

# Slow Interdisciplinarity and Disciplinarity

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and

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Presentation and round table discussion at the Plymouth State CoLab,  
Plymouth State University, Plymouth, NH (22 November 2019).

# **Australian and New Zealand Standard Research Classification (ANZSRC), 2008**

This division covers studies in human society.

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This division has nine groups:

- 1601 Anthropology 
- 1602 Criminology
- 1603 Demography
- 1604 Human Geography
- 1605 Policy and Administration
- 1606 Political Science
- 1607 Social Work
- 1608 Sociology
- 1699 Other Studies in Human Society

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[Contents](#) >> [Fields of Research](#) >> [DIVISION 16 STUDIES IN HUMAN SOCIETY](#) >> GROUP 1601 ANTHROPOLOGY

This group covers anthropology.

This group has five fields:

- 160101 Anthropology of Development
- 160102 Biological (Physical) Anthropology
- 160103 Linguistic Anthropology
- 160104 Social and Cultural Anthropology
- 160199 Anthropology not elsewhere classified

**Exclusions:**

- a) Anthropological genetics is included in [Group\\_0604 Genetics](#).
- b) Archaeology is included in [Group\\_2101 Archaeology](#).

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- b) Archaeology is included in [Group 2101 Archaeology](#).

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## Australian and New Zealand Standard Research

### Classification (ANZSRC), 2008

<https://web.archive.org/web/20090531053312/http://www.abs.gov.au/Ausstats/abs@.nsf/Latestproducts/OA7442069B0BE879CA2574180004ACOD?opendocument>  
<https://web.archive.org/web/20090531055232/http://www.abs.gov.au/Ausstats/abs@.nsf/Latestproducts/C14AE0AD770FAB94CA2574180004ACD9?opendocument>  
<https://web.archive.org/web/20100128021537/http://www.abs.gov.au/ausstats/abs@.nsf/Products/1297.0~2008~Chapter~GROUP+2101+ARCHAEOLOGY?OpenDocument#PARALINK169>

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- b) Archaeology is included in [Group 2101 Archaeology](#).

[Contents](#) >> [Fields of Research](#) >> [DIVISION 21 HISTORY AND ARCHAEOLOGY](#) >> GROUP 2101 ARCHAEOLOGY

This group covers archaeology.

This group has eleven fields:

- 210101 Aboriginal and Torres Strait Islander Archaeology
- 210102 Archaeological Science
- 210103 Archaeology of Asia, Africa and the Americas
- 210104 Archaeology of Australia (excl. Aboriginal and Torres Strait Islander)
- 210105 Archaeology of Europe, the Mediterranean and the Levant
- 210106 Archaeology of New Guinea and Pacific Islands (excl. New Zealand)
- 210107 Archaeology of New Zealand (excl. Maori)
- 210108 Historical Archaeology (incl. Industrial Archaeology)
- 210109 Maori Archaeology
- 210110 Maritime Archaeology
- 210199 Archaeology not elsewhere classified

#### Exclusions:

- a) Remote sensing and surveying are included in [Group 0909 Geomatic Engineering](#).

- Aerial archaeology
- Aviation archaeology
- Anthracology
- Archaeo-optics
- Archaeoacoustics
- Archaeoastronomy
- Archaeogeography
- Archaeological culture
- Archaeological theory
  - Great ages archaeology
  - Functionalism
  - Processualism
  - Post-processualism
  - Cognitive archaeology
  - Gender archaeology
  - Feminist archaeology
- Archaeometry
  - Archaeogenetics
  - Bioarchaeology
  - Computational archaeology
  - Dendrochronology
  - Geoarchaeology
  - Isotope analysis
  - Palynology
  - Radiocarbon dating
  - Zooarchaeology
- Archaeology of religion and ritual
- Archaeology of trade
- Archaeomythology
- Architectural analytics
- Battlefield archaeology
- Calceology
- Conflict archaeology
- Data archaeology
- Digital archaeology
- Experimental archaeology
  - Settlement archaeology
- Environmental archaeology
- Ethnoarchaeology
- Forensic archaeology
- Glyptology
- History of archaeology
- Household archaeology
- Landscape archaeology and Landscape history
- Manuscriptology
- Maritime archaeology
- Media archaeology
- Modern archaeology
- Music archaeology
- Osteology
- Palaeoarchaeology
- Paleoanthropology
- Paleoethnobotany
- Paleopathology
- Paleoradiology
- Taphonomy
- Urban archaeology
- Historical archaeology
  - Prehistoric archaeology
  - protohistoric archaeology
  - Biblical archaeology
  - Classical archaeology
  - Egyptology
  - Assyriology
  - Etruscology
  - Near Eastern archaeology
  - Medieval archaeology
  - Post-medieval archaeology
  - Industrial archaeology
  - Contemporary archaeology
- African archaeology
- Australian archaeology
- European archaeology
- Russian archaeology
- Archaeology of the Americas
- Archaeology of China
- Archaeology of Israel

# Fields of Archeology

(Archeology as “under” Anthropology)

[https://en.wikipedia.org/wiki/List\\_of\\_academic\\_fields#Anthropology](https://en.wikipedia.org/wiki/List_of_academic_fields#Anthropology)

A bit dizzying, but  
we are familiar with  
disciplinarity and  
therefore probably  
we can make sense  
of it.



A bit dizzying, but we are familiar with disciplinarity and therefore probably we can make sense of it.

Art Education (K-12)

Art History

Biochemistry

Biology

Business Administration

Cell and Molecular Biology

Chemistry

Communication & Media Studies

Computational and Applied Mathematical Sciences (CAMS)

Computer Science

Criminal Justice

Criminology

Early Childhood Education

Electromechanical Technology and Robotics

Elementary Education

English

Environmental Biology

Environmental Planning

Environmental Science & Policy

# Registration Orientation (11469.202010)

Dashboard ▶ My courses ▶ Fall 2019 ▶ Registration Orientation (11469.202010)

## NEED SOME HELP?

**Our Success Coaches are here to assist you!**

Monday-Friday 8:30am-4:00pm

**(603) 535-3065**

Welcome to Registration Orientation!	Step 1. Tackling a Wicked Problem	Step 2. English Composition	Step 3. Math Placement	Step 4. Language Placement
Step 5. Gen Ed Directions	Step 6. Registration Advice by Major	<b>Step 7. Registering for Courses</b>		

## QUICKMAIL

- Compose New Email
- Signatures
- View Drafts
- View History
- Alternate Emails





Registering for Courses Video



How to Register for Classes (REQUIRED)



Please click here to indicate you have viewed all course materials (REQUIRED).



Your WEBREG PIN NUMBER (Click Here)

### Additional Helpful Resources



How to Search for Classes

# How to Search for Classes

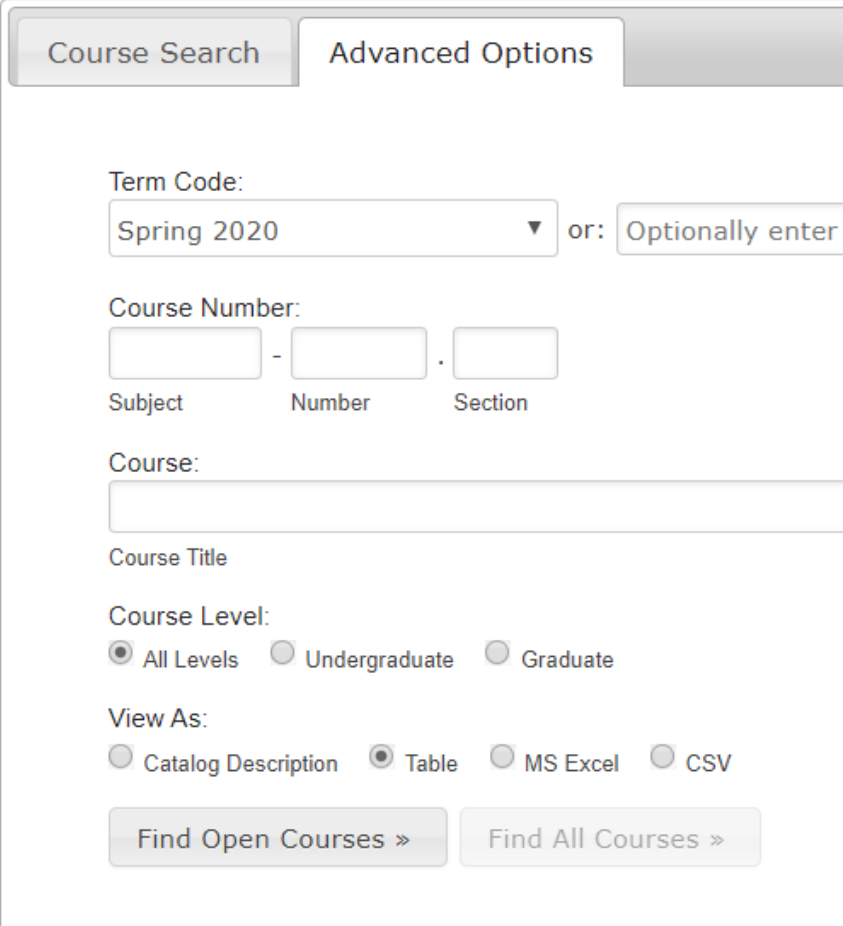
## How to search for class days/times:

1. Log into myPlymouth
2. Click on the Services Tab
3. Click on "Student" (Under the Self Service block)
4. Click on "Registration"
5. Click on "Browse Classes"
6. Select Term (Fall 2019)
7. Select desired subject and click "Search"
8. To view more information about a course, click on the course title to bring up a popup box
9. Write down all of the various day/time options and CRNs on separate sheet of paper
10. Repeat for all desired courses

# How to Search for Classes

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The screenshot shows a web interface for searching courses. It features two tabs: "Course Search" (active) and "Advanced Options". Below the tabs are several input fields and radio buttons for filtering search results.

**Course Search** | **Advanced Options**

Term Code:  
Spring 2020 ▼ or: Optionally enter

Course Number:  
[ ] - [ ] . [ ]  
Subject                  Number                  Section

Course:  
[ ]

Course Title

Course Level:  
 All Levels     Undergraduate     Graduate

View As:  
 Catalog Description     Table     MS Excel     CSV

**Find Open Courses »**    **Find All Courses »**

## Browse Classes

### Enter Your Search Criteria

**Variable Credit Courses** require **THREE** extra steps to ensure that the registration reflects the proper credits.  
**Visit:** <https://campus.plymouth.edu/registrar/wp-content/uploads/sites/145/2019/08/Variable-Credit-Courses>.

Term: Spring 2020

Subject

Course Number

Keyword

Search

[Clear](#)

▶ [Advanced Search](#)

# Browse Classes

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Term: Spring 2020

Subject	art
Course Number	Art Education (AE)
Keyword	Art History (AH)
	Art History (AHD)
	Art History (AHD)
	Early Childhood Spec Ed (ERSE)
	Early Childhood Studies (ER)
	Earth Science (ESDI)
	Elementary Education (EL)
	Fine Art (AR)
	Fine Art (ARD)

# List of Academic Fields

Please list the 3- or 4-letter abbreviation for the academic field, and the corresponding numerical code, that best reflects your area of research or study. *This information is required in assigning applications for review.*

## NATURAL SCIENCES

### Agriculture

AGR	0101	Agricultural economics
AGR	0102	Agricultural production
AGR	0103	Agricultural sciences
AGR	0104	Agronomy
AGR	0105	Animal sciences
AGR	0106	Fishery sciences
AGR	0107	Food sciences
AGR	0108	Forestry and related sciences
AGR	0109	Horticulture
AGR	0111	Parks and recreation management
AGR	0112	Plant sciences (except agronomy, see 0104)
AGR	0113	Renewable natural resources
AGR	0110	Resource management
AGR	0114	Soil sciences
AGR	0115	Wildlife management
AGR	0199	Agriculture – other

### Biological Sciences

BIO	0201	Anatomy
BIO	0221	Bacteriology
BIO	0202	Biochemistry
BIO	0203	Biology
BIO	0204	Biometry
BIO	0222	Biophysics

### Earth, Atmospheric, and Marine Sciences

EAM	0501	Atmospheric sciences
EAM	0502	Environmental sciences
EAM	0503	Geochemistry
EAM	0504	Geology
EAM	0505	Geophysics and seismology
EAM	0507	Meteorology
EAM	0508	Oceanography
EAM	0506	Paleontology
EAM	0599	Earth, atmospheric, and marine sciences – other

### Health and Medical Sciences

HEA	0601	Allied health
HEA	0602	Audiology
HEA	0603	Chiropractic
HEA	0604	Dental sciences
HEA	0605	Environmental health
HEA	0606	Epidemiology
HEA	0607	Health science administration
HEA	0608	Immunology
HEA	0609	Medical sciences
HEA	0621	Medicinal chemistry
HEA	0610	Nursing
HEA	0618	Occupational therapy
HEA	0611	Optometry
HEA	0612	Osteopathic medicine
HEA	0613	Pharmaceutical sciences

### Engineering – Civil

ENG	1101	Architectural engineering
ENG	1102	Civil engineering
ENG	1103	Environmental/sanitary engineering
ENG	1199	Civil engineering – other

### Engineering – Electrical and Electronics

ENG	1202	Communications engineering
ENG	1201	Computer engineering
ENG	1203	Electrical engineering
ENG	1204	Electronics engineering
ENG	1299	Electrical and electronics engineering – other

### Engineering – Industrial

ENG	1301	Industrial engineering
ENG	1302	Operations research
ENG	1399	Industrial engineering – other

### Engineering – Materials

ENG	1401	Ceramic engineering
ENG	1402	Materials engineering
ENG	1403	Materials science
ENG	1404	Metallurgical engineering
ENG	1499	Materials engineering – other

### Engineering – Mechanical

ENG	1501	Engineering mechanics
ENG	1502	Mechanical engineering

# AAUW (and High School?)



# Allen Repko, *Introduction to interdisciplinary studies* (2014)

- Julie Thompson Klein – English
  - William Newell – Economics (Philosophy)
  - Veronica Boix Mansilla – Educational Psychology
- 
- For students: “The Brain”

# Allen Repko, *Introduction to interdisciplinary studies* (2014)

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- For students: “The Brain”  
    Biology, Psychology, “Art”

- The academic disciplines can be understood in three ways: (1) an identifiable field of study; (2) the body of knowledge associated with the field of study; and (3) a community of scholars who engage in specific fields of knowledge . . . as a cognitive construct . . . . n1
- [A discipline is] a body of knowledge, a specialized vocabulary, an accepted body of theory, a systematic research strategy, and techniques for replication and validation. n2
- [Disciplines] . . . provide powerful lenses through which to interpret the world. Students come to view the disciplines as the knowledge and thinking tools that our societies construct and revise to make sense of the world, explain phenomena, solve problems, create products, [and] ask novel questions in informed ways. n3
- Disciplines, as conceptual frames, . . . delimit the range of research questions that are asked, the kinds of methods that are used to investigate phenomena, and the types of answers that are considered legitimate. . . . [Scholars in a common discipline demonstrate] close ties among the attitudes, cognitive styles, and behaviors . . . [concerning the] knowledge domains in which they work. n4
- The term *discipline* signifies the tools, methods, procedures, [phenomena], concepts, and theories that account coherently for a set of objects or subjects. Over time they are shaped and reshaped by external contingencies and internal intellectual demands. In this manner, a discipline comes to organize and concentrate experience into a particular world view. Taken together, related claims within a specific material field puts limits on the kinds of questions practitioners ask about their material, the methods and concepts they use, the answers they believe, and their criteria for truth and validity. There is, in short, a certain particularity about the images of reality in a given discipline. n5

[Edited excerpt from Allen Repko, et al., *Introduction to Interdisciplinary Studies* (Thousand Oaks: Sage, 2014), 85-86.]

1 Karri Holley, "Understanding interdisciplinary challenges and opportunities in higher education" in ASHE higher education report 35:2 (2009), 2.

2 Janet Gail Donald, *Learning to think: Disciplinary perspectives* (San Francisco: Jossey-Bass, 2002), 7.

3 Veronica Boix Mansilla and Anthony Jackson, *Educating for global competence: Preparing our youth to engage the world* (NY: Asia Society, 2011), 13.

4 Lisa Lattuca, *Creating interdisciplinarity research and reaching among college and university faculty* (Nashville: Vanderbilt University Press, 2001), 2.

5 Julie Thompson Klein, *Interdisciplinarity: History, theory, practice* (Detroit: Wayne State University Press, 1990), 104.

“Subject” → phenomena, epistemology,  
communication

Research (finding), Analysis, Synthesis, Presentation

“Takes time . . . . Like a major [with increasingly complex courses and years of practices[.]” Thus it needs to be “across the undergraduate experience.”

Abby Goode, “Slow Interdisciplinarity” in *Hybridpedagogy* (12 November 2019): <https://hybridpedagogy.org/slow-interdisciplinarity/>

“Takes time . . . . Like a major [with increasingly complex courses and years of practices.]” Thus it needs to be “across the undergraduate experience.”

So a key phrase from the IDS literature, and a concept emphasized by Repko:

1. “Interdisciplinary studies is **NOT** non-disciplinary studies.”
2. IDS majors need to build “adequacy.”

Saving “adequacy” for another  
day (or time today) . . .

So with my focus on first-years and getting them to define disciplinary...



So with my focus on first-years and getting them to define disciplinarity...

- “Let us be thoughtful about our own disciplinary positions and epistemological assumptions.”
- “‘Slow interdisciplinarity’ calls us to be mindful, respectful, and curious about each other’s disciplinary perspectives” and calls for “continuous, multi-semester efforts.”

So with my focus on first-years and getting them to define disciplinarity...

- I believe there is a corollary to “slow interdisciplinarity”
- **“Fast” disciplinarity**

So with my focus on first-years and getting them to define disciplinarity...

- I believe there is a corollary to “slow interdisciplinarity”
- “Fast” disciplinarity
- Creating metacognitive experiences where they understand how their major is disciplining them while also understanding the need to quickly build adequate disciplinary skills (or understandings of other disciplinary *domains*) so as to be true INTER-disciplinarians.