

IDS 494: 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. Together, we will develop a research proposal to guide in the collection and evaluation of sources, explore the process of doing research, and talk about how your project fits within existing body of academic research.

COURSE GOALS

The course modules, readings, and assignments are intended to cultivate the growth and development of the interdisciplinary research process. The main goal is for students to evaluate disciplinary insights, identify conflicts between disciplinary insights, and to partake in interdisciplinary investigations in order to make their work legible and understandable to a wider audience. The course should compel us to consciously reflect on what it means to actually do interdisciplinary research – and why it matters for helping to address the world's most pressing problems.

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:

- Article and Chapter readings are in each weekly module on [WebCampus](#).

ASSIGNMENTS & GRADING

- Introduction and Research Plan: 10 points
- Bibliography- 10 points
- Critical Source Reviews – 10 points each (Total of 60 points)
- Themes of Research- 10 points (Total of 20 points)
- Primary Source Analysis: 10 points
- Research Check In – 5 points
- Preliminary Research Paper- 100 points
- Total Points: 215 points

GRADE EVALUATION

Assignments are not optional in this course. In order to progress to the next class (IDS 495) students must complete all assignments to receive a grade and credit for the course, these course assignments are critical for successful completion of the capstone courses. Failure to do so will result in an F. You must earn a grade of C or higher in order to pass this course, this is a degree requirement. Your final grade will be based on the points you earn on your assignments by converting raw percentages to a letter grade. I do not round grades up you must earn the actual percentage. I will be happy to talk to you about how to improve your work before an assignment is due, as well as discuss with you how to improve for future assignments. If you have a concern about a grade, please make an appointment to speak with me directly. Do not wait until the last minute to address grade concerns. You must have a University Excuse in order to make up any assignments. These must be taken on the first day you return, a university excuse doesn't allow you to turn in assignments at the end of the semester. There are absolutely NO late papers, assignments or tests taken without an official University Excuse.

GRADE SCALE

A	95-100
A-	90-94
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	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.

Critical 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.

For each of the weeks listed above you will turn in a Critical Source Review (CSR) for **TWO** of your sources from your bibliography to the discussion board. 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 30th 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 6th 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 areas of concern and for students to help one another in their writing and research for the final paper.

Preliminary Research Paper 100 points- DUE DATE: December 4th via the Turnit in link on the module

For the final assignment, students will write a 10-12 page (double-spaced) preliminary research paper on their topic. As a *preliminary* paper for the IDS 495 capstone project, students are required to apply the various methodologies laid out in their proposal to collect sources and

evaluate them critically, and develop a working thesis based on these sources. The preliminary research paper should help students work out any problems with finding sources, using sources to make claims, organization, and writing. Most importantly, it forces students to hone in on answering a specific set of research questions and thus narrow down the scope of their projects. The goal is to demonstrate your ability to conceptualize, conduct, write, and present scholarly research.

Plagiarism and Late Assignments

- Plagiarism will not be tolerated and will result in an F in the course and will be reported. I do not accept late papers or assignments unless they fall under the University Guidelines for an excuse. This include highly unusual circumstances, such as documented health emergencies, you should plan now to meet all course deadlines.

COURSE MEETING SCHEDULE & ASSIGNMENT DEADLINES

Week #1:

- Topic: Introduction to and Research Plan
- Readings within the WebCampus Module.

Week #2-

- Topic: Bibliography
- Readings Located within the WebCampus Module

Week #3-

- Topic: Critical Source Reviews
- Readings Located within the WebCampus Module

Week #4-

- Topic: Critical Source Reviews and Formatting Issues
- Readings Located within the WebCampus Module

Week #5-

- Topic: Critical Source Reviews and Developing Questions
- Readings Located within the WebCampus Module.

Week #6-

- Topic: Critical Source Reviews and Condensing Thesis.
- Readings Located within the WebCampus Module

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- December 4th

- Topic: Research and Writing Week.
- Readings Located within the WebCampus Module

Week #16 : Finals Week

- Final Paper Due by Friday at 11:59pm.

UNLV Policies

Public Health Directives

Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at [Health Requirements for Returning to Campus](https://www.unlv.edu/coronavirus/health-requirements), <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Student Conduct Code](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing a Course

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course. Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so

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 from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for student or employee violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](#) is available at <https://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The [UNLV Disability Resource Center](#) (Student Services Complex, SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](#), <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](#),

<https://www.unlv.edu/studentconduct/misconduct/policy>, which states that "acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any

academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the

[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 [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, <https://writingcenter.unlv.edu/>, located in the Central Desert Complex,

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 [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), <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 one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives