

Interdisciplinary Inquiry (BIS 300A)
UW Bothell ~ Spring 2014
Meeting time: Mon/Wed 11:00am - 1:00pm
Room: SSG CNSVTRY

Contact info:
Office: UW1-142
Office hours: Mon & Wed 9:45-10:45 am
and by appointment
Email: jshayne@uw.edu
Phone: 425.352.3182

Course description:

This course is intended to introduce you to the School of Interdisciplinary Arts and Sciences (IAS) and concepts of interdisciplinary knowledge production more generally. It is structured around questions of how knowledge is produced and why ideas matter. Like other courses you will take in IAS, this course hopes to improve your ability to read closely, write and think critically, communicate clearly, research effectively, and work collaboratively. Much of the course will involve interplay between discussion of primary and secondary materials on the one hand, and your own analysis of and writing about those materials on the other. The primary goal of the course is that students understand and engage with the complex process of producing knowledge, both individually, and collectively. Students should leave this course with a new awareness of their own role as not only consumers but also producers of knowledge.

This particular section of BIS300 is structured around the production of knowledge about social movements and revolution. This topic will serve as our platform to understand how ideas are put into action and how actions and events shape ideas.

Learning goals ~ By the end of the course you should:

- 1) Understand the concept of interdisciplinary knowledge production and the ways in which it underwrites all aspects of the IAS Program.
- 2) Be a better critical thinker and writer--one who is capable of posing, answering, and reposing a variety of critical questions.
- 3) Be a better researcher--one who is able to use the resources at UWB and elsewhere both efficiently and effectively.
- 4) Be a better speaker--one who is able to communicate clearly and engagingly about complicated topics, arguments, and issues.
- 5) Be experienced working collaboratively, as both a learner and a researcher.
- 6) Have a basic understanding of what social movements and revolutions are: Why do they happen? Who organizes them? What are some of the different ways social movements articulate their political messages? Around what types of issues do people politically mobilize?

Interdisciplinary Arts and Sciences learning objectives:

- 1) Critical and Creative Thinking
- 2) Interdisciplinary Research and Inquiry
- 3) Writing and Communication
- 4) Collaboration and Shared Leadership

Required texts:

Aguirre, Carmen. 2011. *Something Fierce: Memoirs of A Revolutionary Daughter*. Vancouver, Canada: Douglas & McIntyre.

Library E-reserves: <http://eres.bothell.washington.edu/eres/coursepage.aspx?cid=2227>

Readings thru Canvas: canvas.uw.edu (In the module called "readings")

Please print out all electronic readings from E-reserves and Canvas and bring to class

Recommended text:

Rodríguez, Carmen. 2011. *Retribution*. Toronto, Canada: Women's Press Literary.

Seuss, Dr. 1990. *Oh, the Places You'll Go!* New York: Random House

All required and recommended texts and films are on reserve in the library

Additional resources:

Canvas: You already have a Canvas account. If you are unfamiliar with Canvas please visit the tutorial which will walk you through the process of locating our course's page, etc.
<http://uwb.edu/learningtech/elearning/canvas>

Course research guide: <http://libguides.uwb.edu/bis300shayne-de>

Student support services:

IT Helpdesk: IT@uwb.edu , 425-352-3456

Open Learning Lab: UW2-140; uwb.edu/it/services/articles/computing-labs/complab-uw2140

Library: <http://library.uwb.edu/> 425-352-5340

Writing and Communication Center: www.uwb.edu/wacc 425-352-5253

Quantitative Skills Center: www.uwb.edu/qsc 425-352-3170

Student Success and Career Services: www.uwb.edu/student-services/success-services
425-352-3776

Student Counseling Services: www.uwb.edu/student-services/counseling, 425-352-3183

**Class schedule**

Read this carefully, and consult it regularly. You are responsible for all materials, updates, and announcements covered during class sessions. The Canvas course calendar may change due to unforeseen circumstances; please be sure you check your UW-email and Canvas announcement page daily. You are expected to complete the readings by the date they immediately follow.

Introductions**Mon Mar 31 Introductions and overview of the class**

Please read the syllabus in its entirety

Please browse our class's Canvas page and calendar

Wed April 2 Critical thinking, critical learning

Elias, John and Andrew Kirkendall. 2008. "Freire, Paulo (1921-1997)." Pp. 308-309 in *Encyclopedia of Latin American History and Culture*. Eds., Kinsbruner and Langer. Vol. 3. 2nd ed. Detroit: Charles Scribner's Sons. (Canvas/readings)

Selections from Freire, Paulo. 1993 [1970]. *Pedagogy of the oppressed*. NY: The Continuum Publishing Company. (E-reserves)

Preface (pp 17-22) **and** chapter 2 (pp 52-67)

DeAngelis, Tori. 2009. "Unmasking 'racial micro aggressions'." In *Monitor on Psychology*. Published by the American Psychological Association. 40(2).
(Canvas/readings)

Recommended reading: "Education and Resistance: Paulo Freire's Liberation Pedagogy and Critical Consciousness" by Rebecca Ducharme (Canvas/readings)

Watch: Google site e-portfolio tutorial: uwb.edu/learningtech/eportfolios/ias-resources & create an e-portfolio. (Canvas/links). **Note:** See pg 11 of the syllabus re IAS portfolio template

Guest speaker: Rebecca Ducharme, IAS student (GST major; incoming M.Ed student)

Recommended film: *Precious Knowledge* (2011) [70 minutes]

Mon April 7 Social movements and knowledge production

Begin with: "A Guide to (Strategic) Scholarly Reading" (Canvas/misc course documents)

Chapters from: *The Future of Social Movement Research: Dynamics, Mechanisms, and Processes*. 2013. Eds., van Stekelenburg, Roggeband, and Klandermans. Minneapolis: University of Minnesota Press. (Canvas/readings)

"Introduction: The Future of Social Movement Research," by Jacquelin van Stekelenburg and Conny Roggeband (pp xi-xxii)

"Social Movement Participation in the Global Society: Identity, Networks, and Emotions," by Verta Taylor (pp 37-57)

Working through scholarly readings: Karen Rosenberg, Director of the Writing and Communication Center

Research circle workshop: Brainstorming topics and questions

~ **Reading analysis paper #1 due** ~

Producing Knowledge with Memoir

Wed April 9 Watching revolution

PLEASE NOTE: Today class meets in LB1-222

Begin with: Shayne, Julie. 2009. "Political Seeds of Exile and Resistance" in *They Used to Call Us Witches: Chilean Exiles, Culture, and Feminism*. Lanham, Md.: Lexington Books. [You only need to read pp 1-20.] (E-reserves)

Aguirre, Carmen. 2011. *Something Fierce: Memoirs of A Revolutionary Daughter*. Vancouver, Canada: Douglas & McIntyre. (Part One: pp. 1-96)

Library Workshop #1: Finding topics and sources, with Dave Ellenwood, Social Sciences Librarian. Meet in LB1-222

Mon April 14 Living revolution

Something Fierce (Part Two: pp. 99-186)

~ **Proposed topic due** ~

Wed April 16 Doing revolution

Something Fierce (Part Three: pp. 189-277)

Recommended reading: *Retribution* by Carmen Rodríguez (2011)

~ **Reading analysis paper #2 due** ~

Producing Knowledge with Qualitative and Quantitative Research

Mon April 21 What is research?

Given, Lisa M. 2008. "Qualitative Research Methods." Pp. 827-832 in *Encyclopedia of Educational Psychology*. Eds., Salkind and Rasmussen. Vol. 2. Thousand Oaks, CA: Sage Publications. (Canvas/readings)

Kraska, Marie. 2008. "Quantitative Research Methods." Pp. 832-838 in *Encyclopedia of Educational Psychology*. Eds., Salkind and Rasmussen. Vol. 2. Thousand Oaks, CA: Sage Publications. (Canvas/readings)

Summary of students' research (Canvas/readings)

Student guests: On doing undergraduate research

Jessica Manfredi, Mary Gates Scholar; Lynn Hovey, RA to Prof Ottinger; Taylor Frazier, Chancellor Scholarship Awardee; Tiarra Fentress, Chancellor Scholarship Awardee

Wed April 23 Researching with scholarly sources

PLEASE NOTE: Today class meets in LB1-222

Daniel Jaffee. 2007. *Brewing Justice: Fair Trade Coffee, Sustainability and Survival*. Berkeley: University of CA Press. (E-reserves)

"Introduction" (pp 1-10; 289-290)

"Appendix: Research Methods" (pp. 271-287; 306)

Recommended: Bibliography (pp.307-318)

Library workshop #2: Finding Scholarly Sources with Dave Ellenwood (LB1-222)

Mon April 28 Understanding the opportunity gap via quantitative analysis

Barth, Jay and Keith Nitta. 2008. "Closing the Achievement Gap in Arkansas." Arkansas Public Policy Panel and Arkansas Advocates for Children and Families. [Please read pp 1-10; full report also available on canvas saved as a separate document].

Please browse the Opportunity to Learn Campaign webpage; esp. Washington specific campaigns and the videos. <http://www.otlcampaign.org/> (Canvas/readings)

Guest speaker: Keith Nitta, Assistant Professor in IAS (LEPP and MAPS)

Re-recommended film: *Precious Knowledge* (2011) [70 minutes]

~ **Portfolio post #1 due** ~

Wed April 30 Searching archives for resistance

PLEASE NOTE: Today class meets in LB1-222

Thuma, Emily. 2014 (forthcoming, fall). "Against the 'Prison/Psychiatric State': Antiviolence Feminisms and the Politics of Confinement in the 1970s." In *Feminist Formations*. (26)2. (Canvas/readings)

Guest speaker: Emily Thuma, Lecturer in IAS

Library workshop #3: Finding Primary Sources w/ Dave Ellenwood. (LB1-222)

Mon May 5 Ethnography and the city

Anderson, Christian. 2013. "Warped by the field: the gravity of the margins on West Forty-Sixth Street." In *Social & Cultural Geography*. 14(7): 792–802. (Canvas/readings)

Singh, Roopa. 2007. "Anti-Gentrification Rebels." In *The Nation*, Oct 17. (Canvas/readings)

Guest speaker: Christian Anderson, Assistant Professor in IAS (GST and MACS)

Research circle workshop: Developing a thesis

Wed May 7 Interviewing Salvadoran revolutionaries

Viterna, Jocelyn. 2013. *Women in War: Micro-Processes of Mobilization in El Salvador*. NY: Oxford University Press. (E-reserves) [Entire book is on reserve as well]

"1: Women in War" (pp. 1-8; 257-258)

"2: Setting the Stage" (pp.14-27; 258-259)

"4: Recruiting a Guerrilla Army" (pp. 63-81; 261-262)

"Appendix B: Data and Methods" (pp. 233-245; 267-268)

Recommended:

"Explaining Salvadoran Words Frequently Used in the Text" (pp. xv-xvi)

"Bibliography" (pp. 269-280)

Augsburg, Tanya. 2006. "Portfolios for Interdisciplinary Studies Students." Pp. 129-142 in *Becoming Interdisciplinary*. Dubuque, IA: Kendall/Hunt Publishing. (Canvas/readings)

Guest speakers: Bruce Burgett, IAS Dean and Kim Wilson, Career Counselor, UWB Career Center

Watch before class: *Maria's story* (1990) [60 minutes]

Friday May 9 OPTIONAL: UWB Undergraduate Research Symposium

10:00 –5:00 pm: UW1 2nd and 3rd floor vistas (Canvas/Undergrad conferences)

**Producing Knowledge through
Video and Performance**

Mon May 12 Sexuality and social movements

Berliner, Lauren. 2013. "'Look at Me, I'm Doing Fine!': The Limits of Visibility in Anti-Gay-Bullying Viral Video Projects." In progress for *Television and New Media*. (Canvas/readings)

Film: *All in One Basket* (2006) [22 min]

Guest speaker: Lauren Berliner, Assistant Professor in IAS (MCS and MACS)

~ **Portfolio post #2 due** ~

Wed May 14 Class canceled and rescheduled for Friday May 16

Please browse the symposium schedule and identify at least two panels that you will attend on Friday: <http://exp.washington.edu/urp/symp/> (Canvas/Undergrad conferences)

~ **Early Thoughts and Annotated Bibliography due** ~
Please deliver a hard copy to my office, UW1-142, by 11:00 am

FRIDAY MAY 16 The 17th Annual Undergraduate Research Symposium

Mary Gates Hall, UWS, 11am-6pm: Reading analysis #3 requires attendance for 2 hrs

Mon May 19 Performance, activism, and research

PLEASE NOTE: Today class meets in LB1-222

Conrad, Diane. 2004. "Exploring Risky Youth Experiences: Popular Theatre as a Participatory, Performative Research Method." In *International Journal of Qualitative Methods*. 3(1): 12-25. (Canvas/readings)

Thompson, S. Leigh & Alexander Santiago-Jirau. 2011. "Performing Truth: Queer Youth and the Transformative Power of Theater of the Oppressed," pp. 97-108 in "Come Closer:" *Critical Perspectives on Theater of the Oppressed*. Eds., Toby Emert and Ellie Friedland. NY: Peter Lang. (E-reserves)

Library workshop #4: The Literature Review w/ Dave Ellenwood. (LB1-222)

~ **Reading analysis paper #3 due** ~

Mobilizing Knowledge Claims

Wed May 21 Scholarship and social justice

Selections from Collins, Patricia Hill. 2013. *On Intellectual Activism*. Philadelphia: Temple University Press. (E-reserves)

"Introduction" (pp. ix-xxii)

"Rethinking Knowledge, Community, and Empowerment: An Interview" (pp. 101-114)

"Making Space for Public Conversations: An Interview" (pp. 144-158)

Research circle workshop: Literature review; bring notes from library workshop #4

Mon May 26 Memorial Day ~ No class

Wed May 28 Knowledge, advocacy, and public scholarship

Readings: TBA (Canvas/readings)

Guest speakers: Today we will be joined by IAS faculty you as a class wish to invite

Mon June 2 Next steps round-tables

Selections from *Until the Rulers Obey: Voices from Latin American Social Movements*. 2014. Oakland, CA: PM Press. (E-reserves)

"José Ancalao, Federation of Mapuche Students (FMS)" (pp. 432-437)

"Marjory Cuello, Confederation of Chilean Students (CONFECH)" (pp. 438-442)

Find a popular article, media clip, or webpage about a social movement or protest that occurred within the last year. The protest can be about anything as long as it was a grassroots effort. Please post your finding to our Canvas page by **tonight at midnight**. (**Note:** You cannot duplicate another student's post so post early!)

Find an image connected to your research topic and post it to the Canvas thread called "Pilot Paper Images." Please save your image into a power point slide, include the URL, and the full source/citation information beyond just the webpage's URL. **Please post this slide by tonight at midnight.**

Wed June 4

The future of social movements

Read/browse at least five other students' posts about social movements or protests

Recommended reading: *Oh, the Places You'll Go!* By Dr. Seuss

~ **Final reflection essay due** ~

Research paper due:

Mon June 9th - 10:00 am - my office UW1-142



"We must dare, in the full sense of the word, to speak of love without fear of being called ridiculous, mawkish, or unscientific, if not antiscientific. We must dare in order to say scientifically, and not as mere blah-blah-blah, that we study, we learn, we teach, we know with our entire body. We do all these things with feeling, with emotion, with wishes, with fear, with doubts, with passion, and also with critical reasoning....We must dare so as never to dichotomize cognition and emotion....We must dare to learn how to dare in order to say no to the bureaucratization of the mind to which we are exposed every day. We must dare so that we can continue to do so even when it is so much more materially advantageous to stop daring."

Paulo Freire,

in Letters to those Who Dare to Teach (1998)

Assessment, evaluation, and grading

Grade scale:

A+	100-98 (4.0)	C	79-75 (2.6-2.2)
A	97-94 (3.9-3.8)	C-	74-72 (2.1-1.9)
A-	93-91 (3.7-3.6)	D+	71-68 (1.8-1.5)
B+	90-87 (3.5-3.4)	D	67-65 (1.4-1.2)
B	86-83 (3.3-3.0)	D-	64-60 (1.1-0.7)
B-	82-81 (2.9-2.8)	E	59 and below (0.0)
C+	80 (2.7)		

Assignments:

Active contribution and portfolio posts **(15%)**

Reading analysis papers **(20%)**

Final reflection essay **(10%)**

Pilot-research paper project **(55%)**

Paper & presentation sub-assignments:

Research circle collaboration and reflection **[10%]**

Early thoughts & annotated bibliography **[10%]**

Roundtable presentation **[10%]**

Final paper **[25%]**

Total: 100%

Active contribution and portfolio posts (15%): Careful reading of the assigned materials and active contribution are fundamental to the success of this class. You will be expected to come to class, on time, with reading done, prepared to thoughtfully, and respectfully discuss the material. You will also have two "portfolio posts" this quarter, due **Mon April 28** and **Mon**

May 12. These will be questions that ask you to reflect on your in-progress learning. (Specific prompts forthcoming.) Suffice it to say, regular attendance is necessary to contribute in a meaningful manner. Your contribution grade will be based on: **1)** thoughtful discussion of the readings, **2)** portfolio posts, and **3)** your self-assessment.

Reading analysis papers (20%): Three times this quarter you will be required to turn in a two page paper addressing a specific question handed out at the beginning of each section. Questions will be related to the content and the methodologies discussed and employed in the readings. Papers should: **1)** Answer the question clearly and directly, **2)** demonstrate you did and understood the readings, and **3)** be well written: this means grammatically correct and clearly organized. Your paper should clearly and concisely demonstrate that you did and understood the content and themes of said weeks' reading. You must turn in a hard copy **AND** post your paper to your Google site at the beginning of class on: **Mon April 7, Wed April 16, and Mon May 19.**

Final reflection essay (10%): Writing prompt forthcoming. You must turn in a hard copy **AND** post your paper to your Google site on: **Wed June 4.**

Pilot-research paper project (55%): For this assignment you will write an **eight-to-ten page** pilot research paper on a topic connected to social movements or revolution. Papers will be prepared as if they are pilot studies to be adjusted, expanded, and pursued in the hypothetical future. Topics will be selected in consultation with your peers and me.

Individual assignments for the paper:

- **Proposed topic:** Minimum one sentence description of your proposed topic. Due **Mon April 14.**
- **Research circle collaboration and reflection [10%].** Students will work in groups to collectively research, brainstorm, and peer review your ideas and sub-assignments. Your grade will be based on the thoughtful and constructive feedback you offer your peers as measured by your group members' assessment of your contributions, your reflection notes, and my evaluation.

You must turn in a hard copy and post the following assignments to your Google site

- **Early thoughts and annotated bibliography [10%].** Your Early Thoughts will include your specific research question, your proposed thesis, and, based on your research, your preliminary ideas about the topic. The Annotated Bibliography must include at least three acceptable sources that you have read with brief summaries. Due **Wed May 14.**
- **Roundtable presentation [10%].** You will share your paper in a work-in-progress session designed to move your pilot research into the next phase. **Mon June 2.**
- **Final paper [25%].** Your final paper must be between eight-to-ten pages with a minimum of six acceptable sources. Papers are due **Mon June 9 at 10:00 am in my office; UW1-142.**

See pilot-research paper guidelines for more details on each sub-assignment



Policies

- **Classroom conduct and respect for diversity:** Diverse backgrounds, embodiments and experiences are essential to the critical thinking endeavor at the heart of university education. In IAS and at UW Bothell, students are expected to: 1) Respect individual differences which may include, but are not limited to, age, cultural background, disability, ethnicity, family status, gender presentation, immigration status, national origin, race, religion, sex, sexual orientation, socioeconomic status, and veteran status. 2) Engage respectfully in discussion of diverse worldviews and ideologies embedded in course readings, presentations, and artifacts, including those course materials that are at odds with personal beliefs and values.
 - Students seeking support around these issues can find more information and resources at <http://www.uwb.edu/diversity>.
 - See the UW conduct code at: <http://apps.leg.wa.gov/WAC/default.aspx?cite=478-120>.
- **Americans with Disabilities Act:** Access and Accommodations: Your experience in this class is important to me, and it is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with Disability Resources for Students (DRS) to discuss and address them. If you have already established accommodations with DRS, please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. Contact info: Disability Resources for Students Office (DRS) at 425.352.5307, 425.352.5303 TDD, 425.352.5455 FAX, or at drs@uwb.edu.
- **Professional email exchange:** You should never send professors emails which contain wording you would not say in person. Nasty, disrespectful emails are considered a violation of student conduct. Additionally, by law, professors cannot discuss grades via email so you must visit me in my office hours to discuss grade related concerns.
- **Classroom distractions:** Laptops and all other electronic devices must be **turned off and put away** during class except on research circle or library workshop days. Exceptions will be made for people with disabilities or family responsibilities.
- **Attendance policy:** Since participation is vital for a successful experience, please arrive on time for class. Late arrivals and early departures interrupt our in-progress discussions. If you must miss a class session, it is your responsibility to get the notes from someone and check Canvas for relevant handouts and announcements. In-class exercises and workshops cannot be made up.
- **Check your email and Canvas announcement page daily:** If your UW email address is not your main one please go into MyUW and Canvas and set your account to forward your UW email to your primary email account.
- **Assignment format:** All assignments must be double-spaced, 1-inch size margins, pages numbered, **stapled**, and no smaller than 11-point font size.
- **Late assignments:** Unless otherwise noted, all assignments are due at the BEGINNING of class. Reading analysis papers, portfolio posts, research paper sub-assignments, and final reflection essay will be graded down by ONE-HALF of a letter grade for every day they are late. "Late" begins at 11:01 am on the due date. I will waive the penalty in the case of

legitimate, documented emergency. I will not accept your assignment more than one class past its' due date and final papers will not be accepted late. **I will not grade any paper without a hard copy.**

- **Absence the day an assignment is due:** If you are not in class the day an assignment is due it is your responsibility to submit it to your UW Google site as a word doc in a folder you will create called "Assignments I was absent for." The assignment must be submitted by 11:00 am the day it is due so I can see you did it on time. You must also bring me a hard copy when you return to class. If I do not receive the hard copy by **one class after the due date** it will become an automatic zero. If you are not able to hand deliver your final paper it is your responsibility to get it to a friend so s/he can deliver it for you.
- **Grade discrepancies:** Except in cases of miscalculation or other error, your course grade is final and non-negotiable. You **MUST** keep all graded material until you have received your final grades. If there are any grade discrepancies at the end of the quarter, and you are missing any of your graded originals I will not recalculate your grade. You should feel free to come discuss your grades with me throughout the quarter to gather feedback for future assignments.
- **Incompletes:** University rules state that "an incomplete is given only when the student has been in attendance and has done satisfactory work until within two weeks at the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control."
- **Academic integrity:** Please be aware that any act of plagiarism or academic dishonesty will result in a grade of ZERO for the assignment in question, and may result in a FAILING GRADE FOR THE ENTIRE COURSE. Per University policy, all allegations of plagiarism and academic dishonesty are subject to formal investigation and possible sanction by the Vice Chancellor for Academic Affairs.

For additional information: <http://library.uwb.edu/guides/research/plagiarism.html>



How to create your own site based on the IAS ePortfolio Template

To create your own site from the IAS ePortfolio Template site, you only need to follow the following steps:

1. From the **More actions** drop-down menu (may be labeled just as “More”), select **Manage site**.
2. Select the **General** tab.
3. Near the bottom of the tab, click **Copy this Site**. This will take you to a new page.
4. On the new page, choose a new name for your site and enter it under the "To" section in the box next to "Site name." You must name your site according to the IAS convention as “IAS Portfolio Surname, Firstname” (obviously filling in your Surname and First name!)
5. By default, the new site will have your existing site's revision history and current sharing settings. Please uncheck “Copy Site Members” to make this a private site to you.
6. Click **Copy site**. You will now have a new site!

Because I will need access to the site to be able to work with you throughout this term, please add me as a co-owner of your site. To do this, please follow the following steps:

1. Go back to the **More actions** drop-down menu and select, **Sharing and Permissions**.
2. Under **add people**, type in jshayne@uw.edu, and set the level of access to “**Is owner**”
3. Click **Share & Save**.

Now you are ready to start making the site your own!