Recent AIS-connected Publications on Interdisciplinarity

AIS-Sponsored Publications


Contents
Part I. Introduction
Chapter 1. The Interdisciplinary Research Process—Rick Szostak

Part II. Drawing on Disciplinary Insights
Chapter 2. Jewish Marriage as an Expression of Israel’s Conflicted Identity—Marilyn Tayler
Chapter 3. The Metropolitan Problem in Interdisciplinary Perspective—Michan Andrew Connor
Chapter 4. Mektoub: When Art Meets History, Philosophy, and Linguistic—Mieke Bal

Part III. Approaches to Integration
Chapter 5. Integrating Theory-based Insights on the Causes of Suicide Terrorism—Allen Repko
Chapter 6. An Interdisciplinary Analysis of the Causes of Economic Growth—Rick Szostak
Chapter 7. Why We Talk: An Interdisciplinary Approach to the Evolutionary Origins of Language—Ria van der Lecq
Chapter 8. Understanding Human Action: Integrating Meanings, Mechanisms, Causes, and Contexts—Machiel Keestra
Chapter 9. Integrative Theory in Criminology Applied to the Complex Social Problem of School Violence—Stuart Henry & Nicole L. Bracy

Part IV. Approaches to Integration
Chapter 10. Research Integration: A Comparative Knowledge Base—Julie Thompson Klein
Conclusion—William H. Newell

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.

Contents
1. Introduction – Tanya Augsburg and Stuart Henry
Part I. The History of Interdisciplinary Programs
1. The Political Life Cycle of a Cluster College: The Western College Program at Miami University—William H. Newell
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
Conclusion—Tanya Augsburg, Stuart Henry, William H. Newell and Rick Szostak

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).

Contents
Preface
Acknowledgments
Part I: About Interdisciplinary Studies
   1. Defining Interdisciplinary Studies
   2. Tracing the Origins of Interdisciplinarity
Part II: Theories of Interdisciplinary Studies
   3. Operationalizing Disciplinary Perspective
   4. Defining the Elements of Disciplines
   5. Explaining the Importance of Integration
Part III: Drawing on Disciplines
   6. Beginning the Research Process
   7. Identifying Relevant Disciplines
   8. Developing Adequacy in Relevant Disciplines
   9. Analyzing the Problem and Evaluating Each Insight Into It
Part IV: Integrating Insights
   10. Identifying Conflicts in Insights
   11. Creating Common Ground
   12. Integrating Insights and Producing an Interdisciplinary Understanding
Conclusion: Interdisciplinarity for the New Century
Appendix: Interdisciplinary Resources
Glossary of Key Terms
References
Author Index
Subject Index
About the Author

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

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.

Contents
Acknowledgements
Introduction: Humanities, Culture, and Interdisciplinarity
Part I. Historical Warrants
   Chapter 1: Forming Humanities
   Chapter 2: Changing Humanities
   Chapter 3: Forging Theory, Practice, and Institutional Presence
Part II. Inter/disciplinary Humanities
   Chapter 4: Rewriting the Literary
   Chapter 5: Refiguring the Visual
   Chapter 6: Retuning the Aural
Part III. Interdisciplinary “America”
   Chapter 7: Reconstructing American Studies
   Chapter 8: Defining Other America
Conclusion: Crafting Humanities for a New Century
Works Cited

Contents
Preface
Acknowledgements
Section I: Drawing Insights from Disciplines
Chapter One: What Interdisciplinary Studies Is
Chapter Two: Why Interdisciplinary Studies Matters
Chapter Three: The Origin of the Disciplines and of Interdisciplinary Studies
Chapter Four: The Role of the Disciplines and of Interdisciplinary Studies
Chapter Five: Integration and Its Importance to Interdisciplinary Studies
Section II: Integration of Disciplinary Insights
Chapter Six: How the Interdisciplinary Process Is Achieved
Chapter Seven: Identifying Relevant Disciplines
Chapter Eight: Developing a Command of Each Discipline
Chapter Nine: Studying the Problem and Generating Insights into It
Chapter Ten: Identifying Conflicts in Insights
Chapter Eleven: Creating Common Ground
Chapter Twelve: Integrating Disciplinary Insights
References
Appendix A


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.

Contents
Preface
Acknowledgments
Introduction
Part One: Understanding Interdisciplinary Studies
Chapter 1: What Are Interdisciplinary Studies? Some Definitions and Historical Contexts
Chapter 2: Essential Terms for Interdisciplinary Studies
Chapter 3: Describing Interdisciplinary Studies: The Power of Metaphors
Chapter 4: Characteristics of Interdisciplinarians
Chapter 5: Telling Your Story as an Interdisciplinarian: Writing an Intellectual Autobiography/Personal Narrative
  - Reading 1: Marilyn Berger, “Isaiah Berlin, Philosopher and Pluralist, Is Dead at 88”
  - 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
Chapter 7: Understanding and Doing Research on Disciplines
  - 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 13: Richard Florida, “The Creative Class”
Cluster 3: Types of Intelligences for the Interdisciplinary Workplace
  - Reading 16: Jennifer James, “Mastering New Forms of Intelligence”

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.

**Contents**

*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)
7. Applying One Disciplinary-Based Pedagogy to Interdisciplinary Teaching
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)*


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.

**Contents**

*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)
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.

Contents
Introduction: The Problem of Interdisciplinary Discourse
Definitions of Interdisciplinarity
1. The Evolution of Interdisciplinarity
2. The Interdisciplinary Archipelago
3. An Interdisciplinary Lexicon
Disciplinarity/Interdisciplinarity
4. The Rhetoric of Interdisciplinarity
5. Borrowing
6. The Critique of Limitations
7. The Disciplinarity Paradox
The State of the Art
8. IDR: Problem-focused Research
9. Interdisciplinary Care
10. IDS: Interdisciplinary Education
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.

Contents
Introduction: Robert Frodeman
PART I: THE TERRAIN OF KNOWLEDGE
1. A Short History of Knowledge Formations, Peter Weingart, Bielefeld University
2. A Taxonomy of Interdisciplinarity, Julie Thompson Klein, Wayne State University
3. Interdisciplinary Cases and Disciplinary Knowledge, Wolfgang Krohn, Bielefeld University
   1. Sidebar: Prospects for a philosophy of interdisciplinarity, Jan C. Schmidt
4. Deviant Interdisciplinarity, Steve Fuller, University of Warwick
5. Against Holism, Dan Sarewitz, Arizona State University
PART 2: INTERDISCIPLINARITY IN THE DISCIPLINES
6. Physical Sciences, Robert P. Crease, Stony Brook University
   1. Sidebar: Mathematics and root interdisciplinarity, Erik Fisher, Arizona State University, and David Beltran-del-Rio
7. Integrating the Social Sciences: Theoretical Knowledge, Methodological Tools, and Practical Applications, Craig Calhoun, Diana Rhoten, Social Science Research Council
9. Art and Music Research, Julie Thompson Klein, Wayne State University, and Richard Parnell, 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
12. Information Research on Interdisciplinarity, Carole Palmer, University of Illinois
   1. Sidebar: Transcending discipline-based library classifications, Richard Szostak, University of Alberta
PART 3: KNOWLEDGE INTERDISCIPLINED
13. A Field of its Own: the Emergence of Science and Technology Studies, Sheila Jasanoff, Harvard University
14. Humanities and Technology in the Information Age, Cathy Davidson, Duke University
   1. Sidebar: Vectors: an interdisciplinary digital journal, Tara McPherson, School of Cinematic Arts, USC
15. Media and Communication, Adam Briggie, University of North Texas, Cliff Christians, University of Illinois
16. Cognitive Science, Paul Thagard, University of Waterloo
17. Computation and Simulation, Johannes Lenhard, Bielefeld University
18. Ethics, Anne Balsamo, University of Southern California, Carl Mitcham, Colorado School of Mines
19. Design as Problem Solving, Prasad Boradkar, Arizona State University
   1. Sidebar: InnovationSpace at Arizona State University, Prasad Boradkar, Arizona State University
20. Learning to Synthesize: The Development of Interdisciplinary Understanding, Veronica Boix-Mansilla, Harvard University
   1. Sidebar: ZiF, Ipke Wachsmuth
2. Sidebar: Creativity and interdisciplinarity, Thomas Kowall

PART 4: INSTITUTIONALIZING INTERDISCIPLINARITY
21. Evaluating Interdisciplinary Research, Katri Huutoniemi, Helsinki Technological University
22. Peer Review, J. Britt Holbrook, University of North Texas
23. Policy Challenges and University Reform, Clark Miller, Arizona State University
   1. Sidebar: Transdisciplinary efforts at public science agencies: NSF's SciSIP program, Erin Christine Moore, University of Colorado, Boulder
24. Administering Interdisciplinary Programs, Beth Casey, Bowling Green State University
25. Undergraduate General Education, William H. Newell, Miami University
   1. Sidebar: The Association for Integrative Studies, William H. Newell, Miami University
26. Interdisciplinary Pedagogies in Higher Education, Deborah DeZure, Michigan State University
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

PART 5: KNOWLEDGE TRANSDISCIPLINED
30. Solving Problems through Transdisciplinary Research, Gertrude Hirsch Hadorn, ETH Zurich, Gabriele Bammer, Australian National University, and Christian Pohl, ETH Zurich
   1. Sidebar: Td-net - the Swiss Academies of Arts and Sciences' forum for transdisciplinary research, Christian Pohl, Swiss Academies of Arts and Sciences, Gertrude Hirsch Hadorn, ETH Zurich
2. 2. Sidebar: Sustainability foresight: participative approaches to sustainable utility sectors, Bernhard Truffer
31. Systems Thinking, Styse Strijbos, Free University, Amsterdam
   1. Sidebar: Mapping interdisciplinary research, Katy Borner and Kevin W. Boyack
32. Cross-disciplinary team science initiatives: research, training, and translation, Dan Stokols/NCI team, University of California, Irvine
   1. Sidebar: Mapping consensus in interdisciplinary teams, Rico Defila & Anonietta Di Giulio, Universitat Bern
33. The Environment, J. Baird Callicott, University of North Texas
   1. Sidebar: Biocultural conservation in Cape Horn: the Magellanic woodpecker as a charismatic species, Ximena Arango, Omora Ethnobotanical Park, Ricardo Rozzi, Universidad de Magallanes, Chile and University of North Texas, Francisca Massardo, Universidad de Magallanes, Chile, and J. Tomas Ibarra, Omora Ethnobotanical Park
34. Health Science and Health Services, Allan Best, University of British Columbia, and Jennifer Terpstra at the University of British Columbia in the Interdisciplinary Studies Graduate Program
   1. Sidebar: Telehospice: A case study in healthcare intervention research, Elaine Wittenberg-Lyles, University of North Texas, Debra Parker Oliver, University of Missouri, George Demiris, University of Washington
35. Law, Marilyn Averill, University of Colorado
36. Risk, Sven Hansson, Royal Institute of Technology, Stockholm
37. Corporate Innovation, Bruce A. Vojak, Raymond L. Price, College of Engineering, University of Illinois at Urbana-Champaign, and Abbie Griffin, University of Utah

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.

Contents
The Author
Foreword
Acknowledgments
Introduction: A Model for Interdisciplinary Change
1. Mapping National Drivers of Interdisciplinary Change
2. Bridging National and Local Maps
3. Platforming Interdisciplinarity
4. Fostering Programmatic Strength and Sustainability
5. Monitoring the Interdisciplinary Career Life Cycle
Conclusion: Countering Myths and Situating Practices
Resources
Glossary for a Core Vocabulary
References
Index

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
Chapter 1: Interdisciplinarity and Economic Growth

1.1 Applying Interdisciplinary Analysis
1.2 Authorship
1.3 The Relationship Between Interdisciplinarity and Disciplines
1.4 A Starting Assumption
1.5 A Critical Insight Regarding the Complexity of the Growth Process
1.6 Motivation (Is Growth Good?)
1.7 The Integrative Process
1.8 Plan of Book
1.9 The Nature of the Guiding Question
1.10 Defining Economic Growth
1.11 Defining 'Causes'

Chapter 2: The Key Phenomena that Potentially Cause Growth

2.1 The Causal Link Approach
2.2 Causal Links Within and Beyond Disciplines
2.3 Classifying Human Science Phenomena
2.4 The Sources of Economic Growth
2.4.1 The Nature of Economic Growth
2.4.2 Emergent Properties
2.4.3 Links to Other Phenomena
2.5 The Importance of Precise Definitions of Phenomena

Chapter 3: The Most Relevant Theories and Methods

3.1 Theories
3.1.1 Classifying Theory Types
3.1.2 Theory Types and Economic Growth
3.1.3 Theories of Economic Growth
3.2 Methods
3.2.1 Strengths and Weaknesses of the Dozen Scholarly Methods
3.2.2 Triangulation Across Methods, Maintaining Standards
3.2.3 The Rule Critique
3.2.4 Mathematical Models
3.2.5 Statistical Analysis
3.2.6 Case Studies

Chapter 4: Relevant Disciplines and Disciplinary Perspectives

4.1 Which Disciplines Should be Engaged?
4.2 The Nature of Disciplinary Perspective
4.3 Does Disciplinary Perspective Really Matter?
4.4 Disciplinary Perspectives of Relevant Disciplines
4.4.1 Economics
4.4.2 Economic History
4.4.3 History
4.4.4 Business History
4.4.5 Cultural Studies
4.4.6 Development Studies
4.4.7 Political Science
4.4.8 Sociology
4.4.9 Geography
4.4.10 Anthropology
4.4.11 Marxian Approaches
4.4.12 Science and Technology Studies
4.4.13 Psychology
4.4.14 Philosophy
4.4.15 The Other Humanities

Chapter 5: An Interdisciplinary Literature Survey

5.1 The Literature Survey Performed, with Advice for its Extension
5.2 A Tangential Diatribe

Chapter 6: The Causes of Economic Growth: Investment, Trade, Technology, Geography

6.1 A First Lesson from Economic History
6.2 Investment
6.2.1 Encouraging Useful Investment
8.6 Health
8.7 Social Structure
  8.7.1 Inequality
  8.7.2 Ethnic Divisions
  8.7.3 Gender
  8.7.4 Family Structure

9. Causal Arguments Under-studied in the Literature
  9.1 Sectoral Interactions
    9.1.1 Technology and Sectoral Interactions
    9.1.2 Catching the Wave
    9.1.3 Firms
  9.2 Networks
    9.2.1 Networks and Technological Innovation
    9.2.2 Investment in Physical Capital
    9.2.3 Investment in Human Capital
    9.2.4 Institutional Change
    9.2.5 Trade
    9.2.6 Other Links
    9.2.7 Advantages and Challenges of Network Analysis

10. Emergent Properties of the System of Causal Links
  10.1 Aggregate Growth Dynamics: Is There a Poverty Trap?
    10.1.1 Convergence
    10.1.2 Common Ground Between Optimists and Pessimists
    10.1.3 The Poor are Different
  10.2 Macroeconomics and Growth
    10.2.1 The Medium Term
    10.2.2 Long Waves
    10.2.3 Implications of Growth Theory for Fluctuations
    10.2.4 Implications of Macroeconomic Theory for Growth

11. Integrating Diverse Views of the Role of Government
  11.1 The Role of Government
    11.1.1 The Washington Consensus
    11.1.2 Property Rights
    11.1.3 Public Ownership
    11.1.4 Public Spending and Taxes, Federalism
    11.1.5 Public Goods
    11.1.6 Government Intent
  11.2 The Developmental State
    11.2.1 The Idea of the Developmental State
    11.2.2 The Essence of the Developmental State
    11.2.3 Sources of the Developmental State
    11.2.4 Summing Up

12. Reflections on the Results of Integration
  12.1 Reflect on One's Own Biases
  12.2 Reflect on Steps Omitted
  12.3 Reflect on the Weaknesses of the Theories and Methods Used in One's Comprehensive Vision

13. Possible Tests of the Results of Integration
  13.1 Empirical Tests
  13.2 A Holistic Test in Application

14. Concluding Remarks
  14.1 Insights into Economic Growth
  14.2 The Value of the Process for our Understanding of Growth

References
Index


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.

Contents
List of Illustrations
1. The Field of Study Known as "IPE"
2. The Market Model and World View
3. Market Applications

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.


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**


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


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)


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


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.

Contents

Boundary Crossing
1. The Interdisciplinary Present/ce
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


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.

Contents

Structure and Delivery of Courses
1. Interdisciplinary Courses and Team Teaching: Definitions and Examples
2. The Rationale for Interdisciplinary Courses: The Problem of Specialization
3. Structuring and Delivering Interdisciplinary Courses: Approximating the Ideal
4. When Faculty Work in Teams: Learning from the Research on Groups and Teams
5. Faculty and Student Perceptions of Team Teaching: Satisfactions and Frustrations
6. Future Prospects for Interdisciplinary Courses: Issues and Problems

Selected Examples of Courses
7. Examples of Interdisciplinary Courses and Programs
   • Gathering and Using Examples
   • General Education
   • Professional and Technical Programs
   • Integrative Studies Programs
   • Women's and Gender Studies
   • Multicultural and Ethnic Studies
Other AIS Publications


Contents
Introduction
Guidelines
The Scope of this Directory
Criteria for Inclusion in the Directory
Format for the Survey Used in the Directory
Background on the New Elements in this Directory
Search Criteria for this Directory
Acronyms Used in the Directory
Search by State
Search by Program
Suggest/Update a Program for the Directory


Contents
Guidelines for Use of the Directory
The Scope of the Directory
Criteria for Inclusion in the Directory
Interdisciplinary PhD Programs
Natural Science Programs (Exercise Science; Materials Science; Polymer Science)
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)
NaturalScience/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, Cherryl R. Jacobsen, Julie Thompson Klein, Marcia Bundy Seabury, and Michael J. Field)

Contents
The Task
The Context
The Practice of Interdisciplinary General Education
Task Force Recommendations:
• Goals
• Curriculum
• Teaching and Learning
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.