

INTS 4301-001/004: INTERDISCIPLINARY PROCESS, FALL 2009

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Arlington

Mission of the INTS Program

Interdisciplinary studies is a recognized and growing set of ideas, practices, and organizations. The interdisciplinary studies program (INTS) at the University of Texas at Arlington enables students to build rigorous and coherent personalized degree plans guided by professional advisors. The INTS curriculum immerses students in current movements in interdisciplinary thinking, learning, and problem solving. The faculty is dedicated to developing the field through excellence in teaching, research, scholarship, and professional affiliation.

This mission statement is based on our understanding of interdisciplinary studies as a process of answering a question, solving a problem, or addressing a topic that is too broad or complex to be dealt with adequately by a single discipline and draws on disciplinary perspectives and integrates their insights to produce a more comprehensive understanding or cognitive advancement (Repko, 2008, p. 12).

In terms of the INTS curriculum at UTA, this course occupies a bridging position. Students should complete INTS 2301 with a familiarity with the perspectives of major academic disciplines and an understanding of the way that disciplinarity affects the production of academic knowledge. This knowledge is foundational to the research process. Within the limits of the academic semester, students in this course will be expected to demonstrate through research interdisciplinary intellectual skills related to problem formation, the identification of disciplinary insights and theories, and the analysis of conflicts between disciplinary ideas. Assignments will not directly measure integrative analysis, though the integrative process will be addressed as a foundation for the integrative interdisciplinary capstone course (INTS 4391).

Description Of Course Content

The Dallas-Fort Worth area is home to more than six million people, the fourth largest metropolitan area in the United States. People living here face problems and enjoy benefits common to other metropolitan areas, and some that are unique to the region. These problems and benefits span the research domains of disciplines in the humanities, social sciences, and natural sciences, and include the challenges of socioeconomic, linguistic, cultural, and ethnic diversity, tensions between environmental protection and economic growth, the cultural or artistic dynamism of large, diverse, and growing areas, struggles over the decisionmaking processes of local government and administration, and the impacts of crime, traffic, pollution, education, and community vitality on the quality of life that residents enjoy.

We all have our own personal and intuitive sense of the aspects of metropolitan life that are functional or dysfunctional, that empower or obstruct us, that inspire or frustrate, and that may be getting better or getting worse. This sense can be harnessed toward the pursuit of scholarly understanding. Imagining, planning, and creating the DFW region as a more equitable, livable, or sustainable place is a complex interdisciplinary problem. In this course, students will apply interdisciplinary theory and the concept of disciplinary perspective (encompassing phenomena, data, assumptions, epistemology, theories, and methods) through a structured research process to investigate some part of this overall course problem. Readings, class discussions, and assignments will connect aspects of the overarching subject area that are relevant to steps of the research process. In succession, students will:

- Work and apply decision-making to define a specific, individual interdisciplinary research problem within this broad problem area by asking questions about their environment and its

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impact on their lives and the lives of others. The student's individual problem may relate to the student's interests, degree objectives, or both. The instructor will give substantial latitude for research problems that address some aspect of metropolitan life, politics, culture, or environments. Above all, a good research problem is one that engages the student's motivation to better understand a problem or issue.

- Identify potentially relevant disciplines to the investigation. The general problem area is intended to be broad enough to support the integration of perspectives from the natural sciences, social sciences, and humanities.
- Reflexively assess the relevance of disciplines by conducting a preliminary literature search encompassing popular and scholarly secondary sources, and identifying
- Use this preliminary literature to "map" their problem and conduct a focused literature search.
- Cultivate published scholarly insights on the research problem (advanced students may be supported in conducting primary source research) in a minimum of two relevant disciplines, interdisciplines, or applied fields.
- Complete a series of short written assignments and exercises that evaluate their ability to identify, assess, and integrate disciplinary insights on their research problem and express an interdisciplinary cognitive advancement in written form.
- Produce a proposal for an interdisciplinary research project to be pursued in INTS 4391 (Interdisciplinary Capstone). This project may be an expansion of work done in this course or may be a new research problem. The purpose of this assignment is for students to enter the capstone class with a research problem already defined.

Measurable Student Learning Outcomes for Course

Students will demonstrate the ability to do the following:

- Engage intellectually with the overarching course problem and extend their personal experiences or "common sense" observations into intellectual analysis and academic research
- Identify and explain the steps of the interdisciplinary research process
- Analyze a complex or "ill-structured" problem
- Identify the defining elements of disciplines relevant to the problem
- Assess the relationships among disciplinary insights relevant to the problem (i.e., the extent to which they conflict with or complement each other, conflicts within and between disciplines)
- Attempt an integrative synthesis of disciplinary ideas
- Explain an interdisciplinary understanding as a cognitive advancement
- Apply APA style in written assignments
- Communicate effectively in speaking, writing, and using technology
- Propose an individual interdisciplinary research problem to pursue in INTS 4391

Textbook and Other Course Materials Requirements

The following publications and handouts are essential to successful performance in this course.

- Repko, A. (2008). *Interdisciplinary research: Process and Theory*. Thousand Oaks, CA: SAGE Publications. (Required)
 - This text should be brought with the student to each class meeting
- Hayden, D. (2004). *A field guide to sprawl*. New York: W.W. Norton. (Required)
- Perrin, R. (2007). *Pocket guide to APA style*. Boston: Houghton Mifflin Company. (Required)
- Booth, W., Colomb, G. & Williams, J. (2008). *The craft of research*. Chicago: University of Chicago Press. (Selections on electronic reserve, but HIGHLY RECOMMENDED to purchase most current edition)
- Additional readings TBD on the UTA Library's electronic reserve; see syllabus

Librarian to Contact

Interdisciplinary Studies Reference Librarian: Jody Bailey (jbailey@uta.edu) (primary librarian to contact)

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Urban and Public Affairs Reference Librarian: Mitch Stepanovich (stepanovich@uta.edu) (may consult for research questions related to urban and metropolitan issues)

Course Requirements

For students who entered the INTS program under catalogues prior to the 2006 catalog, successful completion of INTS 2301 with a grade of “C” or better is urged. For those entering the program under the current catalog (2006), a grade of “C” is required to enroll in INTS 4301.

Successful performance in this course assumes that the student has mastered the following:

- The ability to write at the college level as evidenced by achieving grades of “C” or better on written assignments completed in INTS 2301
- A basic understanding of the definition of interdisciplinary studies and how it differs from disciplinarity, multidisciplinary and transdisciplinarity.
- The benefits of interdisciplinary learning, thinking, and producing new knowledge
- The origin of interdisciplinary studies, the idea of interdisciplinarity, and its role in the Academy
- An introductory knowledge of the disciplines, the concept of disciplinary perspective, the defining elements of disciplines, and why these are of interest to interdisciplinarians
- An introductory knowledge of interdisciplinary theory and key concepts
- An introductory knowledge of the interdisciplinary research process
- A familiarity with APA style in all written work

Assignment, Examination, and Due Date Policy
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Submission Procedure for Written Work

All written assignments (*unless otherwise noted) must be submitted through the submission feature on WebCT. Familiarize yourself with the steps of submitting work through WebCT to ensure files are properly submitted. Students’ computers must be configured properly to use WebCT features; students using home or personal computers are responsible for visiting <http://www.uta.edu/webct/configuration.htm> to verify that they are using a computer with sufficient performance and properly configured software to use WebCT. Computer labs are available to students and are open for sufficient hours that students should consider them as their fallback resource for computer access. Guidelines for submitting assignments are as follows.

- Work should be submitted as a Microsoft Word document (.doc or .docx file extension).
- Assignment files created in other programs (Works or Open Office) may not open properly in Word. Simply adding the extension .doc will not create a document that is readable by Word.
 - Students are responsible for ensuring that they submit work that can be opened in Word.
 - Unopenable assignments will not be accepted—I will notify you of the problem and require you to resubmit for late credit.
 - Note that you must use Word to properly format your work in APA style, so .txt or other word processor formats are not appropriate for submission as the formatting will be lost.
- All essay assignments must be typed in 12 point font and conform to standard margins and APA style.
- All assignments should be submitted with filenames that follow the form provided by the instructor and should include the student’s WebCT identification (3 letters, 4 digits) in the filename to prevent lost files.
- It is the student’s responsibility to check WebCT to verify that assignments have been submitted.
- It is the student’s responsibility to save a copy of all work (ideally backed up on another medium) in the event that an assignment must be resubmitted.

Note on Research Problems:

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Continuing to investigate a problem in several courses through one's undergraduate career is a rewarding and valuable experience, and is encouraged. However, work may only be submitted for credit in one course. Therefore, students who pursue research topics that relate to a course theme (most particularly "globalization") as studied in INTS 2301 or another prior course will be required to bring the instructor copies of their papers from that class so that the instructor can compare their past and current work and ensure that work is not being handed in for credit in two classes. The requirement to do new work means that students must identify new sources, expand on their analysis of a prior topic, and break new ground of understanding or else choose a new topic for study in this course. Work that substantially repeats work already handed in will result in a grade of zero for the assignment. Students who write about a past course theme without showing the instructor prior work will receive a zero for all affected assignments. Repeated offenses in this regard may be referred to Student Conduct as violations of academic honesty.

Quiz Rules:

Quizzes will be given through Web CT. WebCT quizzes are "open book"; students may use their textbooks, notes, or supplemental information provided while they answer questions. However, it is strongly urged that students carefully read and consider the assigned readings in advance. Many questions will ask not simply for a recall of information but for the application of principles or concepts discussed in the text. Hunting for "the answer" in the text when the student has not read it in advance will not lead to success. Only one attempt at each quiz will be allowed. Quizzes must be completed before the deadline for full credit and within one week of deadline for 80% credit.

NOTE: The Instructor reserves the right to modify assignments during the course.

Late Work Policy

I will rigorously enforce the following policy concerning late work:

- All due dates are firm and are defined TO THE MINUTE on WebCT. The due time represents the first minute at which an assignment is late. An assignment due at 12:00 AM on Saturday must be uploaded by 11:59 PM on Friday at the latest. The instructor will not make distinctions about what margin of lateness is acceptable--one minute late is still late. Students must be aware of the time required to submit their assignments on WebCT and plan accordingly.
- Assignments may be turned in up to one week after the due date for a maximum of 80% of full credit. For example, a late assignment that is scored at 90% will earn a grade of 72%. Late assignments reduce your margin for error to pass the course.
- After one week from the due date, assignments will not be accepted at all (if the due date is Saturday, September 19 at 12:00 AM, then assignments will not be accepted on or after 12:00 AM on Saturday, September 26).

Exceptions will be made only when students present documentation of an unforeseeable, significant, and unavoidable situation that prevented their completion of the assignment. Examples of such documentation include but are not limited to police reports documenting a major traffic accident or victimization by crime, jury duty, or records of hospitalization or medical treatment for serious illness or injury to yourself or a dependent person in your care. This evidence must be presented as promptly as possible after the missed assignment. If you know in advance of a due date that you will be unable to turn an assignment in, please

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advise me of this ahead of time. Though policies regarding the acceptable reasons for late work will apply, it will help me to work with you to ensure that you stay on track to complete the course.

Policy Concerning Early Submission:

It is possible to submit work early through WebCT. Students should be advised that work submitted early will be graded under the same standards and the same schedule as work that is submitted on time. Students are advised to use the full time allowed for each assignment and to take advantage of in-class discussion of principles and concepts related to the assignments. Submission of work early does not excuse class absences.

Grading Policy

The student's grade for the course will be based on the following:

Activity (* denotes assignments that will be submitted outside WebCT; specific directions on syllabus)	Due Date (End of Week #)	Points
Entrance Survey (WebCT Quizzes)	Week 2	2
WebCT Quizzes: Steps of the Research Process (8 quizzes at 3 points each); "Open Book" style quizzes, but reading and thoughtful consideration of material in advance is essential to success	Periodic, refer to syllabus	24
Library Quiz on Plagiarism*	Week 3	5
Metroplex Landscape Photoessay	Week 4	5
Library Session (in regular classroom during regular class time) absence must be made up by individual consultation with reference librarian*	Week 5	5
Research Problem Statement	Week 6	5
WebCT Quiz on APA	Week 7	4
WebCT Quiz on Evaluating Sources	Week 8	4
Structural Knowledge of Problem Essay or Problem Maps	Week 10	15
Data Management Table and APA Reference Page	Week 13	20
Research Problem Statement for 4391	Week 16 (Finals Week)	5
Attendance* (measured by random spot-checks through semester)	ongoing	4
Exit Survey	Last Day of Classes	2
	Total	100

The student's grade for the course will be earned through work toward and mastery of the interdisciplinary research process and related academic skills and practices. Grading rubrics will be made available for each assignment and will be posted in electronic form on the WebCT page for each assignment. Students should consider the rubrics as guidelines for the expectations of the assignment and be aware that their grade will depend on fulfilling the criteria set forward in the rubric.

Bonus points may be offered at the instructor's discretion; bonus opportunities will be offered to all students or to none (there will be no individual "extra credit"). Students should expect these opportunities to be small in number and not rely on bonus points to rescue their grade.

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Grades are not “given” but earned. The instructor will make expectations clear and work to support students in meeting them. The following scale will be applied to both individual assignments and to the course grade as a whole:

A= 90-100 points. An “A” reflects consistent excellence in the course, generally the work of a diligent student.

B=80-89 points. A “B” reflects consistently above average work.

C=70-79 points. A “C” reflects sufficiency in the main objectives of the course such that the student can proceed to INTS 4391.

D=60-69 points. A “D” reflects the fact that a student has not mastered material essential for success in INTS 4391 or has not given the instructor a sufficient basis for judgment because of missed work.

F=<60 points. A failing grade will typically reflect missed assignments and lack of student engagement with the course; as with all other grades, an F is not given but earned.

Attendance Policy

Attendance at class meetings is vital to student success and attendance at every session is the default expectation for the course. It is strongly suggested that any student who believes that she/he cannot faithfully come to class and turn in assignments on time drop the course and enroll in it at a future date when they can make such a commitment.

I will measure attendance throughout the semester through periodic “spot-check” assignments that will be handed in by individual students in class. A number of these spot-checks will be conducted randomly but frequently throughout the semester and the student’s credit for attendance will correspond to the percentage of spot-checks they complete.

Students may miss two spot-checks for any reason without penalty, but additional absences will only be excused when students present documentary proof that the absence was unavoidable. As with the policy for late work, examples of acceptable documentation include but are not limited to police reports documenting a major traffic accident or victimization by crime, military deployment orders, or records of hospitalization or medical treatment for serious illness or injury. This evidence must be presented as promptly as possible after the missed assignment. Family vacations, weddings, and many religious observances are considered both voluntary and planned absences; students who foresee these absences should advise the instructor of them in advance and plan to avoid any other absences.

Important: Public health officials in many North Texas communities are concerned about the H1N1 virus (“swine flu”). Information about UTA’s policies regarding H1N1 are available here:

<http://www.uta.edu/ucomm/mediarelations/events/h1n1.php>

This virus is not believed to be significantly more virulent than other strains of influenza, but may have the potential to spread rapidly. Students who are healthy enough for a flu shot are encouraged to get one, and all students should practice preventive measures including avoiding sick people and washing hands frequently. If you feel sick with flu-like symptoms, you are strongly urged not to attend classes.

Please notify me by email as soon as possible that this is the reason for your absence. If you have not missed your limit of spot checks, you will not suffer any consequence to your grade. If you already have

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two recorded absences, then I may make an exception in the interest of preventing the spread of the illness. If you become sick with the flu, get a doctor's note when you are able and I can excuse your other absences until you are cleared to attend classes again. Please do not consider this your wild card to miss class—if this provision is abused I will rescind it.

Absences for Military Service: Per UTA policies, absences for military deployment or mandatory training will be excused without penalty, but students must meet the instructor to agree to a plan to complete course work if significant time will be missed due to deployment. Where possible students should provide documentation listing all relevant facts of deployment, including but not limited to dates, duration, and expected ability to attend to course work while deployed.

Drop Policy

NOTE: BEFORE DROPPING ANY COURSE, YOU MUST MEET WITH YOUR ADVISOR TO DISCUSS HOW THIS DECISION MAY IMPACT GRADUATION OR YOUR ACADEMIC FUTURE.

The last day to drop with a grade of "W" is October 30, 2009, as noted on the university's academic calendar. Students must complete a Drop Form from the INTS Office. Provide all relevant student information on the form and submit it to the instructor for signature if required. Be certain to retain a copy of this form (the yellow copy) for your records as it will be the only proof that you have in fact dropped the course.

Please note that approximately 30% of the course credit will be earned before the drop deadline. It will be possible to make up for a slow start in the course with later assignments, but students should consider the implications of their decision to stay in or drop the course. A "grade tracker" spreadsheet will be available on WebCT which students can use to calculate their grade in progress during the semester.

Incomplete Policy

Incomplete grades ("I") are given only under rare circumstances and only when unusual, unavoidable, and serious circumstances prevent a student from completing course work on time. To qualify for an incomplete, a student must meet the following requirements: (1) have satisfactorily completed at least half of all required work, (2) must document extreme need (though this does not guarantee an incomplete), (3) and must notify the instructor in writing the reason for being unable to continue to attend class and complete the remaining course requirements. Examples of extreme need include car accidents, family crisis, loss of job, and health problems. These must be documented.

Students should be advised that the instructor will not look favorably on granting an incomplete to students based on difficulties that have emerged before the drop deadline. Students who are having difficulties that threaten their ability to complete the course before the drop deadline (October 30, 2009) should consult with the instructor to determine the appropriate course of action.

If the student is granted an incomplete, s/he is required to make up ALL missed work prior to the end of the next long semester. This "completing" includes coming to class in a subsequent semester if necessary, and participating in ALL missed class activities. Absenteeism from class will negatively affect the student's grade. The Instructor will specify in the contract the work that must be completed. Additionally, the student must sign an agreement with the instructor that specifies the work that is to be completed.

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Active Learning

Students learn best when they take an active part in the education process. Students will be responsible for keeping current on readings and understanding them. The instructor will expect that students do more than memorize and repeat information; they should apply principles from their readings toward the investigation of a research problem.

The course teaching assistant (GTA) (if assigned) will give weekly presentations or moderate discussions with the support of the instructor on the content of that week's textbook selections. This will constitute the extent of use of class time to discuss the reading as time will be spent considering the research process and relevant principles in urban research. Students may discuss the readings in greater depth with the teaching assistant at the TA's designated office hours.

Active Learning Measures in 4301:

- A vigorous attendance policy will be enforced
- Students will be encouraged to attend the professor's or teaching assistant's office hours to discuss their projects
- Students will be expected to come to class prepared to listen to lectures and to participate in class discussions
- Students will keep current on assigned readings and their careful reading and study of class texts will be evaluated through quizzes
- Students will, in accordance with the intellectual spirit of interdisciplinary research, identify a research problem of personal interest and apply a unique set of perspectives and scholarly insights to investigating it and proposing a solution.

Make-Up Exam Policy

There are no major exams for this course.

Grade Grievance Policy

The instructor does not "give" students grades. Rather, the instructor evaluates a student's work in accordance with defined standards in order to assign the grade that has been earned.

Students are always welcome to discuss with the instructor the grade earned and ways that the student might have earned a better grade. In cases where the student disagrees with the judgment made by the instructor, UTA procedures require that the student initiate discussion with the instructor about the grade and the nature of the disagreement. If the assignment was graded by a graduate teaching assistant under the supervision of the instructor, then the student should first discuss the grade with the GTA, who will keep designated weekly office hours, and approach the professor if the reasons for the assigned grade remain unclear. In such cases the burden of proof will be on the student to demonstrate that the grade assigned by a GTA departs from standards set forth in grading rubrics. Otherwise, the professor will be inclined to support grading decisions made by the GTA.

In the event that personal discussion does not resolve the student's concerns about a grade, the student may

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contest his/her grade with the instructor in accordance with UTA policies. The student must follow the procedure specified in the "Student Grievance Procedure Related to Grades" in the university's online catalogue at <http://www.uta.edu/catalog/general/academicreg>.

NOTE: The Instructor reserves the right to modify assignments and assessment rubrics during the course. All modifications will be posted on WebCT.

Academic Dishonesty

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

Plagiarism Web Sites with Examples:

- Plagiarism Examples (Rob Toreki, University of Kentucky Department of Chemistry)
<http://www.chem.uky.edu/courses/common/plagiarism.html#Examples>
- Avoiding Plagiarism (UC-Davis)
<http://sja.ucdavis.edu/files/plagiarism.pdf>
- Unacceptable Paraphrases (Indiana University Writing Tutorial Services)
<http://www.indiana.edu/~wts/pamphlets.shtml>

Student Support Services Available:

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Americans with Disabilities Act

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

E-Culture Policy

The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information

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concerning registration, financial aid, payment of bills, and graduation may be sent to students through email.

All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington.

Students are responsible for checking their UTA email regularly, and the instructor will not be responsible for missed messages sent to UTA email accounts.

Office Hours

All students are strongly urged to make use of the instructor's office hours to discuss concerns about the course. Though the instructor will not use the office hours to review material presented in class if the student has missed that class session, students may seek clarification of issues raised in class, or discuss assignments, scheduling, or their progress in the course along with other general academic matters. The instructor reserves the right to institute a time slot schedule for office hours if demand is high, and will make reasonable efforts to make and keep appointments to meet students outside of regularly scheduled office hours.

COURSE CALENDAR – Fall 2009

NOTE ON READINGS: ALL READINGS SHOULD BE COMPLETED BY THE FIRST CLASS MEETING OF THE WEEK UNDER WHICH THEY ARE LISTED.

NOTE ON TOPICS: AFTER THE FIRST WEEK, TOPICS ARE ARRANGED BY WEEK TO ALLOW FOR FLEXIBILITY AND COVERAGE

WEEK 1: August 24-28

Monday, August 24/Tuesday August 25:

Introductory session

- Distribution and review of syllabus
- Overview of course expectations, assignments, and procedures
- Introduction to WebCT system

Wednesday August 26/Thursday, August 27

- Presentation of observed phenomena on instructor's daily commute
 - Personal experiences as a springboard to interdisciplinary inquiry
 - Thinking about the Metroplex as a subject of research

Assignments:

- Make sure UTA email is active
- Login to WebCT
- Visit WebCT configuration site on home computer if used; confirm proper pop-up blocker, browser, and software configuration for home computer use. It is the student's individual responsibility to ensure that WebCT will function on a home or non-campus computer.

<http://www.uta.edu/webct/configuration.htm>

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WEEK 2: August 31-September 4

- Read:
 - Hayden, *A Field Guide to Sprawl* (read introduction and survey the photographs and explanatory essays)
 - Suggested reading: Chapters of Duany et al *Suburban Nation* (Electronic Reserve)
- In-Class Topics:
 - Defining and Assessing Sprawl (Relate major themes and issues raised by Hayden—from perspective of planning or relevant disciplinary perspective; supplemented by instructor)
 - The Interdisciplinary’s Toolbox
- Assignments:
 - Complete Entrance Survey (WebCT) by 12:00 AM, Saturday 9/5 (No Late Completion Allowed)

WEEK 3: September 7-11 (No Class Monday, September 7--Labor Day Holiday; No Class Thursday, September 10—Professor has Jury Duty)

CENSUS DATE: WEDNESDAY, September 9

- Read
 - Repko Chapter 6, pp. 137-151 (Step 1 of Interdisciplinary Research Process)
 - Selections from Booth et al., *The Craft of Research*, Library Electronic Reserve
- In-Class Topics:
 - Discussion of sprawl as an interdisciplinary problem
 - initiated by Teaching Assistant and moderated by Instructor
 - Teaching Assistant will introduce questions for discussion and work with Instructor to facilitate a student-generated list of components of the problem and potential disciplines relevant to them.
 - The Interdisciplinary Research Process
 - Steps of the Process
 - Linear Process or Feedback Loop? The relationship of the steps of the process
 - Moving from topic to research problem
 - What is a research problem generally?
 - What is an interdisciplinary research problem?
- Assignments:
 - Library Quiz on Plagiarism* Due by 12:00 AM, Saturday 9/12
 - Complete tutorial online at <http://library.uta.edu/tutorials/Plagiarism/>
 - Enter instructor’s email (michan@uta.edu) at end of tutorial to email result.

WEEK 4: September 14-18

- Read:
 - Repko Chapter 6, pp. 151-159 (Step 2 of Interdisciplinary Research Process)
 - Review Illustrated Examples in Hayden *Field Guide to Sprawl*
 - Hayes, C. (2006). What we learn when we learn about economics. *In These Times*. (electronic reserve)
- Topics:
 - Step 1 of Research Process (Defining and Stating a Research Problem)
 - Step 2 of Research Process (Justifying an Interdisciplinary Approach)
 - Presentation by Teaching Assistant: When is an interdisciplinary approach justified? What problems support interdisciplinary analysis?
 - Disciplinary Perspective-Taking:

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- What is a disciplinary perspective?
 - “Economic Issues” and the discipline of economics are distinct entities
- Understanding general perspectives to assess disciplinary relevancy
- Assignments:
 - WebCT Quiz Steps 1 and 2 (Due Saturday 9/19 at 12:00 AM)
 - Field Guide to Sprawl Photoessays Due: Submit document through WebCT by 12:00 AM, Saturday 9/19
 - Skills evaluated: Asking questions as the foundation of research; connecting personal observation to potential systemic investigation
 - See WebCT for detailed instructions

WEEK 5: September 21-25

- Tuesday, September 22 and Wednesday, September 23 are Library Day:
 - Presentation by reference librarian on subject and database resources in class; **Meet at regular time in regular classroom**
 - Attendance at this session is 5% of course grade
 - Those unable to attend FOR A COMPELLING REASON may schedule an alternate appointment with the reference librarian to learn about electronic resources and receive credit for Library Day when the librarian confirms their attendance at that appointment.
- Read:
 - Repko Chapter 7, pp. 160-175
 - Review Results of Initial literature search
 - Review APA manual sections on capitalization/punctuation
- Topics:
 - Step 3 of Research process (Identifying potentially relevant disciplines)
 - Thinking from disciplinary points of view
 - Library Skills: Using popular sources to build knowledge of a problem, Identifying disciplinary resources
- Assignments:
 - WebCT Quiz Step 3 (Complete by Saturday 9/26 at 12:00 AM)

WEEK 6: September 28-October 2

- Read:
 - Repko Chapter 7, pp. 175-188
 - Review Perrin (APA guide) sections on citations and reference pages
- Topics
 - **Presentation by Teaching Assistant on APA Style**
 - What is the purpose of citation?
 - How does the APA format work?
 - Model a decision-process for APA in-text citations (supplemented by instructor)
 - **Step 4** of Research Process: Beginning a Literature Search
 - Testing initial assumptions about relevant disciplines
- Assignments:
 - Research Problem Statement due on WebCT by Saturday 10/3 at 12:00 AM.
 - WebCT Quiz Step 4 (Due Saturday 10/3 at 12:00 AM)

WEEK 7: October 5-9

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- Read:
 - Repko Chapter 8
 - Continue to evaluate resources from literature search
- Topics
 - **Presentation and moderated discussion by teaching assistant of Source Evaluation**
 - Scholarly vs. Popular, Peer Review, General Credibility and Situational Validity
 - Supplemented by instructor
 - Sources, Questions, and Relevance
- Assignments
 - WebCT Quiz on APA Style Due by Saturday 10/10 at 12:00 AM)
 - Quiz is “open book” but reading and review in advance is strongly advised.
 - Read Perrin sections on citations, punctuation and capitalization, and reference page format before quiz
 - Review Library handout as quick guide to APA
 - WebCTQuiz Step 5 (Due Saturday, 10/10 at 12:00 AM)

WEEK 8: October 12-16

- Read:
 - Repko Chapter 8 (cont’d)
- *Next American City* article on Digital Divide
 - <http://americacity.org/magazine/article/the-digital-divide/>
- Topics:
 - **Teaching Assistant leads discussion of constructing a system map** for the problem of (the Digital Divide) (Teaching-assistant proposed problem based in short reading distributed in advance)
 - (Students are to read article on electronic reserve in advance)
 - **Step 5** of Research process: Develop Adequacy in Each Relevant Discipline
 - Developing structural knowledge of a research problem
 - Mapping a Problem and Understanding its Component Parts
 - Identifying the most relevant disciplinary and structural elements of the problem
 - Evaluating Disciplinary Insights
 - Insights is a synonym for Ideas
 - Reading Strategically
 - Identifying concepts, theories, and ideas
- Assignments:
 - WebCT Quiz: Evaluating Sources
 - Due Saturday 10/17 at 12:00 AM
 - Carefully read .pdf on WebCT before attempting quiz

WEEK 9: October 19-23

- Read:
 - Repko Chapter 9

INTS 4301 INTERDISCIPLINARY RESEARCH PROCESS
SYLLABUS

- Topics:
 - **Presentation by teaching assistant:** Relevant disciplinary perspectives and insights to assistant's graduate work (testimonial about developing disciplinary adequacy).
 - Introduction to Urban Thought and Theory
 - The Pre-Disciplinary roots of urban thought
 - Urbanization as a problem
 - Scholar-activism in the early urban thought of Engels, Riis, DuBois, and Addams
- Assignments:
 - WebCT Quiz Step 6 (Due Saturday, October 24 at 12:00 AM)

WEEK 10: October 26-30; FRIDAY, October 30, LAST DAY TO DROP A CLASS

- Read:
 - Repko Chapter 9 (cont'd)
 - Fischer, "On the Need for Integrating Occupational Sex Discrimination Theory on the Basis of Causal Variables" (Electronic Reserve)
- Topics:
 - **Step 6** of Research Process: Evaluation of Insights
 - Presentation of key concepts from reading by teaching assistant: Evaluating disciplinary insights: How does disciplinary perspective structure questions and answers?
 - Theory, Discipline, and Authority
- Assignments:
 - Structural Knowledge of Problem Statement OR Problem Maps assignment due Saturday 10/31 at 12:00 AM (turn in through WebCT)
 - Follow Rubric and Instructions on WebCT
 - Choose EITHER the essay assignment or the problem maps assignment

WEEK 11: November 2-6

- Read:
 - Repko Chapter 10, pp. 247-270
- Topics:
 - **Step 7** of Research Process: Identify Conflicts Between Insights
 - Presentation by teaching assistant: Model the process of identifying conflict in insights
 - Work with instructor to develop a presentation of disciplinary conflicts in assistant's research work; present this in table/chart/graphic form to illustrate the systematic identification of conflicts
 - Continued discussion of urban theory:
 - Conflicts in Theories of Politics, governance, and democracy: Who Rules?
 - Elite Theory
 - Pluralist Theory
 - Agenda Setting Theory
 - Land, capital, labor, and power (political economy): Who Rules, and For What?
 - Marxism

INTS 4301 INTERDISCIPLINARY RESEARCH PROCESS
SYLLABUS

- Rational choice and the “Market” of urban places
- Consumerism and urban space
- Potential roots of conflict in insights: Methods, Data, Assumptions
- Working toward common ground between insights
- Assignments
 - Turn in Data Management Table entry for one article*
 - To be handed in as hard copy on Wednesday/Thursday in class
 - Instructor will not grade this, but will offer comments on completeness, thoroughness, or appropriateness of student work on the assignment in progress.
 - Follow instructions on WebCT
 - WebCT Quiz Step 7 (Due Saturday 11/7 at 12:00 AM)

WEEK 12: November 9-13

- Read:
 - Repko Chapter 11, pp. 271-293
- Topics
 - Presentation by teaching assistant of key concepts from reading
 - **Step 8** of Research process: Creating Common Ground Between Insights
- Assignments
 - WebCT Quiz Step 8 (Due Saturday 11/14 at 12:00 AM)

WEEK 13: November 16-20

- Read:
 - No readings; complete Data Management Table
- Topics
 - **Presentation by teaching assistant** of assistant’s research findings or the state of researcher’s field (written in consultation with instructor)
 - Review of the components of disciplinary insights
 - Integrative Research: Connor’s examples
 - Mass culture and suburbanization: What is the relationship?
 - Place, politics, and the market: Which comes first?
 - Student Evaluations November 18/19
- Assignments
 - Completed Data Management Table due Saturday 11/21 at 12:00 AM
 - Submit through WebCT
 - Follow instructions on WebCT

WEEK 14: November 23-27 (No Classes November 25-26)

- Read
 - Repko Chapter 12 pp. 295-302
 - Boix-Mansilla, V. (2005) Assessing student work at disciplinary crossroads. *Change*. pp.14-21. (electronic reserve)

INTS 4301 INTERDISCIPLINARY RESEARCH PROCESS
SYLLABUS

- Topics
 - Preparing for Capstone work: Integration as a Cognitive Advancement
 - Levels of thinking and producing
 - Creativity, synthesis, and advancement
 - Students will have read Boix-Mansilla in advance
 - Discussion of common ground in research
 - Further examples of Connor's integrative research
- Assignments
 - none

WEEK 15: November 30-December 4; FRIDAY 12/4 LAST DAY OF CLASSES
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- Read: Repko Chapter 12 (cont'd)
- Topics:
 - Conclusions
 - Forecasting/forewarning for 4391
 - Meet Dr. Cindy Atha-Weldon/4391 instructor for following semester
 - Review of expectation of production of a researchable topic statement before 4391 begins.
- Assignments:
 - WebCT Quiz Steps 9-10 (Due Saturday 12/5 at 12:00 AM)
 - Exit Survey (Complete on WebCT by Saturday 12/5 at 12:00 AM)

Week 16 (Finals Week): December 7-11

- Assignments
 - Submit Final Assignment (Proposal for 4391 Research) on WebCT by 12:00 AM December 7.
 - No late submissions allowed.
 - Follow format discussed in class and template file on WebCT