

IDS 4911: Introduction to Interdisciplinary Research for Undergraduates Spring 2024

January 9 - May 3, 2023

Turlington 2328

Tuesdays, 3:00 – 4:55PM

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Office Hours: Fridays 11-12:30PM

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Course Description

The Spring 2024 Civic Scholars course will introduce students to issues about the U.S. Gulf Coast across academic disciplines. With instructor guidance, students will design a research project related to the Gulf Coast. Potential areas of focus may include, but are not limited to environmental concerns, economic inequality, social welfare, health outcomes, education, and politics.

The Graham Center Civic Scholars program provides undergraduate students with an entry-level opportunity to conduct an original research project. The course will introduce interdisciplinary research design and methods, and students will learn the components of the research process through hands-on learning activities, including forming research questions and theory development, identifying data sources and testing hypotheses, and interpreting and communicating results. Students will learn to critically analyze the strengths and weaknesses of methodological approaches used in research. Overall, this course is designed to instruct students on the appropriate way to conduct interdisciplinary research. To meet the objectives of this course, we will explore (1) the interdisciplinary research perspective, (2) the elements of the empirical research process, and (3) research design, and 4. How to appropriately communicate research findings. Students will develop an original research project related to the topic of Gulf communities and present their research at the Graham Center Research Symposium on April 13.

Course Objectives: Students will

1. Describe the interdisciplinary research perspective;
2. Understand central concepts related to the research process;
3. Develop appropriate and meaningful research questions;
4. Develop a research design appropriate to the research question;
5. Produce an original research project (individual & collaborative components)
6. Develop a deeper understanding of critical issues related to Gulf Studies

Readings

There are no required textbooks for this course. Texts will consist of scholarly articles, current news articles, policy papers, and online resources. These will appear in the online Canvas course shell. Scholarly articles are listed in the course schedule below, under the weeks for which they are assigned. All scholarly articles can be accessed through the UF Libraries website, if you need help navigating the library website, tutorials are available here. From your computer, you will need to be on the UF VPN Network.

Grading Policy

Your grade in this class will be based on four components: class attendance, & participation, Perusall Readings, research drafts, and a final research paper. All assignments will be submitted via Canvas or in class. Late Assignments will not be accepted without a university-approved excuse and instructor approvals. Every component is worth 100 points, the weight of each is listed below:

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| Attendance & Participation | 25% |
| Perusall Readings | 15% |
| Research Paper Drafts | 20% |
| Final Research Paper | 40% |

Attendance & Participation: You are required to attend class. By being accepted into this program, the expectation is that you will be present in class and willing to participate. Attendance may be taken via a reflection on a guest lecturer, a reading, or instructors' lectures. In extreme circumstances, we reserve the right to waive an attendance/participation grade; but will only do so if provided documentation of a university-approved excuse (military service, documented illness, jury duty, university-approved activity, etc.).

Perusall Reading Assignment: You will read and annotate any six (6) of the readings on the syllabus via Perusall. Perusall is interactive software that allows you to read and annotate a text along with your peers. You can highlight, ask questions, and respond to your classmates' comments and questions. You can earn extra credit for annotating more than the minimum six required.

Civic Scholars Research Project: You will complete a research paper over the course of the semester. The research paper is 12-15 pages (typed, double spaced), and will address a topic of your choosing pertaining to Gulf Studies. To assist in this task, the research paper is broken up into five separate assignments, worth 20% of your grade, with the final product worth 40% of the grade. Further, you may choose to either write a paper on your own, or co-author with no more than two other students in the class (no groups larger than 3). The due dates of each component are listed below. Instructions and the rubric are available on Canvas.

- Research Question and Description of Topic: **January 19 @ 11:59 PM *indicate if you are co-authoring and with whom - point of no return.**
- Annotated Bibliography: **February 13 @ 11:59 PM**
- Introduction and Motivations/Literature Review: **March 4 @ 11:59 PM**
- Theory: **March 21 @ 11:59 PM**
- Research Design Draft: **April 4 @ 11:59 PM**
- Bob Graham Center Research Symposium: **April 13 @ 8:30 AM**
- Final Paper: **April 29 by 12:00 PM**

Your final paper is due **Monday, April 29 by 12:00 PM** via Canvas. The paper should include all parts listed above (and outlined in the final paper instruction guide). Your final paper should incorporate

feedback from your previous drafts. Grades will be based on substance and style. Use proper grammar, appropriate language, and proofread and spell-check your paper!

Extra Credit: If you make an effort throughout the semester, you should not need extra credit. HOWEVER, there may be occasions when we will offer extra credit to the ENTIRE class to attend a guest lecture, view a program, etc. We will not offer individual extra credit.

Late Assignments: Late assignments will only be accepted with instructor approval and may be subject to a 1-letter grade deduction per day late, up to a maximum of three days late. After the assignment is 3 days late, we will no longer accept it.

Grading Scale

We adhere to the University letter-to-grade conversion chart for all exams, papers, assignments, quizzes, and final grades. Grades ending in 0.5 or higher are rounded up to the nearest whole percentage point.

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

Grade Changes: We are certainly open to and actively encourage you to challenge us both in class as well on disputed assignment grades – sometimes, we make mistakes and sometimes, it is possible that more than one answer or perspective is correct. If you present an empirically defensible case as to why your answer/assumptions are also correct (for which we originally took off points), we will gladly give back partial or full credit, depending on the quality of your argument.

However, at the end of the semester, there are inexorably a handful of students who send a late-night email requesting (and sometimes incoherently demanding) that we raise their final grade, whether from a D+ to a C-, or a B+ to an A- or anywhere in between. Two remarks on this rather bold and questionable strategy.

1. We try to be charitable in terms of the grading scheme already – both the attendance and participation grades (25% of your final grade) are designed to give your grade a “cushion.”
2. Secondly, the “But I NEED a/an (insert grade here)”, or “can you *just* raise my grade x-number of points” arguments reflect a fundamental misunderstanding of the nature of grades. Implicit in this statement is the assumption that grades are capriciously handed out on the instructor’s whim or fancy and are not based on the student’s demonstrated mastery of the material. Grades reflect your mastery of the course material. There are many things YOU can do to enhance your mastery of the material, and consequently, your grade.
 - Attend class regularly
 - Be present – pay attention in class and participate regularly
 - Read assigned materials
 - Ask questions – either in class or during office hours or over email
 - Do not procrastinate on assignments

We will not respond to emails asking for extra points, or for grades to be bumped up. If a student wishes to dispute a grade on an assignment or test, the student must request an appointment or come during office hours and present a compelling case as to why extra points should be awarded.

Email Policy

Please include your first and last name and course information in the subject line of your email. Please copy both instructors. When we receive your email, we will make every effort to respond in a timely manner, usually within 48 hours. Though you may receive a reply sooner than that, you should not expect an immediate response. Please treat all email correspondence with your instructor as you would treat any other professional exchange. Accordingly, we expect emails to be respectful and polite, to use correct grammar and complete sentences. We reserve the right to summarily delete rude, disrespectful, and/or poorly written emails without reply. Please note that we have structured the course and office hours to best assist you in mastering the materials. Please utilize office hours, in-class time, and your syllabus to answer any doubts you may have. Finally, we will contact you via your UF designated email address via Canvas, so please see to it that your account is set such that you are able to receive these communications.

Technology Policy

The use of technology in the classroom can be a wonderful way to directly engage with materials. From time to time, we may utilize YouTube clips and social media because it can be a fun way to keep us all motivated and engaged with the real world of politics. That said, cell phones and laptops are generally a distraction and detrimental to the classroom experience. They have the potential to take students “away” from the lecture and impede active engagement with their peers. While we do permit the use of laptops and tablets for note-taking, we encourage you to give your eyes a rest and take notes with paper and pen. Given the time and effort we invest in course planning, we are hard pressed to see a reason why you would need to be on your phone during class. Please turn your phones off or on vibrate.

Academic Honor Policy

UF students are expected to uphold the highest standards of academic honesty. Requirements, expectations, and violations can be found here: <https://catalog.ufl.edu/ugrad/1617/advising/info/student-honor-code.aspx>. It is your responsibility to know university policies and procedures, and to hold yourself to the highest standards.

Academic Accommodations

In keeping with the Americans with Disabilities Act (ADA) and University of Florida policy, students with disabilities needing academic accommodation should: 1. Register with and provide documentation to the Disability Resource Center; and 2. Bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. The syllabus and other materials are available in alternative format upon request.

For more information about services available to UF students with disabilities, contact the:

Disability Resource Center

001 Reid Hall

DRC@ufsa.ufl.edu

352-392-8565

disability.ufl.edu

Other Helpful Links

UF Counseling and Wellness Center: <https://counseling.ufl.edu/>

UF Writing Center: <https://writing.ufl.edu/writing-studio/>

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Final (and perhaps reiterative) Notes on Course Protocol:

- Arriving late or leaving early is disruptive to all of us who made it a priority to get to class time and be here. Please enter and exit the classroom quietly within minimal interruptions and take a seat close to the door.
- Please keep private conversations private. Discussions with your neighbor are distracting for me as well as other students. If you have a thought on course material or a question, speak up! Please feel free to share your thoughts on the lecture topic with all of us.
- We reserve the right to dismiss individual students from the classroom for disruptive behavior, and report them to the Dean of Students.
- We do not tolerate academic dishonesty in any form, and will pursue the full penalties for violations thereof. For your reference, the University of Florida Academic Honor Policy is listed above.

Syllabus Change Policy Except for changes that substantially affect the parameters of evaluation, including grading and the scheduling of the final exam, this syllabus is subject to change at the discretion of the instructor. We will provide you with advance notice in class and via your university registered email contact.

Course Schedule

| Part I | Introduction to the Course & Research | Readings/Assignments/Plan |
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| January 9 | What is research? Why coauthor? What is “Gulf Studies” and why this focus? | Syllabus Dr. Matt Jacobs, Director BGC Craft of Research, Chapter 1 Explore articles for research project Research Icebreaker |
| January 16 | Research Questions & Expansion of Research | Craft of Research, 3.1-3.4 Turabian Chapter 2 *Step 1 DUE (1/19) |
| January 23 | Guided Research and Themes of the Gulf | Reflect & Share Class Feedback on Topics Citations |

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| Part II | How do the arts & humanities enhance our communities? | |
| January 30 | Bibliographies and sources | Example Article Assign Literature Review Worksheet Stringfield 2020 |
| February 6 | Annotated Bibliography & Gathering Sources | Guest Speaker: Sherry Dobbin Literature Review: Discussion & feedback Davis, et al. 2021 |
| Part III | How do we ensure sustainable economic development? | |
| February 13 | How to write a literature review | Craft of Research, Chapters 12 & 16 *Step 2-Annotated Bibliography Due (2/13) |
| February 20 | Framing research and writing an introduction | Bagstad, et al 2017 Assign Introduction Worksheet |
| Part IV | How do cultural, social, and political structures impact Gulf communities | |
| February 27 | Framing Research | Guest Speakers: Jim Shimberg & Stephanie Toothaker Workshopping Drafts of Step 3 Preliminary peer review Bishop 2014 |
| March 5 | Theory Building | Turabian, Chapter 3 Shao, et al 2020 Assign Theory Worksheet *Step 3-Intro and Literature Review Due (3/5) |
| | ***Spring Break 3/11 – 3/15 *** | |
| Part V | What are the current challenges to the Environment and Sustainability for Gulf communities? | |
| March 19 | Theory & Hypotheses | Workshopping hypotheses; Elevator Pitch Anenburg & Kalman 2019 *Step 4 – Theory and Hypotheses Due (3/19) |

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| March 26 | Research Design | *Guest Speaker: Megan Ennes, TESI Assign Design Worksheet Jordan & Benson 2013 |
| Part VI | What are the significant health concerns, disparities, and outcomes facing the Gulf Coast? | Designing your research – how do you test your claims? |
| April 2 | Research Design | Discuss Research Design Worksheet Clay et al 2018 Solomon & Janseen 2010 Step 5 – Research Design due (4/4) |
| Part VII | How do we educate in Gulf communities? What policies enhance educational attainment? | How to communicate your research to others |
| April 9 | Feedback on designs - prep for Symposium | *Guest Speaker, Dr. Jon Rehm, SBAC Presentation Practice Turabian, Chapter 17 Ozek 2023 |
| ***** <i>April 13 Bob Graham Center Research Symposium</i> ***** | | |
| Part VIII | Final thoughts on the Gulf as an area of study | Putting it all together – how to write a seamless draft – editing and peer review |
| April 16 | Feedback and Debrief of Symposium | Turabian, Chapters. 14 & 15 Writing Studio Presentation(TBD) Final Paper Instructions |
| Part IX | Course Wrap-Up | |
| April 23 | Peer Review Day and Workshop Putting your paper together | Turabian, Chapter 16 Peer Review Worksheet |
| April 29 | FINAL PAPER DUE at 12 PM (noon) | |