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Integrative Seminar: Shift

8 December 2014

Bibliography


*The Times Square Hustler* is a book written by Robert P. McNamara, an Assistant Professor of Sociology at Furman University. He has written multiple books on topics relating to AIDS and policing, as well as another book on Times Square titled *Sex, Scams, and Street Life: The Sociology of Times Square*. *The Times Square Hustler* focuses on the controversial history of Times Square’s male prostitution; this specific scope allows for eight chapters of sufficiently detailed information. McNamara highlights the adversities of Time Square, including the spread of AIDS and common drug usage, through his focus on male prostitution. This source was very useful in that it within the detailed information are interesting quick facts (e.g. cocaine being sold for $3 in Times Square), and these facts inspired aspects of my project. Empirical data in the form of tables and figures supports the text. A limitation of this book is that much of the information is presented through the form of short narratives rather than presented as research.
However, this is not entirely a limitation, as it allows for McNamara to describe what the environment of Times Square was like at the time in terms of architecture, entertainment, and people.


This source outlines a multitude of topics on Times Square throughout history and is composed of different chapters that are grouped together by focus: “Structural Changes”, “Entertainment and Commerce”, “Commercial Aesthetics”, and “Boundaries of Respectability". This allows for a wide range of information, including the creation of Times Square, tourism, nightlife, pop culture in the district, Broadway, and other details of the neighborhood throughout history—this broad range of information made this book one of the most useful sources consulted for this project because it functioned as a direct source of new information and provided a way to confirm the facts from other sources. This book is an anthology of Times Square, as each chapter has been written and researched by a different writer. While William Robert Taylor is the editor of the anthology, he also wrote the introduction and chapter 11. At the end of the book, a section titled “Contributors” lists all of the writers, and all of which are either a professor, assistant professor, architect, critic, author, or Ph.D graduate. The “Contributors” section is convincing that the source is valid through listing each writer’s credentials, and such extensive collaboration may be an advantage rather than a disadvantage. Each writer has a
specific focus of research within the book, perhaps allowing for more extensive research in comparison to a single author attempting to cover the large range of information.

*Times Square.* Anchor Bay Entertainment, 2000. DVD.
Six teachers of the Integrative Seminar subject participated in the semi-structured interview, and sequentially approved five questions that were applied to 230 students through a questionnaire. From the teachers’ interviews, four themes emerged: a) difficulty in the teaching and learning process; b) non-standardized evaluation methodology; c) teacher’s autonomy, and d) interdisciplinarity. The students answered five closed questions using Likert-type scale responses, and 75% disagreed that the Integrative Seminar had a unique instrument of evaluation; 79% agreed that the teacher uses several Integrative Seminar workshops to awaken the possibilities of writing as an exciting, dynamic source of inspiration. It can be an experimental space full of play and invention. It can be a formal and rigorous space for debate. It can be a tool used to process, explore, express or reflect. Writing does not simply represent thought, it is a catalyst to form thought. In this course you will be introduced to a diverse range of texts (fiction, non-fiction, poetry, journalism, theory) in order to consider the expressive possibilities of language. Class discussions will examine how writing conveys ideas and emotions.

A shift is a subtle change which can have enormous consequences. It suggests movement from one place to another, or one idea to another. Foundation for Integrative Education, participants distinguished content integration, in bridging physical sciences with arts and letters, from process integration, in the interplay of an individual and an environment. They also distinguished integration as synthesizing accepted postulates from integrative building of new conceptual modes capable of producing a holistic experience. Technical distinctions were not observed uniformly, but an important shift in thinking had occurred: from single structures or teaching methods and linking disciplinary categories to integrative learning processes. Presentation on theme: “Integrative Seminar workshop”–Presentation transcript: 1 Integrative Seminar workshop (Part II) My own experience with IS: I was so confused by what it meant to write a paper from three different disciplines because I had never written one or even read one myself. 2 What would you rather write about and why? Option 1: Internet culture has become influential worldwide (memes, selfies, vines, blogging, hashtags), which raises a range of important issues. Start studying Integrative Seminar Final. Learn vocabulary, terms and more with flashcards, games and other study tools. A. Changing the scheduling of shifts to prevent excessive fatigue among caregivers. B. Having a different system for medication storage and dispensing on each nursing unit, so look-alike medications are not placed next to each other. C. Sending an email reminding nurses to be more careful when taking medications from the drawer. A and B.