

Foundations of Interdisciplinary Inquiry

Course Number: MAIS 5300, Section 501

Semester: Fall 2016

Day/Times: Wednesdays, 7-9:45 p.m.

Location: CB3 1.306

Professor Information

Dr. Jillian M. Duquaine-Watson

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Phone: 972-883-2322 (direct, with voicemail)

Office Hours: I will regularly hold office hours on the following days and at the following times:

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- Tuesdays & Thursdays, 10:30 – 11:30 a.m. and 2:30 – 3:30 p.m.
- I am also available to meet with you by appointment and may be able to meet with you during the hours immediately preceding our Wednesday evening class session.
- If you need to meet with me (regardless of whether it is during scheduled office hours or at another time), please make an appointment—this helps you avoid waiting while I am meeting with other students or colleagues and enables me to devote appropriate time to your questions and needs. Appointments can be made via email (use address above).

Comet Creed

As a UTD student, you are bound by the Comet Creed:

As a Comet, I pledge honesty, integrity, and service in all I do.

Course Description

This course provides a comprehensive, graduate-level introduction to Interdisciplinary Studies and functions as the “core course” for the Master of Arts in Interdisciplinary Studies (MAIS) degree at UT-Dallas. In addition to providing a foundation for intellectual engagement in the realm of Interdisciplinary Studies, the course prepares students for success within the MAIS program. Our course of study will include attention to the history of interdisciplinary studies, models of interdisciplinary inquiry, and the ways in which interdisciplinary studies draws from yet is distinct from traditional disciplines. It will also help students develop their own interdisciplinary “road map” for research and writing. While the central focus of our course is the field of Interdisciplinary Studies, we will use the topic of “reproduction” (including such aspects as conception, pregnancy, labor, and delivery) as a way to investigate different disciplines, theories, and methodologies.

Student Learning Objectives/Outcomes

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

1. Define and describe Interdisciplinary Studies as a field of intellectual inquiry.
2. Distinguish between interdisciplinary, disciplinary, multidisciplinary, and transdisciplinary approaches.
3. Explain both the advantages and the limitations of an interdisciplinary approach to learning and research.
4. Gain an increased understanding of various models used in interdisciplinary research.
5. Enhance their ability to assess the relative merits of interdisciplinary research and writing.
6. Situate themselves within an interdisciplinary framework and apply interdisciplinary theories and methods to their own academic work.

Throughout the semester, students will also enhance their skills in the following areas:

- Critical thinking and analysis.

- Written communication (both formal and informal).
- Oral communication (both formal and informal).
- Academic research.

Required Textbooks and Materials

The following books are required for this course. They are available for purchase at university-approved vendors. You may also be able to find copies (used or new) via various online sources.

- Deborah L. Spar. *The Baby Business: How Money, Science, and Politics Drive the Commerce of Conception*. Cambridge: Harvard Business Review Press, 2006.
- Allen F. Repko. *Introduction to Interdisciplinary Studies*. Los Angeles: SAGE Publications, 2014.

In addition to the above texts, there are a variety of journal articles, books chapters, and other required readings for this course. These readings are available on the course eLearning site in a folder marked “Readings.”

Although not required, it is suggested that you have a **USB drive** or some other reliable method of saving the work you produce for this course.

Assignments & Grading Policy

Your final grade in this course will reflect your performance on the following:

Participation (100 points): A “passive” approach to learning is not acceptable at the graduate level. This course is a seminar and, thus, all students are expected to be fully engaged during class sessions. Class participation is a vital part of the learning process in this course, particularly as this class revolves around dialogue, discussion, debate, and interactive group activities. It will be very difficult to do well in this course if you fail to participate actively. Individuals who fail to participate in an active, engaged manner will earn a low participation grade as will those who dominate discussion to the point that other voices and viewpoints are silenced. Participation takes various forms in the classroom, including:

- Summarizing key points from the assigned material
- Offering comments and observations, critiques and analysis
- Asking questions about points you do not fully understand or wish to contest/critique
- Making connections between various readings
- Offering alternative explanations and perspectives
- Drawing on your experiences (as appropriate—remember, REsearch, not MEsearch)
- Fully participating in small group and paired activities
- Being an attentive listener and respecting the viewpoints and beliefs of others.

Although I prefer it when individuals participate voluntarily, I will not hesitate to call on course participants as a means of augmenting and diversifying our discussion.

NOTE: Given the emphasis on participation in this course, you should realize that attendance is also important. While you will not receive an attendance grade, material will be covered in class that cannot be replicated through Powerpoints, readings, or other methods of teaching/learning. Attendance will be taken at the beginning of every class session, promptly at 7 p.m. You should strive for perfect attendance and miss class only in rare and unavoidable circumstances. Work assigned for this class carries no less priority than work you may have to complete for any other class or your job. If you miss a class because of illness, major religious observances, family emergency, or excused university activities, it is your responsibility to notify me in advance and provide official documentation. If you miss a class for any reason, you are responsible for finding out all assignments, content, activities, and changes in due dates covered in class. Any student who misses more than 3 class sessions, regardless of the reason, will automatically fail the course.

Weekly Writing Assignments (8 x 25 points each = 200 points): Throughout the semester, you will complete a variety of writing assignments. The specific assignment for each will be announced at least one week in advance and will pertain to the specific assigned readings for the class session in which the writing assignment is due. Each writing assignment is meant to help foster critical thinking and analytical skills and to help you further develop graduate-level writing skills. You will have 10 opportunities to complete these assignments, but may only submit 8 weekly writing assignments.

Intellectual Autobiography (100 points): One of your two “major” assignments this semester is an intellectual autobiography. As Repko explains, “An intellectual autobiography is the story of your academic or intellectual journey told from your point of view” (p. 58). This type of self-reflexive writing can help you better understand the various factors throughout your life that have impacted your ways of seeing and thinking about the world—including such factors as upbringing, social identities, academic training, work experience, etc. Through this understanding, you can help identify and explain both your biases and your values. Repko reminds us that “scrutiny of your own biases and values give you practice in identifying and evaluating assumptions, which is foundational to the interdisciplinary approach to critical thinking, performing integration, and constructing a more comprehensive understanding” (p. 58). You will receive further instructions concerning expectations and parameters for your intellectual biography on September 7th. Your intellectual autobiography is due at the beginning of class on Wednesday, October 12, at which time we will also share these as a class.

Research Paper and Presentation (200 points): For your semester-long research paper (your second “major” assignment), you will choose a topic or issue or problem (one that you find interesting or compelling) and make an argument for why it should be studied from an interdisciplinary perspective. Your paper will be, in many ways, similar to an annotated bibliography or a literature review in that you will find academic sources on the topic or issue or problem and summarize what those sources have to say about it. However, a key aspect of your research paper is to attend to the various disciplinary perspectives on the topic and to make a case for how integrating those disciplinary perspectives into a decidedly interdisciplinary approach will foster increased understanding of and/or ability to effectively address the topic or issue or problem. Additional details about this assignment will be handed out in class on September 7. This assignment is due at the beginning of our class meeting during finals week (exact date TBA) and you will also do a research presentation of approximately 15 minutes at the end of the semester to educate other class participants about the research you have done.

Points and Grading Scale

There are 600 points possible in this course as determined by the following assignments:

- Participation (100 points)
- Weekly Writing Assignments (8 x 25 points = 200 points)
- Intellectual Autobiography (100 points)
- Research Paper and Presentation (200 points)

Final course grades will be assigned according to the following scale:

<u>Points</u>	<u>Grade</u>
540-600	A range
480 – 539	B range
420 – 479	C range
419 and below	F

NOTE: grades of + and – will be assigned as per UTD grading guidelines

Course & Instructor Policies

Late Work

Deadlines are important in the academic world. Missed deadlines cause delays and administrative headaches. In the professional world, they can also compromise professional reputations and careers. For these reasons, late or

incomplete work is not acceptable in this course. Technological problems are not valid excuses for late work, so plan accordingly.

Extra Credit

I do not curve individual items, nor do I offer —extra credit work or —special consideration to allow students a chance to raise their grade.

Classroom Citizenship

All members of our classroom learning community are expected to communicate in a civil and professional manner. Disagreement is acceptable (and even expected in college-level courses); disrespect, however, will not be tolerated.

Technology Requirements

This course is taught using eLearning, and you should develop the habit of checking both eLearning and your UTD email often for assignments and announcements. Reliable and frequent internet connectivity is indispensable. It is your responsibility to ensure that you have access to the course through eLearning for the duration of the semester. Failure to check UTD or eLearning email, errors in forwarding email, and email bounced from over-quota mailboxes are not acceptable excuses for missing course-related emails or announcements. Additionally, to protect your privacy rights, I will only send email through your official UTD email address or eLearning email. If you choose, you can redirect both of these addresses to external addresses.

Classroom and Equipment Use Policies

• **No cell phones or other electronic messaging services may be used in the classroom.** In my experience, these devices do nothing to enhance the learning experience; on the contrary, they pose a significant distraction to both users and their classroom neighbors. During our class time, I expect these devices to be shut off or set on “silence” and to be put away, out of sight—if I see (or hear!) these devices during class time, I will assume you are using them and you will be exited from the classroom. If you cannot comply with this policy, I suggest you find another course that is better suited to your needs. **If you use these devices in my classroom, I will pursue sanctions through the UTD Dean of Students Office and you may be dropped from the class without refund.** Laptops may be used in the classroom, but may be used ONLY for course-related activities (such as taking notes).

Learning Agreement

All students will be required to read, sign, and submit a “Learning Agreement.” This contract details expectations as they relate to student behavior and policies in this course. **Any student who does not submit this contract in hard copy at the beginning of class on Wednesday, August 31, 2016, will receive a final grade of “F” in the course, regardless of their performance on graded assignments.**

A Note for Students who are Parents

If circumstances arise that necessitate your absence from class—such as the illness of your child, the closing of your child’s daycare center due to inclement weather, etc.—please contact me as soon as possible so I we make arrangements to keep you up-to-date with course material and activities.

Violation of Course and Instructor Policies and/or UTD Student Code of Conduct

Violation of course and instructor policies and/or the UTD Student Code of Conduct may result in your immediate exit from the classroom space. In addition, a report may be filed with the Dean of Students Office and penalties may be pursued in conjunction with UTD policies that govern student behavior. If you are unable to abide by the policies that are specific to this course, this instructor, or as they are indicated within the UTD Student Code of Conduct, you should drop this course.

University Policies & Procedures

Sharing Confidential Information

Students considering sharing personal information in email, in person, or within assignments or exams should be aware that faculty members and teaching/research assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator. Per university policy, faculty have been informed that they must identify the student to the UT Dallas Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the Student Counseling

Center (972-883-2527 or after hours 972-UTD-TALK or 972-883-8255), the Women's Center (972-883-8255), a health care provider in the Student Health Center (972-883-2747), the clergyperson (or other legally recognized religious advisor) of their choice, or an off-campus resource (i.e., rape crisis center, doctor, psychologist). Students who are sexually assaulted, harassed, or victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the UT Dallas Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-2218. Additional information and resources may be found at <http://www.utdallas.edu/oiec/title-ix/resources>.

Technical Support

If you experience any issues with your UT Dallas account, contact the UT Dallas Office of Information Technology Help Desk: assist@utdallas.edu or call 972-883-2911.

UT Dallas provides eLearning technical support 24 hours a day/7 days a week. The services include a toll free telephone number for immediate assistance (1-866-588-3192), email request service, and an online chat service. Please use this link to access the UTD eLearning Helpdesk: <http://www.utdallas.edu/elearning/eLearningHelpdesk.html>.

Field Trip Policies, Off-Campus Instruction and Course Activities

Off-campus, out-of-state, foreign instruction/travel, and course-related field trip activities are subject to state law and University policies and procedures regarding travel and risk-related activities.

Detailed information regarding this policy, in accordance to *Texas Education Code*, Section 51.950, can be accessed at the UT Dallas Policy Navigator, <http://policy.utdallas.edu/utdbp3023>, and at <http://www.utdallas.edu/administration/insurance/travel>. Additional information is available from the office of the school dean.

Student Conduct and Discipline

The University of Texas System (Regents' Rule 50101) and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UT Dallas online catalogs (<http://catalog.utdallas.edu>).

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the Student Code of Conduct, UTDSP5003 (<http://policy.utdallas.edu/utdsp5003>). Copies of these rules and regulations are available to students in the Office of Community Standards and Conduct, where staff members are available to assist students in interpreting the rules and regulations (SSB 4.400, 972-883-6391) and online at <https://www.utdallas.edu/conduct/>.

A student at the University neither loses their rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating its standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Academic Dishonesty: Academic dishonesty can occur in relation to any type of work submitted for academic credit or as a requirement for a class. It can include individual work or a group project. Academic dishonesty includes plagiarism, cheating, fabrication, and collaboration/collusion. In order to avoid academic dishonesty, it is important for students to fully understand the expectations of their professors. This is best accomplished through asking clarifying questions if an individual does not completely understand the requirements of an assignment.

Additional information related to academic dishonesty and tips on how to avoid dishonesty may be found here:
<https://www.utdallas.edu/conduct/dishonesty/>.

Copyright Notice

It is the policy of the University of Texas at Dallas to adhere to the requirements of the United States Copyright Law of 1976, as amended, (*Title 17, United States Code*), including ensuring that the restrictions that apply to the reproduction of software are adhered to and that the bounds of copying permissible under the fair use doctrine are not exceeded. Copying, displaying, reproducing, or distributing copyrighted material may infringe upon the copyright owner's rights. Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students to appropriate disciplinary action as well as civil and criminal penalties. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act. For more information about the fair use exemption, see <http://copyright.lib.utexas.edu/copypol2.html>. As a UT Dallas student, you are required to follow UT Dallas' copyright policy (UTDPP1043 at <http://policy.utdallas.edu/utdpp1043>) and the UT System's policy, UTS107 at <http://www.utsystem.edu/board-of-regents/policy-library/policies/uts107-use-copyrighted-materials>.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. All official student email correspondence will be sent only to a student's UT Dallas email address and UT Dallas will only consider email requests originating from an official UT Dallas student email account. This allows the University to maintain a high degree of confidence in the identity of each individual's corresponding via email and the security of the transmitted information. The University of Texas at Dallas furnishes each student with a free email account that is to be used in all communication with university personnel. The Office of Information Technology provides a method for students to have their UT Dallas mail forwarded to other email accounts. To activate a student UT Dallas computer account and forward email to another account, go to <http://netid.utdallas.edu>.

Class Attendance

Regular and punctual class attendance is expected. Students who fail to attend class regularly are inviting scholastic difficulty. Absences may lower a student's grade where class attendance and class participation are deemed essential by the instructor. In some courses, instructors may have special attendance requirements; these should be made known to students during the first week of classes.

Withdrawal from Class

The administration at UT Dallas has established deadlines for withdrawal from any course. These dates and times are published in the Comet Calendar (<http://www.utdallas.edu/calendar>) and in the Academic Calendar (<http://www.utdallas.edu/academiccalendar>). It is the student's responsibility to handle withdrawal requirements from any class. In other words, a professor or other instructor cannot drop or withdraw any student unless there is an administrative drop such as the following:

- Have not met the prerequisites for a specific course
- Have not satisfied the academic probationary requirements resulting in suspension
- Office of Community Standards and Conduct request
- Have not made appropriate tuition and fee payments
- Enrollment is in violation of academic policy
- Was not admitted for the term in which they registered

It is the student's responsibility to complete and submit the appropriate forms to the Registrar's Office and ensure that he or she will not receive a final grade of "F" in a course if he or she chooses not to attend the class after being enrolled.

Student Grievance Procedures

Procedures for student grievances are found in university policy UTDSP5005 (<http://policy.utdallas.edu/utdsp5005>). In attempting to resolve any student grievance regarding disputes over grades, application of degree plan, graduation/degree program requirements, and thesis/and dissertation committee, adviser actions and/or decisions, evaluations, and/or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originated.

Incomplete Grade Policy

As per university policy, incomplete grades may be given, at the discretion of the instructor of record for a course, when a student has completed at least 70% of the required course material but cannot complete all requirements by the end of the semester. An incomplete course grade (grade of 'I') must be completed within the time period specified by the instructor, not to exceed eight (8) weeks from the first day of the subsequent long semester. Upon completion of the required work, the symbol 'I' may be converted into a letter grade (A through F). If the grade of Incomplete is not removed by the end of the specified period, it will automatically be changed to F.

AccessAbility Services

It is the policy and practice of The University of Texas at Dallas to make reasonable accommodations for students with properly documented disabilities. However, written notification from the Office of Student AccessAbility (OSA) is required. If you are eligible to receive an accommodation and would like to request it for this course, please discuss it with your professor and allow one week advance notice. Students who have questions about receiving accommodations, or those who have, or think they may have, a disability (mobility, sensory, health, psychological, learning, etc.) are invited to contact OSA for a confidential discussion. OSA is located in the Student Services Building, SSB 3.200. They can be reached by phone at 972-883-2098, or by email at studentaccess@utdallas.edu.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities, including examinations and travel time for the observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, of the *Texas Tax Code*.

Students are encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment.

Excused students will be allowed to take missed exams or complete assignments within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the President of UT Dallas or from the President's designee. The chief executive officer or designee must take into account the legislative intent of *Texas Education Code* 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

Resources to Help You Succeed

The Office of Student Success operates the Student Success Center (SSC, <http://www.utdallas.edu/studentssuccess>), which offers assistance to students in the areas of writing, mathematics, communication, multiple science fields, reading, study skills, and other academic disciplines. These services are available through individual and small group appointments, workshops, short courses, and a variety of online and instructional technologies. All students enrolled at UT Dallas are eligible for these services.

The **Math Lab** gives short-term and semester long support for a variety of introductory and advanced mathematics courses. Students may drop in to visit with a math tutor on a regular basis. Comet card is required.

The **Writing Center** offers a collaborative learning environment for one-to-one and small group assistance with general and advanced writing assignments and overall writing skills. Scheduling an appointment is strongly recommended, but walk in appointments are possible if a tutor is available.

The **Peer Tutoring** program offers free tutoring assistance in multiple locations for many of the historically challenging undergraduate subjects at UT Dallas. Tutoring sessions, offered every weekday on a drop-in basis, are one-on-one or in a small group format. The sessions are designed to meet students' individual questions and needs related to course/subject concepts. All peer tutors are current UT Dallas students who made an A- or better in the course and have a strong faculty/staff recommendation. Students should check the Student Success Center website each semester for subject offerings and session times.

The **Peer-Led Team Learning (PLTL)** program provides an active, engaged learning experience for students who meet in small groups once a week with a Peer Leader who helps guide them through a potentially difficult gateway course. Students that attend sessions regularly typically earn a half to a whole letter grade higher than students that do not participate in the PLTL program.

Supplemental Instruction (SI) provides free, peer-facilitated weekly study sessions for students taking historically difficult courses. SI sessions encourage active, collaborative learning based on critical thinking and transferable study skills. SI leaders attend lectures, take notes, and read assigned material just like the enrolled students. Students should check the SSC website for subject and session times.

The **Communication Lab (CommLab)** offers one-on-one and group consultations where you will gain practical feedback for improving oral and group presentations.

Success Coaches are available for individual student appointments to discuss study skills, time management, note taking, test taking and preparation, and other success strategies.

The Student Success Center's main office is located in the McDermott Library Building and can be contacted by calling 972-883-6707 or by sending an email to ssc@utdallas.edu.

Content of this document was last modified by the Provost's Office, 2016-07-20

Webpage updated by the Provost's Technology Group, 2016-08-02

For information about UTD academic policies, including student conduct and discipline, incomplete grading policy, and similar matters, please visit: <http://go.utdallas.edu/syllabus-policies>

COURSE CALENDAR

	Unit I: Foundations of Interdisciplinary Studies
Week 1 Wed., August 24	Topic: Introduction to course, one another, & Interdisciplinary Studies Lecture: “What is Interdisciplinary Studies?”
Week 2 Wed., August 31	Topic: Interdisciplinary Inquiry vs. Academic Disciplines Readings (all in IIS) <ul style="list-style-type: none"> • “Chapter 3: The Interdisciplinary Studies ‘Cognitive Toolkit’” (pp. 23-46) • “Chapter 4: The Rise of the Modern Disciplines & Interdisciplinarity” (pp. 49-61) • “Chapter 5: Academic Disciplines” (pp. 85-119) • “Chapter 6: The ‘DNA’ of Interdisciplinary Studies” (pp. 121-137) Weekly Writing Assignment #1 Due
Week 3 Wed., September 7	Topic: Thinking Critically About Interdisciplinary Studies Readings (all in IIS): <ul style="list-style-type: none"> • “Chapter 7: Thinking Critically about Disciplinary Perspectives” (pp. 141-158) • “Chapter 8: Thinking Critically about Disciplinary Insights” (pp. 161-178) • “Chapter 9: Thinking Critically about Integration and Its Results” (pp. 181-193) • “Chapter 10: An Interdisciplinary Research ‘Road Map’” (pp. 197-219) Weekly Writing Assignment #2 Due Hand out and Discuss “Intellectual Autobiography” assignment Hand out and Discuss “Research Project & Presentation” assignment
	Unit II: Biological Perspectives on Reproduction
Week 4 Wed., September 14	Topic: Principles of “Scientific” Inquiry Readings: <ul style="list-style-type: none"> • Longino, “Introduction: Good Science, Bad Science” (eLearning) • Longino, “Values and Objectivity” (eLearning) • Selections from Raven, et al., “Biology” (eLearning) Weekly Writing Assignment #3 Due
Week 5 Wed., September 21	Topic: Science and Reproductive Health Readings: <ul style="list-style-type: none"> • “Obstetrical Anesthesia” from <i>Williams’ Obstetrics</i> (eLearning) • Berendes and Lee, “Suspended Judgment: The 1953 Clinical Trial of Diethylstilbestrol...” (eLearning) • Hoover, et al., “Adverse Outcomes in Women Exposed in Utero to Diethylstilbestrol” (eLearning) • Veurink, et al., “The History of DES: Lessons to be Learned” (eLearning) Weekly Writing Assignment #4 Due

	UNIT III: Historical Perspectives on Reproduction
Week 6 Wed., September 28	<p>Topic: Approaches to Historical Inquiry</p> <p>Readings:</p> <ul style="list-style-type: none"> • Black, “Chapter 1: The Scope of History” (eLearning) • Black, “Chapter 4: Approaches to History: Sources, Methods, and Historians” (eLearning) • Thaler, “Teaching Historical Research Skills to Generation Y” (eLearning) <p>In-Class Activity: Reviewing Historical Documents</p> <p>Weekly Writing Assignment #5 Due</p>
Week 7 Wed., October 5	<p>Topic: Labor and Delivery in the mid-18th century</p> <p>Readings:</p> <ul style="list-style-type: none"> • Wertz and Wertz, “Midwives and Social Childbirth in Colonial America” (eLearning) • Leavitt, “Under the Shadow of Maternity” (eLearning) • Leavitt, “Science Enters the Birthing Room” (eLearning) <p>Weekly Writing Assignment #6 Due</p>
Week 8 Wed., October 12	<p>Intellectual Autobiography Workshop Session</p> <p>Research Project: Preliminary Proposal & Bibliography Due</p>
	Unit IV: Analyzing Visual Representations in Media & Popular Culture
Week 9 Wed., October 19	<p>Topic: Visual Analysis—Importance and Methods</p> <p>Readings:</p> <ul style="list-style-type: none"> • Price and Wells, “Thinking about Photography: Historically and Now,” (only pages 9-54, eLearning) • Van Leeuwen and Jewitt, “Content Analysis of Visual Images” (eLearning) <p>In-Class Activity: Analyzing Advertisements & Commercials</p> <p>Intellectual Autobiography Due</p>
	Unit VI: Diversity Studies—Intersections of Gender, Race, and other Identities
Week 10 Wed., October 26	<p>Topic: Privilege, Power, Difference, Oppression</p> <p>Readings:</p> <ul style="list-style-type: none"> • Young, “Five Faces of Oppression” (eLearning) • Collins, “Black Feminist Thought in the Matrix of Domination” (eLearning) • Mohanty, “Under Western Eyes” (eLearning) <p>In-Class Video Viewing & Discussion: “The Pill”</p> <p>Weekly Writing Assignment #7 Due</p>

Week 11 Wed., November 2	<p>Topic: Combining Visual Analysis and Diversity Studies—Analyzing Representations of Reproduction</p> <p>Readings:</p> <ul style="list-style-type: none"> • Martin, “The Egg and the Sperm” (eLearning) • Smith and Condit, “Marginalizing Women: Images of Pregnancy in <i>Williams’ Obstetrics</i>” (eLearning) • Vinson, “Covering National Concerns about Teen Pregnancy” (eLearning) <p>Weekly Writing Assignment #8 Due</p>
	Unit VI: An Example of Interdisciplinary Scholarship
Week 12 Wed., November 9	<p>Topic: The “Business” of Reproduction</p> <p>Readings:</p> <ul style="list-style-type: none"> • Spar, <i>The Baby Business</i>, Prologue And Chapters 1, 2, and 3 <p>Weekly Writing Assignment #9 Due</p>
Week 13 Wed., November 16	<p>Topic: The “Business” of Reproduction (continued)</p> <p>Readings:</p> <ul style="list-style-type: none"> • Spar, <i>The Baby Business</i>, Chapters 4, 5, 6, & 7 <p>Weekly Writing Assignment #11 Due</p>
Wed., November 23	NO CLASS—FALL BREAK
Week 14 Wed., November 30	Peer Workshop: Research Project
Week 15 Wed., December 7	<p>Student presentations of research projects</p> <p>Final Research Project Assignment Due</p>
FINALS WEEKS Wed., December 14	Student presentations of research projects (continued)