AUC students and faculty have about online courses; and finally, identifying which courses or disciplines would be best suited for the online environment. The information for this study was gathered from various secondary sources: a survey of 100 AUC students and faculty, and interviews with AUC faculty members Dr. Robert S. Williams, Dr. Alison H. Armstrong and Dr. Ahmed El-Zayaty of The University of Findlay. The students filling out our survey represent all academic ranks at AUC and include both males and females from different majors.

"Patriotism and the Motivation and Spirit of Civic Engagement among Undergraduate Students"

A wide array of studies conducted in the US has looked at motivational factors leading to increased civic engagement among college students. However, these studies have mostly been conducted in a Western context. By contrast, not much research has explored motivating factors leading to increased civic engagement among college students in Egypt in general, and among students at the American University in Cairo (AUC) in particular. This study not only explores possible determinant factors that may have a say in terms of AUC students deciding to become civically engaged, but also looks at the spirit and excitement that is generated as an outcome of civic engagement. In the study, focus group interviews were conducted with 5 large and active community service clubs at AUC (4-6 leading club members were interviewed during the focus group interviews); and subsequently, the data were analyzed using qualitative thematic coding. In short, this study explores motivating factors leading to increased civic engagements such as patriotism and social consciousness, in conjunction with the excitement and collective spirit of commitment and dedication that is consequently produced. This study is part of the CAMPUS research project.

Summary: the summary is what conference attendees will read in the program book, so it should be clear, but also enticing. It should be well written with no grammatical mistakes.

Example Summaries:

"Unspoken Premises: A Discursive Analysis of the Millennium Development Goals (MDGs)"

MDGs are popularly perceived as the universal development regime of the early 21st century. Few theorists agree on the definition of development, let alone its form, purpose or desirability. Some dismiss the project of development altogether as a neocolonial discourse of power. Where do the MDGs fall within this overall discourse of development? There are assumptions and implications for Egypt's choice to meet the MDGs. This research is an attempt at uncovering the unspoken premises.

"Egyptian Culture and the Role of AUC"

Edward Said often lamented the reception of his book Orientalism in the Arab world, saying that it was not as deeply understood there as elsewhere. Indeed, Arab intellectual life appears to be in a crisis. This presentation examines the nature of this crisis, how it bears upon teaching and learning at AUC, and how can we define AUC's unique position within the cultural and intellectual landscape of Egypt and the Arab world.

"Patriotism and the Motivation and Spirit of Civic Engagement among Undergraduate Students"

What are some of the motivating factors that lead to increased civic engagement among students at an Egyptian/American institution such as AUC? This qualitative focus group study of five community service clubs at AUC explores motivating factors leading to increased civic engagements such as patriotism and social consciousness, as well as the excitement and collective spirit of dedication that is consequently produced.

Biography: A biography is concise and builds credibility for the *scholar*. It is not to be confused with a CV. A well-written biography will highlight the presenter's research background and interests, not his/her personal likes/dislikes. It should be written in the third person.

Examples of biographies:

For a paper on: Waste Management Programs in Aswan

Mona Shahada is interested in sustainable development and environmental politics. She has written papers on environmental degradation in Egypt, analyzing flaws in current policy. She volunteers at the Research Institute for a Sustainable Environment, and has participated in Earth Day.

For a paper on Inheritance Laws in the Early Ottoman Empire

Karim Zeeba studies History and Political Science. He has been a member of the History Club for 3 years, and has participated in two EURECA conferences. His areas of research interest include Ottoman Turkey, the Safavid Empire, and the early Islamic expansion in the Balkan States.