# IDS494: Interdisciplinary Inquiry

Interdisciplinary, Gender, and Ethnic Studies Fall 2021

Online Course

Office Location: CBC- B 406

Office Hours:.

E-mail:

WebCampus: https://webcampus.unlv.edu

Land Acknowledgement:

I acknowledge and honor the Indigenous communities of this region, and recognize that the university is situated on the traditional homelands of the Nuwuvi, Southern Paiute People. I offer gratitude for the land itself, for those who have stewarded it for generations, and for the opportunity to study, learn, work, and be in community with this land.

#### COURSE DESCRIPTION

This course is designed for students to apply interdisciplinary studies as a mode of inquiry and to conduct preliminary research on their topics. Students will learn to broaden and deepen their understanding of a well-defined research topic by analyzing the problem and evaluating relevant disciplinary insights. Throughout the sixteen weeks you will learn: 1) Inquiry as Conversation and 2) Inquiry as Research. You will establish a comprehensive list of readings that will specifically address your research topic. You will then read each source critically and systematically in search of conflicting insights between your different areas of study. Upon completion of the readings, students will be given the chance to show they can participate in academic conversations by writing a literature review, which requires you to both summarize and synthesize relevant scholarly research. We will also be engaging in collective discussions about your topic in order to help you frame it as a problem worth studying. In addition, students will conduct preliminary research to establish the necessary foundation for their capstone projects to be completed in IDS 495.

#### COURSE LEARNING OUTCOMES

In line with the University's Undergraduate Learning Outcomes (UULO's), upon successful completion of this course students will be able to:

Contribute to critical conversations about interdisciplinary theory and practice Recognize complexity of problems and identify different perspectives from which problems and questions can be viewed

Transfer knowledge and skills gained from general and specialized studies to new settings and problems, specifically in the design of the IDS Capstone project Identify conflicting disciplinary insights on their research topic

Build on a substantial, interdisciplinary, original work using sound evidence Communicate research interests clearly in writing and orally to broader audience outside of their respective fields.

Demonstrate awareness of one's own place in and effect on the world

REQUIRED READINGS

#### GRADE SCALE

Α	95-100
A-	90-94
B+	87-89
В	84-86
B-	80-83
C+	77-79
С	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	00-59

## Required Course Assignments:

Introduction and Research Plan: (10 points) Due in Module 1 by 11:59pm.

Students will introduce themselves to the professor and fellow classmates by writing a 3-4 paragraph (About 500-600 words) description of their capstone project and research plan that will guide their work for the rest of the semester. This brief description must include:

- 1. Your preferred name, pronouns, and areas of study.
- 2. A brief abstract (summary of the most important points) of your topic and main research question.
- 3. Explain the specific steps you plan to take to collect and interpret data/evidence to answer your research question (methods) as well as the reasoning behind those methods- be sure to state why those methods are the best suited for answering your question (methodology).
- 4. What types of data/information (primary sources) do you plan to collect to answer your research question?

#### Bibliography (10 Points) Due in Module #4 by Friday at 11:59 pm.

All students must submit a bibliography of **12-15 peer-reviewed, published sources** (scholarly articles, books, book chapters -all should be at least 10 pages in length) that will serve as their required reading list for the course. Please use UNLV's wonderful library for these sources, there are so many scholarly articles that can be accessed online! Be sure to list the sources in alphabetical order by author's last name and choose one of the following citation styles based on your preference: MLA, Chicago, or APA. It does not matter which style you select, as long as you are consistent (e.g. don't use both APA and Chicago style in the bibliography). As you continue to complete research throughout the semester your bibliography will change and grow.

Oritical Source Reviews: 10 points each total of 60 points- Due Dates: September 11, September 18, September 25, October 2, October 9, October 16 by 11:59pm.

<u>For each of the weeks</u> listed above you will turn in a Critical Source Review (CSR) for **TWO** of your sources from your bibliography to the <u>discussion board</u>. The critical source reviews are an opportunity for you to stay on top of your readings for your final paper and to receive feedback on your sources. A Critical Source Review (CSR) is not just a summary of the text but is an opportunity for you to evaluate and analyze the text. As you are reading your source you will need to think about the strengths and weaknesses of the research, what perspectives are being presented, the different theories or methods employed by the author, and the overall framework used by the author. Each CSR will consist of an outline of one of your scholarly sources, which are at least 10 pages in length. Instructions for the CSR will be within the modules.

Themes of Research (10 points Each total 20 points)-Due Dates: October 23 and October 30<sup>th</sup> by 11:59pm.

You will need to identify the four main themes from your secondary research. It requires you to both summarize – (report the important information in the source) *and* synthesize (reorganize the information so that it sheds light on your topic). This assignment should be fairly easy because you will be using your Critical Source Reviews to complete the paper. The Themes of Research demonstrate three skills:

- 1. Your ability to search for relevant sources and information.
- 2. Your ability to choose key and reliable published works.
- 3. Your capacity to identify and compare/contrast main arguments and research methods.

Primary Sources Analysis (10 points)- Due Date: November 6<sup>th</sup> by 11:59pm.

Students will locate 4 primary sources that have that contain the most credible and convincing data/evidence or information to substantiate their working argument/hypothesis. Students will need to write about how these primary sources add to your thesis and substantiate your four main themes of research.

Research/Writing Check In: (5 points) Due Date: November 25th by 11:59pm.

Students will submit a brief check in on the process and pace of their Part I- Research Paper. (250 words) The purpose will be to identify any

#### Week #7-

Topic: Critical Source Reviews and Presenting Condensed Thesis.

Readings Located within the WebCampus Module

Week #8-

Topic: Last week for Critical Source Reviews and Introducing New Areas.

Readings Located within the WebCampus Module

Week #9-

Topic: Themes of Research

Readings Located within the WebCampus Module

Week #10-

Topic: Themes of Research and Blending Themes Readings Located within the WebCampus Module

Week #11-

Topic: Themes of Research and Connecting Thesis with Themes.

Readings Located within the WebCampus Module

Week #12-

Topic: Primary Source Analysis.

Readings Located within the WebCampus Module

Week#13-

Topic: Overview of Final Paper.

Readings Located within the WebCampus Module

Week #14-

Topic: Research and Writing Check In.

Readings Located within the WebCampus Module

Week #15- November 28-

# **UNLV Policies**

Public Health Directives

Face coverings are

that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected

academic evaluation or assignment"	is a form of academic misconduct. Intentionally sharing

#### Academic Policies webpage,

https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es). The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a "Drop one" option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate's policy, and an infringement on the student's right to complete all work for the course. This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee. For purposes of definition, extracurricular activities may include, but are not limited to academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

#### Rebelmail

Rebelmail is UNLV's official email system for students and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Sending emails within WebCampus-Canvas is also acceptable.

## Tutoring and Coaching

The Academic Success Center (ASC), at the Claude I. Howard Building, provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the <a href="ASC website">ASC website</a>, https://www.unlv.edu/asc, or call 702-895-3177. The ASC is located across froisio0189.38 Tee

Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Optional statement for inclusion in syllabi.

### Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see <a href="University Statements and Compliance">University Statements and Compliance</a>, https://www.unlv.edu/about/statements-compliance.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to oints of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives