University of South Florida Sarasota-Manatee
Senior Seminar in the Interdisciplinary Social Sciences
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100% Online Format
Fall, 2014

Professor: Donna Trent, Ph.D.

Contact Information:

email: dtrent@sar.usf.edu. Email is my preferred method of communication.

Office hours: I do not have an office on campus or specific office hours. I am available by phone (see below).

Phone: To set up a phone conversation, I ask that you email me your phone number and a few good times to call between 8 AM and 5 PM. I will return the call within 24 hours for requests made Monday through Friday. Requests made on Saturday, Sunday or an official holiday will be answered on the following Monday or next workday.

Interdisciplinary Social Sciences Mission Statement:

The curriculum for the Interdisciplinary Social Sciences (ISS) degree at USF Sarasota-Manatee trains students in critical and creative thinking, and develops the organization, presentation, and communication skills called for by many professions, and graduate programs. The ISS major provides an opportunity to blend the study of two selected social-sciences disciplines: anthropology, criminology, gerontology, history, international studies, political sciences, psychology, religion, sociology, social work, or women’s studies. By the time students complete the ISS program, they understand the principles, methods, and theories informing the social sciences, as well as the important facts, principles, and theories of two separate social science disciplines. In a senior seminar, ISS students demonstrate these competencies through an original research project that synthesizes and applies ideas from at least two of the social sciences.

Course Description:

This seminar course is designed to facilitate the completion of a capstone project that is an original contribution to the interdisciplinary social sciences. The project will showcase the skills the student acquired throughout the course of study in the major. Social science problems and topics pertaining to Florida will be analyzed using Interdisciplinary Social Sciences theories and research methods.
COURSE TOPICS: This course will cover the following content areas:
1. Interdisciplinary research process
2. Interpretation and analysis of social scientific research
3. Examination and analysis of social scientific data
4. Social scientific writing

COURSE OBJECTIVES: The objectives of the course are to:
1. Discuss similarities and differences between discipline-based perspectives on social scientific topics/problems
2. Apply major theoretical perspectives in the social science disciplines to understand a social scientific topic/problem
3. Utilize social science research skills to examine a social scientific topic/problem
4. Synthesize theory and research from at least two disciplines in an examination of a topic
5. Write about contemporary issues as a social scientist

COURSE STUDENT LEARNING OUTCOMES: Upon completion of this course, students will be able to:
1. Demonstrate understanding of the principles, methods, and theories informing an interdisciplinary analysis of the social sciences
2. Demonstrate conversance with the important principles, methods, and theories of at least two social science disciplines
3. Analyze, synthesize, and evaluate research from at least two social science disciplines
4. Demonstrate appropriate techniques of analysis, qualitative and/or quantitative, by synthesizing and evaluating previous research and making recommendations for future research
5. Write an interdisciplinary literature review in APA style

Required Texts:


Canvas Use:

The class syllabus is posted in Canvas, an online course management system. This class is 100% online and all assignments and communications will be conducted through Canvas. Information on how to use Canvas is available at: http://usfsm.edu/e-learning-services/student-resources/

Academic Support Services:

Information Commons provides students with individual and group study spaces, computers, printers, and various media equipment for temporary use. Information Commons is staffed with a librarian, learning support faculty, tutors, and technology and e-learning specialists. Students challenged by the rigors of academic writing, mathematics, or other course content are urged to contact their professors early in the semester to chart out a plan for academic success, and/or regularly use the tutoring services provided by the Learning Support Services, which are provided at no cost to students.

Student Evaluation:

The student's grade in this course will be determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Paper</td>
<td>69%*</td>
</tr>
<tr>
<td>Online Discussion Participation (8 discussions @ 2% each)</td>
<td>16%</td>
</tr>
<tr>
<td>Reflection Essay</td>
<td>5%</td>
</tr>
<tr>
<td>Online Research Paper Presentation and Responses to Classmate’s Presentations</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Research Paper: Breakdown of the grade

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Paper Topic</td>
<td>6%</td>
</tr>
<tr>
<td>Levels of Analysis Report</td>
<td>6%</td>
</tr>
<tr>
<td>Repko Discussion Questions (4 @ 3% each)</td>
<td>12%</td>
</tr>
<tr>
<td>Anecdotal and Aggregate Data Examples and Methodology Discussion</td>
<td>9%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>10%</td>
</tr>
<tr>
<td>First Draft</td>
<td>10%</td>
</tr>
<tr>
<td>Review of Classmate’s First Draft</td>
<td>3%</td>
</tr>
<tr>
<td>Documentation of Writing Tutoring Review 1st Draft</td>
<td>3%</td>
</tr>
<tr>
<td>Final Revised Paper</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>69%</td>
</tr>
</tbody>
</table>

Note: 1) This course is conducted as an online seminar. Thus, it is imperative that discussion boards are completed during the week for which they are assigned for these are dependent upon the participation of all students. Hence, discussion boards NOT completed during the week for which they assigned will lose all points unless prior arrangements are made with the professor.

2) Late assignments will not be accepted and will not be graded if prior
arrangements have not been made with the professor.

A plus-minus grading system will be used in this course. The chart below shows how the weighted points are turned into letter grades:

100-97 = A+
96-93 = A
92-90 = A-
89-87 = B+
86-83 = B
82-80 = B-
79-77 = C+
76-73 = C
72-70 = C-
69-67 = D+
66-63 = D
62-60 = D-
59-0 = F

I reserve the right to submit any student work to Turnitin.com or other relevant sites to determine if the work was plagiarized. Students may not sell notes or tapes of lectures or other course content.

Course Assignments:

Research Paper: The student will engage in an interdisciplinary analysis of some topic of interest that pertains to the state of Florida. The interdisciplinary analysis is to use the student’s two cognates and is to illustrate the student’s understanding of theories and methodologies in both cognate areas and the student’s ability to integrate the literature. Topics may address state-wide, regional, or local issues, problems or concerns. The two drafts, final paper and bibliography must be in APA format. The following are the components that will be completed in the process of writing this research paper:

1) Repko Discussion Questions: Four discussion questions pertaining to material in the Repko text as it pertains to your research question are posed. Each student is to respond to
each of these. It is suggested that you read and reply to classmates’ posts as this furthers the discussion of the process, methods, and relevance of interdisciplinary studies in researching social science questions and problems. Each question response is due at 8 AM on these dates: Question 1 is due Sept. 2. Question 2 is due Sept. 16. Question 3 is due Sept. 23. Question 4 is due Sept. 30.

2) Research Paper Topic: The topic chosen MUST be associated with a interdisciplinary research topic or question which pertains to your two cognates (disciplines) and is of relevance to the State of Florida and its citizens. This assignment requires that the student write 2-4 pages which include the following: 1) a statement of the chosen topic/research question, 2) an explanation of how this topic/research question is conducive to interdisciplinary study through the student’s two cognates, and 3) a discussion as to how Repko Chapters 1 through 6, with emphasis on chapters 5 and 6, assisted in the development of this topic/research question. You may want to refer to your response to Repko discussion question 1 for assistance here.

The student is required to use two of the following social science disciplines in this paper: anthropology, criminology, environmental science and policy, gerontology, history, international studies, political sciences, psychology, religious studies, sociology, or social work.

Note for ISS majors with a cognate in one or two of the following areas:
International Studies
Environmental Science and Policy
Religious Studies
Social Work
Each of these are interdisciplinary areas of study. Hence if you are an ISS major with any of the above as your declared cognates, for the purpose of this paper, you will need to use a specific theory from one of the disciplines listed below that is relevant to your interdisciplinary cognate and not from your second declared cognate.
Disciplines from which to choose: Anthropology, Criminology, Gerontology, Political Science, Psychology or Sociology
For example, if your declared cognates are Social Work and Psychology, your second theory could be taken from Sociology.

Note for ISS majors with a cognate in History:
There are few theories used within History. Hence if you are an ISS major with History as one of your declared cognates, for the purpose of this paper, you will need to use a specific theory from one of the social science disciplines listed below that is relevant to History and not from your second declared cognate.
Disciplines from which to choose: Anthropology, Criminology, Gerontology, Political Science, Psychology or Sociology
For example, if your cognates are History and Sociology, you may want to draw from Psychology or Political Science for your second theory.
This assignment is reiterated under assignments in Canvas and is to be submitted under there. Due: 8 AM on Sept. 16.

3) Levels of Analysis Exercise: The specific instructions for completing the levels of analysis are found under assignments on Canvas and this assignment is to be submitted there. Consult Repko, pages 115-116 for additional information on Bloom’s Taxonomy. Due: 8 AM on Sept. 30.

4) Anecdotal and Aggregate Data Examples and Methodology Discussion: The student is to obtain two examples of aggregate (statistical) data and two examples of anecdotal (narrative) data that pertain to the research topic. The aggregate data must come from governmental (for example, census data, Bureau of Labor Dept data, Florida Statistical Abstract) or scholarly sources. Anecdotal data may come from scholarly sources, interviews, newspapers, etc. For each data example, the student will provide 1) the actual data, 2) the sources from which the data were obtained, 3) a brief statement as to how each pertains to the paper topic/research question, 4) responses to the 5 questions Repko poses on page 247, and 5) description of the methodology used by researchers to gather the respective data and discussion of the contributions and limitations of each of these methods. In addition to the above, the student is to write a 1-2 page explanation as to how Repko Chapters 7 and 8 contributed to the student’s completion of this assignment. This assignment is reiterated under assignments in Canvas and is to be submitted there. This site provides information on various sources from which to gather data: http://guides.lib.wayne.edu/socialsciencesdata
Due: 8 AM on Oct. 7.

5) Annotated Bibliography: An annotated bibliography that includes a minimum of ten (10) peer reviewed social science scholarly sources with five (5) from each of the student’s cognates is to be submitted. Sources from which data examples were obtained may be counted in this number if these were scholarly sources. Assigned textbooks from this course will NOT be counted in these required ten sources. Annotations are to follow each bibliographic reference. Each annotation will include a statement as to how this source contributes to the disciplinary adequacy of the paper, statement as to why this work is considered to be a part of the scholarly literature and a statement as to which discipline (cognate) this source represents. (Note that the full bibliography for the paper may have additional sources from either scholarly or mass publication literature as these serve to contribute to your analysis of your topic/research question.) The bibliography must follow APA format. This site provides information on annotated bibliographies: http://owl.english.purdue.edu/owl/resource/614/1/. This site provides information on APA format: http://owl.english.purdue.edu/owl/resource/560/01/ This site provides information on finding and evaluating sources: http://www.lib.usf.edu/guides/how-to-evaluate-sources/

This assignment is to be posted under assignments. DUE: 8 AM on Oct. 14.
6) First Draft of the Paper. The paper should be 12-14 pages inclusive of non annotated bibliography. The paper is to use APA format. The site below provides assistance with APA format:

http://owl.english.purdue.edu/owl/resource/560/01/

When uploading your paper, the name of the file should be as follows:

Your Last Name - Title

The structure of the paper should be as follows:
1) Introduction of Research Question
   a) present the question
   b) explain why this is a relevant and important question for interdisciplinary social science research.
   c) name the two disciplines used in your research paper to study this question.
   d) explain what each of the above disciplines contributes to the study of this question
   (You may want to refer to your response to Repko discussion question 1 to assist you in writing this section.)

2) Review of the literature
   a) delineate the contributions of the sources used in your annotated bibliography as well as any other sources you are using to answering the research question.
   b) explain at least one theory from each discipline as this contributes to answering the research question.
   (You may want to refer to your annotated bibliography to assist you in writing this section.)

3) Interdisciplinary Analysis
   a) discuss differences and/or conflicts between the two disciplines used in your paper pertaining to their 1) approach to the research question (You may want to refer to your response to Repko discussion question 3 to assist you in writing this section.)
   b) delineate areas of common ground and consensus between the disciplines. (You may want to refer to your response to Repko discussion question 4 to assist you in writing this section.)
   c) discuss how the interdisciplinary use of these two disciplines further informs one's understanding of this topic. (You may want to refer to your response to Repko discussion question 2 to assist you in writing this section.)

4) Methodology Discussion
   a) describe the various methods used to collect data and study this topic that were used in sources included in your literature review.
   b) delineate their major contributions.
   c) delineate their limitations.
   d) suggest useful strategies for future research into your research question. (You may want to refer to your data examples and methodology discussion assignment to assist you in writing this section.)
5) Summary and Conclusion
   a) summarize your interdisciplinary contributions and limitations to answering this research question.
   b) provide suggestions for future research into your research question.

When writing the first draft, in addition to considering whether the material has all required sections as specified above and if presented in a logical fashion in APA style with appropriate citations, format, and organization, please attend to the degree to which your paper addresses the following:

1) illustrates an understanding of interdisciplinarity as related to the two cognates
2) demonstrates the use of social science theory
3) uses social science theory from each cognate
4) uses social science methodology effectively and efficiently
5) illustrates discipline-specific knowledge by contrasting perspectives from two cognates
6) identifies gaps in knowledge regarding the specific topic or research question
7) evaluates the state of current literature and recommend directions for future research
8) identifies limitations of analytical strategies employed in previous research
9) presents relevant and sufficient qualitative and quantitative data presented
10) evaluates the state of current empirical research on the topic and recommend additional methodological approaches for future research

These compose criteria upon which the professor will evaluate your draft and final paper and your peer reviewer will use in critiquing your paper.

Please post this to under Assignments and under Discussions and submit to Writing Support Services for review. DUE: 8 AM on Oct. 28.

7) Review of Classmate’s First Draft: Each student will review one classmate’s first draft. The reviewer should refer to the rubric provided on the discussion board entitled “First Drafts” (see # 6 above) for guidance on what to focus in the review. Please review a paper that has NOT previously been reviewed. This insures that each draft gets reviewed. DUE: 8 AM on Nov. 4.

8) Documentation that the student consulted the USF S/M Writing Tutoring for review on the first draft: The student is required to submit his/her first draft to the USF Sarasota/Manatee Writing Tutoring for review AND to provide documentation to the professor that s/he has received feedback from the writing center. You may either upload the feedback received via email from Writing Tutoring or provide a summary of the feedback, name of the writing consultant and date and time of the consultation. Note that many students from many classes are required and advised to consult the writing center. I suggest that the first week of the semester you schedule an appointment with Writing Tutoring to review your first draft no later than Nov. 3. Information on how to contact Writing Tutoring is under Announcements. DUE: 8 AM on Nov. 4.
9) Final Paper: The final paper of 14 -16 pages inclusive with non annotated bibliography will be posted under Assignments by 8AM on Nov. 18. Please make sure that when uploading your paper, the name of the file is as follows:

Your Last Name - Title

**Online Discussion Participation:** Students are required participate in online discussions weeks 1 through 8. Whereas this is a seminar course, it is imperative that students post and respond to posts from the professor and fellow classmates in a timely (once or twice per week) fashion. For weeks 2 through 8, student groups will post questions and facilitate conversation on those question(s) covering the topic for that week. Students have been assigned weeks for discussion facilitation. Please refer to Discussions to see the week to which you have been assigned, the topic for that week, and the classmates with whom you will be facilitating. Questions may require students to look at other websites and then respond on the Discussion Boards. Questions and responses MUST refer to the Mormino book. Points will be deducted if Mormino is not addressed. Additionally, it is suggested that questions permit for an interdisciplinary discussion and integration of different perspectives from students’ various cognates. Responses should not be in one or two words but rather a **minimum** of two or three paragraphs to indicate understanding and thought on the subjects under consideration and to include reference to relevant theories, concepts and ideas from the assigned readings, websites, and knowledge from your cognates. Responses are not to be the opinion of students but rather to demonstrate critical thought and reflection on the part of the student. Responses are due by the last day of the week for which the questions were posted. Students are encouraged to respond to the question at the beginning of the week and then to return to read other responses and post once again. Note that the discussion follows the week of the reading. Thus, discussion on stages and regions of Florida and Chapter 1 of Mormino will occur in week 2. Discussion of Housing, Land and Transportation Development in Florida which cover Chapters 2 and 7 from Mormino will occur in week 3, etc.

**Presentation:** Each student will post a presentation on his/her research paper on Blackboard. These may be power point presentations. Students may not post their full paper. Make sure each section of your paper is represented and that a bibliography is included. Students will then facilitate a discussion on their presentation. This entails posing questions or comments for classmate consideration and responding to the comments and questions from classmates. This site provide information on APA PowerPoint presentations: [http://owl.english.purdue.edu/owl/resource/560/17/](http://owl.english.purdue.edu/owl/resource/560/17/)

Presentations are to be posted by 8 AM on Nov. 18.

**Comments on Classmates’ Presentations:** Students are to read and respond to each classmate’s presentation. The presenter is to respond to comments. All comments and responses are due by 8 AM on Dec. 2.

**Reflection Essay:** For this assignment, write a 2-4 page essay in which you discuss how the various assignments in this course contributed to strengthening your ability to engage in
interdisciplinary social sciences. Specifically, you are to respond to questions 14.1, 14.3, 14.7 and 14.10 on page 437 of the Repko text. This is to be posted under Assignments and is due 8 AM on Nov. 25.

Note: Late assignments and discussion posts will not be accepted and will not be graded if prior arrangements have not been made with the professor.

Course Requirements and Methods of Instruction:

First Day Attendance

To demonstrate first day attendance, respond to the introduction, questions about the syllabus and your interests in ISS discussion boards by 9 AM on August 30. If the above discussions are not completed by the due date and time, you will be listed as not attending the first class and will be dropped from the course.

Canvas use

Because this course is 100% online, all course assignments and discussions are conducted on Canvas. Information on how to use Canvas is available at: http://usfsm.edu/e-learning-services/student-resources/

Also, the USF Tampa IT Helpdesk provides 24 hour support for CANVAS. Please call 813-974-1222 or email: help@usf.edu if you need assistance outside of USFSM’s E-Learning hours.

Course Policies and Procedures:

Attendance, Absences and Making up Work

This course is conducted online. It is assumed that you have a working computer and access to the internet. Should you have problems you’re your own computer or internet, computers are available on the USF S/M campus for student use. Computer problems are not an accepted excuse for late assignments.

DISCUSSION BOARD RESPONSES AND ASSIGNMENTS NOT SUBMITTED BY THE DUE DATE AND TIME WILL NOT BE ACCEPTED AND WILL NOT BE GRADED IF PRIOR ARRANGEMENTS HAVE NOT BEEN MADE WITH THE PROFESSOR.

I reserve the right to require a meeting with a student should academic progress indicate such would be useful.

Extra Credit

There are no extra credit assignments in this course.
Use of Turnitin (Plagiarism Software):

I reserve the right to submit student work to Turnitin after the work has been turned in. The University of South Florida has an account with an automated plagiarism detection service which allows student assignments be checked for plagiarism. I reserve the right to ask students to submit their assignments to Turnitin through Canvas. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized.

Pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA), students are requested to maintain confidentiality as a way to keep their personal contact information (i.e. name, address, telephone) from being disclosed to vendors or other outside agencies. By your submission, you are also agreeing to release your original work for review for academic purposes to Turnitin.

USFSM AND USF SYSTEM POLICIES:

A. Academic Dishonesty: The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the USFSM Catalog, the USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

B. Academic Disruption: The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the USFSM Catalog, USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

C. Contingency Plans: In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the Campus Police Website for further information.

D. Disabilities Accommodation: Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator, 941-359-4714 http://usfsm.edu/disability-services/

E. Fire Alarm Instructions: At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red)
and secondary evacuation route (orange) in case the building needs to be evacuated. See Emergency Evacuation Procedures.

F. Religious Observances: USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.

G. Web Portal Information: Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address.

**Last Date to Withdraw**

The last day to withdraw without academic penalty and no refund is Nov. 1.

**Schedule of Class Assignments:**

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the Senior Seminar in Interdisciplinary Social Sciences</td>
</tr>
<tr>
<td>Aug. 26</td>
<td>Major Regions of Florida and Stages of Florida History</td>
</tr>
</tbody>
</table>

Write: Discussion Board: Introduction of Professor and Students. This is due at 9 AM on Aug. 30.

Write: Response to Discussion Board on Questions about the Syllabus. This is due at 9 AM on Aug. 30.

Write: Response to Discussion Board on Interests in Interdisciplinary Social Sciences. This is due at 9 AM on Aug. 30.

Read: Mormino, Chapter 1
Repko, Chapters 1, 2, 3 and 9

Go to and review information at these web sites:

http://seefloridaonline.com/common/history/
http://www.e-referencedesk.com/resources/state-geography/florida.html
Write: Repko Discussion Question 1: A) In your own words, explain what interdisciplinary social science means. B) Identify an interdisciplinary research question relevant to Florida that could be addressed using your two cognates (It is suggested that this question be your research topic but it is not required to be.). Be certain to follow the guidelines on pages 80-81 of Repko when stating your research question. C) Considering the material in Repko pages 84-89, justify using an interdisciplinary approach to this topic. D) Use Figure 9.2 from the Repko text on page 279 to explain how you would study this question using your two cognates. (Submit under Discussions.)

Class 2 Housing and Land Development
Sept. 2 Read: Mormino, Chapter 2
Repko, Chapters 4 through 6

DUE: Repko Discussion Question 1

Go to and review information at these web sites:
http://www.awesomeflorida.com/florida-regions.htm

(Organization created by State legislature to promote affordable housing)

http://www.fairhousingflorida.com/resources/
(online resources focused on fair housing in Florida)

http://www.tpl.org/florida-parks-21st-century
(information from the Trust for Public Land)

Discussion on Stages of Florida History and Major Regions of Florida

Do: Begin to access sources for your annotated bibliography

Class 3 Techno Florida and Tourism
Sept. 9 Read: Mormino, Chapters 7 and 3
Repko, Chapters 7 and 8

Go to and review information at these web sites:
http://www.floridatrend.com/wide_article.asp?aID=47634
(FL history and associated tourist venues)
http://dhr.dos.state.fl.us/services/
(FL history and associated tourist venues, cultural history)
http://dlis.dos.state.fl.us/fgils/tourism.html
(Official site for FL Dept. of State)
http://www.oppaga.state.fl.us/profiles/6125/
(Site of Executive Office of the Governor: Office of Tourism, Trade and Economic Development)

Write: Research Paper Topic

Discussion on Housing and Land Development

Write: Levels of Analysis Exercise (Review chapters 2 and 9 in Repko when working on this assignment.)

Write: Repko Discussion Question 2: Refer to Repko’s discussion of mapping the problem in Chapter 5, pages 149-153. A) Create a research map for your research question. B) Create a theory map specific to a theory from your first cognate. C) Create a theory map specific to a theory from your second cognate. (Submit under Discussions.)

Work on: Annotated Bibliography

Class 4  Demographic Trends: The Graying of Florida
Sept. 16          Read: Mormino, Chapter 4
                      Repko, Chapters 4 and 10

Go to and review information at these web sites:
http://www.floridasmart.com/information/demogr.htm
(basic population data for Florida)
http://www.fedstats.gov/qf/states/12000.html
(FL statistics compared to USA)
http://www.floridatrend.com/wide_article.asp?aID=47634
(regional data and interactive map for FL)

DUE: Repko Discussion Question 2
DUE: Research Paper Topic (submit under Assignments)

Discussion on Techno Florida and Tourism

Write: Anecdotal and aggregate data examples assignment
Write: Repko Discussion Question 3: Referring to Repko, chapter 10, identify and discuss any conflicts in insights and sources of such that you have found pertaining to your research topic. Be sure to discuss both conflicts within each discipline (cognate) as well as conflicts between the two disciplines (cognates) that you are using in your paper. (Submit under Discussions)

Class 5  The Internationalization of Florida  
Sept. 23  Read: Mormino, Chapter 8  
Repko, Chapter 11

Go to and review information at these web sites:  
http://www.floridacouncilof100.com/  
(Advisory group to Fl Governor and Legislature)  
http://www.floridatrend.com/default.asp  
(E-zine on all aspects of Florida)

DUE: Repko Discussion Question 3

Discussion on Demographic Trends: The Graying of Florida

WRITE: Repko Discussion Question 4: Referring to Repko Chapter 11, explain the four techniques available to interdisciplinarians to create common ground and discuss which ones you will use in your paper and how you will use these (see pages 335-348 in Repko.) (Submit under Discussions)

Class 6  Florida's Economic Trends  
Sept. 30  Read: Mormino, Chapter 5

Go to and review information at these web sites:  
http://www.floridacouncilof100.com/  
(Advisory group to Fl Governor and Legislature)  
http://www.floridatrend.com/default.asp  
(E-zine on all aspects of Florida)

DUE: Repko Discussion Question 4
DUE: Levels of Analysis Exercise (submit under Assignments)

Discussion on The Internationalization of Florida

Class 7  Agriculture and Agribusiness in Florida  
Oct. 7  Read: Mormino, Chapter 6

DUE: Anecdotal and Aggregate Data Examples (submit under Assignments)
Discussion of Florida's Economic Trends

Class 8  The Beach, Water Management in Florida and Natural Threats to Florida
Oct. 14  Read: Mormino, Chapter 9

Go to and review information at these web sites:
  http://www.flmnh.ufl.edu/fish/southflorida/everglades/threats.html
  (threats to the everglades)
  http://www.floridadisaster.org/index.asp
  (FL Division of Emergency Management)
  http://www.epa.gov/region4/water/southflorida/
  (EPA: South Florida Geographic Initiative)

DUE: Annotated Bibliography (submit under Assignments)

Discussion of Agriculture and Agribusiness in Florida

Class 9  Complete writing first draft
Oct. 21  Discussion on The Beach, Water Management in Florida and Natural Threats to Florida

Class 10  DUE: First Draft of Research Paper. Post the paper under
Oct. 28  Assignments AND Discussions
Do: Review Classmate’s First Draft
Do: Consult with Writing Support Services on First Draft

The last day to withdraw without academic penalty and no tuition refund is
Nov. 1.

Class 11  Develop your Presentation
Nov. 4  Read: Repko, Chapter 14
DUE: Review of classmate’s first draft (submit under Discussions)
DUE: Documentation of having first draft reviewed by Writing Support Services (submit under assignments)

Class 12  Veteran’s Day Holiday
Nov. 11  No new assignments and nothing due.

Class 13  Student Presentations
Nov. 18  Post your presentation to Canvas under Discussions
Write: Reflection essay. (Submit under Discussions)
DUE: Final Paper

Begin to read and respond to classmates’ presentations
Class 14  Student Presentations (cont’d)
Nov. 25  **DUE: Reflection Essay**
Finish responding to classmates’ comments on your presentation and your comments on theirs.

Class 15  Course Wrap Up
Dec. 2  **DUE: Responses to all student presentations by 8AM on Dec. 2**
The course will be unavailable after this time.