

gUniversity of Colorado Denver  
**Methods and Practices of Graduate Interdisciplinary Studies**

**5013-002** HUMN (42452) / SSCI (42451)

Dr. Lorna Hutchison

Term: Spring 2022 (Jan. 18– May. 14)

Time and Time Slot: Tues. 5:30 – 8:20 PM

Format: REMOTE

Office hours zoom Meeting ID: 961 0244 8117

Office hours Zoom URL:

<https://ucdenver.zoom.us/j/96102448117?pwd=ZktRY3pKeHk5NU43REFaZ21BcGlrZz09>

Email: LORNA.HUTCHISON@UCDENVER.EDU

Remote Office Hours: Wed. 11:00 AM– 12:00 PM & by appt.

Passcode remote Office hrs.: lantern

Connect to our weekly zoom Tuesday classes throughout term (recurring, use same link every week) with either the URL link or the zoom meeting ID number below:

<https://ucdenver.zoom.us/j/98235959274?pwd=cCthY2wvWU5HRThZM0lUaisvdXh4dz09>

Meeting ID: 982 3595 9274

Password: lantern



#### **COURSE DESCRIPTION:**

Methods & Practices is the second of three required Master of Humanities and Master of Social Sciences core courses. It introduces graduate students to methodologies and intellectual frameworks for gathering, organizing, and developing interdisciplinary research. It encourages students to think deeply and develop research practices built on honesty, integrity, creativity, and logic.

While we investigate and develop research design, we will simultaneously focus on constructions of knowledge across the disciplines. We will give in-depth consideration to the interrelationship of knowledge and value, and how this interrelationship is bound to interdisciplinarity. This course provides the space and support to connect interdisciplinarity to the research, methodological, and core interests of each participant.

Students will work to build their proficiency in each of the areas of methods and practices, e.g. primary sources (archives, collections, online-databases, and community-based research), humanistic inquiry, and qualitative methods of research, and work in stages toward the core assignments and components of the course. As well, we will devote time to reflect and write on our own constructions, practices, creativity, and ideals, inclusivity, and the self in relation to intellectual pursuits. Students will record some of these reflections in a personal notebook. Restricted to Graduate Level Students.

**FORMAT:** Our seminar includes discussion, collaborative work, on-line resource visits, group and individual presentations, and lectures. **All classes are remote meetings via zoom.**

#### **LEARNING OBJECTIVES:**

- Deepen both curiosity and knowledge of interdisciplinary research and various 'frameworks of knowledge' across the humanities and social sciences
- Develop and strive for balance within intellectual realms and in our approaches to work, life, and study

- Explore and define pathways between disciplines, communities, and social systems
- Develop advanced skills in identifying, locating, gathering, and critically analyzing primary sources
- Work toward the creation of a literature review, and provide opportunities to think through and develop methodological issues in student research
- Explore the different forms of qualitative methods and knowledge construction in the context of experience and community, and models of value and public reason
- Gain proficiency in oral history interviewing techniques, as well as establish knowledge in the ethics of interviewing, and become familiar with Internal Review Boards
- Develop advanced skills in source interpretation
- Identify and become familiar with the different areas of quantitative analysis and the range of practices and methods for statistical inquiry and experimentation, and build knowledge in and familiarity of digital humanities, including Geographic Information Systems (GIS) and big data.

**REQUIRED TEXT(S)** available at Tivoli Station Bookstore on campus under our course/my name

Repko, Allen F. 2020. *Interdisciplinary Research: Process and Theory*. 4th ed. Chicago: Sage Publishing. ISBN: 9781544398600

Turabian, Kate. 2018. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 9<sup>th</sup> ed. Chicago: University of Chicago Press. ISBN 978-0-226-43057

**Optional texts:**

Klein, Julie Thompson, Carl Mitchum and Robert Frodeman. (2017). *Oxford Handbook of Interdisciplinarity*. 2<sup>nd</sup> ed. Oxford UP. ISBN: 9780198733522

Russo Garrido, Anahi. *Tortilleras Negotiating Intimacy: Love, Friendship, and Sex in Queer Mexico City*. Rutgers University Press, 2020. ISBN: 978-1-9788-0752-5

**Other requirements:**

Many of the readings are on Canvas. The class schedule below indicates where each is available. I may add a reading to the syllabus depending on class interests and needs, but if so, it will be a reasonable addition with regard to our time management. **Readings are due for the class day on which they are listed – please see course schedule. Our course and what we gain from it depends upon students coming to our discussion forums prepared** (i.e., having actively read texts) and with the material we are covering that day in hand.

\*Please note this is a tentative syllabus. In the interests of our class and learning environment, I reserve the right to make changes to the syllabus, including the course schedule. I will provide notice of significant changes in a timely manner.\*



Painting credit: *Meditation on an Oak Leaf*

André Masson  
1942

Tempera, pastel, sand on canvas, 101.6 x 83.8 cm, *Artstor*

**COURSE POLICIES and PROCEDURES:**

**ATTENDANCE and PARTICIPATION:** Because this is a graduate seminar, discussion of assigned readings and topics is key to a full and enriching experience for all participants. Additionally, we will regularly work together on project ideas, so please read thoughtfully all assigned texts (readings, videos, etc.) and be prepared to discuss these and your peers' ideas in class. Grading criteria for participation include: *active listening; demonstrating cumulative learning; making thoughtful comments; preparedness; questions and*

*responses to the course material; showing initiative; discussion board postings online; willingness to allow others to speak; and soliciting feedback from instructor and other students and responding constructively to feedback.*

Attendance, too, is important. That said, we're in middle of a pandemic and all experiencing some level of struggle. Please get in touch with me in advance (excluding emergencies that exclude this possibility, of course), if you have to miss or to come late to a zoom class session. I'm outlining some of the regular term attendance and participation policies for the course, but want to emphasize that this is obviously a very difficult time for everyone. Please know that I am here and available for discussion should difficulties arise for anyone in the course. Students who miss multiple classes should consider withdrawing from the course. It is the responsibility of the student to withdraw according to university rules. Observant students will be accommodated for religious holidays. Please notify me in advance if you must miss a class for such a purpose.

\*Students are encouraged to bring grounded arguments and discussion to class and know that they are not graded on their political, religious, racial, sexual, or ideological points of view. Students are expected to bring dynamic engagement to the readings. For any argument/position posed in discussion, students should aim to provide grounded reason and evidence in honor of principles of free and open discussion, debate, tolerance, civility, and respect for one another. It is my policy to foster an open, supportive and safe environment for learning. I welcome suggestions for improved classroom experience. All communications with me is kept in strict confidentiality.

\*\* Cameras: Attending is part of "participation" and everyone is encouraged to put your camera on during class meetings. A virtual background is fine and may enhance your comfort/privacy. Seeing people speak and react facilitates communication in discussion. This is extremely important, as well, for your presentation. NOTE: If there are obstacles to you attending synchronous class zoom sessions or keeping your camera on, please let me know in advance, thank you.

See CU Denver's policy on attendance: [https://www.ucdenver.edu/docs/librariesprovider284/default-document-library/7030.pdf?sfvrsn=6f26bfb9\\_0](https://www.ucdenver.edu/docs/librariesprovider284/default-document-library/7030.pdf?sfvrsn=6f26bfb9_0)

**COURSE COMMUNICATION: Office Hours:** Weekly, Wed. 11:00 AM– 12:00 PM & by appt.

Office hours zoom Meeting ID: 990 4054 7089      passcode: lantern      Zoom URL for office hours: <https://ucdenver.zoom.us/j/99040547089?pwd=L2VrUGlVMVQ3cXhkVHV0Y3hoQy95Zz09>

Please note, you will first enter a virtual meeting room for office hours. I'll 'open the door' once I am free. This ensures everyone's privacy.

If necessary, I may communicate with students via e-mail between classes. Each CU student is provided with a uniform university e-mail account. This is the official e-mail address for CU students and the only e-mail account through which professors are permitted to communicate with students (re: university policy on privacy and privacy protection). Please check your e-mail account regularly so as to not miss contact and important class information. You are responsible for any messages, including assignment and schedule changes, I send you via e-mail. Students may contact me via e-mail—please see address near top of syllabus—and also meet with me during office hours or by appointment (via zoom in Spring 2021).

Out of courtesy to all participating in this seminar, please turn off beepers and cell phones during our class time together. Adherence to the Student Academic Honor and Conduct Code is expected. **The Student Conduct Code** may be found at: <http://www.ucdenver.edu/life/services/standards/Documents/CUDenver-CodeofConduct.pdf>. For any argument/position posed in discussion, students must provide grounded reason and evidence in honor of principles of free and open discussion, debate, tolerance, civility, and respect for one another. It is my policy to foster an open, supportive and safe environment for learning.

**Academic Freedom:** <https://www1.ucdenver.edu/free-expression/>

**Plagiarism Policy:** Plagiarism is the act of appropriating the literary or other creative composition or work of another author, or excerpts, ideas, or passages there from, and passing the material off as one's own creation. <https://clas.ucdenver.edu/faculty-staff/policies-procedures/handling-academic-dishonesty/definition-academic-dishonesty>. This course assumes your knowledge of these policies and definitions. See also:

<http://www.ucdenver.edu/academics/colleges/CLAS/Centers/writing/resources/Pages/plagiarism.aspx> and: <http://catalog.ucdenver.edu/content.php?catoid=6&navoid=530>. If a finding of plagiarism has been made by the instructor and/or by other members of the MHMSS faculty, the student may be assigned a failing grade in the course. At the discretion of the instructor, the student may fail the course and be asked to leave the MHMSS graduate program. Students are required to know, understand, and comply with the CU Denver Academic Dishonesty Policy as detailed in the Catalog and on the CLAS website. Academic dishonesty consists of plagiarism, cheating, fabrication and falsification, multiple submission of the same work, misuse of academic materials, and complicity in academic dishonesty.

**CLAS Incomplete Policy:** The faculty in the College of Liberal Arts and Sciences passed the following policy relating to the awarding of incomplete grades. This CLAS policy is consistent with the UCD campus policy. Incomplete grades "I" are NOT granted for low academic performance. **Faculty are not required to award an Incomplete.** To be eligible for an Incomplete grade, students MUST (1) have successfully completed a minimum of 75% of the course, (2) have special circumstances beyond their control that preclude them from attending class and completing graded assignments, and (3) make arrangements to complete missing assignments **with the original instructor**. Verification of special circumstances is required. Completion of a CLAS Course Completion Agreement is required. Incompletes cannot be awarded that stipulate (1) a student may repeat the entire course, (2) repeat or replace existing grades, (3) allow the student an indeterminate period of time to complete a course, or (4) allow the student to repeat the course with a different instructor. The CLAS Course Completion Agreement is available from the CLAS Advising Office, NC 1030. For more information, please see: [https://clas.ucdenver.edu/faculty-staff/sites/default/files/attached-files/incomplete\\_policy\\_and\\_form\\_rev.12.20.pdf](https://clas.ucdenver.edu/faculty-staff/sites/default/files/attached-files/incomplete_policy_and_form_rev.12.20.pdf)

**Disability Inclusion Statement:** The office of Disability Resources and Services (DRS) provides support for students with disabilities: you can find them at their website <http://www.ucdenver.edu/student-services/resources/disability-resources-services/Pages/disability-resources-services.aspx> or by calling (303) 556-3450/TTY or (303) 556-4766. To access their services, you will need to provide documentation of disability.

**Census Date:** All students must be officially registered in this class by census date (see registration and academic deadlines at the end of this syllabus). Students who are not officially registered by this date will **not** be allowed to add the course. This are no exceptions to this *college* policy, which lies outside of the control of the instructor.

Please see following link for the Spring 2022 Academic Calendar, which includes important deadlines and dates: <https://www.ucdenver.edu/student/registration-planning/academic-calendars/spring>

**Family Educational Rights and Privacy Act (FERPA)** <http://www.ucdenver.edu/student-services/resources/Registrar-dev/StudentServices/Pages/FERPA.aspx>

**Discrimination and Harassment Policy and Procedures:** Please see: <https://www1.ucdenver.edu/offices/equity/university-policies-procedures>  
<http://www.ucdenver.edu/about/WhoWeAre/Chancellor/ViceChancellors/Provost/>

**Grade appeal policy or other issue with course/instructor:** (1) meet with the instructor face-to-face; (2) if not satisfied, meet with the head/chair of the department/unit; (3) if not satisfied, appeal to the CLAS Associate Dean. No step in this process may be skipped. <https://www.ucdenver.edu/policy/Documents/Process-for-Grade-Issues.pdf>


**ASSIGNMENTS and GRADING:**

Students have the potential to make 500 points total on combined assignments. Any assignment handed in after the due date and hour will be graded at 80% of the assignment’s total possible points; each additional day late thereafter will incur a 10% penalty. **Please note: assignments more than 3 days late will not be accepted. All assignments must be submitted electronically to our course Canvas shell.**

All written work for the course should be appropriately formatted with correct end-, foot-, or internal -note citation using Chicago Author-date citation styles, as recommended in the up-to-date standard writing guide by Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (be sure to use latest edition, 9th). See also policy below regarding assignment due dates and late work.

The grading scale is 93-100%=A, 90-92%=A-, 88-89%=B+, 83-87%=B, 82-80%=B-, 78-79%=C+, 73-77%=C, 72-70%=C-, 68-69%=D+, 63-67%=D, 62-60%=D-.

**ASSIGNMENTS:**

<p>Class Participation</p>	<p>20% 100 points</p>	<p>In our upper division seminar, you can participate by explaining ideas in our class time together, making connections, engaging with the material, thinkers and authors, and your peers in the class in constructive ways, or respectfully working to help others get a point across. Also: in-class contributions to discussions and during break-out rooms, and general class engagement with in-class activities, guest speakers, and written reading-responses. Students will provide feedback to their peers for group and individual presentations, and attend and listen attentively to these. Please note that attendance is graded separately, per attendance policy listed above. <b>Participation also requires that each student read the assigned material before class.</b> Bring your questions, comments, and the connections you make between our readings, guest speaker presentations, and the larger world. Your reflections and ability to integrate course materials into our discussions are vital to the course and your participation grade. Please see syllabus pages 2-3 for other information, under “attendance and participation.”</p>
<p>“Co-search” community problem-solve</p> 	<p>15% 75 points</p>	<p>In a series of steps throughout the first half of our course, students will:</p> <ul style="list-style-type: none"> <li>-pitch an idea to group (Week 4) that aims to solve an environment-related problem in a larger community</li> <li>-collaborate in an interdisciplinary learning and exchange process with other class members in their team, and develop the interdisciplinary project</li> <li>-devise and deliver a team presentation on the project (<b>Weeks 8 &amp; 9</b>)</li> <li>-articulate in the presentation <b>why</b> this is necessary knowledge, and <b>how</b> the research would be distributed and become <b>accessible</b> to the public (it must <u>move beyond the university realm</u>, and beyond academic publications), e.g., through media, professions, intermediary groups such as NGOs.</li> </ul> <p>A detailed assignment will be distributed &amp; available on Canvas.</p>
<p>Individual Oral presentation</p>	<p>15% 75 points</p>	<p>An individual presentation, given during the last classes of term, on the final research and methodology paper. Probably 15 min., tbd.</p> <p>The principal objectives are for students to <b>a)</b> present their research and the crux of a focused “problem” or question they are grappling with in a way conducive to receiving feedback from the class <b>b)</b> demonstrate their ability to design, research, write, organize and convey knowledge, <b>c)</b> integrate the principles of interdisciplinarity in their research design. Additionally, <u>the preparation and content will include:</u></p>

		<p>-a description of your project topic and approach</p> <p>-an introduction to the topic of your paper that includes its genealogy. Returning students will work on the topic they've been developing on all year. Describe to the class the origins of your interest in the topic, the arc of its development, and how a research method and process is shaping it.</p> <p>-a brief outline of the readings from the syllabus that are relevant, and the reasons behind (justification of) your choice of a particular interdisciplinary approach or research practice and process.</p> <p>Presentations are an opportunity to receive feedback from your peers and explore the concepts and direction of your project in this critical phase of its development.</p> <p>*please note, class may go overtime during presentation weeks</p>
Literature Review	15%  75 points	<p><b>Due: Tues. 12 April, 11:59 PM</b>, length: 3 pages (5 sources total).</p> <p>An important part of the course is the opportunity it provides to build knowledge of the scholarly discourse already in existence in the area of your research interest. Therefore, throughout the semester, you will build a literature review of sources related to your research topic (the topic you have been working on this year, including in your Foundations course or, in the case of students new to the program, a topic you select, preferably in consultation with me). <b>Students are expected to read and review interdisciplinary texts that are of methodological interest and usefulness to the student.</b></p> <p>In their review, students will assess the methodological strategies, insights, and implications of the texts and provide a clear and insightful commentary on the general picture of your topic as it exists in the scholarly field. The base of the assessment for this assignment is the students' ability to discuss complex research in a concise and critical manner and provide a survey of the scholarly literature and discussion on your chosen subject.</p> <p>The assignment <u>must be formatted</u> in Chicago, APA, or MLA format. A more detailed assignment description will be distributed.</p>
Abstract	10%  50 points	<p><b>Due: Tues. 26 April, 11:59 PM</b></p> <p>As one of our research steps, students will submit a polished, concise abstract on their final research and methodology paper.</p>
Final Research / Methodology Paper	25%  125 points	<p><b>Due. Thursday May 12, 11:59 PM</b> Length: 12 pages, plus a works cited</p> <p>This assignment will test abilities—methodological, research, analytical, integrative, and comparative—all within the interdisciplinary context.</p> <p>A detailed assignment will be posted. Please submit papers via e-mail to Canvas, Assignments, "Final Methodologies Paper."</p>

**NOTA BENE: CLASS ASSIGNMENTS AND GRADING:**


Please discuss with me if anything comes up, I am committed to accommodating students during this global crisis. Communicate with your professor, and when circumstances permit, do so in advance of due dates. Students have the potential to make 500 points total on all assignments. Grading for assignments late by one day will begin at 85% of the total possible points, thus the assignment can only yield a B at best for a grade. Each day late thereafter will incur another 10% penalty. Assignments late beyond three days won't be accepted. But again, I'm here to support you and available to discuss any accommodations requests that might come up over the course of the term.

All written work for the course should be appropriately formatted with correct end-, foot-, or internal citation notes using the citation styles recommended in Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*. 9<sup>th</sup> ed., Univ. of Chicago Press. MLA and APA format also accepted.

**PLEASE NOTE:**

- **In order to pass this course, students must complete all of the assignments.**
- **Submit all assignments via Canvas to the appropriate Assignments folder.**
- **Student will need to present on the day they are scheduled for both individual and group presentations to earn credit. Our schedule cannot accommodate missed presentations.**
- **And finally, I do not accept late Final Papers, aim to plan as best you can.**

Class Schedule Legend: On the class schedule, principle texts are indicated as:

- IR** – for *Interdisciplinary Research: Process and Theory* (our required text)
- Oxford** – for *The Oxford Handbook of Interdisciplinarity* (readings from this text are available on Canvas)
-  symbol indicates we will conduct an in-class exercise







Hiking feet symbol indicates remote tour of a lab or research site.











Collaboration symbol indicates a Co-search step, and regards the Co-search assignment, info. above.

## CLASS SCHEDULE




Class Meeting Date, Focus	Readings, Events, and Assignments Due
January	
<b>Week 1 --18 Jan.—</b> Introduction, overview Class member introductions Interdisciplinary Studies and its pursuits	 Begin your notebook on research and creative reflection <u>Clips:</u> Jeanette Armstrong on Knowledge of Place – Center for Ecoliteracy, 2009 (4:29). Pushing the Need for Interdisciplinary Work, Stéphanie Walsh Matthews, TEDx Ryerson U (14:58) Interpretation – Shanidar “Flower Burial”
<b>Week 2 --25 Jan.—</b> Beginning the Research Process Constructs of Knowledge, Authority, and Reason  <i>Fake or Fortune</i> , season 1, ep.1, 58 min. (we will watch in class together)  Introduction to Co-search assignment	 creative reflection <i>IR, Interdisciplinary Studies and Disciplines</i> , pp. 3-22. <i>Oxford</i> , Turner, Stephen. “Knowledge Formations: An Analytic Framework,” pp. 9 – 20. Avail. on Canvas. <u>Watch Clip (on your own time, before class):</u> Craig Calhoun on Interdisciplinarity and Innovation, University of Southern California, Annenberg Series in Sustainable Innovation, 2009. <a href="https://www.youtube.com/watch?v=M-FqDWpHi4E">https://www.youtube.com/watch?v=M-FqDWpHi4E</a> <b>Start at 10:45 and end at 1:07.</b> <b>Due:</b> “Calhoun critique.” Write up a critique (400 words max., a paragraph) on the Calhoun clip. Please double-space your paragraph, and submit to Canvas Assignments “Participation Calhoun critique” by 5:20 PM today. The

	work will go toward the participation grade (20 pts.) Your response to Calhoun’s talk should relate to interdisciplinary studies, your developing understanding of this, and notion of the pursuit of knowledge.
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**February**

<p><b>Week 3 --1 Feb.—</b>  <b>Guest remote tour of Denver Central Public Library’s 5<sup>th</sup> Floor Western History Collections and Archives tour, with Alex Hernandez.</b>    <u>*Note time change: we begin zoom class at 5:15 PM*</u>          Public Humanities &amp; primary sources          Research design, library literacies</p>	<p><u>Remote tour of Denver Central Library, 5:15 PM</u> *please note the change in start time for today’s class.          Chapter 3 <i>IR</i>, “<b>Beginning the Research Process</b>,” pp. 75-100.  <i>Oxford</i>, “Interdisciplining Humanities: An Overview,” Klein and Frodeman, pp. 144-156.          Note: next week, students will present their Co-search pitch. </p>
<p><b>Week 4 --8 Feb.—</b>          Feminist &amp; interdisciplinary Studies</p>	<p><i>Oxford</i>, “Situating Feminist Studies,” pp, 214-227.          Optional reading: <i>Oxford</i>, “Digital Humanities: The Role of Interdisciplinary Humanities in the Information Age,” Davidson and Savonick, pp. 159-172.     <b>Due:</b> Pitch your Co-search idea to the class.</p>
<p><b>Week 5 --15 Feb.--</b>  <u>Guest remote Auraria library workshop with Geoff Johnson, Graduate Teaching &amp; Learning Librarian</u>            Research Design &amp; Library Literacies          Primary Sources          Literature Review overview</p>	<p><u>Remote Auraria library workshop and session with Geoff Johnson</u>  <i>IR</i>, Ch. 5, “<b>Conducting the Literature Search</b>,” pp. 127-146.  <i>Oxford</i>, “Humane Smart Cities,” by Eduardo M. Costa and Álvaro D. Oliveira, pp. 229-240.   Meet your Co-search group.</p>
<p><b>Week 6 --22 Feb.—</b>          Interdisciplinary Methodologies   Collaborative workshop</p>	<p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> Co-search groups workshop (have your materials at the ready)</div>  <i>IR</i>, Ch. 6, pp. 149-176, “<b>Developing Adequacy in Relevant Disciplines.</b>” Read what is applicable in chapter according to you.          Economic growth Podcast, Ted Radio Hour, Kate Raworth (the ‘renegade economist’), “How can we create a thriving economy for ourselves and the planet?” 12 min. Dec. 7, 2018, Vancouver, BC. We’ll listen to podcast in class together.</p>



March	
<p><b>Week 7 --1 March--</b>                      Guest speaker: Diane Fritz                      Geohumanities                      Geographic Information Systems (GIS)</p>	<p>Douglas Richardson “Geohistories” (pp. 209-214) and Edward Ayers, “Mapping Time” (pp. 215-225) in <i>GeoHumanities: Art, History, Text at the Edge of Place</i> (2011), eds. Dear, Ketchum, Luria, and Richardson. Avail. on Canvas.</p> <p><i>National Geographic</i>, article on “Mapping Inequality GIS Project,” go to: <a href="https://news.nationalgeographic.com/2016/10/housing-discrimination-redlining-maps/">https://news.nationalgeographic.com/2016/10/housing-discrimination-redlining-maps/</a></p> <p>For a GIS “Location Intelligence” example, see <a href="https://storymaps.arcgis.com/stories/dd22ddb5a0c433a80e2a75b61065570">https://storymaps.arcgis.com/stories/dd22ddb5a0c433a80e2a75b61065570</a></p> <p><i>IR</i>, Ch, 7, <b>Analyzing the Problem and Evaluating Insights</b>, pp. 183-192.</p> <p><u>Optional reading</u>: Jill Lepore, <i>These Truths: A History of the United States</i>, 2018. Excerpt: pp. 521-534, “The Machine.” Ch. 4. Avail. on Canvas</p>
<p><b>Week 8 --8 March--</b>                      Collaborative presentations                      Qualitative Methods                      Gender and Ethnomethodology</p>	<p>Garrido, Anahi Russo. (2020). <i>Tortilleras Negotiating Intimacy: Love, Friendship and Sex in Queer Mexico City</i>. Introduction: Intimate Contestations, pp. 1-30. Avail. on Canvas.</p> <div style="display: flex; align-items: center;">  <div style="border: 1px solid black; padding: 5px; display: inline-block;">Co-search group presentations I &amp; II</div> </div>
<p><b>Week 9 --15 March--</b>                      Collaborative presentations</p>	<div style="display: flex; align-items: center;">  <div style="border: 1px solid black; padding: 5px; display: inline-block;">Co-search group presentations III, IV, and V</div> </div> <p><b>Due:</b> your <u>Interdisciplinary Research Topic Selection</u>. Fill out worksheet on Assignments, Canvas. Reminder: Ch. 3 of <i>IR</i> can help you with your topic selection. 10 pts. toward participation.</p>
<p><b>Week 10 --22 March--</b>  <i>Spring break, no classes</i></p>	<p><i>Spring Break, no classes</i></p>
<p><b>Week 11 --29 March--</b></p> <div style="display: flex; align-items: flex-start;">  <div> <p>FAST Lab <i>remote</i> tour - Facility for Advanced Spatial Technology [Suite 5032-C, North Classroom]                      Guest Speakers: <u>Jenn Ambrose</u>, FAST Lab coordinator. Michael Hinke, College of Architecture and Planning &amp; FAST Coordinator                      Visual Discourse Analysis</p> </div> </div>	<p>Mirzoeff, Nicholas. (1998). Introduction: What is Visual Culture? <i>The Visual Culture Reader</i>, pp. 3 - 13. Avail. on Canvas <i>IR</i>, Ch. 4, “<b>Identifying Relevant Disciplines</b>,” pp. 103-121.</p> <p><b>Due:</b> “<u>Mirzoeff critique</u>.” Write a 400-word max. paragraph outlining your critical response to Mirzoeff’s chapter. You can approach it broadly, or focus on a particular element of the text. Submit a double-spaced copy to Canvas Assignments <b>by 5:20 PM</b> today (i.e., before class). 20 pts. toward participation grade.</p>

April	
<p><b>Week 12 --5 April--</b>  <u>Guest Speaker: Dr. Beth Allen, Dept. of Psychology, CU Denver</u>            Quantitative Research &amp; Methodology            Big Data</p>	<p>Kite, M. E., and Whitley, B.E. (Ch. 2) "Research Strategies: An Overview" from <i>Principles of Research in Behavioral Science</i>. 4<sup>th</sup> Ed. Routledge, 2018, pp. 43-73.</p> <p>Fuller, Michael. 2015. "Big Data: New Science, New Challenges, New Dialogical Opportunities." <i>Journal of Religion and Science</i> 50, no. 3, pp. 569-582. Avail. on Canvas.</p> <p>Optional reading: <i>IR</i>, Ch. 9, <b>Understanding Integration</b> Oxford "Integrating the Social Sciences: Area Studies, Quantitative Methods, and Problem-Oriented Research," pp. 117-130., pp. 221 – 233.</p>
<p><b>Week 13 --12 April--</b></p>	<p>Workshop  <u>Due: Literature Review</u></p>
<p><b>Week 14 --19 April--</b></p>	<p>Presentations of final projects, group feedback            *please note, class may go overtime during presentation weeks</p>
<p><b>Week 15 --26 April--</b></p>	<p>Presentations of final projects, group feedback  <u>Due: Abstract</u></p>
May	
<p><b>Week 16 --3 May--</b> <i>Last day of class</i></p>	<p>Presentations of final projects, group feedback</p>