



Newsletter Index - Volume 25

Issues [1](#) | [2](#) | [3](#) | [4](#)

Volume 25, Number 1, March, 2003

Institutionalizing Interdisciplinary and Intercultural Study: A Case Study from Pitzer College. An Article by Joe Parker, Pitzer College. In the late 1980s, the faculty and senior staff at Pitzer College adopted six educational objectives in response to changing conceptions of higher education. Three of the objectives were quite traditional for liberal arts institutions, and the other three were articulated as Interdisciplinary Perspectives, Intercultural Understanding, and Concern with Social Responsibility and Ethical Implications of Knowledge and Action. Through these last objectives Pitzer was responding to social issues as part of its founding vision in the mid 1960s emphasizing the social sciences among the Claremont, California consortium of liberal arts colleges. After the passage of these objectives, Pitzer's senior staff and faculty worked to implement them through hiring for three interdisciplinary positions and pursued funding for curricular development. How these objectives are now institutionalized is representative of many of the compromises with the disciplines and obstacles to intercultural learning that characterize many colleges and universities.

New Directory of Interdisciplinary PhD Programs. Article by Rick Szostak, University of Alberta. A recent addition to the AIS website (www.muohio.edu/ais/) is the AIS Directory of Interdisciplinary PhD Programs in the United States. The Association for Integrative Studies hopes that this Directory will aid prospective PhD students who desire an interdisciplinary education. We also hope that the Directory will be useful to scholars and administrators who wish to know if and where certain sorts of interdisciplinary program exist. The website provides details on the scope of the Directory and the criteria for inclusion.

Job Opening

Call for Proposals

- The 25th Annual Conference of the Association for Integrative Studies, October 9-12, 2003, hosted by the Department of Interdisciplinary Studies, College of Urban, Labor and Metropolitan Affairs, Wayne State University, Detroit Michigan. With proposal submission form.

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International Integrative Education. Article by Peg Downes, Professor, Department of Literature & Language, The University of North Carolina, Asheville. In colleges and universities around the world, new interdisciplinary liberal arts programs are emerging and gaining strength - especially in nations struggling even harder than we are to maintain, or to establish, participatory democracies. Though this movement is stimulated in part by the increasing popularity and success of interdisciplinary studies in U.S. institutions of higher education, its proponents abroad are building programs out of clearly native materials, though not infrequently with American models in mind. To the benefit of our own American educational programs, I believe, it's essential that we realize the richness of these global innovations and

learn from them.

Interdisciplinarity at Work. *Creating Interdisciplinarity: Interdisciplinary Research and Teaching among College and University Faculty*, by Lisa R. Lattuca. Nashville: Vanderbilt University Press, 2001.

Reviewed by Hue-ping Chin, Assistant Professor of the Interdisciplinary Studies Center, Drury University.

In the last three decades, the growth of interdisciplinary studies has become apparent, both in number and in status. The theories of interdisciplinary studies (IDS) have gradually established a firm ground and the literature of IDS has mushroomed dealing with theories, practices, and assessments. More institutions require interdisciplinary courses and encourage interdisciplinary work among faculty. But how does the actual practice of interdisciplinary scholarship affect our understanding of interdisciplinarity? In *Creating Interdisciplinarity*, Lisa R. Lattuca, currently assistant professor of higher education in the Department of Leadership, Foundations, and Counseling Psychology at Loyola University, tests the IDS theories through lengthy and thoughtful interviews of thirty-eight faculty members engaged in interdisciplinary teaching and research. She observes interdisciplinarity in practice, analyzes the relationship between interdisciplinarity and disciplinarity, and offers a different approach to further understand interdisciplinarity in a growing diversity of our academic communities.

Reflective Interdisciplinary Teaching: Insights From the Drury Conference. Article by Rick Szostak, University of Alberta. It was intriguing to observe in several sessions at last Fall's AIS conference sponsored by Drury University in Springfield, Missouri, that those involved in interdisciplinary programs were wondering if these programs could and should be enhanced by the inclusion of course material that reflected on the nature of interdisciplinarity itself: what is interdisciplinarity?; why do we do it?; how is it best performed?; is there some overarching framework into which interdisciplinary analysis can be placed so that students can readily integrate beyond their course material? ... It is often noted that many college programs - disciplinary, interdisciplinary, general education - do a poor job of telling students what they will gain from the experience. We likely all want our students to learn how and why to integrate. If we were to make this goal more explicit, we would likely make the means of achieving it more explicit as well.

Individualized IDS Programs

- ISF at UC-Berkeley. The Interdisciplinary Studies Field Major (ISF) at UC-Berkeley offers students the opportunity to develop individualized cross disciplinary majors utilizing courses from the social sciences, humanities, or professional schools and colleges. Students must actively plan their own program and cultivate a working relationship with the assigned or chosen faculty adviser. For more information, visit the program's website [new URL] <http://ls.berkeley.edu/ugis/isf/>
- BIS at Arizona State. The Bachelor of Interdisciplinary Studies program (BIS) is a universitywide degree program that enables students to create interdisciplinary specialities that prepare them for careers in a world that increasingly bridges academic disciplines. Students pursue two subject-area concentrations that represent academic interests they wish to integrate into a meaningful program. A four course course offers students the intellectual tools to identify connections between their concentrations and engage in interdisciplinary problem solving. For more information, visit the program's website [new URL] <http://universitycollege.asu.edu/sis/current.php>

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Our 25th Anniversary: New Hopes and Plans. A Report from Carolyn Haynes, President, Association for Integrative Studies, 2001-2003. The Association for Integrative Studies is about to celebrate its 25th year

anniversary. In the last two-and-a-half decades, AIS has undergone many changes and improvements - including achieving greater national visibility and sponsoring a host of publications and other projects which have helped to raise the awareness of interdisciplinary studies and integrative learning across the country. At the same time that it has embraced change, it has also maintained a remarkable consistency, particularly in terms of retaining a loyal cadre of members as well as a highly effective and devoted executive director. As AIS moves into its next phase, it is important that it continue to thrive by attracting talented and loyal members and leaders. In order to help ensure the organization's continued success, I and the other members of the AIS Board of Directors decided in 2002 to undergo a strategic planning process. [The report includes details of the planning process, key findings of a self-study, and results of a strategic planning retreat.]

The AIS Constitution and Bylaws (with proposed additions and deletions)

Modeling Interdisciplinary Inquiry: A Postdoctoral Program. Washington University announces the fourth year of an Andrew W. Mellon Foundation Postdoctoral Fellowship Program designed to encourage interdisciplinary scholarship and teaching across the humanities and social sciences.

Job Opening

Call for Papers

- *The Graduate Journal of Social Science (GLSS)* announces its second call for papers. They welcome papers by graduate students (Masters to Post-Doc) with a focus on interdisciplinary methodology in the social science. For more information, visit the journal's website, www.gjss.org.

Volume 25, Number 4, December, 2003

Learning Values Lifelong or Creating a Humane World. *Learning Values Lifelong: From Inert Ideas to Wholes*, by Michael M. Kazanjian. In Value Inquiry Book Series, Amsterdam-New York: Rodopi B.V., 2002. Reviewed by Beth Casey, Professor of English, Bowling Green State University. Michael M. Kazanjian's *Learning Values Lifelong* seeks to develop a process philosophy of lifelong learning with a holistic perspective on values - a term we hear a great deal about today in education. The author states that his subject is "rehumanization" by which he means eliminating the dehumanization brought about by the present system of organization and production in both the workplace and the academy that results in students and workers finding themselves leading empty repetitious lives. Human beings can grow and develop, according to Kazanjian only if we rehumanize the workplace and academia by emphasizing "the values of community, continual maturity, and human dignity" (1). Since universities today are among the more oppressive of our social institutions, in his view, a transformation for academia would most certainly be implied.

Klein and Newell Win Boulding Award for Long-Standing Achievement in Interdisciplinary Studies. At the recent AIS Annual Conference in Detroit, Michigan, Julie Thompson Klein and William H. Newell were awarded the esteemed Kenneth E. Boulding Award. ... The Boulding Award is given to a person who has clarified or expanded the concept and the scholarly or public understanding of interdisciplinarity through a combination of the following: teaching, scholarship, and integrative community involvement. ... Because of these two individuals' outstanding and long-standing contributions to the field of interdisciplinary studies, they were both accorded this prestigious honor.

Encyclopedia of Life Support Systems (EOLSS): New On-line Resource for Interdisciplinary Studies. This

month, a major new scholarly reference work is scheduled to be completed. Billing itself as the largest on-line encyclopedia and developed under the auspices of UNESCO, EOLSS will be of interest to scholars in a wide array of fields across the natural and social sciences and professions, and its systems approach will make it particularly appealing to interdisciplinarians. In addition, it includes entries on transdisciplinarity, interdisciplinarity, the unity of knowledge, and complexity by Julie Thompson Klein and by Bill Newell that speak directly to the interests of AIS members. ... The EOLSS is designed to be a dependable source of knowledge aimed at development of remedial measures to counter current practices that imperil the Earth's essential life support systems. Natural and social sciences, humanities, engineering and technology, and management policies for sustainable use of life support systems are emphasized, together with issues of global change and their ecological, economic, social, ethical, cultural, and political dimensions. [The web site URL is www.eolss.net]

Conference Announcement

- Asheville Institute on Liberal Learning, May 26-30, 2004, University of North Carolina at Asheville.

Fellowship Opportunities

- The Ahmanson-Getty Fellowship is a theme-based fellowship program designed to encourage participation by junior scholars in the Center's yearlong interdisciplinary core programs at UCLA. [For more information, click here to go to the program's web site, [Ahmanson-Getty Fellowship](#).]

For questions and comments, contact us at aisorg@muohio.edu