



# Recent AIS-connected Publications on Interdisciplinarity

## AIS-Sponsored Publications

**2011: Allen F. Repko, William H. Newell, & Rick Szostak, eds., *Case Studies in Interdisciplinary Research*, Thousand Oaks, CA: SAGE Publications, Inc. 368 pp. ISBN: 9781412982481 (paperback).** This new textbook successfully applies the model of the interdisciplinary research process outlined by Repko in *Interdisciplinary Research*, (SAGE ©2008) to a wide spectrum of challenging research questions. Self-contained case studies, written by leading interdisciplinary scholars and utilizing best-practice techniques in conducting interdisciplinary research, show students how to apply the interdisciplinary research process to a variety of problems.

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#### Part IV. Approaches to Integration

Chapter 10. Research Integration: A Comparative Knowledge Base—Julie Thompson Klein

Conclusion—William H. Newell

**2009: Tanya Augsborg & Stuart Henry, eds., *The Politics of Interdisciplinary Studies: Essays on Transformations in American Undergraduate Programs*. Jefferson, NC: McFarland & Company, Inc.**

This collection of essays highlights the popularity of interdisciplinary undergraduate studies programs and their recent gains in the world of higher education, and then addresses the paradoxical failure of these programs to achieve a permanent position in the curricula of individual universities and colleges. This question and its attendant issues are explored in three ways: 1) an overview of how these changes are affected by the political economy, 2) case studies from actual universities and colleges, and 3) a discussion of the new ways undergraduates are educated through the use of interdisciplinary studies.

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2. The Devolution of the Individualized Degree at the University Without Walls/University of Massachusetts-Amherst—*Rick F. Hendra*

3. To Educate the People: The Department of Interdisciplinary Studies at Wayne State University—*Andre Furtado, Linda Lora Hulbert, Julie Thompson Klein, Lisa Maruca, Caroline Maun, Daphne W. Ntiri and Roslyn Abt Schindler*

4. Phoenix: From Ashes to Reincarnation at Appalachian State University—*Jay Wentworth and Richard M. Carp*

5. From Cutting Edge to Cutting Board: The Inter-Arts Center at San Francisco State University—*James W. Davis*

6. Interdisciplinary Studies at San Francisco State University: A Personal Perspective—*Raymond C. Miller*

#### Part II. New Directions

7. Interdisciplinarity and Teacher Preparation at San Francisco State University—*Helen Goldsmith*

8. Transforming an Experimental Innovation into a Sustainable Academic Program at the University of Texas-Arlington—*Allen F. Repko*

9. Interdisciplinarity within Emory University's Academic Community—*Peter W. Wakefield*

10. Turning Points: New Century College at George Mason University—*Janette Kenner Muir*

11. Barriers and Solutions to Launching an Interdisciplinary Movement: The University of Massachusetts-Lowell—*Diana C. Archibald*

12. A Canadian and Collaborative Perspective: The Office of Interdisciplinary Studies at the University of Alberta—*Rick Szostak*

**2008: Allen Repko, *Interdisciplinary Research: Process and Theory*. Thousand Oaks, CA: SAGE Publications, Inc.**

This book on the interdisciplinary research process is the first comprehensive treatment of the subject for advanced undergraduate and graduate students. It features an easy to follow step-by-step approach that is grounded in the relevant scholarly debates on interdisciplinarity, research methods (e.g., quantitative versus qualitative), and epistemology (modernism versus postmodernism). Thus, the book integrates theory and practice. (From the Preface, p. vii).

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About the Author

**2006 (April): Julie Thompson Klein, “Resources for Interdisciplinary Studies.” In *Change*, pp. 52-56, 58.**

A Resource Review of the literature relating to interdisciplinary studies, including networks and new resources.

**2005: Julie Thompson Klein. *Humanities, Culture, and Interdisciplinarity: The Changing American Academy*. Albany: State University of New York Press. 267 pp. ISBN 0-7914-6577-2 (hardcover), 0-7914-6578-0 (paperback).**

The study of culture in the American academy is not confined to a single field, but is a broad-based set of interests located within and across disciplines. This book investigates the relationship among three major ideas—interdisciplinarity, humanities, and culture—and traces their convergence from the colonial college to new scholarly developments in the latter half of the twentieth century. Its aim is twofold: to define the changing relationship among these three ideas and, in doing so, to extend present thinking about the concept of “American culture studies.” The book includes two sets of case studies—the first on the implications of interdisciplinarity for literary studies, art history, and music; the second on the shifting trajectories of American studies, African American studies, and women's studies—and concludes by asking what impact new scholarly practices have had on humanities education, particularly in the undergraduate curriculum.

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Chapter 7: Reconstructing American Studies

Chapter 8: Defining Other America

**Conclusion: Crafting Humanities for a New Century**

Works Cited

**2005: Allen Repko, *Interdisciplinary Practice: A Student Guide to Research and Writing*. Preliminary Edition. Boston: Pearson Custom Publishing. 208 pp. ISBN: 0-536-10546-4.**

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**2005: Tanya Augsborg, *Becoming Interdisciplinary: An Introduction to Interdisciplinary Studies*. Dubuque, IA: Kendall/Hunt. 161 pp. ISBN: 0-7575-1561-4.**

Provides a scholarly overview of interdisciplinary studies and helps students to recognize themselves as interdisciplinarians. The first published undergraduate introductory textbook in interdisciplinary studies, it introduces students to the importance of interdisciplinary research and problem solving. Also includes seminal texts in interdisciplinary studies.

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- Reading 2: Daniel Lewis, "Host of *Mister Rogers' Neighborhood*, Dies at 74"
- Reading 3: Mary Catherine Bateson, "Construing Continuity"
- Reading 4: Thomas H. Murray, "Confessions of an Unconscious Interdisciplinarian"
- Reading 5: Richard W. Jackson, "The Celtic Question"

Chapter 6: Advantages and Disadvantages of Interdisciplinary Studies

- Reading 6: Thomas C. Benson, "Five Arguments Against Interdisciplinary Studies"
- Reading 7: William H. Newell, "The Case for Interdisciplinary Studies: Response to Professor Benson's Five Arguments"

**Part Two: Doing Interdisciplinary Studies**

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- Reading 8: Hugh G. Petrie, "Do You See What I See? The Epistemology of Interdisciplinary Inquiry"
- Reading 9: Dirk Olin, "Prospect Theory"

**Part Three: Supplementary Readings**

Cluster 1: On Methods of Integration: Transfer Skills

- Reading 10: D.N. Perkins and Gavriel Salomon, "Teaching for Transfer"

Cluster 2: Trends in the 21st Century Interdisciplinary Workplace

- Reading 11: Andrew Kimbrell, "Breaking the Job Lock"
- Reading 12: Randolph T. Barker, Glenn H. Gilbreath, and Warren S. Stone, "The Interdisciplinary Needs of Organizations: Are New Employees Adequately Equipped?"
- Reading 13: Richard Florida, "The Creative Class"
- Reading 14: Richard Florida, "The Machine Shop and the Hair Salon"

Cluster 3: Types of Intelligences for the Interdisciplinary Workplace

- Reading 15: Anne Fisher, "Success Secret: A High Emotional IQ"
- Reading 16: Jennifer James, "Mastering New Forms of Intelligence"

**2002: Carolyn Haynes (ed.) *Innovations in Interdisciplinary Teaching*. American Council on Education, Series on Higher Education. Westport, CT: Oryx Press/Greenwood Press. 295 pp. ISBN: 1-57356-393-5. (Available through ACE's new publishing partner, Rowman & Littlefield, by contacting customer service, 800-462-6420 or [custserv@rowman.com](mailto:custserv@rowman.com).)**

While many books on innovative teaching practices exist, none addresses specifically how those practices might function in an interdisciplinary context. In response to this gap, the Association for Integrative Studies initiated an exciting scholarly project. The AIS Board proposes a volume of essays that would attempt to bridge the gap by asking noted experts in various innovative pedagogies--from collaborative learning to multicultural teaching--to integrate their current theories and practices with those advanced in interdisciplinary education.

Each book chapter includes an argument that combines insights from each pedagogical approach and from the interdisciplinary scholarly literature. The specific, guiding questions of the book are: How can each of these innovative teaching approaches best be implemented in an interdisciplinary course or context? How can we ensure that students engaged in these approaches move toward synthesis and integration? What special challenges and rewards emerge when teaching these approaches in an interdisciplinary context? Are there existing structures or models for each of these pedagogical approaches that are particularly appropriate for deepening the integrative process? How can these new interdisciplinary approaches best be evaluated and assessed?

Fourteen different topics will be addressed by leading experts in their fields. The Association for Integrative Studies has been instrumental in initiating and implementing the project.

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##### **Introduction: Laying a Foundation for Interdisciplinary Teaching (Carolyn Haynes )**

##### **Standard Approaches to Interdisciplinary Teaching**

1. Interdisciplinary Curriculum Design and Instructional Innovation: Notes on the Social Science Program at San Francisco State University (Stanley Bailis )
2. Enhancing Interdisciplinarity Through Team Teaching (Jay Wentworth and James R. Davis)
3. Writing in Interdisciplinary Courses: Coaching Integrative Thinking (Marcia Bundy Seabury)

##### **Innovative Approaches to Interdisciplinary Teaching**

4. Teaching on the Edge: Interdisciplinary Teaching in Learning Communities (Valerie Bystrom)
5. "Good And Ill Together": Interdisciplinary Teaching With Technology (Robert M. Bender)
6. Preparing Students for 21st-Century Challenges: Current Trends and Innovations in Diversity and the College Curriculum (Debra Humphreys)
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8. Being There: Performance as Interdisciplinary Teaching Tool (Jeff Abell )
9. Margaret Sanger, Marie Curie, Toni Morrison, and Marcel Duchamp Teach a Women's Studies Course: A Discussion of Innovative Interdisciplinary Approaches to Feminist Pedagogy (Nancy M. Grace )
10. Transforming Science 101 Through Interdisciplinary Inquiry (Christopher Myers and Carolyn Haynes )

##### **Interdisciplinary Teaching in Different Settings or to Different Students**

11. It Takes More Than a Passport: Interdisciplinarity in Study Abroad (George Klein )
12. Interdisciplinarity and the Adult/Lifelong Learning Connection: Lessons from the Classroom (Roslyn Abt Schindler )

##### **Support for Interdisciplinary Teaching**

13. Academic Advising Students in Interdisciplinary Studies (Virginia N. Gordon )
14. Transforming Interdisciplinary Teaching Through Assessment (Michael Field and Don Stowe)

##### **Conclusion: Achieving Interdisciplinary Innovation: Leading and Learning in Community (Faith Gabelnick)**

**1998: William H. Newell (ed.), *Interdisciplinarity: Essays from the Literature*. New York: The College Board. 563 pp. ISBN: 0-87447-600-3. (Out of print; AIS has a few copies still available, contact [aisorg@muohio.edu](mailto:aisorg@muohio.edu).)**

An anthology of key articles and chapters drawn from the professional literature on interdisciplinary studies. Sections focus on the overall nature and practice of IDS, philosophical analyses, administration, the relationship of IDS and the disciplines, IDS in each area (social sciences, humanities and fine arts, and natural sciences) and in specific interdisciplinary fields. Includes a synthesizing essay that sets out a research agenda on interdisciplinarity.

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##### **Overview**

- Advancing Interdisciplinary Studies (Julie Klein and William Newell)
- Defining and Teaching Interdisciplinary Studies (William Newell)
- Interdisciplinary Model to Implement General Education (Barbara Hursh, Paul Haas, Michael Moore)
- Interdisciplinary Curriculum Development (William Newell)
- Why Interdisciplinarity? (Joseph Kockelmans)
- Guide to Interdisciplinary Syllabus Preparation (Institute in Integrative Studies)

##### **Philosophical Analysis**

- Five Arguments Against Interdisciplinary Studies (Thomas Benson)
- The Case for Interdisciplinary Studies: Response to Professor Benson's Five Arguments (William Newell)
- The Position: Interdisciplinarity as Interpenetration (Steve Fuller)

##### **Administration**

- Avoiding the Potholes: Strategies for Reforming General Education (Jerry Gaff)

Faculty Development through Interdisciplinarity" (Forrest Armstrong)  
Interdisciplinary Studies as a Counterculture: Problems of Birth, Growth, and Survival (Martin Trow)  
The Fragmentation of Knowledge and Practice: University, Private Sector, and Public Sector Perspectives (Theodore Hershberg)

**Disciplinary Contexts**

Academic Disciplines and Undergraduate Interdisciplinary Education (William Newell)

Blurred Genres: The Reconfiguration of Social Thought (Clifford Geertz)

Being Interdisciplinary Is So Very Hard to Do (Stanley Fish)

Interdisciplinary Studies (Giles Gunn)

Blurring, Cracking, and Crossing: Permeation and the Fracturing of Discipline (Julie Klein)

**Social Sciences**

Interdisciplinary Research for Integrated Rural Development in Developing Countries: The Role of the Social Sciences (Dirk van Dusseldorp and Seerp Wigboldus)

Advancing the Social Sciences Through the Interdisciplinary Enterprise (Marilyn Stember)

**Humanities and Fine Arts**

Reflections on the Interdisciplinary Approaches to the Humanities (Nancy Cluck)

Introduction to Reading Rembrandt (Mieke Bal)

Music and Life (Barbara Carlisle)

**Natural Sciences**

The Nature of Scientific Integration (William Bechtel)

Interdisciplinary Thought (Ursula Hübenenthal)

**General Lessons from Specific Interdisciplinary Fields**

Environment (Julie Klein)

Women (Julie Klein)

Interdisciplinary Research and the Future of Peace and Security Studies (Richard Lebow)

There's No Place Like Home? Remapping the Topography of German Studies (Jeffrey Peck)

The Interdisciplinary Curriculum: From Social Medicine to Post-modernism (Bryan Turner)

Things Fall Together: A Critique of Multicultural Curricular Reform (Grant Cornwell, Eve Stoddard)

**Putting It All Together**

Professionalizing Interdisciplinarity: Literature Review and Research Agenda (William Newell)

**1996: Alan F. Edwards, Jr. *Interdisciplinary Undergraduate Programs: A Directory*. 2nd ed. Acton, MA: Copley Publishing Group. 435 pp. ISBN: 0-87411-881-6.**

A compendium of a wide assortment of interdisciplinary programs in all types of colleges and universities. The directory identifies programs that are fully, explicitly, and intentionally interdisciplinary; and that are acknowledged as interdisciplinary and continuing by their own institution.

**Contents**

One-page descriptions of 410 programs from 43 states for 31 categories of programs, including:

- type and size of program
- courses offered
- administrative structure
- narrative description
- contact information (including director, phone, fax)

Appendices by state and type of program

Program categories: institutions, cluster colleges, major programs, adult education, honors, general education, humanities, peace/justice studies, religious/religion studies, social sciences, human development/gerontology, natural science, science-technology-society, neuroscience, applied science/technology, liberal arts/liberal studies, American studies, ethnic studies/cultural studies, women's studies/gender studies, environmental studies, urban studies, world/global studies, educational studies/teacher preparation, film studies/media studies, and study groups

**1994: Julie T. Klein & William G. Doty (eds.), *Interdisciplinary Studies Today*. New Directions for Teaching and Learning #58. San Francisco: Jossey-Bass. 96pp. ISBN: 0-7879-9974-1.**

Now-classic chapters on interdisciplinary resources, course development, administration, assessment, and networking, written by AIS past presidents. Inspired by an AIS/SVHE task force report on interdisciplinary studies to the Association of American Colleges (now AAC&U) for their study of "Liberal Education and the Arts and Sciences Major." Unfortunately out of print.

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1. Finding Interdisciplinary Knowledge and Information (Julie Thompson Klein)
2. Designing Interdisciplinary Courses (William H. Newell)
3. The Administration and Governance of Interdisciplinary Programs (Beth A. Casey)
4. Assessing Interdisciplinary Learning (Michael Field, Russell Lee, Mary Lee Field)
5. Organizing Networking: Taking the Next Step (Nelson E. Bingham)

**1990: Julie Thompson Klein. *Interdisciplinarity: History, Theory, and Practice*. Detroit: Wayne State University Press. 331 pp. ISBN: 0-8143-2087-2.**

A milestone in books in interdisciplinarity. This encyclopedic overview of the interdisciplinary landscape focuses on the nature of

interdisciplinarity, its relationship to disciplines, and its practice in health care and research as well as higher education. It concludes with a 94-page bibliography.

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##### **Conclusion: The Integrative Core**

Bibliography (196 pp.)

## Other Publications on Interdisciplinarity from AIS Leaders

**2010: Robert R Frodeman (ed.), Julie Thompson Klein and Carl Mitcham (associate eds.). *The Oxford Handbook of Interdisciplinarity*. Oxford, UK, and New York: Oxford University Press.** *The Oxford Handbook of Interdisciplinarity* consists of 37 chapters dealing with such topics as the history of interdisciplinarity; different forms of interdisciplinarity (cross-disciplinarity, multi-disciplinarity, transdisciplinarity, antidisciplinarity, postdisciplinarity, etc.); interdisciplinarity in the sciences, social sciences, humanities, and arts; and methods and difficulties in the practice of interdisciplinarity. Because it conceives of interdisciplinarity in a broad sense, the handbook also includes chapters on teamwork, partnerships, and collaborative agreements — all of these both inside and outside the university. Interdisciplinarity is as important outside academia as within, and in fact is a primary means of bridging the university/public divide.

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7. Integrating the Social Sciences: Theoretical Knowledge, Methodological Tools, and Practical Applications, Craig Calhoun, Diana Rhoten, Social Science Research Council
8. Biological Sciences, Warren Burggren, University of North Texas, et al.
9. Art and Music Research, Julie Thompson Klein, Wayne State University, and Richard Parncutt, University of Graz
10. Engineering, Trish Culligan, Columbia University, and Feniosky Peña-Mora, University of Illinois, Urbana-Champaign
11. Religious Studies, Sarah Fredericks, University of North Texas
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27. Facilitating Interdisciplinary Scholars, Stephanie Pfirman, Barnard College, and Paula Martin, Juniata College and Kenai Peninsula College (University of Alaska Anchorage)
28. Doctoral Student and Early Career Academic Perspectives, Jessica Graybill, Colgate University, Vivek Shandas, Portland State University
29. A Memoir of an Interdisciplinary Career, Dan Callahan, Hastings Center

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**2010: Julie Thompson Klein. *Creating Interdisciplinary Campus Cultures: A Model for Strength and Sustainability*. San Francisco: Jossey-Bass. 224 pp. Co-sponsored by the American Association of Colleges and Universities.** With increased interest in interdisciplinarity across the academy and funding agencies, the focus of this book is of heightened importance. *Creating Interdisciplinary Campus Cultures* provides a systematic approach grounded in a conceptual framework and a portfolio of pragmatic strategies.

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**2009: Rick Szostak. *The Causes of Economic Growth: Interdisciplinary Perspectives*. Berlin: Springer. 372 pp.** This book applies (a revised version of) the twelve-step process for interdisciplinary research outlined in Rick's 2002 article in *Issues in Integrative Studies* ("How to do interdisciplinarity: Integrating the debate") to the question, "What are the causes of

economic growth?" Chapters are organized around these twelve steps. Implications are drawn for both our understanding of growth and how interdisciplinary research should proceed. This is the first explicit book-length application of a process for interdisciplinary research (the process applied is broadly similar to that in Repko, 2008).

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**2008: Raymond C. Miller. *International Political Economy: Contrasting World Views*. New York: Routledge. 274pp. (hardback) ISBN-13: 9780415384087, ISBN-10: 0415385087; (paperback) ISBN-13: 9780415384094, ISBN-10: 0415384094; (e-book) ISBN-13: 9780203927236, ISBN-10: 0203927230.**

This text combines theoretical perspectives, real-world examples, and comparative policy analysis to give readers an in-depth understanding of the core perspectives in International Political Economy, which will allow them to critically evaluate and independently analyze major political and economic events.

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List of Illustrations

- 1. The Field of Study Known as "IPE"
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  6. The Classical Marxist Model and World View
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- Glossary of concepts  
Suggested further reading  
Index

**2004: Rick Szostak. *Classifying Science: Phenomena, Data, Theory, Method, Practice*. Dordrecht: Springer. 301pp.**

The book argues that we can define scholarship in terms of the phenomena we study, data we use, types of theory we apply, methods we use, and practices we pursue (biases and errors we strive to avoid). The various classifications allow the interdisciplinarian to survey potentially exhaustive lists of phenomena, data, theory types, and methods (while avoiding a long list of potential errors). The chapter on methods also identifies key strengths and weaknesses of each of the dozen methods used by scholars (and shows that each method is biased toward supporting certain types of theory). The book argues throughout for a symbiotic relationship between specialized and integrative research.

**2002: Julie Klein (ed.), *Interdisciplinary Education in K-12 and College: A Foundation for K-16 Dialogue*. New York: The College Board. 216pp. ISBN: 0-87447-679-8. (Out of print; check Amazon.com or a university library for copies.)**

Brings together K-12 and higher education luminaries to examine the continuum of interdisciplinarity in American education. The latest of four books in the College Board series on foundations, resources, and practices in interdisciplinary education.

**Contents**

**Introduction: Interdisciplinarity Today: Why? What? And How? (Julie Thompson Klein)**

**Current Issues in K-12**

1. Integrated Curriculum Design (Heidi Hayes Jacobs)
2. Interdisciplinary Teamed Instruction (Rebecca Crawford Burns)
3. Politics and Possibilities Beyond the Separate Subjects (James Beane)
4. Interdisciplinary High School Learning in an Information Age (Russell Agne and John Clarke)

**Current Issues in College**

5. Integrating the College Curriculum (William H. Newell)
6. The Joys and Pitfalls of Team Teaching (James R. Davis)
7. Developing and Administering Interdisciplinary Programs (Beth Casey)

**Toward a K-16 Dialogue**

8. Assessing Interdisciplinary Learning K-16 (Julie Thompson Klein)

**Epilogue: Imperatives for Dialogue on Interdisciplinarity K-16 (Julie Thompson Klein)**

**A Beginning Library**

References

**1999: Marcia Seabury (ed.), *Interdisciplinary General Education: Questioning Outside the Lines/ the University of Hartford Experience*. New York: The College Board. 366pp. ISBN: 0-87447-640-2 (hardcover), 0-87447-639-9 (paperback). (Out of print; check Amazon.com or a university library for copies.)**

Addresses common concerns of faculty new to interdisciplinary course development and teaching in general education, in general terms and in the context of specific courses. It gets beyond generic issues to the practice of interdisciplinarity, confronting concerns that are emotional as well as intellectual. In the process, it presents designs for courses on a wide array of topics.

**Contents**

**Foreword (M. Neil Browne)**

**Introduction (Marcia Seabury)**

**Asking Questions and Crossing Boundaries**

- The Creativity of Interdisciplinarity and the Interdisciplinarity of Creativity (John M. Roderick)
- What is School? The Art of Interdisciplinary Engagement (Robert Fried and Holly DiBella-McCarthy)
- Romanticism in the Arts: Facing Uncertainty and Reshaping Perspectives (Jill Dix Ghnassia)
- Finding a Voice across the Disciplines (Marcia Bundy Seabury)
- What is Symmetry, that Educators and Students should be Mindful of? (Laurence I. Gould)
- What is Science? (Doug Dix, Regina Miller, Mike Horn, and Dale Brown)

**Framing the Issues and Dealing with Problems**

- Epidemics and AIDS: Confronting Fear, Discrimination, and Mortality (Ralph Aloisi, Karen Barrett, Margaret Ciarcia, and Jill Dix Ghnassia)
- Reflective Judgement and Moral Dilemmas: Ethics in the Professions (Marilyn S. Smith, Ernest Gardow, and Laura Reale-Foley)
- A Business School Case Method, Clio, and Interdisciplinarity (Charles R. Canedy, 3rd)
- Sources of Power: Integration in the Social Sciences (Jane Horvath)
- The Right to Food: Hunger and the Problems of Scarcity and Choice (Jane Horvath, Doug Dix, and Bernard den Ouden)
- Exploring Cultures and Understanding Ourselves
- Constructing a Gender Course: Messages in the Margins (Jane Edwards)

- Understanding Ethnic Identity through Expressive Culture: An Interdisciplinary Approach (A. Cheryl Curtis, Anthony T. Rauche, and S. Edward Weinswig)
- Our Culture, Their Cultures: The Interdisciplinary Path to Cross-Cultural Studies (Virginia Hale)
- Making Meaning: An Epic Journey across Cultural and Disciplinary Boundaries (Harald M. Sandström and Errol Duncan)
- Discovering America for a Decade: A Cautionary Tale (Thomas Grant)

**Afterword: An Interdisciplinary General Education Curriculum: Past, Present, and Future (Marcia Seabury and Colleagues)**

**1999: Joan Fiscella & Stacey Kimmel. *Interdisciplinary Education: A Guide to Resources*. New York: The College Board. 343 pp. ISBN: 0-87447-635-6 (hardcover) and 0-87447-632-1 (paperback).** (*Out of print; check Amazon.com or a university library for copies.*)

Presents K-16 educators and researchers with tools to identify and locate print and electronic resources in interdisciplinary education. The volume is prepared by librarians and aimed at those interested in developing new curricula and innovative teaching practices.

#### **Contents**

1. Foundations: Definitions, Rationale, Conceptual Frameworks, Purposes
2. Curriculum: Content, Themes, Programs, Implementation
3. Faculty, Teacher, and Team Development
4. Pedagogy and Student Support
5. Administration: Issues and Practices
6. Interdisciplinary Information Searching: Moving Beyond Discipline-Based Resources

**1999: Julie Thompson Klein: *Mapping Interdisciplinary Studies*. Washington, D.C.: Association of American Colleges and Universities.**

**1997: Julie Thompson Klein & W.H. Newell. "Advancing Interdisciplinary Studies." In *Handbook of the Undergraduate Curriculum: A Comprehensive Guide to Purposes, Structures, Practices and Change*, ed. J. Gaff and J. Ratcliff, pp. 393-415. San Francisco: Jossey-Bass.**

**1996: Julie Thompson Klein. *Crossing Boundaries: Knowledge, Disciplinarity, and Interdisciplinarity* in the series on *Knowledge: Disciplinarity and Beyond*. Charlottesville, VA: University Press of Virginia. 281 pp. ISBN: 0-8139-1679-8.**

An extended examination of the claims that knowledge is increasingly interdisciplinary and that boundary crossing has become a defining characteristic of our age. The chapter on interdisciplinary studies focuses on urban and environmental studies, border and area studies, women's studies and cultural studies.

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2. The Permeation of Boundaries
3. Boundary Work and Inter/Disciplinary Studies

##### **Boundary Studies**

4. Interdisciplinary Studies
5. Interdisciplinary Genealogy in Literary Studies
6. National Competitiveness and the "Centering" of Interdisciplinary Research

**1995: James R. Davis. *Interdisciplinary Courses and Team Teaching: New Arrangements for Learning*. ACE Series on Higher Education. Phoenix, AZ: Oryx Press (now an imprint of Greenwood Press). 271pp. ISBN: 0-89774-887-5.**

Explains the benefits and pitfalls of interdisciplinary team-taught courses and provides practical information on how to design and conduct them. It includes a listing of nearly 100 interdisciplinary, team-taught courses in general education, women's and gender studies, professional and technical programs, and electives.

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3. Structuring and Delivering Interdisciplinary Courses: Approximating the Ideal
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  - Integrative Studies Programs
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- International Studies
- Capstone and Integrative Courses
- Electives

## Conclusion

# Other AIS Publications

**2008: *Interdisciplinary Master's Program Directory* (Jordan Hill). See the AIS website:  
<http://www.units.muohio.edu/aisorg/Masters/mastersdirectory.shtml>**

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### Suggest/Update a Program for the Directory

**2002: *Interdisciplinary PhD Program Directory* (Rick Szostak). See the AIS website:  
<http://www.units.muohio.edu/aisorg/phd/graddirectoryintro.html>**

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Social Science Programs (Family Studies; Human Development; Criminal Justice, Law and Society)

Natural and Social Science Programs (Environmental Studies; Neuroscience and Cognitive Studies; Science and Technology Studies; Nutrition; Textile Studies; Marine Science)

Social Science and Humanities Programs (Area Studies; Studies of a Particular Historical Era; Women's Studies; Ethnic Studies; Studies of a Particular Religion; Communications; International/Global Studies; Cultural Studies)

### Programs that do not fit in the categories above

Natural Sciences (Programs that span two or more Natural Science disciplines)

Applied Natural Sciences (Programs that apply the insights of one or more Natural Science disciplines to other disciplines)

Social Sciences (Programs that span two or more Social Science disciplines)

Applied Social Sciences (Programs that apply the insights of one or more Social Science disciplines to other disciplines)

Humanities (Programs that span two or more Humanities disciplines)

Applied Humanities (Programs that apply the insights of one or more Humanities disciplines to other disciplines)

Natural Science/Social Science (Programs that span at least one Natural Science and at least one Social Science discipline)

Natural Science/Humanities (Programs that span at least one Natural Science and at least one Humanities discipline)

Social Science/Humanities (Programs that span at least one Humanities and at least one Social Science discipline)

Natural Science/Social Science/Humanities (Programs that span at least one Natural Science, one Social Science, and one Humanities discipline)

Natural Science/Social Science/Humanities/Self-Designed (Programs that span at least one Natural Science, one Social Science, one Humanities, and one self-designed discipline)

Self-Designed Programs (Programs that allow students to develop a program that spans two or more disciplines)

**2000: *Accreditation Standards for Interdisciplinary General Education*. (Joan B. Fiscella, Cheryl R. Jacobsen, Julie Thompson Klein, Marcia Bundy Seabury, and Michael J. Field)**

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- Faculty
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#### References

**Since 1982: *Issues in Integrative Studies: An Interdisciplinary Journal.***

Annual peer-reviewed academic journal of the Association for Integrative Studies. For table of contents listings for each volume, consult the AIS website: <http://www.units.muohio.edu/aisorg/pubs/issues/toclist.html>. AIS is in the process of making available electronic versions for each volume. Print copies are available for \$20 each (\$6 for Vol. 8) by contacting [aisorg@muohio.edu](mailto:aisorg@muohio.edu).