Slow Interdisciplinariness
and
Disciplinarity

Abby Goode, Ph.D.

and

John Krueckeberg, Ph.D.

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.

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
This division covers studies in human society.

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

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.
This division covers studies in human society.

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

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

This division covers studies in human society.

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

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.

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.
Fields of Archeology

(Archeology as “under” 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.
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

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)
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
9. Write down all of the various day/time op
10. Repeat for all desired courses
Enter Your Search Criteria
Variable Credit Courses require THREE extra steps to ensure that the registration reflects the proper credit:

Term: Spring 2020

Subject

Course Number

Keyword

Search  Clear  Advanced Search
Enter Your Search Criteria

Variable Credit Courses require THREE extra steps to ensure that the registration reflects the proper credit earned.


Term: Spring 2020

Subject

Course Number

Keyword

Art Education (AE)
Art History (AH)
Art History (AHDI)
Early Childhood Spec Ed (ERSE)
Early Childhood Studies (ER)
Earth Science (ESDI)
Elementary Education (EL)
Fine Art (AR)
Fine Art (ARDI)
# 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

<table>
<thead>
<tr>
<th>Agriculture</th>
<th>01</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Agric 0101 Agric 0102</td>
<td>Agr</td>
<td>Economics Production</td>
</tr>
<tr>
<td>Agr 0103 Agric 0104</td>
<td>Agr</td>
<td>Agronomy</td>
</tr>
<tr>
<td>Agr 0105 Animal 0106</td>
<td>Agr</td>
<td>Fishery sciences</td>
</tr>
<tr>
<td>Agr 0107 Food 0108</td>
<td>Agr</td>
<td>Forestry and related sciences</td>
</tr>
<tr>
<td>Agr 0109 Horticulture</td>
<td>Agr</td>
<td>Horticulture</td>
</tr>
<tr>
<td>Agr 0111 Parks 0112</td>
<td>Agr</td>
<td>Plant sciences except agronomy see 0104</td>
</tr>
<tr>
<td>Agr 0113 Renewable 0114</td>
<td>Agr</td>
<td>Renewable natural resources Resource management Soil sciences Wildlife management Agriculture other</td>
</tr>
<tr>
<td>Bio 0201 Anatomy 0202</td>
<td>Bio</td>
<td>Bacteriology Biochemistry Biology Biometry Biophysics</td>
</tr>
<tr>
<td>Bio 0211 Bio 0203</td>
<td>Bio</td>
<td>Biochemistry Biology</td>
</tr>
<tr>
<td>Bio 0204 Biometry</td>
<td>Bio</td>
<td>Biometry</td>
</tr>
<tr>
<td>Bio 0222 Biophysics</td>
<td>Bio</td>
<td>Biophysics</td>
</tr>
</tbody>
</table>

## Earth, Atmospheric, and Marine Sciences

| Earth 0501 Atmospheric 0502 | EAM 0503 Geochemistry 0504 | Geology 0505 | Geophysics and seismology 0506 | Meteorology 0507 | Oceanography 0508 | Paleontology 0509 | Earth, atmospheric, and marine sciences other 0599 |

## Engineering — Civil

| Civil 1101 Architectural 1102 | Civil 1103 Environmental/sanitary 1199 | Civil engineering other |

## Engineering — Electrical and Electronics

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

## Engineering — Industrial

| Industrial 1301 Operations 1399 | Industrial engineering other 1399 |

## Engineering — Materials

| Materials 1401 Ceramic 1402 | Materials engineering other 1403 Materials science 1404 Metallurgical 1499 Materials engineering other 1499 |

## Engineering — Mechanical

| Mechanical 1501 Engineering 1502 | Mechanical engineering |

AAUW (and High School?)

- Julie Thompson Klein – English
- William Newell – Economics (Philosophy)
- Veronica Boix Mansilla – Educational Psychology

- For students: “The Brain”

- Julie Thompson Klein – English
- William Newell – Economics (Philosophy)
- Veronica Boix Mansilla – Educational Psychology

- 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


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

“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 disciplinarity...
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.”

Abby Goode, “Slow Interdisciplinarity”
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.