IDS201: Introduction to Interdisciplinary Studies

Course Description

This course explores what it means to major in Interdisciplinary Studies. The course introduces and explores various key terms, concepts, theories, and methods in the growing field of interdisciplinary studies. By tracing the history and development of Interdisciplinary Studies and its relationship to other academic fields, the course also offers opportunities for students to develop and situate their own intellectual interests and professional goals within an interdisciplinary framework.

Course Objectives

- The goals of this course include:
- Be open to different disciplinary perspectives and various ways of knowing
- Develop skills in critical thinking, analytical reading, effective and persuasive writing
- Think beyond conventional disciplinary knowledge and utilize various disciplinary perspectives to complement each other
- Approach various issues from multiple perspectives, and engage in constructive conversation, considering different, often contrasting, perspectives

*All IDS majors are required to create an IDS Portfolio and complete an IDS Capstone Project. This course offers critical foundations to the development of them. Students will start creating an IDS Portfolio and developing critical skills necessary for an IDS Capstone Project and a successful completion of IDS degree requirements. Please see "Essential Information for Getting IDS Degree" on WebCampus for the list of assignments in the series of IDS courses.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Lay out the fundamental principles of natural science, health sciences, social sciences, humanities and fine arts
- Recognize complexity of problems, and identify and utilize different perspectives to understand the issues
- Identify potential research topics well suited for interdisciplinary inquiry
- Effectively communicate intellectual interests and professional goals in writing, drawing on common fields and conventions within a particular discipline or profession

- Express life-long learning skills, including the ability to place problems in personal, meaningful contexts, assess learning needs, create a learning plan, and act independently on the plan utilizing appropriate resources
- Demonstrate awareness of one's own place(s) in and effect(s) on the world
- Articulate and defend the reasons for choosing interdisciplinary studies as a major

Required Textbook and Readings
Allen F. Repko, *Interdisciplinary Research: Process and Theory*. Second Edition. SAGE Publications, 2011. (ISBN: 1452244308; 9781452244303)

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. Third Edition. 2013. (ISBN: 0226065669; 9780226065663)

Online readings on WebCampus

It is your responsibility to obtain the textbook and online readings! **You can <u>rent or buy</u> the textbooks from various online vendors (Amazon, etc.) or UNLV bookstore.**

Assignments and Grading

Mini Bio, Attendance/Participation	15%
Module Quizzes (10% x 3)	30%
Areas of Study Paper	15%
Potential Topics Paper	15%
IDS Statement of Purpose	25%

Grade Scale

A	93-100	B+	87-89	C+	77-79	D+	67-69	F	0-59
A-	90-92	B	83-86	C	73-76	D	63-66		
		B-	80-82	C-	70-72	D-	60-62		

* An online course is different from a face-to-face format, and requires students (and an instructor) to put even more efforts than a conventional, in-classroom setting. <u>This course is **NOT** a self-paced course</u>. You must keep up with the readings, participation, and all other assignments throughout the semester as laid out in the course schedule. You will not be able to pass the course if you don't keep up with the schedule.

*Assignments are NOT optional. <u>Students must complete all assignments to receive a grade and credit for the course</u>. Failure to do so will result in a grade of F or an "incomplete," even if you have earned enough points for a passing grade. You must meet the university guidelines to receive an incomplete.

* **<u>In the case of emergency, notify me as soon as possible</u>**. **We <u>*may*</u> be able to work things out if you let me know immediately and keep me posted.** You may be required to present documentation from appropriate authorities.

Mini Bio and Attendance/Participation
➢ Mini Bio is an opportunity to tell me about yourself. Unlike discussion posts and comments, only I can read your bio. So, please feel free to share with me any issues or concerns that you may have.

➢ Attendance/Participation in this course is in the form of discussion board (initial posts and comments) on WebCampus.

➢ I will provide discussion questions about the readings. Please **read the questions carefully and make sure that your post is answering the questions**.

➢ Your discussion posts should be your informed, thoughtful response to the readings. They should ***NOT*** be about how you *feel* about the readings or the topic. This applies to comments to your fellow students' posts.

➢ Comments should be posted in a timely manner for an active online discussion. You need to give yourself time to read your classmates' posts and to develop an insightful comment(s) to them, but do not wait too long. A *suggested* discussion time frame is 2-3 days. (You are more than welcome to continue a *constructive* discussion beyond that.)

➢ Active participation in this course requires engaging with your fellow students in a ***respectful manner***. Online discussion does not allow us to get nuances from facial expression and/or tone of the voice. Therefore, we must be even more careful with how we write and what words we use. Even when you see a post with which you disagree, you are expected to respond in a respectful manner.

➢ No disrespectful post, including but not limited to name-calling, use of discriminatory language, hate speech, is allowed. Any post that violates this rule will be removed and no credit will be given for the post.

➢ Discussion posts and comments are part of formal academic assignments. You are NOT texting or chatting with your friends or family. Please use standard English.

Module Quizzes
➢ There will be a total of three module quizzes in the first half of the course. The purpose of each quiz is to make sure that you understand the basic concepts and key terms and to prepare you for the assignments later in the course.

➢ All questions will be based directly on the course materials and discussions. Although it is an open-book exam, there will be a limit on how much time you can spend on a quiz. So, do not try to look up everything during the quiz! If you do, you will run out of the time. The best way to prepare for a quiz is to keep up with the readings and discussion, and try to understand, not cram and memorize, what we have covered!

➢ The format will be: 1) mini essay, 2) short answer *and/or* 3) multiple choice questions.

Areas of Study Paper

➢ This assignment asks you to write a paper that explains the foundations, principles, and protocols of each of your areas of study/disciplines. The main purpose of this assignment is to research your academic areas of study in order to better understand the ways in which interdisciplinarity is rooted in disciplinarity.

➢ Areas of Study Paper must discuss:
- Your areas of study/disciplines
- Ways in which professionals of those areas define their disciplines
- Histories of these disciplines (how they came into being and developed)
- Activities that professionals in these disciplines commonly perform
- Kinds of research methods and modes of investigation that they typically use
- How and why you have chosen these disciplines as your areas of concentration in your pursuit of an IDS degree

➢ The paper must be **4-5 pages** and in the **MLA** style. In other words, it must be **double-spaced**, **1-inch margin on all sides**, **12-point Times New Roman**, **page number with your last name in header**, and **Works Cited** at the end. For a sample MLA paper, visit https://faculty.unlv.edu/yamamo48/samplepapers/MLA1.htm

➢ At the end of your "Works Cited" page, please list the citation style(s) commonly used in your disciplines with a screenshot of the first page of a citation list of a journal article in each of your disciplines. (You may need to browse at least a couple of journals per discipline to figure out the commonly used citation style in the field.) This information is necessary for the paper assignments later in the course!

Ex.) Your areas of study are Discipline A and Discipline B, both of which use MLA. At the end of your paper, indicate that both Disciplines A and B use MLA. Then, include 1) a screenshot of the first page of the citation list of a journal article in Discipline A, *and* 2) a screenshot of the first page of the citation list of a journal article in Discipline B.

➢ I can easily detect when a paper is not in the specified format. Do not try to manipulate the format of your paper to make it look longer. Failure to use the specified format will result in deduction of points. This applies to other assignments in this course.

Potential Topics Paper (3 steps)

➢ This assignment, consisted of 3 steps, asks you to think of possible topics or issues that you want to research with regard to your areas of study.

➢ **Step 1** asks you to introduce your **three potential topics** to discussion board on WebCampus. When presenting each of your topics, you should identify major scholars/works in the fields, accepted research methodologies, and why you have chosen that particular topic.

➢ **Step 2** asks you to critique your classmates' topics and offer constructive advice. You must consider feedback from your fellow students and utilize them in Step 3.

➤ **Step 3** asks you to fully develop what you did in Step 1 and 2 into a **5-page** paper. Remember that as an interdisciplinarian, you need to focus on the concept of "problem-solving." This requires you not only learn about and better understand your disciplines, but most importantly critically and systematically apply that knowledge to address specific issues.

➤ In your completed paper, you must:
  ▪ Address <u>three</u> potential topics you would consider
  ▪ Explain how each topic fits into the larger field of your disciplines
  ▪ Conduct preliminary research on each of these topics
  ▪ Discuss which of these three options you think most suitable to both your needs and those of your disciplines

➤ The paper must be **5 pages**, and in MLA, Chicago Manual of Style, or APA, <u>depending on your primary discipline that you have identified in your Areas of Study Paper</u>. Remember that these three citation styles have common features: **double-spaced, 1-inch margin on all sides, 12-point Times New Roman**. <u>Format the list of sources you used and page number according to the citation style you are using</u>.

IDS Statement of Purpose
➤ The final assignment for this course asks you to write a **4-5 page** paper that explains the reasons for your decision to pursue an IDS degree.

➤ Make sure that it addresses your subject areas, academic goals, personal and/or professional goals, and how an IDS degree will serve you better achieve your goals than a degree in traditional major, minor, and/or double major. Simply put, by the end of this course, you should be able to make a strong argument for why you wish to be an IDS major.

➤ The paper must be **4-5 pages** and in either MLA, Chicago Manual of Style, or APA, depending on your primary discipline that you have identified in your Areas of Study Paper and Potential Topics Paper. Remember that these three citation styles have common features: **double-spaced, 1-inch margin on all sides, 12-point Times New Roman**. <u>Format the list of sources you used and page number according to the citation style you are using</u>.

All assignments (discussion posts, comments, papers) are due by 5:00pm of each due date! No late submission is accepted without a legitimate reason accompanied by documentation from appropriate authorities!!

Other Requirements
➤ **Read the syllabus, announcements, instructions for assignments, and other resources carefully**, and keep them handy throughout the semester.

➤ **Read feedback to your work** from me and your fellow students, **not just the grade!** Reflect feedback in your next assignment(s) and avoid making the same mistake(s)!!

➢ If you experience any problem with WebCampus or Rebelmail, **first, try another web browser and/or computer**. If you still experience the problem, **contact the IT Help Desk immediately**. IT Help Desk offers support via online, phone (895-0777), and walk-in (SU 231 or CBC B113). You can request the IT Help Desk to send me an email that you had a computer problem. For more details, visit: http://oit.unlv.edu/help/it-help-desk

➢ **Always make back-up copies** for your post/paper-in-progress and other notes for the course. If you experience a computer crash or any other computer problem, <u>**remember that there are computers in Lied Library and computer labs throughout the campus.**</u> For the locations of computer labs on campus, visit: http://oit.unlv.edu/labs-classrooms/labs/General%20Use If you live outside of the Las Vegas area, check your local public libraries or community colleges' libraries. They often have computers for the public use.

➢ **Check your Rebelmail regularly**. The university policy allows email communication between instructors/staff and students only via Rebelmail. Therefore, <u>I will reply to emails sent from your Rebelmail account!</u> You can have emails forwarded from Rebelmail to another account by changing the forwarding setting. For information about Rebelmail, go to: http://rebelmail.unlv.edu/

➢ If you are a new student at UNLV, immediately **activate your library account** at the circulation desk in Lied Library (Don't forget to bring your Rebelcard!). You will need to use the library databases in this class. When you access library databases from outside the campus, you will need to log in to your library account. For more details, visit: http://www.library.unlv.edu/help/activating_your_account

➢ **Do not plagiarize**. Plagiarism is, in short, cheating. Plagiarism or academic misconduct include but not limited to failure to cite a source, copying the work of another student or any other person, and submitting a paper completed for another class. Keep in mind that **not only intentional but also <u>unintentional acts constitute plagiarism</u>**. Therefore, <u>excuses like "I didn't know," "I forgot to put quotation marks," "I forgot to cite the source," or "My friend(s) and I just studied together and shared the notes," will not justify your academic misconduct</u>. For more information about plagiarism, visit UNLV's Student Academic Misconduct Policy at: http://www.unlv.edu/studentconduct/misconduct/policy

➢ **If you experience any difficulty or have any concern with the course, please contact me immediately! Again, we _may_ be able to work things out if you let me know right away.**

This syllabus may be revised at the discretion of the instructor.

Course Schedule
** Some weeks' readings and assignments are heavier than others. Plan ahead! **

Module 1   Introduction to Interdisciplinary Studies
- Week 1   8/29-9/3   Introduction to the Course
  - Readings:
    - Repko (textbook), Chapter 1 & 3
    - Tanya Augsburg, "Characteristics of Interdisciplinarians" (WebCampus)
  - Due:
    - **Mini Bio by 5:00pm on Friday 9/2**

- Week 2   9/6-9/10   What is Interdisciplinary Studies? Why needed?
  - Readings:
    - Repko, Chapter 2
    - Video: "Interdisciplinarity: The Four-Wheel Drive Approach to Complex Problems" by Myra Strober https://youtu.be/Yd0QlFBuZxk
    - Thomas Benson, "Five Arguments Against Interdisciplinary Studies" (WebCampus)
  - Due:
    - **Discussion Post by 5:00pm on Friday 9/9**

- Week 3   9/12-9/17   How has Interdisciplinary Studies Developed?
  - Readings:
    - Repko, Chapter 4
    - William H. Newell, "The Case for Interdisciplinary Studies: A Response to Professor Benson's Five Arguments" (WebCampus)
  - Due:
    - **Module Quiz 1 by 5:00pm on Friday 9/16**

Module 2   The Role of Disciplines in Interdisciplinary Studies
- Week 4   9/19-9/24   Categories of Academic Disciplines
  - Readings:
    - Repko, Chapter 5
  - Due:
    - ***Start working on your Areas of Study Paper!***

- Week 5   9/26-10/1   Disciplinary Perspectives in Interdisciplinary Studies
  - Readings:
    - Repko, Chapter 7 & 8
  - Due:
    - **Discussion Post by 5:00pm on Friday 9/30**

- Week 6   10/3-10/8   Thinking as an Interdisciplinarian
  - Readings:
    - Repko, Chapter 6 & 9
  - Due:
    - **Module Quiz 2 by 5:00pm on Friday 10/7**
    - **Areas of Study Paper by 5:00pm on Sunday 10/09**

Module 3   Creating Common Ground
- Week 7   10/10-10/15   What is Common Ground?
  - Readings:
    - Review Repko, pp.129-135
    - Repko, Chapter 10
  - Due:
    - Try to catch up with the readings if you are behind the schedule!

Week 8	10/17-10/22	Analyzing Problems from an Interdisciplinary Perspective
	Readings:	▪ Repko, Chapter 11
		▪ Video "On the Edge - Part 1 of 10" https://youtu.be/RNIZvrGDPak
		▪ Video "Nogales Mexico: Las Maquilas" https://youtu.be/UKV9e_ZDBWU
	⏰ Due:	▪ **Discussion Post by 5:00pm on Friday 10/21**

Week 9	10/24-10/29	How To Create Common Ground
	Readings:	▪ Repko, Chapter 12
		▪ Video "Mujeres de Juarez" http://youtu.be/UkEMm13Pwok
	⏰ Due:	▪ **Module Quiz 3 by 5:00pm on Friday, 10/28**
		▪ ***Start thinking about your Potential Research Topics (Step 1).***
		▪ ***Start searching major scholars and/or works of your topics using library database!***

Module 4   Crafting Interdisciplinary Research

Week 10	10/31-11/5	How to Choose an Interdisciplinary Research Topic?
	Readings:	▪ *The Craft of Research,* Chapter 1 & 3
		▪ Website "How to Prepare Writing a Research Paper" https://faculty.unlv.edu/yamamo48/tutorial/about.htm
	⏰ Due:	▪ ***Start writing Potential Topics Paper (Step 1 & 3)!***

Week 11	11/7-11/12	Processes of Interdisciplinary Research (Part I)
	Readings:	▪ *The Craft of Research,* Chapter 4
	⏰ Due:	▪ **Potential Topics (Step 1) by 5:00pm on Thursday 11/10**
		▪ ***Continue working on Potential Topics Paper (Step 2 & 3)***

Week 12	11/14-11/19	Processes of Interdisciplinary Research (Part II)
	Readings:	▪ Review Repko, Chapter 10-12
		▪ Online Reading (TBA)
	⏰ Due:	▪ **Comments to Potential Topics (Step 2) by 5:00pm on Tuesday 11/15**
		▪ ***Continue working on Potential Topics Paper (Step 3)***

Week 13	11/21-11/23	Keep working on your Potential Topics Paper!
	Readings:	▪ None
	⏰ Due:	▪ **Potential Topics Paper (Step 3) by 5:00pm on Wednesday 11/23**

Module 5   How Do You Fit in Interdisciplinary Studies?

Week 14	11/28-12/3	Revisiting Initial Motivations & Interests in IDS
	Readings:	▪ Your Mini Bio and Areas of Study Paper that you submitted earlier in the semester

			Online Reading (TBA)
	⏰	Due:	**Discussion Post by 5:00pm on Friday 12/2**
			Start working on your Statement of Purpose!

Week 15	12/5-12/10	Looking Ahead and Creating IDS Statement of Purpose
	Readings:	▪ Online Reading (TBA)
	Due:	▪ ***Continue working on your Statement of Purpose!***

| Week 16 | **12/11 (Sun)** | ▪ **Statement of Purpose by 5:00pm on Sunday 12/11** |

Tips for Success:
➢ **Use the resources, service, and support available at the university library!** They offer more than you think! Check out "Library Guides" on WebCampus. If you have any questions, feel free to a librarian or myself!

➢ **Always write consciously**. <u>You can improve your writing skills only when you write consciously</u>. In other words, if you write just to fill up pages, your writing skills would not improve much no matter how many papers you write. <u>Always pay attention to (at least) the following points:</u>
   ▪ Your thesis statement (most often the last sentence of introduction) matches with the rest of your paper. Conversely your thesis statement is supported by the rest of your paper.
   ▪ The entire paper is well-organized and flows logically.
   ▪ Each paragraph has a topic sentence (first sentence of a paragraph that states the main point of the paragraph).
   ▪ Each paragraph has only one topic. Start a new paragraph when you discuss another point.

➢ Often, the main argument of a paper develops and changes as you write. **<u>When you finish writing, always go back to introduction and re-write your thesis statement</u>**. Even if your main point does not change, you know what you have argued in the paper when you finish writing, so that **you can write a stronger and clearer thesis statement when you go back and edit**.

➢ If you are not sure how to write a strong thesis statement, read a quick guide entitled "The Basics of Academic Writing" on WebCampus. Purdue University's Online Writing Lab (OWL; https://owl.english.purdue.edu/owl/) is also a great resource.

➢ UNLV's Writing Center offers one-on-one consultations both in-person and online. A trained writing consultant will help you at any stage of writing from brainstorming and making an outline to working on your draft. Visit Writing Center if you want to write a strong paper and improve your writing skills. Writing Center's website (http://writingcenter.unlv.edu/) also has very useful and helpful tips and resources for writing.

➢ When you have any question or concern about an assignment or class, please feel free to come and see me during my office hours or send me an email to make an appointment! We can work together if you contact me in advance. <u>Do not wait until the last minute or until it is too late!!</u>

<div align="center">**University Policies**</div>

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; 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 when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.
An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic MisconductPolicy (approved December 9, 2005) located at https://www.unlv.edu/studentconduct/student-conduct.

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 employee or student 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 information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for

further information:

https://www.unlv.edu/provost/teachingandlearning

https://www.unlv.edu/provost/transparency

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. 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 time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching—The Academic Success Center (ASC) 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, visit http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.

Library statement:

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/