

**FOUNDATIONS: IDENTITY, INSTITUTIONS AND IDEOLOGY
INTS 2301-001**

SPRING 2018

Instructor: Dr. Jennifer Miller

Office: 417 Carlisle Hall

Office Hours: Monday/Wednesday 1-2 and Tuesday/Thursday 11- 12

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Faculty Profile: <https://mentis.uta.edu/explore/profile/jennifer-miller>

Time of Course: Tuesday/Thursday 8:00 – 9:20am

Place of Course: UH 14

Course Description

INTS 2301 introduces Interdisciplinary Studies majors to the history of the field, core concepts in interdisciplinary studies, and integrative research practices.

The course helps students identify academic paths that meet their professional goals, and helps them construct intellectual narratives that connect their major to their career aspirations.

Additionally, students identify complex phenomena relevant to their academic and professional goals, and use an integrative interdisciplinary approach to describe and analyze them.

Learning Outcomes

- ✓ Define interdisciplinary studies
 - ✓ Define interdisciplinary key words
 - ✓ Explain history of interdisciplinary studies
 - ✓ Identify career goals and connect to interdisciplinary studies major
 - ✓ Describe integrative interdisciplinary research methods
 - ✓ Produce an interdisciplinary research proposal
 - ✓ Apply interdisciplinary methods to a description of a complex problem
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Required Text

Augsburg, Tanya, *Becoming Interdisciplinary: An Introduction to Interdisciplinary Studies*. Third Edition. Dubuque, IA: Kendall Hunt, 2016.

Grade Components

Homework, Classwork, and Reflection Paper Portfolio 30%

Students are required to purchase a folder for class. All homework and classwork must be saved and submitted at the end of the semester along with a final reflection paper. Students must be in class to receive credit for classwork. Individual assignments will be collected and evaluated (P=Pass or F=Fail) throughout the semester. Students will review their work at the end of the semester and produce a 3-page reflection paper explaining how their understandings of interdisciplinary studies and themselves as Interdisciplinary students have evolved throughout the semester. We will discuss the assignment at length in class and a rubric will be available on Blackboard.

Deliverables: 1) folder with collected classwork and 2) 3-page reflection paper.

Understanding Disciplines Worksheet and Presentation 20%

Students complete two Worksheets for Researching Disciplines (pp. 157- 160) and create a 5-minute PowerPoint presentation sharing their findings with the class.

Deliverables: 1) Two Worksheets for Researching Disciplines and 2) 5-minute PowerPoint presentation.

Integrative Process Worksheet and Presentation 20%

Students complete the Integrative Process Worksheet (pp. 114- 117) and create a 5-minute PowerPoint presentation sharing their findings with the class.

Deliverables: 1) Integrative Process Worksheet and 2) 5-minute PowerPoint presentation.

Intellectual Autobiography Narrative and Map Presentation 30%

Students create a textual and visual autobiography to identify experiences that have shaped their values and goals. Individual learning goals must be identified and related to an interdisciplinary academic plan as well as specific professional goals. Assignment overview on pp. 200-201. We will discuss the assignment in class and a detailed rubric will be available on Blackboard.

Deliverables: 1) 3-page Intellectual Autobiography Narrative and 2) 5-minute Visual Autobiography Map presentation.

Class Policies

Late Work: For every 24 hours late, ten points will be deducted from the grade. After 4 days late, the assignment will NOT be accepted, and you will

receive a zero for the assignment. If you miss your presentation date you will receive a 0 for that portion of the project. Exceptions will only be made in the case of an emergency or an excused absence.

Class Calendar

As the instructor for this course, I reserve the right to adjust this schedule.

Tuesday 1/16

Syllabus Overview

Speed Dating (What is Interdisciplinary Studies? Why Interdisciplinary Studies?)

Thursday 1/18

Chapter 8: Identifying Your Personal, Academic, and Professional Interests and Goals (Activity to be completed in class)

Tuesday 1/23

Six Word Memoirs (p. 173)

(<http://www.smithmag.net>) (Activity to be completed in class)

HW: Read Chapter 10: Describing Your Interdisciplinary Degree

Thursday 1/25

Chapter 10: Describing Your Interdisciplinary Degree

Exercise 10.1 (Activity to be completed in class)

HW: Read Chapter 1: The Importance of Knowing How to Describe Your Interdisciplinary Degree

Tuesday 1/30

Chapter 1: The Importance of Knowing How to Describe Your Interdisciplinary Degree

Exercises 1.1 and 1.2 (Activities to be completed in class)

HW: Read Chapter 2: What is Interdisciplinary Studies? Some Essential Definitions

Thursday 2/1

Chapter 2: What is Interdisciplinary Studies? Some Essential Definitions

HW: Read Chapter 3: Metaphors for Interdisciplinary Study

Tuesday 2/6

Chapter 3: Metaphors for Interdisciplinary Study

Exercise 3.1 (Activity to be completed in class)

HW: Read Chapter 4: Taxonomy of Interdisciplinary Studies

Thursday 2/8

Chapter 4: Taxonomy of Interdisciplinary Studies

HW: Read Chapter 9: Linking Personal Worldviews to Disciplinary Perspectives pp. 150- 162

Tuesday 2/13

Chapter 9: Linking Personal Worldviews to Disciplinary Perspectives pp. 150-162

Introduce Understanding Disciplines Assignment (Assign Students to Research Two Disciplines)

Discuss Library Resources

Thursday 2/15

No Class (Research Day)

HW: Read Chapter 5: History of Interdisciplinary Ideas

Tuesday 2/20

Chapter 5: History of Interdisciplinary Ideas

HW: Read Chapter 6: Skills and “Characteristics” of Interdisciplinary

Thursday 2/22

Chapter 6: Skills and “Characteristics” of Interdisciplinary

Tuesday 2/27

Understanding Disciplines Presentations

Worksheet for Researching Disciplines Due

Thursday 3/1

Understanding Disciplines Presentations

Worksheet for Researching Disciplines Due

HW: Read Chapter 7: Debating Interdisciplinary Studies pp. 83- 90

Tuesday 3/6

Chapter 7: Debating Interdisciplinary Studies pp. 83- 90

Exercise 7.1 (Activity to be completed in class)

HW: Read Chapter 7: Debating Interdisciplinary Studies pp. 91- 103

Thursday 3/8

Chapter 7: Debating Interdisciplinary Studies pp. 91- 103
 Exercise 7.2 (Activity to be completed in class)

Tuesday 3/13
No Class (Spring Break)

Thursday 3/15
No Class (Spring Break)

Tuesday 3/20
 Chapter 7: Debating Interdisciplinary Studies
 Exercise 7.5 (Activity to be started in class)
 Introduce Integrative Process Assignment

Thursday 3/22
 Integrative Process Workshop: Identifying and Integrating Disciplinary Sources

Tuesday 3/27
No Class (Research Day)

Thursday 3/29
 Chapter 9: Linking Personal Worldviews to Disciplinary Perspectives pp. 133-149

HW: Read Chapter 9: Linking Personal Worldviews to Disciplinary Perspectives pp. 133- 149

Tuesday 4/3
 Chapter 9: Linking Personal Worldviews to Disciplinary Perspectives pp. 133-149

HW: Read Chapter 11: Telling Your Story as an Interdisciplinary pp. 171- 180

Thursday 4/5
 Chapter 11: Telling Your Story as an Interdisciplinary pp. 171- 180
 Introduce Intellectual Autobiography and Visual Map Presentation Assignment

Tuesday 4/10
 Integrative Process Presentations
 Integrative Process Worksheet Due

Thursday 4/12
 Integrative Process Presentations
 Integrative Process Worksheet Due

HW: Read Chapter 11: Telling Your Story as an Interdisciplinary pp. 180- 199

Tuesday 4/17

Chapter 11: Telling Your Story as an Interdisciplinary pp. 180- 199

Thursday 4/19

Intellectual Autobiography Workshop

Tuesday 4/24

Intellectual Autobiography Workshop

Thursday 4/26

No Class (Writing Day)

Tuesday 5/1

Visual Mapping Presentation
Intellectual Autobiography Narrative Due

Thursday 5/3

Visual Mapping Presentation
Intellectual Autobiography Narrative Due

Other University Policies

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/aao/fao/>).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate based on disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD)**. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX Policy: The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except

makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located at the stairwell next to the elevators. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will decide to assist individuals with disabilities.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at <http://www.uta.edu/universitycollege/resources/index.php>

<p>Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381</p>
