Wednesday, October 15, 2014

2:00 pm – 6:00 pm: AIS Board Meeting

6:15 AIS Board Dinner (The State Room, Kellogg Hotel and Conference Center)

Thursday, October 16, 2014

8:00 am – 4:00 pm: Registration (Lobby of Kellogg Hotel and Conference Center)

8:00 am – 1:00 pm: Board Meeting

9:00 am – Noon: Pre-Conference Workshop

“Nuts & Bolts” Best Practices of Interdisciplinary Course Design and Pedagogy”

Organized by Karen R. Moranski (University of Illinois at Springfield) & Scott Crabill (Oakland University) and featuring Rick Szostak (University of Alberta)

Those wishing to attend should bring a check for $50 payable to The Association for Interdisciplinary Studies.

This interactive pre-conference workshop offers participants an opportunity to learn the tools and techniques of interdisciplinary pedagogy. Participants will contextualize their goals in some definitions and best practices from interdisciplinary studies, including syllabus and assignment development, assessment techniques, and research methods. At the end of the workshop, Rick Szostak will help participants deepen their understanding of interdisciplinary theory in relationship to pedagogy. Participants will take home tips, models, and great ideas.

9:00 am - 10:00 am: Conceptualizing Interdisciplinary Pedagogy

This hour will introduce participants to theories and best practices of interdisciplinary pedagogy with an emphasis on integrative learning. Leaders will introduce participants to the tools they can use to build interdisciplinary and integrative courses, including, to the extent time allows, syllabus preparation, integrative assignment building, rubric design, and active learning exercises that build skills in integrating
disciplinary content, theory, and methodology.

10:00 am – 11:00 am: Best Practice in Interdisciplinary Pedagogy

The second hour will allow participants to actively apply best practices to their particular programs and courses in a workshop environment. Guided assignments will help participants use the materials from the first hour. Participants will report out at the end of the workshop time.

11:15 am – 11:45 am: Deepening Interdisciplinary Theory and Pedagogy

The final hour of the session will showcase an invited speaker/author who has recently published in interdisciplinary studies or who has served on the board of AIS. This hour can spill over into lunch and invite participants to interact with the author.

11:45 am – 1:00 pm: Lunch at Brody Square

1:00 pm – 1:30 pm: Welcome by Dean Elizabeth Simmons (Lyman Briggs College and the College of Arts and Letters, Michigan State University) & Provost June Youatt (Michigan State University)

1:45 pm – 3:15 pm: Concurrent Sessions

Session: Interdisciplinary Learning and Assessment:

“Quantifiable Results of Interdisciplinary Learning: Implications and Benefits”

Tami S. Carmichael (University of North Dakota) & Yvette LaPierre (University of North Dakota)

For decades, it has been understood that interdisciplinary learning communities provide an increased benefit to students, however much of the evidence that supports those beliefs has been qualitative and anecdotal. In this presentation, faculty of the Integrated Studies Program at the University of North Dakota will provide insight into how student learning and engagement can be measured to provide a solid foundation of support for these claims, based on quantifiable data gathered in a rigorous and reliable assessment process that measured student learning outcomes and engagement levels over time. The results of this assessment clearly indicate that interdisciplinary learning practices are effective in promoting academic improvement, retention, development of general education skills, and high levels of student engagement. In addition, the presenters will discuss how using these data can help faculty better meet their students’ learning needs, while it also helps them argue to a larger community for the value of the interdisciplinary learning. Beyond promoting the value of current efforts, gathering and using quantifiable assessment data will provide practitioners with the tools they need to move successfully into the future and to positively impact student
learning in new and more comprehensive ways. The presenters will detail some of the ways their work has led to increasing opportunities for interdisciplinary learning and teaching at their state research university.

“Critical Discourse Analysis as an Interdisciplinary Research Methodology for Interdisciplinary, Intercultural and an Inter-Institutional Assessment Tool for Student- Perceived Learning (SPL) Compared with Instructor-Perceived Teaching (IPT) of Interdisciplinary Courses”

Regina Williams Davis (North Carolina A & T University)

Examining perceived effectiveness of learning-outcomes from a pluralistic view using critical discourse analysis (CDA) will produce analytics from language, discourse practices and discursive events. Although, traditional assessment methods of student learning-outcomes provide feedback regarding learning objectives, results are one-dimensional, often ignore diverse learning styles, lack interdisciplinary synthesis, and rarely consider diverse cultural frameworks of students and instructors.

“Establishing an Integrated Mentoring Program for ID Studies Program”

Gerburg Garmann (University of Indianapolis)

When we think of mentoring in an academic setting, we usually refer to senior and mid-level faculty mentoring junior faculty or administrators mentoring junior employees. According to David B. Hutchins (1996; 2002) a mentor is defined as an individual who exemplifies “viable approach[es] to career and leadership development. The mentor/mentee relationship can be very complex and yet very critical to career development. It can provide important career guidance through coaching and feedback. A mentor can compensate for an individual’s lack of experience, organizational connections and influence during initial, mid and later career years. Such relationships have had direct impacts on rejuvenating the workplace environment. Mentoring can be a catalyst to a learning organization.” This statement seems to be particularly pertinent to the area of interdisciplinary studies where faculty peers (and student peers) find themselves both in the position of being able to serve as a mentor to their colleagues as well as being in need of knowledgeable and (com)passionate mentorship to successfully negotiate the delivery/acquisition of interdisciplinary contents whether in research, teaching, or performance. Thus, whereas mentors are usually considered to be wise coaches and personal models worth emulating (five to ten years ahead of the mentee), my proposed model of reciprocity suggests a non-age oriented/non-career–stage oriented approach to interdisciplinary mentoring, where mutual coaching within a team-teaching/team-researching/team-performing setting becomes the norm. If successful, the implementation of this model will ultimately aid in the relevance and prestige of an institution, namely through stakeholder satisfaction and
Although Jamie Shumway leads an active and full life, as an ALS patient he is relegated to a wheelchair operated by a joystick he manipulates with his head and neck. Working with his palliative care physician, he expressed interest in a legacy project: a memoir. “I am writing this book because I don’t want to sit and wait for my body to fail,” writes Shumway in the introduction of the memoir. I was recruited by Dr. Joshua Dower, a Morgantown, West Virginia-based palliative care specialist, to help Dr. Shumway write his memoir. This paper serves as a first-hand account at how adopting an interdisciplinary approach to creative writing fosters the practice of narrative medicine. The paper introduces the narrative medicine movement, discusses some of its practitioners, and explores my own background in writing about rheumatoid arthritis, a chronic condition that has become the basis of some of my own writing. The paper describes how interdisciplinarity played an integral part in the drafting of Dr. Shumway’s life memoir and details how narrative can be useful to patients as a way of providing meaning, context and perspective on medical conditions. A discussion of future possibilities for interdisciplinary writing in ongoing narrative medicine projects will also be addressed.


Richard Lotspeich (Indiana State University) & Lauren Martin (University of Minnesota)

This presentation will review interdisciplinary connections that support a recent Benefit-Cost analysis that was used to support decisions on public policy in Minnesota related to the social problem of sex trading (i.e. prostitution). The review is based on an extensive policy report sponsored by the Minnesota Indian Women’s Resource Center and a related academic article forthcoming in the Journal of Benefit-Cost Analysis, but the focus will be on the extensive reliance on interdisciplinary research required to conduct the analysis, rather than the economic framework or results of the analysis per se. To provide context we will briefly describe the policy problem and history of the collaboration between Martin (an anthropologist deeply engaged in the policy environment) and Lotspeich (an academic economist). A summary of the analytical framework will be presented followed by brief descriptions of contributions from several distinct disciplines, including: Anthropology, Criminology/Criminal Justice, Economics, Epidemiology, Ethics, Law, Medicine, Psychology, Sociology
and Social Work. Many of these contributions are contained in a central analytical element of our research, the Table of Harms, which will be carefully explained. The presentation will close with comments about the challenge of collaboration across disciplines that approach policy problems from distinct frameworks and perspectives.

Session: How to Infuse Experiential Learning into the Curriculum

Organized by Dianna Zeh Rust (Middle Tennessee State University)

“EXL Scholars: A Model QEP Program of Experiential/Service Learning”

Carole Swayze (Middle Tennessee State University)

Participants will learn how Middle Tennessee State University combined service learning and academic programs into a national model that is both sustainable and replicable. The EXL Scholars Program was created to enhance student learning through a comprehensive program of experiential learning activities. This program formalizes and organizes several existing experiential learning activities into a comprehensive program of study for students. The initial program development goals included designing the process for incorporating experiential and service learning into academic courses across the six colleges including multiple disciplines, developing methods for evaluating the student learning objectives, and creating the process for students to earn the honor of the EXL Scholars Designation upon graduation. The EXL Scholar Designation is awarded only to students who have completed a minimum of 16 credit hours of EXL coursework, an external and internal service activity, and a capstone course requiring an e-portfolio of completed coursework demonstrating experienced-based knowledge in academic and service learning projects. Evaluation is based upon a combination of rubrics, surveys and university data. Student Learning Outcomes are measured by instructors based upon a set of common rubrics and end of course and end of program student surveys. Additional evaluations are obtained from surveys of community partners and from university data comparing the EXL and non-EXL participants’ responses to relevant questions on the Graduating Senior Survey. Program evaluation is based upon university data regarding student, faculty, and department participation rates, post-program student survey, and results from the National Survey on Student Engagement. Measurements taken from program outcomes indicate that students, faculty, and the community have embraced this program and that is has a significant impact on the middle Tennessee community.

“Incorporating Service and Experiential Learning into Courses and an Interdisciplinary Degree Program”

Dianna Zeh Rust (Middle Tennessee State University)

This presentation will explore the process for incorporating experiential
and service learning into individual academic courses by reviewing best practices as well as discussing how faculty at MTSU designate courses as EXL and measure student learning outcomes utilizing common rubrics. Beyond individual courses, incorporating service learning into an interdisciplinary degree program will also be discussed. A recent curriculum revision for the B.S. in Integrated Studies incorporated several experiential learning courses. In addition students are encouraged to complete an internship, study abroad, service learning experiences, etc. in order to complete the EXL Scholars designation. Students also document their experiential and academic learning experiences in their senior e-portfolio required in their capstone course providing a reflection experience for their degree program.

Roundtable: Emerging Scholars Forum: Diversity and Public Engagement

James Welch IV (University of Texas at Arlington)

This is a continuation of an annual conference roundtable held for almost a decade. This forum has been very successful, generated wonderful enthusiasm among its participants. Graduate students involved in interdisciplinary programs will be invited to participate, through email and announcements at the conference. Established members of AIS, including members of the board of directors, will also be invited to attend and engage in the discussions. The students will be encouraged to describe their research and educational experiences, express their hopes and concerns for their academic or professional future, especially as it relates to the particular problems and opportunities of interdisciplinary studies. Senior AIS members can provide students with feedback and advice, along with other networking opportunities. This synthetic arrangement both engages graduate students in AIS, but also informs AIS of the state of the field and the needs of emerging scholars. Participants will be informed of the support and publication opportunities provided by AIS. Although this is an open discussion forum, the ways in which interdisciplinary studies uniquely addresses the conference themes of diversity and public engagement will be a general focus area.

3:30 pm – 5:00 pm: Concurrent Sessions

Session: Hybrids & Crossing Boundaries: Consilience of History/Science/Engineering

"A Hybrid Muse' Revisited"

Guy Beckwith (Auburn University)

At last year's AIS conference I introduced two recent developments in history, both radically interdisciplinary. The paper, entitled "A Hybrid Muse? Art and Science in History," stressed the stark contrast between the two approaches. To quote the abstract: "On the one hand are calls for historians to draw more aggressively from the natural sciences. We see this in the work of scientist-turned-historian Jared Diamond in his
Pulitzer Prize-winning book, Guns, Germs, and Steel (Norton 1999). Diamond goes so far as to explicitly suggest that history must not only employ the sciences, but must become a science, 'on a par with acknowledged historical sciences such as astronomy, climatology, ecology, evolutionary biology, geology, and paleontology' (408). Yet other historians are renovating the idea of history as the queen of the humanities, and argue that narrative and the language of poetry and drama are the heart of the discipline." "A Hybrid Muse" focused on the opposition between the two emerging schools of thought--as do their practitioners--and ended with the flat declaration that I could see no way to reconcile the two positions. But many of the questions I received afterwards concerned a dialectical synthesis; and several members of the audience suggested I do a follow-up paper exploring that possibility. I've been researching the issue ever since, and have developed a tentative solution to the problem--one that will give meaning to the original paper's title, which implied more than it delivered, i.e. that history at its best is a thoroughgoing fusion of art and science. "A Hybrid Muse Revisited" addresses most directly one of the conference topics: "Models and strategies to integrate the arts and/or humanities and the social and/or natural sciences." It has some connection to the main conference theme, the interdisciplinary exploration of significant public problems.

“Consilient Science: A Transdisciplinary Template”

Barry Wood (University of Houston)

Excluding a few hybrids (biochemistry, sociobiology), the sciences have remained intensely disciplinary, each emphasizing discreet content and scientific method but rarely a scientific world view. Interdisciplinary or transdisciplinary approaches have had little impact on general education science courses; technical certification and job-ready specialization rules. Meanwhile, problems summarized in A Nation at Risk (National Commission on Excellence in Education, 1983) have continued through three curricular revisions: Benchmarks for Science Literacy (AAAS, 1993), National Science Education Standards (NRC, 1996), and A Framework for K-12 Science Education (NRC, 2012) and its deployment in Next Generation Science Standards (Achieve, 2013). Current science education lacks a unifying template emphasizing “consilience: the unity of knowledge” (Edward O. Wilson). A transdisciplinary template from the humanities extends “history” beyond reliance on written documents alone to include the history of the Universe from the Big Beginning (BB) or The Initial Moment of Emergence (TIME) through galaxy, star, element, and planetary formation to the four-billion-year evolution of life on Earth, the emergence of humans, and two crucial advances leading to modern civilization—the agricultural and industrial revolutions. This history unifies “the five biggest ideas in science” (Wynn & Wiggins), ranging through astronomy, chemistry, physics, geology, biology, anthropology, and traditional history, emphasizing themes of order emerging in the midst of entropy (Prigogine), tiered complexity (Kauffman), and self-organization (Jantsch). This paper will single out a dozen university courses now utilizing this template, including the presenter’s own Interdisciplinary
Liberal Arts and Social Sciences (ILAS) course at University of Houston, ILAS 2360: Cosmic Narratives. (250 words)

“The German Model: An Interdisciplinary-Intercultural” Learning Curve”

John F. Decarlo (Hofstra University)

Historically, German intellectual culture has consisted of a dialogue between theology, philosophy, literature, and the sciences. The current economic culture is also a model of interdisciplinary partnerships based on public and private collaborations, government funded interdisciplinary programs, and cross institutional and cross disciplinary initiatives. Correspondingly, it is noteworthy that only recently, did China surpass Germany in the total value of exports. The Germany economy also provides for its young people, supporting the lowest unemployment rate for young people, in the world. Accordingly, the presentation will be divided into two sections: a) Germany’s social capitalism or subordinated individualism; Dual Vocational and Education and Training System; ethical culture of Quality Control; strong political leaders; and its frugal consumer modality, which are admirable attributes. And: b) its international outsourcing, excessive quality control, lack of leadership with the Euro Crisis, import–export imbalance, and poor immigration integration, which are areas of concern. It will then examine the cross-cultural fertilization that has occurred between Germany and its Post-War partner, the United States, who has provided economic, technological, and militaristic support, and more recently, whose foreign policy has been a point of contention. In this regard, Jurgen Klingsman, the German national and world cup soccer star, who has coached both the American and German soccer teams, will be used as emblematic case study of how such cross-cultural fertilization has been successful, and synthetically, of how it can be broadened to address the aforementioned domestic and international tensions.

Session: Teaching Interdisciplinarity

“Faculty Communities of Teaching Scholars: Learning to Teach Interdisciplinarily”

Jason Todd (Xavier University of Louisiana) & Robin Runia (Xavier University of Louisiana)

In this session, we will introduce our Faculty Communities of Teaching Scholars (FaCTS) initiative designed to support faculty in planning and implementing innovative curriculum and/or pedagogical projects. The outcomes of the initiative include enhancing scholarly teaching practices; encouraging faculty involvement in the scholarship of teaching and learning, and ultimately enhancing student learning. The FaCTS theme changes each year. The 2014-2015 theme was Interdisciplinary Teaching and Learning, encouraging the intentional effort to integrate content and
methodologies from more than one academic discipline. Twelve faculty were selected to participate. We will discuss details of two funded projects. Dr. Robin Runia will discuss her project (Biology in Literature) to develop a new interdisciplinary course that explores biological concepts within literature. The course will examine connections between biological content and literary form within historical context. Dr. Jason Todd will present on his new interdisciplinary course (Social Justice and the Graphic Novel) that will teach students to access the graphic novel, a genre generally dismissed as non-literary, at multiple levels—the textual, the visual, and the contextual—to enhance skills of interpretation through these multiple literacies. We will discuss ways in which attendees can incorporate parts of these projects into their own courses.

“What Hat Fits?”

Roberta Michel (Oakland University)

This 30-minute panel of faculty and undergraduate students discuss an introductory organizational behavior class assignment that required students to work in teams and analyze from multiple angles the complex issue of introducing biometric surveillance technology as an employee management technique. The six member teams were required to read a series of articles on management theories, biometric surveillance technology, as well use the deceptively simple analysis tools offered through Edward DeBono’s six thinking hats to prepare a positional recommendation on its use. The pedagogical goal was to introduce lateral thinking into the course as part of recognizing that workplace decision-making often requires multiple perspectives. The assignment required students to describe the potential issues, such as privacy and ethics concerns, raised in the workplace by the use of such technology as well as hold the unfamiliar and often uncomfortable position of arguing from a particular “hat.” This group paper and presentation assignment also obligated students to critically analyze currently held and prescribed business management theories. After the panel presentation by the undergraduate students and faculty member, audience members will be invited to ask questions on the group findings as well as the learning offered through introduction of this type of assignment offered in an undergraduate organizational business course.

“Walking the Talk: Building a Sustainability Concentration within an Interdisciplinary Major”

Laurence Winters (Fairleigh Dickinson University)

I hope to demonstrate that sustainability is the very paradigm of an interdisciplinary issue. From the side of the natural sciences, environmental and ecological studies, geology, meteorology, climatology, genetics, and so many other disciplines provide the foundation of the theory and practice of sustainability. The social sciences provide
anthropology, economics, geography, and social psychology. Management sciences, themselves interdisciplinary, provide some of the tools for the development of successful plans and projects. We also draw upon global mapping/GIS, public relations, conflict resolution, and multiple stakeholder skills. All of these disciplines and skill sets are necessary, I will argue, to confront the ‘wicked problems’ of climate change, environmental degradation, and the coming crises of resource availability and management. There are no simple answers, seemingly no course of action that will not upset or disadvantage some stakeholders. Holding on to strict disciplinary territoriality will surely leave us in the same quandary that we find ourselves at the present time. At Fairleigh Dickinson University, we have initiated a sustainability ‘concentration’ within the Interdisciplinary Studies curriculum. I will trace the details of the curricular development. We have tried to provide a deeply interdisciplinary experience for the students, with close faculty coordination and scheduling. I will briefly characterize the opposition we have faced from the disciplines, and the ongoing efforts to overcome these roadblocks.

Workshop: “Wicked Philosophy: Philosophy of Science and Vision Development for Interdisciplinary Public Problems”

(Organized by Coyan Tromp) (Institute for Interdisciplinary Studies - University of Amsterdam)

Scientific approaches often fall prey to a one-sided understanding of human—environment relationships that obstructs the attempts to find solutions for our interdisciplinary public problems. On one side, we have the positivist position, with its realist ontology and objectivist theory of knowledge. This position, traditionally representative of the natural sciences, focuses on the more or less stable structures in reality and the influence they exert on the behaviour of natural phenomena and human beings. On the other side of the scale, we find the interpretivist position, holding a constructivist view on reality and a relativistic, perspectivistic theory of knowledge. The latter position, usually mainly associated with the social sciences, is particularly interested in the influence of human actions on the surrounding system. In this workshop, based on a working group format designed for the interdisciplinary bachelor’s programme Future Planet Studies, participants are first invited to investigate the deeper beliefs and underlying assumptions of the two dominant positions. By playing a “Why have you?!” quiz (appr. 45 minutes), we gain more insight in the various possible positions within the philosophy of science. Meanwhile we see how the perspectives on reality and knowledge either connect to form a coherent worldview (within one and the same position) or clash (when comparing the two overall positions). In the second part of the workshop (also appr. 45 minutes), participants are challenged to try and think out-of-the-box and build some kind of bridge between the opposing positions. We can work here with an example from biology and/or organisation theory or with another example preferred by the audience. After a short brainwave, each team is asked to present a visualisation and come up with a meta position that transcends the apparent dichotomy between the diverging stances. By not remaining constrained to the ontological
and epistemological dimensions but also addressing what view on validity and valorisation goes along with a particular stance, we are able to expand this exercise in the philosophy of science to cover the normative domain as well. Such a ‘wicked philosophy’ is much needed if we are to come up with viable solutions and inspiring visions to the persistent public problems we are currently faced with.

Roundtable: Acts of Translation (Organized and Moderated by Colleen Tremonte (Michigan State University) and featuring Ali Chrisler (Michigan State University), Constance Hunt, Betsy Ferrer-Okello, Mike Macaluso, Hannah Miller, & Matthew Yalch (all from MSU))

Nowhere is the growing recognition that solutions to global public problems require insights and tools from a variety of disciplines, perspectives and practices more forcefully evident than in the landscape of US undergraduate education. The (re)emergence of cross-disciplinary programs and specializations, the advancement of undergraduate-faculty research collaborations, and the ever-increasing number of global internships suggest a broad commitment across institutions to provide students with systematic opportunities that will foster ‘integrative modes of thinking’ and ‘interdisciplinary skills’. In each instantiation, the presumption is that students will work with faculty who themselves are versed in interdisciplinary pedagogic translation. That is, faculty who can not only navigate the various domains upon which interdisciplinary research enterprises are built, but can serve as pedagogic interlocutors in teaching and learning contexts. This roundtable takes up the issue of pedagogic translation in interdisciplinary teaching and learning on the undergraduate level. Specifically, participants will draw on their experiences as fellows in the Interdisciplinary Inquiry and Teaching (IIT) Fellows Program at Michigan State University, and on their respective discipline-specific doctoral studies, to identify various stasis points (moments of impasse) in undertaking interdisciplinary ‘teaching’ projects (e.g., in design, in enactment, in assessment). More specifically, fellows will discuss their individual processes for navigating these impasses: for translating (or mis-translating) discipline-specific knowledge and expertise into teachable interdisciplinary subject matter content.

5:15 pm – 6:30 pm: State of the Field (Organized and Moderated by Rick Szostak and featuring Tami Carmichael (University of North Dakota), Bill Newell (Association for Interdisciplinary Studies), Michael O’Rourke (Michigan State University), Nick Sousanis (Teachers College, Columbia University), & Evan Widders (West Virginia University))

It has become a tradition in recent years at AIS conferences to have a 'state of the field' panel late on Thursday afternoon. We have settled on a format of a series of 5-minute presentations on various topics of interest. For example, Nick Soustanis will talk about his research on graphic representations of interdisciplinarity, Evan Widders will speak about how/why to track program graduates for assessment purposes, Tami Carmichael will address program impact, Bill Newell will review efforts to empirically verify interdisciplinary 'best practices', and Michael O'Rourke will discuss strategies for effective interdisciplinary communication. The moderator will place the various
presentations in context within the field of interdisciplinary studies. In the past our state-of-the-field sessions have mostly featured members of the AIS Board. We are making a deliberate effort this year to invite a wide range of scholars who have made interesting presentations at recent AIS conferences. We also seek naturally to address a range of topics that are both current and important in the study of interdisciplinarity. The presenters listed above were each suggested by the Board on the basis of their past intellectual contributions to AIS.

6:30 pm – 7:00 pm: Reception with Cash Bar

Alpha Iota Sigma Event

7:00 pm: Dinner at Brody Square

Friday, October 17, 2014

9:00 am – 4:00 pm: Registration

8:30 am – 10:00 am: Concurrent Sessions

Session: The Value of a Liberal Arts Education

“An Interdisciplinary Examination of the Economic Model of Schooling and Its Impact on Perceived Quality of Life” (Benjamin Brooks (West Virginia University)

This paper will discuss the findings from an interdisciplinary research study that uses in-depth interviewing to examine participants’ perceived quality of life (PQoL) as it relates to the United States’ Economic Model of Schooling construct. This construct states that in recent decades economic factors have become the driving force behind federal educational policy. The assumption underlying this increasing role of economic considerations on education is that improving scholastic attainment will lead to greater individual and societal economic rewards (Anyon, 2005), and that greater individual and societal economic rewards will lead to an improved quality of life for the citizenry. Seven major PQoL themes were determined in this study through the coding of nine participants’ in-depth interviews: Interpersonal Relationships, Engagement, Internal Motivation/Personality, Handling Adversity, Financial Security, Occupation/Occupational Identity, and Faith. The relationship between educational attainment and learning experiences and the development of these themes was also determined. The analysis raises questions about the Economic Model of Schooling if the desired effect of that policy is to improve the quality of life of its citizenry. The findings suggest that to a large extent educational attainment and scholastic learning experiences had only an occasional impact on PQoL, most notably on Occupational Identity and Financial Security, while non-scholastic learning experiences contributed a great deal more to PQoL.
The most notable areas of impact that took place in school, but not as a part of perceived education curriculum or policy, were on Interpersonal Relationships through peer socialization and on all themes through positive student-teacher contact. Overall, however, the most significant learning experiences that had an impact on PQoL occurred outside of the formal school setting, and came through “real world” experiences and familial and community contact.

“The Decline of Liberal Arts Colleges in America: A Loss of Interdisciplinary Diversity in Higher Education” (Jeffry Davis) (Wheaton College)

Based on a study published in *Liberal Education*, since 1990 there has been nearly a forty-percent loss of liberal arts colleges in the United States. Economists Vicki Baker and Roger Baldwin warn, “American higher education will be diminished if the number of liberal arts colleges continues to decline.” Similarly, writing for the Modern Language
Association, Dana Ringuette observes, “Liberal arts colleges have continued to mimic the Research I model despite the deleterious effects it has had on faculty members across the spectrum of institutions.” The goal of interdisciplinary education, especially from a liberal arts perspective, is the cultivation of a complete person who is adequately prepared to address pressing public problems and human concerns. However, the liberal arts college has become increasingly captive to two research university influences: to value publishing over humanistic teaching, and to value academic specialization over integrative education. The consequences of this trend could prove to be tragic, resulting in the following for liberal arts faculty: confusion about what really counts in professional life; increased allegiance to a discipline rather than a diverse community of scholars; disbelief regarding an institution’s commitment to interdisciplinary instruction; and the loss of a persuasive vision for education—one dedicated to the cultivation of whole human beings who can exercise personal freedom with genuine social responsibility. This paper will examine the essential role that the liberal arts college provides in the overall diversity of American higher education, while observing the irony of newfound interest in liberal arts globally, especially in Asia.

Panel: Experiential Learning at the University of Science and Arts of Oklahoma (J. C. Casey (University of Science & Arts of Oklahoma) & Layne Thrift (University of Science & Arts of Oklahoma))

This presentation will discuss the 2014 five-week Independent Study summer session at the University of Science and Arts of Oklahoma (a small public liberal arts college in Oklahoma), a program featuring interdisciplinary collaborations between faculty and students from diverse majors who address problems and develop solutions in an experiential environment. For five weeks, students and faculty work intensively and solely on a single project, unencumbered by other academic responsibilities. Some of the projects are team-taught. Nearly all require students to work in teams or small groups to accomplish specific goals. This year, the program offered 15 projects, led by faculty from 12 different disciplines, and drew 136 students (about 36% of summer enrollment) from arts and humanities, math and science, education, and the social sciences. The program is designed to be flexible and easily could be adapted for other schools. The discussion will be led by two of the project leaders and will include a video documentary of the projects, along with student responses to such interdisciplinary collaborations.

Panel: “Knowing, Doing, Making: Discussion of an Interdisciplinary Method of an Interdisciplinary Doctoral Program” (S. Andrew Stowe (Clemson University), Randy Nichols (Limestone College), & Anthony Collamati (Alma College))

This panel will outline the practices of an interdisciplinary doctoral program housed in a college of arts and humanities at a large research focused university, and will discuss the professional and academic experiences related to matriculation in the program. The program in focus was explicitly designed to engage its students in interdisciplinary research. Emphasis in this program is
routinely placed on the Aristotelian model of education which highlights knowing, doing and making. Each member of this program has a different relationship with various disciplines and disciplinary methodologies and has to grapple with interdisciplinary procedure in different ways. We feel that a panel focused on the methodology of this doctoral program will allow interesting insights into the various difficulties and strengths of conducting interdisciplinary research. The panelists, which include alumni and current students, will discuss their interdisciplinary dissertation projects (as prescribed by this program’s methodologies) and their research-related personal experiences. Each panelist will discuss the challenges of such an interdisciplinary undertaking, the scaffolding that the program provided, the practice of interdisciplinarity outside the program, and related issues.

Session: Approaching Wicked Problems: Theories and Examples

“Seeking Justice: An Integrative Approach to Teaching the Conflict in the Middle East” (Philip Barclift (Seattle University))

Scholars tend to study the conflict between the State of Israel and the indigenous Palestinians within disciplinary silos. For example, theologians either study the region’s competing religious systems or strive for meaning from a God who demands justice yet seems to play favorites. Economists use their rival economic theories to build strategies for economic growth that are relatively fair to competing parties. And political theorists look for points of agreement between parties that might produce a livable compromise that satisfies the most basic interests of both parties. As a trained theologian, rooted in Catholic Social Theory and informed by years of experience on the ground in the Middle East, I contend scholars must engage in an interdisciplinary study of the conflict that integrates the fruits of the relevant disciplines into a single investigation of the conflict’s roots. A just peace will balance diverse religious perspectives, rival political aspirations, conflicting understandings of justice, and competing claims to the region’s limited resources. What is needed is a holistic approach to the problem that considers the insights from multiple disciplines and methodically integrates them into a single study of ways to create the promise of peace within a framework of justice. Every university course that studies the conflict between Israel and the Palestinians must demonstrate its complexity with an interdisciplinary investigation that draws on the results of all the related disciplines and that models how to integrate them into a single theory.

“Falsification Experiences: Building Academic Citizenship through Scientific Knowledge Practices” (John Charles Goshert (Utah Valley University))

Alongside basic scientific illiteracy, mass culture cynicism about science’s ways of knowing leads to increasingly urgent problems in the United States which bear upon any number of environmental, political, economic, and cultural issues. While the popular forms these problems take are important, academics should be particularly concerned about their impact
on curricular and pedagogical approaches that shape undergraduate education in the US. By focusing on current trends in writing program administration, I explain how persistent misconceptions of scientific knowledge practices provide an alibi for abandoning the academic enculturation role historically played by first year writing courses. I show how misconceptions of science based in nineteenth century positivist approaches fuel expressivist writing pedagogies that reject reasoned judgment and constructivist knowledge practices in favor of mere opinion and mass culture literacy, and fail to distinguish between claims of taste and claims of judgment. Ironically, by supporting and reinforcing mass culture’s communicative practices, advocates of these pedagogies demonstrate a disregard for, if not an active suspicion of, their own academic world, its values, and its discursive practices; they tend to reproduce rather than challenge the trivialization of academic values students bring to their college experiences from the larger US culture. I suggest that more critical—and more accurate—scientific literacy among peers in writing studies (and perhaps undergraduate education broadly) would prevent the tendency to mistake science’s collective authority practices for authoritarianism, would make visible the common collective, evolutionary intellectual foundation of all academic work, and would invite rather than preclude student participation in those practices.

“Delta College’s World Conference: A Critical Assessment of an Enduring Inter-Disciplinary Program” (Timothy Stoller (College at Brockport, SUNY))

Since 1996, Delta College, an innovative inter-disciplinary undergraduate program / learning community at the College at Brockport, SUNY, has held an annual World Conference each spring. Offering a range of activities (creative projects and performances, research posters, panel presentations, a catered meal and a keynote speaker) the World Conference not only provides Delta students with the opportunity to experience and participate in a scholarly conference, but to engage one another in extended conversations and debates around diverse, globally-based inter-disciplinary issues such as “The Politics of Food,” “Water,” “Garbage,” or “Circumpolar Politics.” These conversations are the culmination of the students’ work in specific Delta courses during the spring semester each year. This paper will provide a brief history of the Delta College World Conference, an explanation of its structure and essential components, a critical assessment of its effectiveness as a tool for inter-disciplinary teaching and learning, and suggestions for adapting this pedagogical model for use in other academic contexts.

10:15 am – 11:45 pm: Concurrent Sessions

Session: Works and Lives

“Experiential Learning and Interdisciplinary Collaborations: The Process of Organizing a Conference on Work-Life Integration” (Debra Israel (Indiana State University) & Barbara Eversole (Indiana State University))
Debra teaches a course on Gender and Economics. While students in the course are primarily Economics students, the course is also an elective for the Women’s Studies minor, and satisfies a general education requirement, so students from a variety of majors may take the course. As a way to bring in expertise from other fields, and to have students engage in experiential learning, Debra began involving students in the organization of panel presentations on family-friendly work-life policies. Debra met Barbara when she attended one of the panels. Barbara teaches in our College of Technology, and her research agenda focuses on work-life programs as cultural change interventions in organizations. We began trading guest lectures in each other’s classes. Then, since academic year 2011-12, we have organized a conference at ISU on Work-Life integration, with funding from the University’s strategic goal to improve the Quality of Life for Faculty and Staff, and sponsorship from a variety of units on-campus, including the relatively new Interdisciplinary Programs unit. This fall will be our Fourth annual ISU Work-Life Integration conference. In this paper we reflect on the challenges of making this a meaningful learning experience for our students, and the importance of reaching across many disciplines for participation in the conference. We hope to use the conference as a vehicle for enacting cultural change at our own institution.

Workshop: “Teaching & Learning with Undergraduate Students: An Interdisciplinary Approach to Understanding Societal Problems” (Nicholas Gisholt (Michigan State University) & Veda Hawkins (Michigan State University))

Session: STEM Education

“Connecting the University with Downtown Baltimore: An Interdisciplinary Arts/Engineering Collaboration to Design and Build a Kinetic Sculpture” (Steven McAlpine (University of Maryland Baltimore County))

The Interdisciplinary Studies (INDS) program at UMBC recently won a Breaking Ground grant to form an interdisciplinary team of undergraduate students at UMBC to design, build and race a kinetic sculpture in the May 2015 Baltimore Kinetic Sculpture Race. Tentatively called the “Trashmonster upcycle”, the structure (which explores themes of sustainability) would utilize as many repurposed (upcycled) components as possible. We envision this as a new model of project based learning that provides opportunities for students in engineering, visual arts, environmental science, journalism, community psychology, education, and management to apply theories and methods they have learned in the classroom to a collaborative project that builds strong relationships among academic departments and with communities in public education and downtown Baltimore.

“Convergence & Organizational Diversity as Countervailing Trends in the Field of Biology at Major Research Universities” (Jerry Jacobs (University of
Leading researchers have suggested that a new era of intellectual convergence has arrived in biomedical research. The term “convergence” refers to the value of interdisciplinary research especially as it relates to bringing health-related discoveries to an eager public (Sharp et al., 2011). This area is brimming with prospects for remarkable breakthroughs with potentially life-saving and life-altering results, from advanced prosthetics to genetically-based individualized medicine to nano-scale delivery of chemotherapy and other treatments, with enormous potential economic as well as humanitarian consequences (McKinsey, 2013). At the same time, biology and its related and component fields are now housed in a large number of departments, programs, centers, institutes and other units on campus. In some case, biology has pulled other fields into its orbit. This gravitational pull of biology has led to the creation of biological specialties in chemistry (biochemistry), engineering (biomedical engineering), physics (biophysics), and statistics (bioinformatics). In other cases, increased specialization at the core of biology has led to internal divisions into fields such as cellular biology, genetics, ecology, evolutionary biology and neuroscience. This paper will report on an analysis of the number of biology and biomedical departments in 107 leading research universities in the US. At least 31 different biology and biology-related departments and degree programs have been established at leading US research universities, in addition to 7 facets of engineering that relate to biology, not counting at least 17 additional specialties fields based in medical schools. These leading research universities on average have 6 biology-related programs. (The range is 0-16, mode=4, median=5, mean=6.1). The tension between the view of biology as increasingly convergent and the apparent organizational trend toward greater differentiation is the central theme of this paper.

"Perspectives on Integrating and Linking Discrete Mathematics and Data Structures" Aparna Mahadev (Worcester State University)

Data Structures ranks as one of the most challenging courses in our Computer Science curriculum and as one that has the steepest learning curve for our students. An on-going problem we face in teaching data structures is finding time and mechanism to cover the mathematical concepts that are necessary for understanding the critical aspects of the course. However, having to include the mathematical concepts in a course whose main focus is programming can distract from core concepts that need to be covered. Additionally, there is a need for CS programs to be adaptive to numerous other disciplines that they frequently work in concert with, such as math, business, and the natural sciences. By co-linking and integrating Discrete Mathematics (MA 220) and Data Structures (CS 242), the authors attempted to address the challenge by coordinating the coverage of topics across the two courses. In this presentation, we share our pedagogical approach, our
experiences on how the two courses were structured, the challenges we faced, what worked and well and what still needs improvement. Through this linkage of courses, students had the opportunity to make connections not only between these two courses, but also between how what is being learned in the classroom fits into a broader scope of learning.

Session: New Opportunities for Interdisciplinary Insights

“Interdisciplinary Time Traveling, Public Problem Solving: Michel Serres” (Brian McCormack (Arizona State University))

Michel Serres has been writing as an interdisciplinarian for nearly 50 years, and his reputation has grown as being a philosopher with remarkable insight. His approach is decidedly interdisciplinary, and yet, in the interdisciplinary literature, his name rarely appears. I wish to address this oversight. In this paper presentation I accomplish three things. First, I introduce some of Serres’ thinking and approach. Second, I explain some of the ideas that Serres has recently offered that we might say address Public Problems and serve the Global Community. For example, in his *Malfeasance*, he regards noise to be one of our most pressing issues. Not simply audible noise but more importantly social, psychological, political, and economic noise (also called pollution) has drifted considerably from the original, beneficial *noise* that constituted the beginnings of human thought and understanding – and Serres recommends ways to reduce human noise and regenerate the *noise* of our origins. And third, I explore Serres’ thinking on and in time. Reading in time like almost no other author I have encountered, Serres exemplifies what Agamben refers to as the Contemporary. My own thinking, over the past half decade, has been to suggest that interdisciplinarity should be released from the spatial jails of intelligibility that have limited its potential. Temporalities abound in interdisciplinary thinking, or they would, given the opportunity. Serres shows us how that works.

“Better Late Than Never: Interdisciplinarity and the Emeritus College of Emory University” (Gretchen Schulz (Oxford College of Emory University))

The Emory University Emeritus College is a thriving organization of retired faculty and administrative staff established to advance the intellectual and creative interests of its members with programming providing continuing opportunities for all to enjoy such “life of the mind lived in community with colleagues” as they enjoyed before retirement—and then some. I say “and then some,” for a recent study of the EUEC has yielded data tracing much of its success to the fact its programming allows for more interdisciplinary exchange than most of its members experienced when still working in what was (and still is) a very disciplinary institutional structure. Most were credentialed in disciplines and spent their whole careers in departments so designated, publishing and presenting in their often rather narrow areas of expertise, for other
experts, of course. And most have therefore had little or no occasion for real conversation on serious subjects, much less real work, with people in other disciplines. The Emeritus College is changing all that. Twice a month members turn out for Luncheon Colloquia in which speakers from many disciplines (and inter-disciplines) address important topics and invite lively discussion. And several times a year, members may choose to sign up for interdisciplinary seminars in which they meet on a weekly basis to delve into topics of general interest. Members LOVE the interdisciplinary experience EUEC programming offers them—and appreciate interdisciplinarity itself in a way few did before—making them another voice in support of IDS in the academy (and beyond).

“Challenges in Theorizing Interdisciplinarity at iSchools” (Dorte Madsen(Copenhagen Business School))

The purpose of this paper is to discuss the challenges of designing a research framework to explore interdisciplinarity and its role in the theory building of the Information Field. In 2005, the iSchools, a cross-institutional and cross-disciplinary initiative, created the term Information Field which the newly formed iSchools Caucus defined as: "an academic field of study and a professional career field that deals with all the issues, opportunities, and challenges we face in our emerging Information Age.... The iField addresses this fundamental issue: how do we harness that incredible flow of information for the betterment of society, rather than get swamped by it?" The iSchools recognize that pressing problems of information access, use, storage, and exploitation in our world are beyond the purview of one single discipline, and they promote an interdisciplinary approach to understanding the opportunities and challenges of information management. However, discussions of what this interdisciplinary point of departure means in practice or for theory building are scarce, and to a limited extent, informed by the literature on Interdisciplinarity. This paper presents the first steps of a research design (a full-day workshop “Interdisciplinary Practices in iSchools”, and a survey) and discusses 1) how the next steps of the research may be designed to elicit fruitful empirical data on actual and emergent interdisciplinary practices in the Information Field and 2) how Interdisciplinary Studies may contribute to more informed and reflective practices in the Information Field?

Panel: Interdisciplinary Applications of Interpersonal Theory (Organized by Matthew Yalch(Michigan State University))

Interpersonal theory is a framework used within psychology to understand people’s personalities, problems, and relationships. Interpersonal theory has been widely employed in theoretical psychology, empirical research, and in clinical practice. However, it has been infrequently drawn upon in disciplines other than psychology. In this panel, we will demonstrate that this need not be the case: one can use interpersonal theory to achieve a deeper understanding of human relations in a variety of disciplinary contexts. First, we will provide a brief introduction to interpersonal theory. Following this, we will demonstrate how
interpersonal theory can be used to better understand political relations, education, and theater. Finally, we will provide a synthesis of the panel's papers and future directions for the interdisciplinary application of interpersonal theory.

“An Introduction to Interpersonal Theory” (Christopher Hopwood (Michigan State University))

“All Politics is Interpersonal” (Matthew Yalch (Michigan State University), Katherine Thomas (Michigan State University), & Christopher Hopwood (Michigan State University))

“Interpersonal Applications for Teaching Literature” (Mike Macaluso (Michigan State University))

“The Dual Consciousness of the Actor: Self and Character” (Rob Roznowski(Michigan State University))

Discussant (Colleen Tremonte(Michigan State University))

Noon – 1:30 pm: Lunch with Speaker: STEM Alliance and S3

1:45 pm – 3:15 pm: Concurrent Sessions

Session: Leadership, Stakeholders and Civic Action

“Leadership Training and Immigrant Rights Activists: Can the Gendering Stronger Communities?” (Stephen Davis (Arizona State University))

Although the mainstream media and the Church hierarchy frequently frame the bodies of Catholic women as reproducers of human life and as caretakers of domestic spiritual life, a small but growing number of Catholic activists have been promoting recognition of women as originators of social, institutional, and economic life in the parish and in larger communities. Since 2009, members of Acción Social (Social Action) groups in a handful of Chicago parishes have promoted increasing agency in the forming and reforming of political-action coalitions, neighborhood initiatives, faith-based entrepreneurial activities, and in their own family networks. This paper examines Acción Social support for leadership development through the planning and teaching of a series of workshops linking self esteem and personal confidence to three facets of interpersonal relations—“History, Culture, and Religion”—and countering cultures of violence and dominance with themes of social justice. As lay activists developed and taught these courses with support from the Priests for Justice for Immigrants and the Santo Toribio Romo Immigrant Center, they gained stronger senses of empowerment and expressed desires to take their lessons beyond their own parish walls, to other communities. Thus, workshops and experiential learning activities designed to encounter new leaders had a greater impact on the women and men already leading them, while also serving to keep local activists engaged
and accountable during times of depressed enthusiasm for the Immigrant Rights Movement.

“Towards an Interdisciplinary Theory of American Indian Entrepreneurship”
(Charles Harrington (University of South Carolina Upstate)

Entrepreneurship is one of the least understood topics in regional economic development. The rising significance of small companies and especially of Native-owned start-ups for the creation of new jobs, self-determination, and sovereignty has been an intensively discussed subject for more than a decade. However, there is yet no universally accepted theory of American Indian entrepreneurship. This paper reviews the role, scope, and function of the entrepreneur in business and economic development. Particular attention is given to the ways in which Native entrepreneurs differ from their non-native peers and the implications of these differences on the provision of resources, services, and programmatic support for established and nascent American Indian entrepreneurs. In the second part of the paper entrepreneurship is understood as the pursuit of economic opportunity without regard to resources availability or locus of control. Based up[on this particular definition, the contributions of economic decision theory, sociological system theory, psychoanalytical research and behavioral studies are reviewed and an interdisciplinary approach to the development of a theory for American Indians entrepreneurship is proposed.

“Interdisciplinary Anticipatory Ethical Stakeholder Analysis” (Richard Wilson (University of Maryland Baltimore County)

This paper takes as its inspiration the ideas expressed in the paper of Balsamo and Mitcham “Interdisciplinarity in ethics and the ethics of interdisciplinarity.” After reviewing some of the important points of that article this analysis moves on to develop a method for conducting interdisciplinary analysis and eventually an interdisciplinary anticipatory ethical stakeholder analysis. By beginning an analysis with an event, specialists from different disciplines can find a common starting point for developing an analysis which can then be continually reoriented back to the common event. The analysis of each member of an interdisciplinary team can be oriented towards the event under discussion and these different analyses can then be correlated and collated with one another through reference to the event. The identification and analysis of the ethical issues related to the event can then be undertaken. The technical analysis of the problems related to an event can be conducted from the perspective of each member of an interdisciplinary team. The members of the team can then move on discuss how the problems of each specific discipline are related to the problems of the disciplines of each of the other team members. This analysis can then be taken to an additional level by carrying out an anticipatory ethical analysis. This analysis examines potential ethical problems from each disciplines perspective.
During the past three years, under the direction of a senior professor in its School of Natural Sciences, certain members of the St. Edward's University faculty have piloted a program to add a Science Literacy component to selected non-science courses in the well-established core (“Cultural Foundations”) of the University’s General Education curriculum. The goal of these pilots is to design and implement course specific Science Literacy modules into ALL of the General Education non-science courses in the curriculum (Freshman Studies, Cultural Foundations, & The Capstone Course) in the near term, and Science Literacy modules into the entire non-science curriculum of the University over the long term. The content and mechanics of the pilot Science Literacy modules in three courses—American Dilemmas (an interdisciplinary social problems course); History & Evolution of Global Processes (an interdisciplinary course on globalization history); and Contemporary World Issues (an interdisciplinary “topics” course in global social problems)—will be covered this session, as will the preliminary results of these pilot sections. The curriculum of the history of globalization course will be explained in detail, while the pilots in the other two courses will be summarized. The assessment results for both quantitative (module content comprehension) and qualitative (affective responses of students) measures will be shared with session participants. The future direction of this “Science Across the Curriculum” undertaking, including efforts to achieve external funding for a university-wide program, will be discussed and feedback on the program pilots will be solicited from the audience attending the session.

“Cosmic Narratives and the Big Story from Grade School to Grad School”

Barry Wood (University of Houston)

A few university courses unify the sciences for undergraduates. Dominican University requires a six-hour “freshman experience” treating the history of the Universe. Neil deGrasse Tyson unifies astronomy, geology, and anthropology in Cosmos: A Space Odyssey, updating Carl Sagan’s 1980 Cosmos: A Personal Journey. Bill Gates has funded a free online “big history project” for high schools. Despite these high-visibility innovations, we lack a nuts-and-bolts educational methodology for reshaping K-12 science curricula. Meanwhile children are born hard-wired for understanding stories (a cognitive endowment rarely utilized), thus providing a transdisciplinary key for a progressive introduction of stories from the sciences—prior to any mention of “science.” Stories of the Universe, world, life, and humanity provide a foundation for “cosmic narratives” that together create a “grand narrative,” thus providing
meaning within the child’s personal world. This proposal includes a series of mnemonic keys to build up this grand narrative from grade school to grad school. More than a dozen new children’s books introduce the Big Story for children. With this grand narrative in place, children, adolescents, and eventually teenagers are able to assimilate every science lesson from the current federal curriculum, Next Generation Science Standards (Achieve, 2013), into a chronological sequence that incorporates the major sciences—astronomy, geology, chemistry, biology, and anthropology. Of equal importance, students will experience a unity of storied facts, a harmony between the humanities and the sciences, and their own place in the Big Story of the Universe, world, life, and themselves, thus bridging C. P. White’s “two cultures.”

Session: Interdisciplinary Curricular Design Challenges

“Foregrounding Complexity & Curiosity Instead of Disciplinary Adequacy & Integration” (Simeon Dreyfuss (Marylhurst University) & Jennifer Sasser (Marylhurst University)

Much of the literature on interdisciplinarity starts with disciplines, which results in long conversations about what disciplines are and how they approach problems. We often suggest to students they need to develop disciplinary adequacy prior to undertaking an interdisciplinary integration. Students assume that finding common ground means simplifying the complexities they encounter. The difficult with this is that it suggests disciplines are monolithic, fixed, and finished. As well, that many of the issues or problems fruitfully approached in an interdisciplinary way stubbornly resist integration. In this presentation we suggest that interdisciplinarity is a sensibility which starts with the assumption that complexity abides, often within disciplines as much as between them. Humans are pattern seeking animals, and we tend to construct and reconstruct partial and provisional order to our perceptions in order to help us to understand and explain phenomena, structures which give a fleeting and often illusory sense of control (and which sometimes are institutionalized over time). Rather than seeing disciplines as fixed structures we move among, interdisciplinarians might intentionally cultivate an incessant interest in that complexity. We need to be ever curious about these explanatory structures wherever we find them—epistemologies, theories, methods and so forth—and how they both enable and restrain our understandings. Rather than working to develop a singular interdisciplinary methodology, this curiosity should extend to the ever-changing character of our own approaches to research and thinking, how we engage complexity both individually and collectively, as we seek to understand phenomena within any given context.

“Self-Authorship Characteristics of Learners in the Context of an Interdisciplinary Curriculum. Evidence from e-Portfolios” (Ria van der Lecq
Utrecht University is one of the few places in Europe where students have an option to attend a liberal arts and sciences program in the context of a research university. The program consists of a (multi)disciplinary major, a general education requirement and an integrative core that has been designed to promote interdisciplinary learning. The integrative core consists of four courses and an e-portfolio. Promoting interdisciplinary learning involves offering students opportunities to reflect. Therefore, we ask our students to write four reflective essays: two in the first year, one in the second year and one just before graduation. The reflections are published in an individual electronic portfolio. Student reflections give us a sense of whether students are beginning to develop a meta-perspective on academic ways of knowing. They also show what underlying assumptions about knowledge, self, and relationships the students hold. The final reflection especially demonstrates how the student sees all his/her activities inside and outside the academy as parts of a complete undergraduate experience. The reflection assignments have been designed to promote student development and increase the likelihood of the students achieving desirable learning outcomes, such as self-authorship. Baxter Magolda defines self-authorship as "the capacity to internally define a coherent belief system and identity that coordinates engagement in mutual relations with the larger world" (Baxter Magolda & King, 2004, p. xxii). She identified three elements of self-authorship: cognitive maturity, an integrated identity and mature relationships, corresponding with three dimensions of learning: intellectual/epistemological, intrapersonal and interpersonal. Carolyn Haynes (in Baxter Magolda & King, 2004, p. 87) has argued that interdisciplinarity "often calls on all the dimensions of learning - cognitive, interpersonal, and intrapersonal - thus helping propel learners gradually toward self-authorship." Using the insights of Magolda and Haynes, I am conducting a qualitative analysis of senior e-portfolios to see to what extent they provide evidence of self-authorship. In my presentation I will present the preliminary results of this study.

"An Interdisciplinary Approach to Bridging Student Differences" (Evan Widders (West Virginia University) & Benjamin Brooks (West Virginia University))

Interdisciplinary Studies (IDS) programs attract demographically diverse students with a wide range of interests and abilities. And while diversity fosters breadth and insight, it also complicates curriculum design: an undergraduate IDS program cannot be successful and sustainable with a ‘one size fits all’ mentality toward its student body. Our paper argues that IDS students are in an excellent position to understand the issues at stake in their education, and that we, as educators, should listen to their opinions. We argue for a holistic, interdisciplinary approach to programmatic and curricular design with a special emphasis placed on gathering and acting on input from the student body. By using evaluation and assessment to integrate students' priorities into our IDS learning.
outcomes, we are developing a program and curriculum that bridges the divisions inherent in the fragmented student body of a land-grant university located in a largely rural state. We will demonstrate the value of our argument by showcasing specific differences in our student body along demographic lines (gender and in-state/out-of-state students), disciplinary knowledge (over 100 different disciplinary interests are represented by the students in our program), and intellectual performance (our program has the largest GPA range at our university). We will also show how we use our faculty’s cross-disciplinary background in Political Science, Education, English, Humanities, Philosophy, and Statistics to bridge differences and create a program and curriculum that benefits each student.

Roundtable: Teaching Integration & Integrative Learning Online (Moderated by Heidi Upton (St. John’s College) and featuring Simeon Dreyfuss (Marylhurst University), Ken Fuchsman (University of Connecticut), Brian McCormack (Arizona State University), Angus McMurtry (University of Ottawa), & Marcus Tanner (Texas Tech University))

Given the growing popularity of, and demand for, online interdisciplinary studies programs, it is important to investigate online interdisciplinarity. Does online interdisciplinarity reflect overall trends in online higher education? Are there any qualitative differences between online interdisciplinary studies programs and traditional programs? What are the differences between teaching integration and integrative learning online compared to face-to-face programs, if any? What are some of the challenges and rewards of teaching interdisciplinary studies online? How can we best assess online interdisciplinarity? Can we disentangle considerations of online interdisciplinary education from the politics of interdisciplinarity? During this roundtable, panelists will share their experiences teaching undergraduate and graduate interdisciplinary courses online in programs that range from hybrid (ie, offer both traditional face-to-face courses) to completely online. The panelists will frame their experiences as case studies and as examples of best practices. This roundtable is a continuation of a focus group discussion that occurred at AIS 2013. The panelists will consider how the online environment impacts teaching and learning in interdisciplinary studies degree programs. The panelists will dialogue with each other and will welcome audience feedback as they work towards developing a toolkit for teaching interdisciplinary studies online.

3:30 pm – 5:00 pm: Concurrent Sessions

Workshop: Art, Politics and the Social Imagination: An Example of Interdisciplinary Teaching & Research (Heidi Upton (St. John’s University )& Robert Pecorella(St. John’s University))

The integration of the arts and social sciences can be a powerful research strategy that honors both art and science and leads to a deeper understanding of the human condition. Artists, through time, have created works of art that reveal, comment on and ask questions deeply connected with real world people, events and situations. Political scientists, through a much briefer span of time, have
sought to understand the ways in which human beings accommodate each other’s concerns in a world defined by various notions of self interest. Not all scientists feel comfortable, though, crafting integrative explorations of particular works of art that may ignite interest, curiosity, and a more complex understanding in students of a topic in their particular field. And artists, at home with the notion of igniting curiosity and deeper understanding, sometimes fail to realize how an informed awareness of political attitudes may influence their own artistic expression. In academic settings, the divide only increases as artists, and their work, infrequently find their way into courses having to do with politics, And political scientists frequently shy away from the deeper questions occasioned by artistic emphases. In short, each perspective has its assumptions, its values, and its methodologies of expression with little understanding of each other’s paradigmatic points of view. The session proposed here seeks to suggest ways that a healthy integration between the two perspectives might take place.

Focusing on a specific example of artistic expression, the workshop offers participants the opportunity to explore this marriage of interests, through experiential activities that feature two particular methodologies: the behavioral approach to political science, specifically the use of Likert Scaling to ascertain whether prior political attitudes impact on assessments of artistic expression, and the pedagogy of aesthetic education, an inquiry-based approach to learning through encounters with works of art that engages students in creative work in profound ways that resist traditional measurement. The session begins with preparatory activities from two very different perspectives, both grounded in a work of art connected to a particular historical and political event. The viewing of the work of art itself will then be followed by a reflective discussion examining how the preparatory approaches and experience with the work of art under study yield new understandings and information.

Session: Rewards & Challenges of Teaching Interdisciplinary Research Process in Global Community (Moderated by Marilyn Tayler (Montclair State University) and featuring Ria Van der Lecq (Utrecht University), Rick Szostak (University of Alberta), Machiel Keestra (Institute for Interdisciplinary Studies, University of Amsterdam), James Welch IV (University of Texas-Arlington), & Marilyn Tayler (Montclair State University))

The panel will discuss rewards and challenges of teaching the interdisciplinary research process to undergraduate students in the global community. The highly varied academic backgrounds of the participants are joined by the fact they all teach the interdisciplinary research process, across three countries and their varied educational systems with an increasingly global diversity among students. This panel is part of a continuing series in which panelists share their experiences in teaching undergraduate interdisciplinary research over the years, reflecting on the changes they have been making to improve student outcomes. These exchanges have helped emphasize the importance of adjusting our teaching to the particular academic context, the student population and our increasingly global community. This year, presentations will focus upon such topics as: the teaching of interdisciplinarity to entry-level students in an area studies course, the relationship between interdisciplinarity and critical thinking, the importance of mapping, the use of reflective journals to stimulate interdisciplinary awareness, interdisciplinary collaboration and interdisciplinary
research projects as part of a community service/learning course including perspectives from different stakeholders. We will explore such questions as: How do we teach our students to view a problem as interdisciplinary? How much theory should we include in teaching the interdisciplinary research process? How should we include theory at different steps of the process? How do we accommodate in the interdisciplinary research process the increasingly diverse societal and cultural norms that inevitably affect the communications and collaborations with fellow students and with the larger communities? How can metacognitive practices enhance these interactions? Repko's *Interdisciplinary Research: Process and Theory*, Repko, Newell and Szostak's *Case Studies in Interdisciplinary Research* and Repko, Szostak and Buchberger's *Introduction to Interdisciplinary Studies* will be referenced in the discussion.

**Session: Teaching Interdisciplinarity to Undisciplined Students with the Toolbox (Paul Kjellberg (Whittier College) & Michael O'Rourke(Michigan State University))**

This talk explores the development of interdisciplinarity in students who are still developing their primary research skills. Typically researchers encounter interdisciplinarity as a new way of thinking after they have already developed their disciplinary identity. The subjects of this study, by contrast, are developing both at the same time. The study site is the Whittier Scholars Program (WSP) at Whittier College in which students design their own interdisciplinary majors and develop, execute, and present independent projects in seminars and meetings with teams of faculty. We used the Toolbox approach as a method of both catalyzing and assessing their understanding of the relationships between different forms of disciplinary knowledge. The Toolbox approach was designed to assist interdisciplinary teams of scientists integrate their methods and worldviews. The Toolbox supplies a context that is different from the typical Toolbox context in two ways: (a) the students do not already have disciplinary identities going in, and (b) they do not share a common project. As students new to both disciplinarity and interdisciplinarity, they struggled to articulate their research perspectives in part because this was the first time they realized they had them. We facilitated the articulation and sharing of these perspectives with assignments earlier in the semester designed to reveal the nature of and differences between disciplinary approaches to knowledge. The application of the Toolbox approach to this group suggests ways that it can be adapted for use with undergraduates and also sheds light on the development of interdisciplinary thinking at the undergraduate level.

**Roundtable: Issues in 21st Century Interdisciplinary Research Collaboration (Moderated by Linda Racioppi (Michigan State University ) and featuring Joanna Bosse, Rique Campa, Daniel Kramer (Michigan State University), and Colleen Tremonte(Michigan State University))**

While the call to ‘be interdisciplinary’ is certainly not new to research institutions, its insistent presence in current public conversations and policy debates has given currency to those engaged in such research collaborations. This is evident in increased funding opportunities for teams working on a range of topics (e.g., global poverty, public health, environmental issues, technology,
and international education, etc.). Of course, such currency does not erase the deeply embedded challenges of undertaking interdisciplinary research projects and collaborations. Scholars and practitioners engaged in such work still must negotiate epistemological quagmires, methodological preferences, and disciplinary (or professional) modes of communication. How then might we think about these longstanding issues—and negotiate these challenges—anew? What ‘lessons’ might we draw from previous experiences that might inform newly emerging interdisciplinary research constellations? Panelists on this roundtable will take up these questions in light of their own experiences in interdisciplinary research. With training in a range of disciplinary fields and professions (e.g., the humanities, the natural sciences, and the social sciences), panelists will identify the most salient features of successful (and unsuccessful) interdisciplinary collaborations. Panelists will then discuss the significance of these features in relation to one another, and in relation to 21st century interdisciplinary research.

5:00-6:30: Dinner at Brody Square

6:30 pm: Broad Art Museum

Busses will run between the Kellogg Hotel and Conference Center and the Broad Art Museum from 6:30 to 9:00

Saturday, October 18, 2014

8:00 am – 9:00 am: GUIDE Sessions/Table Talk Breakfast

Digital Humanities—Jennifer J Dellner, Ocean County College (NJ)

IDS Online—Brian McCormack, San Francisco State University (CA)

ID Administration and Assessment—Scott Crabill, Oakland University (MI)

Curriculum—William H. Newell, Miami University of Ohio at Oxford

Scholarship of Interdisciplinary Teaching and Learning (SoITL)—Gretchen Schulz, Oxford College of Emory University (GA)

International Participants—Machiel Keestra, University of Amsterdam (The Netherlands)

Sustaining Interdisciplinarity—Diane Lichtenstein, Beloit College (WI)

AIS Conference Planning—Roslyn Schindler, Wayne State University (MI)

8:00 am – 9:00 am: Annual Meeting of Alpha Iota Sigma

9:15 am – 10:45 am: Concurrent Sessions
Session: Interdisciplinarity in Action

“Broadening Horizons: Creating a Museum Exhibit about Interdisciplinary Scientific Research” (Jeff Camhi (Hebrew University of Jerusalem), Dvora Lang (Hebrew University of Jerusalem) & Michal Broshi (Jerusalem))

At the Hebrew University’s Safra Science Campus, as at most universities, students focus more and more on a single discipline (e.g. biology) or even sub-discipline (e.g. molecular biology, ecology, plant physiology) as they progress from freshman year through, perhaps, a PhD. Though taking courses in a variety of subjects, they encounter research primarily within their own specialty. This limits their potential for forming research bridges across fields. The Nature Park & Galleries, this university’s “open-campus museum,” is creating a permanent exhibit designed to broaden the scope of students, faculty, and campus visitors regarding inter-disciplinary research. An interdisciplinary team of three (the above authors) is leading the exhibit’s development. A major portion of the team’s development work is in-depth interviews of campus researchers in different sciences. These have revealed a wide range of both commonalities and differences in the thinking and procedures employed among the various research disciplines, and numerous examples of interdisciplinary bridging. The exhibit will include four themes: a) Commonalities in research thinking and procedures in the different sciences (these facilitate interdisciplinary bridging); b) Differences in research thinking and procedures in different sciences (these require special bridging efforts); c) Outstanding examples of ongoing interdisciplinary research on campus; and d) A display of ongoing comments elicited from students and faculty on all aspects of interdisciplinary research. As the exhibit will be housed in the lobby gallery of the largest lecture hall on campus, most students and several faculty will encounter it on a regular basis.

“The Illinois Prairie Path: A Model of Citizen Action and Local Change for Global Environmental Problems” (Anne Keller (Antioch University New England))

Many environmentalists argue that global understanding begins with an immersion in the local. However, there is less clarity about how to define what exactly "local" means and how to move beyond a model based in the local to embrace a more global perspective. Ursula Heise argues in Sense of Place and Sense of Planet: The Environmental Imagination of the Global that looking at environmental issues only from a small scale, local perspective may no longer yield the greatest environmental advocacy and protection at larger scales. Heise calls for a new model, but is a new model what is needed? Does a focus on the idea of local, on the home, and on a sense of place have a place in an era of globalization and global environmental problems? The Illinois Prairie Path, the first rail-trail conversion to apply for National Recreation Trails status, and the non-
profit organization that helped develop, build, and maintain the path for fifty years is one model of a local, grassroots effort to save and secure open space in an urban/suburban environment. The Illinois Prairie Path remains a model for converting abandoned transportation corridors into public recreational paths and for engaging hundreds of volunteers. This presentation will provide a compelling narrative about people in a place who believed in civic engagement, motivated their community, and participated in a public and political conversation about the health of humans and their environment. Using archival research and rhetorical analysis, I suggest that local citizen action can still be a viable approach to help us rethink global environmental problems.

“Scholarship, Creativity, and Interdisciplinarity” (Ken Fuchsman (University of Connecticut))

To what degree is the interdisciplinary research process is descriptive and to what degree prescriptive? To attempt to answer this question, I will critically examine some highly regarded interdisciplinary projects to see what criteria are used to find comprehensive perspective to questions beyond the competency of one discipline to address. Examples will come from the natural sciences, social sciences, and humanities. The disciplinary and ideological allegiances of each scholar will be delineated, and an attempt will be made to see if these allegiances impacted the course of the investigation. Another factor to consider is how creative was the scholar and how dependent on existing scholarship on the subject was the scholar. Also, to what degree did the investigation seek to integrate existing scholarship and to what degree did the scholar develop an original approach to the subject. It is my belief that examining highly successful examples of interdisciplinary work will help us understand better the principles by which interdisciplinary work proceeds in practice.

Session: Language and Cooperation in ID Research

“Out of the Fog: Interdisciplinary Integration and Philosophical Ethnography” (Zachary Piso (Michigan State University), Michael O’Rourke(Michigan State University), & Kathleen Weathers(Cary Institute of Ecosystem Studies)

In this talk, we explore the role of goal-setting discourse in the creation of an interdisciplinary community focusing on coastal fog studies. Our investigation draws on the multi-sited ethnography of an intentional effort to catalyze interdisciplinary research on fog as a system. Drawing from multiple disciplines, this effort brought together fog scientists who lacked a coordinated network for interdisciplinary inquiry. As ethnographers of the effort, we have produced a philosophical account of how discourse in steering committee meetings, an international fog conference, and the Fog-as-a-System Workshop shaped the group’s conceptualization of coastal fog-as-a-system. For example, we catalogue delineation of system
boundaries, conversation about interactions between different disciplinary ontologies, and coordination of methods to understand fog at multiple scales. Our ethnography also tracks the group’s articulation of different goals that fog research might pursue. The goals of the workshop participants include (1) addressing disciplinary questions, (2) overcoming interdisciplinary challenges, such as those related to communication and collaboration, (3) securing research funding for interdisciplinary efforts, and (4) identifying the social and environmental dimensions of fog. We argue that these goals serve to direct interdisciplinary integration and distinguish pertinent research questions. In particular, we consider the connection between the group’s ontological and epistemic integration and their commitment to identifying how fog-as-a-system is related to social and environmental issues, such as climate change, services from fog-dependent ecosystems, and transportation. We conclude by suggesting that in addition to chronicling it, philosophical ethnography can help a team reflexively coordinate interdisciplinary integration with its goals.

“Institutional Space, Intellectual Openness, and Facilitative Leadership: Overcoming Barriers to Interdisciplinary Collaboration” (Paul Hirsch (SUNY Environmental Science and Forestry) & Whitney Lash-Marshall(SUNY College of Environmental Science and Forestry))

In this presentation, we will report on the halfway point of a yearlong project aimed at fostering collaborative interdisciplinary research on global environmental issues. We have identified three types of barriers to meaningful collaboration: institutional barriers, epistemological barriers, and barriers to teamwork. Through a series of exploratory discussions across a diversity of disciplinary perspectives, we have identified a pathway for overcoming each barrier: the cultivation of institutional opportunities and space; the promotion of intellectual openness and engagement; and training in facilitative leadership techniques and approaches. The research that will be reported on in October will consist of an analysis of a diverse set of "exemplars" of cross-boundary collaborative research, drawn primarily from a current initiative by the State of New York to foster collaboration across the State University system through the development of multiple “Networks of Excellence.” The ultimate aim of our research is to develop a set of best practices, workshops, and training materials that can support effective collaboration – and creative innovation – in the context of pressing global issues.

Session: Promoting Inclusivity and Diversity in Interdisciplinary Science Studies Curriculum (Organized by Mark Waddell(Michigan State University))

Lyman Briggs College is a residential undergraduate college within Michigan State University. It seeks to provide an enriched curriculum for an increasingly diverse body of science majors by complementing traditional science and math courses with at least four courses in history, philosophy and sociology of science,
or HPS. This is a unique setting, and is made all the more unique by the fact that the college’s first listed item in its mission statement is “to maintain an inclusive residential college environment within a major research university.” Inclusivity is actively discussed and vigorously pursued by the college community, from multicultural student organizations to faculty hiring procedures. While inclusivity and diversity are both central to the mission and identity of Lyman Briggs, the interdisciplinary nature of the college presents both opportunities and challenges to the ongoing efforts to promote and create an inclusive, student-centered learning environment. This panel explores how three faculty members within Briggs have taken advantage of the intersections between disciplines to introduce students majoring in the sciences to critical issues surrounding inclusivity and diversity, both within science and beyond. The first panelist takes a broad institutional view, discussing the motivations, obstacles and ultimate success of a proposal to connect the HPS unit to a multi-unit campus program in LGBTQ studies. Ultimately, the efforts at Michigan State provide a positive example for the feasibility of institutionally linking science studies and LGBTQ studies, while also highlighting the challenges faced along the way. The second panelist takes an in-depth look at strategies for mitigating stereotype threat inside a single course in the HPS curriculum. Those strategies make use of students’ inexperience with professional science and humanities to immediately welcome and normalize diversity in the classroom. These are designed to undermine the development of stereotype threat for science majors while simultaneously achieving HPS curricular goals. The third panelist takes a more discipline-centered approach, exploring how history can be used to foster critical thinking about gender and about science. These critical thinking goals are made all the more important in the context of teaching science majors, as this points to an invaluable role for humanities education at a time when the humanities find themselves increasingly marginalized on campuses across this country.

“Are We So Queer? Making LGBTQ and Sexuality Studies in the HPS of Science Program in America’s Heartland” (Naoko Wake (Michigan State University))

“Preventing Stereotype Threat in a History, Philosophy, and Sociology of Science Course for First-Year Science Majors” (Sean Valles (Michigan State University))

Past, Imperfect: Using History to Encourage Critical Thinking about Gender and Science Today” (Sean Valles (Michigan State University))

Workshop: “Zen and the Art of Interdisciplinary Team Maintenance: Insights from Mindfulness and Movement Improvisation” (Renée Hill (University of Idaho) & Irene Shaver (University of Idaho, CATIE))

The purpose of this workshop is to engage participants in an active exploration of how insights from mindfulness and movement improvisation practices can inform the development of interdisciplinary pedagogy and maintenance of interdisciplinary teams. We are two students in an interdisciplinary team-based PhD program at the University of Idaho as part of a National Science Foundation
Integrative Graduate Education and Research Traineeship (NSF-IGERT). Over the past three and a half years in this program we have faced challenges in communicating with scientists of different philosophical orientations, reconciling tensions between different approaches to scientific inquiry, and maintaining healthy team dynamics that foster learning and achievement of goals. As we struggled with these challenges, we found ourselves drawing from our personal experiences with mindfulness and dance improvisation practices. We were fascinated by the parallels between these seemingly disparate parts of our lives. As we explored these connections further we found rich bodies of academic literature about both mindfulness and improvisation practices, as well as their explicit connections to teaching and learning. We discovered that people who practice mindfulness develop skills very similar to those desired among interdisciplinarians (i.e. metacognitive awareness, holistic thinking, epistemological sophistication, tolerance of ambiguity, etc.). We also discovered that improvisation provides a structure and process for learning how to become a creative and collaborative team. Specifically, movement improvisation offers problem-based exercises based on ground rules that are critical for fostering creativity in teams. These discoveries led us to develop a pedagogical strategy for developing team science skills by combining insights from multiple bodies of academic literature, our experiences in a team-based PhD program, and our personal practices in mindfulness and improvisation. This strategy uses mindfulness to develop characteristics desired for interdisciplinary team members, and movement improvisation as a way to practice developing these habits as a collaborative team. This workshop will provide participants an opportunity to: (1) enhance understanding of basic concepts of mindfulness and improvisation practices, (2) practice using mindfulness and movement improvisation techniques, both individually and in groups; and (3) share in reflection and discussion with team science professionals about how insights from mindfulness and improvisation practices can strengthen interdisciplinary pedagogy and team-based science.

11:00 am – 12:30 pm: Concurrent Sessions

Session: Rhetoric, Language and Communication

“Vision & Rhetoric: Teaching Multimodal Analysis as Resistance to Consumption-Based Constructions of Identity” (Lisa Barca (Arizona State University)

This presentation will illuminate the global problem of gender-based violence, especially sexual assault, in the frame of Critical Discourse Analysis (CDA). CDA is an interdisciplinary approach that emerged from critical linguistics, and its overriding principle is a concern with the critique of social inequality. It focuses on the role of language and other forms of discourse (e.g., multimedia texts) in reproducing and maintaining dominance, understood as the exercise of power by elites, institutions or groups, that results in political, cultural, class, ethnic, racial, and/or gender inequity. Sexual assault is a public problem of epidemic proportions, evidenced recently by revelations of high incidences of rape in the U.S.
military, on college campuses, and in countries such as India. Despite decades of educative efforts by feminists and human rights groups, rape myths (e.g., that victims provoke rape) persist widely, and my presentation argues that the way media present sexual assault cases plays an often-overlooked and imperfectly understood role in perpetuating these myths. I investigate this issue through an approach to CDA that integrates rhetoric, psycholinguistics, social psychology, and sociology. I will walk the audience through mini-analyses of excerpts from purposively sampled, large-circulation (e.g., New York Times) reports on recent rape cases, showing how often subtle, probably unconscious language choices frame stories in ways that assign blame to victims and avoid attributing responsibility to perpetrators, thereby perpetuating public misconceptions about rape and gender relations more broadly. I end by addressing how my mode of analysis is relevant to investigating other public problems arbitrated and reproduced in media discourse, such as poverty, racism, and the hegemony of global capitalism.

"Can Various Disciplinary Terms for Units of Cultural Information Be Integrated? From 'Representations,' Signs, Memes, and Ideographs to What?" (Ben Bennett-Carpenter (Oakland University))

Can various disciplinary terms for units of cultural information be integrated? Is this possible? Is it desirable to integrate them? From disciplines such as cognitive psychology and anthropology, semiotics, sociobiology, and rhetorical studies, various terms are used to describe a defined unit of information. These informational units are distinct from biological information such as genes and operate as a basic part of our cognitive operations ('representations') as items of significance in culture ('signs') that catch on and spread ('memes') and freight various identities, practices, and affective resonances ('ideographs'). With reference to select representative sources from these disciplines (e.g., Baudrillard 1988; Bennett-Carpenter 2002, 2012, 2013; Blackmore 1999; Boyer 2001; Cobley 2001; Dawkins 1976; McGee 1975; 1980; Sifonis 2013; Sperber 1996), this presentation explores the possibility of convergence and/or cooperation of these disciplinary terms with each other while also indicating their limitations.

Empowering the Creative to Engage Society with the Science of Environmental Problems (Zion Klos (University of Idaho) & Michael O’ Rourke(Michigan State University))

Psychological thought suggests that social engagement with an environmental problem requires 1) cognitive understanding of the problem, 2) emotional engagement with the problem to motivate action, and 3) perceived efficacy that there is something we can do to solve the problem. Within the sciences, we form problem-focused, cross-disciplinary teams to help address complex environmental problems, but often we only seek teammates from other disciplines within the natural and social sciences. Here we argue that this science-centric focus fails to
fully solve these environmental problems because it lacks the ability to effectively engage the crucial social-psychological aspects of emotion and efficacy. Cross-disciplinary collaborations that include creative actors from the worlds of art, humanities, and design will provide a much stronger overlap of cognition, emotion, and efficacy. Disciplines across the arts, sciences, and engineering all bring unique strengths that relate them in different ways to this cognition-emotion-efficacy overlap. We highlight examples of this overlap in action and argue that scientific collaborations like these, which expand their horizons to include members from other academic disciplines beyond the sciences, will be more likely to have their science accepted and applied by those who decide on environmental solutions. For this AIS session, we aim to 1) facilitate discussion on the usefulness of this argument, 2) share unique examples of this overlap in action, and 3) highlight the strengths and limitations of different disciplinary approaches when working to solve environmental problems.

Session: Art, Literature and Interdisciplinarity

“Something Wicked This Way Comes:’ The Problem of Evil in Shakespeare’s Plays” (Gretchen Schulz (Oxford College of Emory University))

There is much talk today about “wicked problems,” problems so complex they require interdisciplinary solutions. But, of course, such problems have been around for a long time, with our greatest artists among those attempting to deal with them, not least the problem that may be the “wickedest” of all, the problem of wickedness itself, the problem of evil. Shakespeare’s greatest villains and the plays they inhabit address this problem, raising questions about the nature of human nature and suggesting answers from a variety of perspectives that deserve designation as “interdisciplinary.” I will discuss how Shakespeare “anatomizes” the “hard hearts” of his villains in Richard III, Othello, Macbeth, and King Lear—posing (and portraying) causes (possible causes) for their behaviors that might well be labeled theological, psychological, sociological, and even biological (if we were to use the labels we use today when discussing the evil characters we find in our own midst—and in our own drama—Frank Underwood and his real-life counterparts anybody?).

“Following the Steps of Picasso and Dali: An Interdisciplinary Approach to Build Bridges Across Disciplines” (Helena Talaya-Manso (Oxford College of Emory University))

I believe that the study of a language is the best bridge to understanding the culture the language represents, and in return the study of the culture is the best bridge to appreciation of and fluency in the language. My experience teaching a course in the Spanish language in which we focused our attention on the Spanish painters Picasso and Dali persuaded me of the value of this cross-disciplinary approach using material from
both arts and humanities. In the course “Following the Steps of Picasso and Dalí”, students studied the works of two of the most important Spanish artist, studying both in their cultural landscape, the real scenarios of life and work, Spain and France. The course had a double component: Spanish language and art history. Besides developing their language skills, it helped students become acquainted with the tools to identify, analyze and fully comprehend their work and how the Spanish context has influenced their art. Moreover, the styles each artist related to were studied (Cubism and Surrealism) so as to understand these creators within the wider international artistic contexts at the beginning of the twentieth century. With this interdisciplinary approach, I mentored undergraduate research projects involving the analysis of non-literary topics handled from a cultural perspective, projects in which the use of the Spanish language was required. I argue that this knowledge will make the students better thinkers and ideally, more thoughtful citizens as they learn in an international context. This paper will present a practical example of how language teachers can help student to bridge the distance between disciplines they might otherwise not connect.

“The City, The Self, and the Social Imagination: A NY Photo Project Story” (Heidi Upton(St. John’s University))

Maxine Greene, the renowned educational philosopher, used to refer to the imagination often, in her writings, lectures and conversations. Credited with the conception of an educational methodology grounded in the arts known as aesthetic education (AE), she connected us in a profound way to Dewey’s notion that the opposite of aesthetic is anaesthetic, and that to be wide-awake citizens of the world, we must be fully present to it. Aesthetic education methodology encourages the activation of the imagination, asking us to awaken to the world, to connect ourselves to what is around and to try to make meaning of it all. Greene hastened to remind us, though, that imagination comes in many forms and the deeds of our most ruthless and horrific despots are filled with terrible imagination. How, then, to approach the awakening of the imagination in students, asking them to value its power and to seek ways to apply imaginative energy to the world and its problems for the good of all? I teach a freshman transition course at St. John’s University called Discover New York. The course, multidisciplinary by nature and interdisciplinary by conscious design, is taught through the lens of expertise of each professor. In DNYArt, my version of the course that focuses on the development of aesthetic literacy using AE methodology, a particular interdisciplinary project intends to get students to really look at their city, and in doing so, help to ignite their social imagination. The "NY Photo Project" asks students to view the city aesthetically, seeking, as they do, their own unique perspective on a particular aspect of the city - a tall order for students unused to having such agency. As students search the city, tentatively at first, for their own point of view, their social imagination comes into focus. In this session, the evolution of the NY Photo Project, and its scaffolded steps, will be examined, and student work will be
shared.

Session: Interdisciplinarity and Teaching

Qualitative Science Education: The Role of the Teacher” (Onwubuariri ) Federal University of Technology Owerri, Imo State, Nigeria)

Brief description of presentation: The level of learning, teaching science and technology in both government and private secondary schools has become issue of concern over time by parents, science educators and government. Science tutors are criticized over the years because of poor performance of every year in senior school certificate examinations. The following factors have been identified to be responsible for poor performances: poor infrastructural facilities, inadequate textual materials, attitude of students to learning, lack of teaching skills and competence by science teachers, and lack of opportunities for professional development for science teachers. The purpose of this paper is to investigate the quality of science teaching and learning in Nigeria schools, with the intention of comparing an ideal picture of science teaching and learning with actual practices. The research findings can be used to guide planners/policy makers about the need for qualified science teachers to facilitate effective science teaching and learning in secondary schools in Nigeria.

“First Steps in Developing a Tool to Assess ID Learning” (Angus McMurtry (University of Ottawa))

Although some research has been conducted on assessing interdisciplinary writing, a widely accepted tool for assessment of interdisciplinary learning has not been developed (Boix Mansilla, Dawes Duraisingh, Wolfe, Haynes, 2009). Indeed, assessment of interdisciplinary learning is especially complex and challenging, because there is no well-defined and agreed-upon body of knowledge for learners to comprehend – as there often is in more narrow disciplinary areas. This presentation will focus on the initial steps of developing an interdisciplinary learning assessment tool for individual university students at the undergraduate level, which the author is pursuing in collaboration with experts in both assessment and interdisciplinary education. He will describe the process of 1) reviewing relevant interdisciplinary literature; 2) identifying concept maps, knowledge and skills to be assessed; and 3) considering whether and to what extent they can actually be measured. The author will also describe the next steps to be taken in developing the tool, specifically pilot testing and seeking further participation and feedback from interdisciplinary academicians.

Book Conversation: Robert Frodeman’s Sustainable Knowledge: A Theory of Interdisciplinarity and Jerry Jacobs’ In Defense of Disciplines: Interdisciplinarity and Specialization in the Research University (Organized and Moderated by Julie Klein
The Book Conversation is an AIS tradition that features informal discussion with the author of a new book. It requires disseminating information on how to purchase the book in advance and having copies for sale at the conference. This Conversation is particularly appropriate for the 36th meeting of AIS, with its theme of interdisciplinary public problems. Two recently published books explore the role of disciplines and inter- and trans-disciplinary approaches in producing basic knowledge and solving complex real-world problems. The authors will describe their work, compare points of agreement and disagreement, and engage in open-ended dialogue with the audience.

Robert Frodeman's Sustainable Knowledge: A Theory of Interdisciplinarity. New York: Palgrave Pivot, 2013. Interdisciplinarity has often been understood as raising the question of method—whether or to what degree one can identify an interdisciplinary methodology analogous to the scientific method. But it can also be seen in terms of public accountability. Today the social, epistemological, and technological conditions that supported the disciplinary pursuit of knowledge are coming to an end, and knowledge production itself has become unsustainable. Frodeman offers a new account of what is at stake in talk about "interdisciplinarity" by developing two themes. First, he presents an account of contemporary knowledge production in terms of disciplinarity, interdisciplinarity, and sustainability. Second, he reconceives the role of philosophy and humanities both within the academy and across society, arguing they must reinvent themselves by taking on the Socratic task of historical and philosophical critique of society.

Jerry Jacobs' In Defense of Disciplines: Interdisciplinarity and Specialization in the Research University. Chicago: University of Chicago Press, 2013. Calls for closer connections among disciplines are heard throughout the world of scholarly research, from major universities to the National Institutes of Health. Jacobs challenges the belief that blurring boundaries between traditional academic fields promotes more integrated research and effective teaching. He contends the promise of interdisciplinarity is illusory and critiques of established disciplines are often overstated and misplaced. Drawing on diverse sources of data, he offers a new theory of liberal arts disciplines that identifies organizational sources of their dynamism and breadth. Case studies include the diffusion of ideas between fields, the creation of interdisciplinary scholarly journals, and the rise of new fields spun from existing ones. Jacobs turns many criticisms of disciplines on their heads to mount a powerful defense of the enduring value of liberal arts disciplines as anchors of the case against interdisciplinarity.

12:30 pm – 1:45 pm: Lunch with speaker – Yael Aronoff

2:00 pm – 3:30 pm: Concurrent Sessions

Session: Globalization and ID Teaching

“Educating the Next Generation of Health Professionals for Global Citizenship:
A Study of Health Educators’ Perspectives” (Reshmi Chowdhury (University of British Columbia) & Shafik Dharamsi (University of British Columbia)

Global Citizenship is emerging as a key concept in academic mission and vision statements and in course curricula. In the health disciplines, this concept is used to guide learning objectives toward addressing global health inequities and social justice, with the aim of enabling future healthcare practitioners to respond more effectively to the healthcare needs of vulnerable members of society. Yet, we know little about how educators, particularly in healthcare disciplines, think about this concept and its pedagogical application. Informed by constructivist grounded theory, this paper reports on a qualitative study of how university educators from across a range of health professional programs at one Canadian university make sense of the concept of Global Citizenship and how they consider this concept in the education of future health practitioners. Ten key faculty members across seven health disciplines were interviewed. Findings from the study have been positioned within the context of Schattle’s (2008) framework on Global Citizenship education. Findings are divided into three thematic areas: (1) Global Citizenship as an essential moral vision; (2) Global Citizenship as a competency; and (3) materializing Global Citizenship in academic programs. Indications of multiple theoretical propensities were identified within each of these overarching themes, and a conceptual schematic is presented to inform Global Citizenship efforts in higher education.

"Tackling Interdisciplinarity Early: Transforming Scientific Expertise into Global Citizenship" (Elizabeth Hauke (Imperial College, London))

Imperial College, the UK’s leading science and technical university, has recently launched the ‘Global Challenges’ programme for undergraduate students to study alongside their specialist disciplines. The students are challenged to bring together methodologies and stances from a range of technical, social science and humanities fields to develop novel problem solving approaches for the grand challenges of our generation. Our innovative initiative develops both independence of thought and confidence in interdisciplinary team working. Throughout their university career, students can study with us to develop their intellectual approach to difficult problems such as poverty, the energy crisis, overpopulation and food security. Our programme allows students to move from a strongly scaffolded group working environment, through project work, to independent team working and problem solving. This paper will include a presentation of our first and final year courses, demonstrating that an interdisciplinary approach is relevant and necessary for our students. They attend Imperial College to study science and engineering because they are interested in the fate of the world and want to be able to help solve the grand challenges. However, as they learn about these issues, the complexity of the real world becomes a barrier to a purely disciplinary approach to defining solutions. Our students are challenged to think and work in new ways, developing a curiosity about the potential benefits of
combining diverse methodologies and epistemological perspectives. Most importantly of all, we challenge and support the students in asking difficult questions of themselves, each other and the world we live in.

Panel: Michigan School Districts in Fiscal Crisis (Organized by Kristi Bowman and featuring David Arsen (Michigan State University), Walter Cook (Michigan State University), Sarah Reckhow (Michigan State University), and Eric Scorsone (Michigan State University))

Michigan’s K-12 public schools are grappling with important finance issues that resonate in states and communities across the country. Yet, Michigan is also somewhat unusual in several respects, which makes our state a valuable case study: our school finances are more centralized at the state level than most other states; a state statute allows the state to comprehensively take over local school districts as a result of fiscal crisis; and as a result of these take overs, Michigan has two school districts whose educational functions have been entirely subcontracted to charter school companies. This panel brings together experts from various disciplines at MSU (Economics, Education, Law, MSU Extension, and Political Science) for brief presentations and a discussion of these complex issues. While the panel will inevitably touch on the fiscal and educational situation in the Detroit Public Schools, the focus will not be on Detroit entirely. Panelists will address issues including:

- What are advantages and disadvantages of Michigan’s current school finance system and proposed changes?
- What is the appropriate role of the state when a school district fails, fiscally and/or academically?
- What is the demographic profile of students in school districts in chronic fiscal crisis, and school districts with substandard facilities?
- When stand-alone charter school districts are created within school districts in fiscal crisis, how are legal relationships affected (bondholders, students, teachers, etc.)?

As a part of analyzing these issues, panelists will explore how future legal and policy changes can address racial, ethnic, and other inequalities in Michigan and nationwide. Panelists will also identify specific areas in which future cross-disciplinary research is needed and will briefly discuss how to train best graduate and professional students to engage these complex education law and policy issues.

Session: Complexities of Tenure and Promotion: Disciplinarians Evaluating Interdisciplinarians (Roslyn Schindler (Wayne State University) & Karen Moranski(University of Illinois at Springfield))

Tenure and promotion are designed with the implicit and explicit purpose of replicating the standards and authority of the professoriate in the next generation of faculty. Interdisciplinarity can be a disruptive force in that process of replication. As new faculty enter the tenure system, they frequently hear the institution is welcoming of interdisciplinary approaches. Michael Ruse’s December 9, 2010 blog entry, “Interdisciplinary Studies,” in the Chronicle of Higher Education argues this recruitment line is at its worst a kind of bait and
switch. In fact, as Catherine Lyall, et al, note in *Interdisciplinary Research Journeys* (Bloomsbury Academic, 2011), one of the chief risks for an interdisciplinarian lies in the tenure and promotion process: “For many good reasons, the institutions of academia have long been geared toward disciplines and monodisciplinary work . . . . If promotion or selection processes . . . are all oriented toward evaluation of worth as measured by contribution to a single discipline, an individual who participates in more than one discipline may be disadvantaged by this ‘dilution’.” This session identifies the risks of interdisciplinary work for the tenure and promotion process at both larger research universities and smaller teaching-focused institutions. The presenters aim primarily to engage the participants in a discussion of the risks and rewards of interdisciplinary work and of the strategies by which tenure-track interdisciplinary faculty can succeed in the evaluation process. During the discussion, participants will consider the following:

- The timing of interdisciplinary work: should interdisciplinarians wait until after tenure to pursue disciplinary boundary crossing?
- Policy vs. interpretation (expectation vs. reality): how can tenure-system faculty understand not just the policies, but the way policies are interpreted in a particular college, school, or department?
- Publication venues: where should interdisciplinarians publish to get maximum benefit in the evaluation process?
- Evaluations of teaching and scholarly work: how can tenure-system faculty use internal or external evaluations to demonstrate the *disciplinary* integrity of teaching or scholarship that is manifestly *interdisciplinary*?
- Institutional support: what can institutions do to support interdisciplinary tenure-system faculty and prepare them for the tenure and promotion process?
- Expecting the unexpected: what to do when changes of administration at the departmental, college/school, or institutional level threaten an interdisciplinary career?

This session is appropriate for newer faculty on the tenure track, for seasoned faculty who participate in the tenure and promotion process as mentors, committee members, or departmental/program administrators, and for administrators who can influence policy.

Workshop: Integrating the Visual into Interdisciplinary Inquiry through a Comics Dissertation” (Nick Sousanis (Teachers College, Columbia University))

This is intended to be a two-pronged session: a discussion of the presenter’s visual research process followed by a hands-on participatory workshop, allowing participants to get under the hood and begin to conduct their own explorations into working visually. The presenter will begin by taking attendees through a brief overview of his recently completed doctoral dissertation, the first undertaken entirely in comic book format. Particular focus will be paid to sharing insights on working in multimodal fashion and how attention to aesthetic considerations led to unexpected research journeys and vice versa. In some sense the visual serves as a collaborator. Drawing allows us to orchestrate a conversation with ourselves – in which we engage the dynamic capacity of our visual system in the thinking process – and thus come upon unanticipated connections and generate
new discoveries. This speaks to a question at the heart of this work: what avenues for discourse emerge when we embrace a multiplicity of approaches for making meaning? Here, images are not subservient to the text, rather ideas are embodied through the inextricable partnering of words and pictures, in which neither has the upper hand. This integration of image and text both models interdisciplinary methods, but also working visually allows for the transcending of disciplinary-specific language, making this a particularly fertile form to collide and illuminate with great clarity complex ideas from across the disciplines. The dissertation enacts this, as it weaves its argument on an interdisciplinary loom of science, philosophy, art, literature, and mythology to offer a challenge to the very forms in which we construct knowledge, and extend the reach of who is included in the conversation. This initial discussion of process will set the stage for the presenter to engage attendees in a hands-on comics-making exercise. Participants will explore the process of spatially organization in comics form as a way of thinking through complex, abstract ideas. We'll not only be drawing together, but reconsidering drawing as a mode of inquiry that we all possess. Ultimately, the goal of the session is to open the door for attendees to consider ways to incorporate visual thinking and other modes into their own research and its representation.

3:45 pm – 5:15 pm: Concurrent Sessions

Session: Transdisciplinarity, Transcendence, and Transgression: Meeting the Challenge of Addressing Public Problems (Organized by Michael Keestra (Institute for Interdisciplinary Studies, University of Amsterdam) and featuring Paul Hirsch (SUNY Environmental Science and Forestry), Julie Thompson Klein (Wayne State University), and Michael O’Rourke(Michigan State University))

Addressing complex public issues such as environmental sustainability and climate change presents methodological, procedural, and normative challenges that are different from those involved in typical interdisciplinary work. Indeed, the term transdisciplinarity evolved in order to signify contexts in which alternative types of expertise (e.g., experiential knowledge), non-scientific norms, and stakeholder interests and values play a role. This panel session will investigate how theoretical notions of transdisciplinarity can inform and be informed by practical efforts in transdisciplinary engagement in three ways. First, we will provide a framework for thinking about transdisciplinarity based on an overview of the concept’s history and major definitions, and present three approaches to transdisciplinary collaborations: the Toolbox, Complex Trade-offs, and Reflective Equilibrium approaches. Second, working in subgroups, the audience will discuss how these methods might be applied to issues involving diverse actors struggling with complex issues. Third, plenary discussion of these methods will be used to highlight gaps in available methodology.

1st part: Theoretical Background of Transdisciplinarity and Three Practical Approaches:

Klein will open the panel by defining the three major discourses of Transdisciplinarity: transcendence, problem solving, and transgression.
The first discourse centers on the epistemological problem of unity. The second prioritizes solving complex problems and co-production of knowledge with stakeholders in society. The third heightens critique of the existing system of knowledge and education.

Hirsch will present a framework for “Navigating Complex Trade-offs,” which focuses attention on gains and losses while ameliorating against oversimplifications derived from particular perspectives by employing guiding principles and inviting three lines of inquiry – on values, on process, and on power. A greater perspective is reached from which problems can be defined and proposed solutions evaluated.

Keestra will introduce the process of Reflective Equilibrium, which facilitates problem framing by articulating and addressing values and interests of different parties along with related empirical insights. The overall emphasis is on together arriving at a state of maximal coherence without neglecting remaining differences, critical positions, and unaccommodated norms.

O'Rourke will introduce the Toolbox approach, a workshop-based dialogue method that uses philosophical concepts and methods to enhance communication and collaboration in interdisciplinary and interprofessional research. Originally developed for interdisciplinary contexts, he will describe changes made to the approach to make it suitable for use by transdisciplinary collaborations.

Second Part: Workshop with audience participation, guided by panelists.

Third Part: Plenary evaluation of methodological possibilities in light of the discourses of transcendence, problem solving, and transgression.

Session: Religion & Interdisciplinarity

“Defending Same-Sex Marriage: An Integrative Approach to Teaching Sexual Justice at a Catholic University” (Philip Barclift)

People who debate same-sex marriage tend to argue across purposes. Some react viscerally to homosexuality itself as a breach of natural law, while others argue that we should accept people as they are and let them act on love as they know it. Psychologists and neuroscientists argue that our sexual orientations are determined prenatally without respect of our given genitalia. And political scientists contend that marriage itself is primarily a civil ceremony that must be made available to all people who qualify as citizens. Meanwhile, many Jews and Christians view homosexuality from the perspective of their belief that their holy scriptures condemn homosexuality as an abomination. Therefore, it is impossible to accept same-sex marriages without condoning what God condemns. Yet, an interdisciplinary approach to the topic shows that the modern cluster of psychological and biological predispositions we call homosexuality today
have little to do with the behaviors that were condemned in biblical times, so the biblical condemnations may not apply today. Indeed, when we apply that same interdisciplinary approach to the scriptures themselves, we discover that the testimony of the scriptures is not as clear as we thought it was. The behaviors they condemn no longer exist in our society. So the theological principle of expediency, by which we may set aside biblical laws when the conditions for which they were written no longer exist, permits us to set aside the laws condemning same-sex relations in favor of the law of love that binds two people together as one.

“The Western Obsession with Patriarchy and Muslimah (Rhian Buetler (Rutgers University))

Post 9/11 there has been a surge of Islamaphobia in the US and the West. Women are often the subject of analysis by Western Media, and due to the pro-war, “pro-women” propaganda unleashed by Laura Bush’s famous November 17, 2001 address of the nation, there has been a Western obsession with women in Islam. The West often focuses on the veiling of women in Islam as a mechanism of oppression—however, there is little discourse about the veiling that occurs in Judaism, Christianity, Hinduism, and other cultures throughout the world. This obsession with patriarchy is limited, and often it is the conservative right of the United States that champions the removal of said “oppression.” Even in the modern condition, Women who practice Islam are afraid to leave their homes, often being targeted for wearing a veil. They are called a litany of Islamaphobic pejoratives and are treated “as if there is a scarlet letter stamped on their chests.” This wide spread vilification of Islam, and Muslim Women, has created a resurgence of head scarf wearing, re-Islamization of those who did not previously subscribe to Islam, and an uptick in Islamism. My paper argues that re-Islamization acts as a direct response to hegemonic imperialism, and that the Western obsession with patriarchy in the Muslim World is a mechanism of gendered orientalism.

“The Cultural Evolution of the Sense of the Sacred” (Michael Pryzdia (Arizona State University))

Cultural centers such as the Lindisfarne Association in the seventies, the Santa Cruz Chaos Dynamics Collective in the eighties, and the Santa Fe Institute for the Study of Complexity in the nineties, came forward at the end of the twentieth century to help articulate a shift from a world economy of competing and warring nation-states to a new planetary cultural-ecology of noetic polities. This presentation is the first part of a two-part presentation focused on embracing and cultivating this shift. By examining models of interdisciplinary partnerships, one can propose a new role of experiential learning in undergraduate education and a new program for student scholarship and research as an interdisciplinary endeavor. This particular presentation is focused on spirituality with the contention that a new form of post-religious spirituality is emerging in our planetary civilization, one that is more appropriate to our new electronic
and globally interconnected noetic polities. The presentation’s aim is to provide the context and tools to create a new planetary culture, one in which we as a species incorporate a modality which includes complex dynamical systems as well as prayer and meditation. By examining the sense of the sacred and how it has evolved from shamanism to religion to a post-religious spirituality, a “Big Picture” emerges which enables us to participate in the larger processes of cultural transformation at work in our world. The second part of this presentation is focused on politics and catastrophe theory, which it is hoped can be delivered at next year’s conference proposed site in Boston.

Session: The Interdisciplinary Study of Violence

“An Interdisciplinary Study of Gender Violence through the Lens of Critical Discourse Analysis (CDA)” (Lisa Barca (Arizona State University)

This presentation will illuminate the global problem of gender-based violence, especially sexual assault, in the frame of Critical Discourse Analysis (CDA). CDA is an interdisciplinary approach that emerged from critical linguistics, and its overriding principle is a concern with the critique of social inequality. It focuses on the role of language and other forms of discourse (e.g., multimedia texts) in reproducing and maintaining dominance, understood as the exercise of power by elites, institutions or groups, that results in political, cultural, class, ethnic, racial, and/or gender inequity. Sexual assault is a public problem of epidemic proportions, evidenced recently by revelations of high incidences of rape in the U.S. military, on college campuses, and in countries such as India. Despite decades of educative efforts by feminists and human rights groups, rape myths (e.g., that victims provoke rape) persist widely, and my presentation argues that the way media present sexual assault cases plays an often-overlooked and imperfectly understood role in perpetuating these myths. I investigate this issue through an approach to CDA that integrates rhetoric, psycholinguistics, social psychology, and sociology. I will walk the audience through mini-analyses of excerpts from purposively sampled, large-circulation (e.g., New York Times) reports on recent rape cases, showing how often subtle, probably unconscious language choices frame stories in ways that assign blame to victims and avoid attributing responsibility to perpetrators, thereby perpetuating public misconceptions about rape and gender relations more broadly. I end by addressing how my mode of analysis is relevant to investigating other public problems arbitrated and reproduced in media discourse, such as poverty, racism, and the hegemony of global capitalism.

Constructing Ritualized Assemblages: Theorizing Relationship in Landscapes of Public Memory (Jordan Hill (University of Idaho))

This paper explores the intentional planning of memory sites in relationship to other proximate memory sites that are not necessarily related to on another. Building from geographer Kenneth Foote’s work on
“symbolic accretion” and using theorist Judith Butler’s discussion of apprehension, among others, I theorize the agency of certain supposedly inanimate spaces. By integrating the literature on ritual and memory with the spatial methodology of geographical information systems (GIS), this paper illustrates how certain unique landscapes profoundly influence human movement and identity.

Workshop: Initiating Interdisciplinary Collaboration: Building on Best Practices for Interdisciplinary Teaching and Research (Jennifer Dellner (Ocean County College) & Machiel Keestra (University of Amsterdam))

Initiating interdisciplinary collaboration is a rather difficult enterprise, especially as it is important to take specific content or problems and local contexts into account, so there is not a generally applicable format to do so. Nonetheless there are some best practices that one can build upon. In this workshop participants will share some of those practices and their experiences for initiating ID collaboration, with some guidance from the workshop organizers - AIS board members and consultants. As a result participants will emerge with: (1) models for how to hold a similar workshop on their home campuses, and (2) at least a draft of some practices that may suit the context of their teaching and/or research needs in their particular institutional situation. This workshop recognizes that best practices emerge out of flexible and creative thinking, and seeks to help participants identify the relevant components of the context of the interdisciplinary collaboration in which they hope to engage. Participants are invited to bring brief sample materials pertaining to the interdisciplinary project and the context of their home institutions that they would like to use as a basis for discussion. The workshop organizers will start with a short discussion of some best practices and models of collaboration, followed by experiential exercises in guided collaboration as participants work through various materials. Those planning to attend are encouraged, but not required, to contact the session leaders in advance of the conference to discuss any specific goals and outcomes they hope to achieve via this workshop.

5:30 pm – 7:00 pm: Dinner at Brody Square or Snyder-Phillips

7:30 pm: Concluding Event: Reception at LookOut! Gallery

Buses will run from the Kellogg Hotel and Conference Center from ???? to ????

Sunday, October 19, 2014

9:00 am – 10:00 am: Conference Synthesis Session