

Overview

"We focus on so many different skills in school, but rarely the practice of cultivating compassion, learning to take time with each individual and grant them their full value and care." (Feedback from CRC staffer about the CRC's daily work)



Curricular Resource Center staffers are available on a drop-in basis or for scheduled appointments. They also coordinate information sessions, group meetings and events for ten different programs.

Mission Statement

Founded in 1976, the Curricular Resource Center (CRC) is a place where **students help each other engage with Brown's curriculum and utilize its academic resources.** The CRC Director and student coordinators run programs such as Independent Studies, Independent Concentrations, Leavetaking, and the Theories in Action conference, and advise students about participating in these programs. Staffers also work with other departments and peer advising programs to **guide students through the wealth of curricular resources at Brown.** A center of the Office of the Dean of the College and now in its third year in the Stephen Robert '62 Campus Center, the CRC is a great starting point for students seeking academic advice and a diverse, supportive community of learners. <http://brown.edu/college/crc/>

Budget

The CRC's operating budget for FY2013 was approximately \$78K, supporting 12 paid staffers/program coordinators and expenses for ten programs. The CRC is funded in part by the Engaged Life Partnership Endowment, a gift from the Island Fund of the New York Community Trust (given in 1997).

Accomplishments in 2012-2013

- Documented approximately 100 one-on-one appointments for students interested in Independent Concentrations; 137 students registered for a Group Independent Study Project (GISP), CCC-approved Independent Study Project (ISP), or Academic Internship (AI), with several more students having one-on-one advising appointments; ~100 leavetaking appointments; 97 Theories in Action conference presenters (up from 75 last year); 68 DUGs / 500+ DUG participants; ~40 fellowship/research advising appointments; 130 Matched Advising Program for Sophomores (MAPS) mentees / 90 mentors; and over 300 Careers in the Common Good attendees at workshops and/or advising appointments. **This year, the CRC served over 1,400 students!**
- **730+ students and faculty signed up to receive the CRC's bi-weekly online newsletter**, featuring students participating in our programs.
- Increased our online capacity: **All approved GISP, ISP and IC proposals since 1989 are catalogued and digitized.**
- **Increased our social media presence through our Facebook page:** 202 people like the CRC on Facebook.
- Received the Bridging Theory to Practice / Association of American Colleges & Universities Seminar Grant for the **new Reflecting on Success Seminar for seniors**, offered to 10 seniors in December and 31 seniors in May.
- Integrated the efforts of a **“medical leaves volunteer student peer adviser”** to work with leavetaking program coordinators.
- Collaborated with the Brown Conversation student group to establish its **“Re-Orientation”** program in January for 50 freshmen and sophomores.
- Launched the **“Community Research Needs Database”** to help students find academic internship/research opportunities with local community-based organizations in Providence.



Programs

Independent Studies (IS): The Independent Studies Coordinators planned information sessions in the fall and spring about the proposal process for Group Independent Study Projects (GISPs), Independent Study Projects (ISPs), and Academic Internships (AIs); met with students for one-on-one advising appointments; instituted mandatory “check-in” appointments with Independent Studies members at the beginning of each semester; established a “Community Research Needs Database” to facilitate the connection between students interested in Academic Internships and community-based organizations in Providence; served on the CCC sub-committee, chaired by Dean Kathleen McSharry, to review submitted proposals; and planned the (G)ISP Talks and final dinner at the end of each semester for students enrolled in GISPs, ISPs, and AIs. [A Brown Daily Herald article](#) about the CRC and Independent Studies appeared in February 2013, and the Brown homepage featured the (G)ISP Talk from the “What Does It Take to Fill a Room?” GISP.

Fall 2012

GISPs (7 total): Infographics (8 students), Radio Storytelling (7), The Dynamic Glycobiology of the Pollen Tube (2), Kiswahili 0200 (3), Conglomerates and Economic Development in South Korea (6), Public Memory Approaches to Political Conflict (5), Global Sports Media and Communications (9)

ISPs (5 total): Urban Education: Language and Composition (1 student), Higher Education in India: Historical Context and Current Issues (1), Jayson Blair Scandal: Understanding Journalistic Ethical Breaches (1), Who is the King of Thailand (1), Social Media and its Impact on Presidential Elections (1)

Spring 2013

GISPs (15 total): Introduction to Mycology (3 students), The Cuban Health Care System (5), Impact Investing (8), Native American Slavery and the Transition into Higher Education (5), Hebrew in Israeli Literature, Media, and Films (7), Filipino (American) Culture: Mapping the Diaspora (7), [What Does it Take to Fill a Room?](#) (6), Science Literacy (4), Sexuality, Dreams, and Humor: Analyzing the Theories of Freud (4), Hip Hop Education (7), Outdoor Education, Experiential Learning & Wilderness Therapy (10), Set Theory (7), The Chemical Systems of Food (4), Expanding the Lens: Large Format Film Photography (4), Prehospital Practice: An Evidence Based Evaluation of EMS (4)

ISPs (4 total): Lese-Majeste and the History of Free Speech (1 student), Mind, Brain, and Education (1), Social Choice Theory (1), Interactions with the Pornographic Image (1)

AIs (3 total): Implementation Science & Surgical Access in Western Nepal: Internship with Nyaya Health (1 student), Small Farm Internship (1), Cycles of Sexual Assault and Trauma (1)

Independent Concentrations (IC): The IC Coordinators served as leaders of the Independent Concentration / Independent Studies Departmental Undergraduate Group (DUG); met with students interested in the proposal process for one-on-one appointments; and reviewed proposals submitted to the CCC sub-committee on Independent Concentrations, chaired by Dean Besenia Rodriguez.



Applications received: 31

Approved: 19

Tentatively Approved: 6

Independent Concentrations during 2012-2013 year: Applied Political Theory, Art and Visual Perception, Bioethics, Cognitive Aesthetics, Computational Development, Contemplative Cognition, Contemplative Psychology, Contemplative Studies, Creativity and Consciousness, Critical Theory, Deaf and Disability Studies, Educational Neuroscience, Ethics, Experience of Music in Contemplative Studies, Human Evolutionary Biology and Behavior, Intelligent Systems, Jazz Studies, Language and Culture Studies, Language and Social Behavior, Logic, Medical Humanities, MCM—Italian, Music Cognition, Narrative Studies, Narratology, Natural Systems, Engineering and Architectural Design, Neuroaesthetics, Neuroeconomics, Perception and Visual Arts, Philosophy Politics and Economics, Political Economy and Education, Political Economy and the Environment, Political Economy and Technology, Politics and Film Journalism, Postcolonial Studies, Social Innovation, Statistics.





Leavetaking: Approximately 250 students were on a personal, medical or academic leave during the year. The Leavetaking Coordinators and CRC Director met with students one-on-one to discuss the Leavetaking process and potential ways to spend their time away from campus. CRC staffers coordinated information sessions for potential Leavetakers, welcome-back receptions for students returning from leave, and a farewell meeting at the end of each semester. The CRC helped coordinate a welcome reception for members of the Class of 2016 who took a gap year before coming to Brown, and several study breaks for the gap year community during the semester.

Matched Advising Program for Sophomores (MAPS): Founded in Spring 2010, MAPS has grown to pair 90 junior and senior mentors with 130 sophomore mentees in the 2012-2013 school year. MAPS mentors also planned focus groups for mentees about academic stress/success and campus-wide panel discussions about getting to know professors, doing research and applying for fellowships, and studying abroad/taking time off.

Departmental Undergraduate Groups (DUGs): 68 DUGs were registered this year. CRC staffers planned an orientation lunch for DUG leaders in the fall. DUGs sponsored Brown Degree Days with alumni concentrators, meals with faculty in their concentration, and study breaks. DUG leaders attended the fall Concentration Fair.



2012-2013 DUGs: Africana Studies, American Studies, Anthropology, Applied Math, Archaeology and the Ancient World, Astronomy, Biochemistry and Molecular Biology, Biology, Biomedical Engineering, Biophysics, Brown Language Society, Business, Entrepreneurship, and Organizations, Chemical Physics, Early Cultures, Chemistry, Classics, Cognitive Neuroscience, Cognitive Science, Community Health, Comparative Literature, Computational Biology, Computer Science, Development Studies, East Asian Studies, Economics, Education, Ethnic Studies, EEB/Marine Biology, Egyptology, English, Engineering, Environmental Studies, French Studies, Gender & Sexuality Studies, Geology, German Studies, Health and Human Bio, Hispanic Studies, History, History of Art and Architecture, Independent Concentrations/Studies, International Relations, Italian Studies, Judaic Studies, Latin American and Caribbean Studies, Linguistics, Literary Arts, Mathematics, Medieval Studies, Middle East Studies, Modern Culture and Media, Music, Neuroscience, Philosophy, Physics, Political Science, Portuguese and Brazilian Studies, Psychology, Public Policy, Religious Studies, Renaissance and Early Modern Studies, Science and Society, South Asian Studies, Slavic Studies, Sociology, Theatre Arts and Performance Studies, Urban Studies, Visual Art



Theories in Action (TiA) Conference: Now in its fourth year, TiA is an interdisciplinary conference celebrating the research, leadership activities, artistic productions, and other capstone projects of Brown's graduating senior class. TiA offers an opportunity for seniors to reflect on the projects they've completed throughout their time at Brown in an interdisciplinary format. This year, 97 students presented at TiA (up from 75 students last year) in 19 panel discussions with members of the Brown staff acting as facilitators and a poster session. Professor Ken Miller was the conference's keynote speaker and nearly 500 people attended the three-day event. For a list of presenters, projects and videos of the panel presentations, visit www.browntia.wordpress.com. An April *Brown Daily Herald* article about this year's conference can be found [here](#).

Reflecting on Success (RoS): The purpose of the Reflecting on Success seminar is to give seniors the opportunity to (1) reflect on his/her college career with other seniors; (2) begin to build an e-portfolio / personal website; (3) begin to think about and plan for the transition to life after Brown and make plans for the next 3-6 months. This year, the program served 10 graduating seniors in December and 31 senior students in May. RoS received a Bridging Theory to Practice / American Association of Colleges and Universities Seminar Grant for the May cohort. Peggy Chang (Director of the CRC), Jim Amspacher (Careers in the Common Good Adviser, CareerLAB), Yolanda Rome (Director of Academic Support) and Besenia Rodriguez (Associate Dean for Upperclass Studies) facilitated this year's RoS.



Careers in the Common Good (CCG): CCG is a partnership between the CareerLAB, the CRC, and the Swearer Center for Public Service. In Fall 2012, CCG organized the following five Community Hours with speakers: *Internships and Careers with the State Department*, *Student Involvement in International Development*, *CCG in NYC Summer Internship Panel*, *Careers in Environmental Protection and Law*, and *Demystifying Nonprofits*. 320 students attended these events. In the spring of 2013, CCG organized the Non-Profit Career Fair, which was attended by 600 students. CCG also offered two Community Hours - *How Artists Change Cities* and *Making A Living While Making A Difference* - attended by a total of 80 students.

Nine New York-based "common good" organizations that employ or are run by Brown alumni offered one or more internships through *CCG in NYC Summer 2013*, an internship program now in its third year. 55 students applied for these positions and ten students received \$2,000 stipends from Brown to pursue their internships. Each accepted student also received \$1,000 from their employers for a total of \$3,000 for the summer. For more information about CCG's workshops, summer program and electronic resources, visit:

<http://www.tinyurl.com/careerlab-ccg>.

The CRC established a new "FIRE" (Fellowships, Internships and Research experiences) peer-advising coordinator in collaboration with Linda Dunleavy, Kerri Heffernan, Besenia Rodriguez, and the CareerLAB. This coordinator served on the Dean of the College's FIRE working committee.



Approximate the polynomial solution with a polynomial $x \in D_x = \mathbb{R}^n(x, t) = \sum_{k=0}^K a_k(x, t)$
 Take the global solution as a direct sum of these solutions
 Estimate that the residual error is orthogonal to the basis functions $s(x, t) = \sum_{k=0}^K a_k(x, t)$
 Assemble Pk by parts and connect the subdomains with a numerical flux $\frac{\partial s}{\partial t} - \frac{\partial s}{\partial x} = 0 \Rightarrow \int_{D_x} \left(\frac{\partial s}{\partial t} - \frac{\partial s}{\partial x} \right) \phi_k = 0$
 Use Gaussian quadrature to integrate, unless the basis functions are used by Gauss-Legendre polynomials
 Use further ideas for adaptive grid spacing to handle localized singularities and the numerical flux can be chosen to effectively damp wave-like solutions

A coordinate transformation shifts the singularity infinitely far away from the computational grid. The black hole can then move about freely.
 This transformation can be generated by taking a two black holes connected by a wormhole and stretching the cylinder connecting them into an infinitely long shape much like a trumpet

propagation
 Further gain high frequency evolution up

CRC Staffer Office Hours:

Sam Dweck, Leavetaking: M 1-3pm, W 1-3pm, Th 2-5pm
 Brenda Zhang, Leavetaking: M 10am-1pm, W 11am-2pm
 Isha Gulati, MAPS: M/W 11am-3pm
 Jocelyn West, MAPS: M/W 12:15-2:15pm, T 5-8pm
 Nik Kalyanpur, Indy Studies: M/W 3-5pm, F 1-3pm
 Laura Ucik, Indy Studies: M 1-3pm, W 1-3pm
 Brian Kunderger, TIA+DUGs: T 1-4pm
 Darcy Pinkerton, TIA+DUGs: T 1-4pm
 Evan Schwartz, ICs: M 11am-2pm, Th 3-5pm
 James M. Walsh, ICs: T/Th 2:30-4:30pm
 Andrew Lee, Fellowships: M 6-8pm, T 2:30-5pm, W 10:30am-1pm
 Lianne Blinn, Leavetaking: W/F 1-3pm
 Jessica Brodsky, Archives+Media: T/Th 10:30am-1pm
 Amelia Grant-Alfieri: T/Th 1-4pm

When are the CRC staffers in?
 MEEP!
 walrus

What is your conception of what Brown civility is now? What do we think it should be?
 How do you fit into the Brown narrative?
 What is your relationship to Brown University?

Staffers / Program Coordinators

Jessica Brodsky '14, Digital Archives & Social Media

Samantha Dweck '13.5, Leavetaking

Isha Gulati '13, MAPS

Nikhil Kalyanpur '13, Independent Studies

Brian Kunderger '14, DUGS & TiA Conference

Andrew Lee '13, Research & Fellowship Advising

Darcy Pinkerton '14, DUGs & TiA Conference

Evan Schwartz '13, Independent Concentrations

Laura Ucik '13, Independent Studies, CCG

James M. Walsh '13, Independent Concentrations

Jocelyn West '13, MAPS

Brenda Zhang '13, Leavetaking

Peggy Chang '91 MA'13, Director

Volunteers

Jenna Anders '16

Lianne Blinn '15 (Leavetaking Adviser)

Wayne Woo-Hyun Byun '16 (Brown Conversation Liaison)

Anamta Farook '14

Amelia Grant-Alfieri '15

Marguerite Joutz '15 (Brown Conversation Liaison)

Julie Rodriguez '14

Elizabeth Ruben '15 (Gap Year Community Coordinator)