

**MSU Interdisciplinary Inquiry and Teaching Fellowship Program 2021-2022**  
**Wednesday 2-3:30pm, <https://msu.zoom.us/j/5476127758> JMC123**

To frame our investigation of interdisciplinarity inquiry and teaching, we will be reading selectively about interdisciplinary theory and history, pedagogy and pedagogical content knowledge, and (inter)disciplinary teaching and epistemologies. Combined with discussions with James Madison College (JMC) faculty at select meetings, these readings will inform our discussions of interdisciplinary teaching, learning, and scholarship, including aspects such as teaching practice, curriculum, and our Teaching and Learning Projects. While we will not be reading in learning theory or assessment, our conversations will no doubt take up these questions as well as more general instrumental questions about teaching and learning.

We will also shape our readings to our particular interests and disciplinary approaches. Throughout the year you will have an opportunity to discuss teaching practice in your home disciplines in light of disciplinary research and knowledge production. To this end, we may share and discuss articles from your home field on pedagogy and practices and, when possible, syllabi and/or assignments from courses that you have taught. We will set these texts against our general discussions of interdisciplinarity. All readings will be available electronically.

On Teaching and Learning Projects: Your Teaching and Learning Project (TLP) will be largely independent, but will involve regular consultation and—in some cases—collaboration with your mentor. You should establish a schedule with your mentor that is appropriate for your project and meet regularly. TLPs can take a variety of forms: designing and teaching an independent reading course; leading an honors option for a JMC class; working with students and/or your mentor on a co-curricular project; conducting research in curriculum, etc. Toward the end of the spring semester, we will have a joint symposium for IIT, FAST, RCAH and SUTL fellows to present their TLPs. We will also explore additional opportunities for you to present your research at conferences, in blogs, or in more formal publications. Where fellows are interested in earning the University Certification in College Teaching, we are exploring ways to use your IIT experience for this certification. Fellows are expected to commit 10 hours monthly to your work in the IIT program.

On class observations: In the fall you are asked to observe two JMC classes; in the spring, to observe one JMC class. It would be useful to observe at least one of the first-year program classes (e.g., MC 111, 201, or 202). You will be asked to report on your observations. These reflections are not critiques of the instructor's teaching or student learning, but descriptions and discussions of pedagogic practices and of the JMC student body.

On local context: We will situate our inquiry within the local context of JMC at MSU. In particular, we will unpack how this context (residential, undergraduate, focused on both social science and humanities, liberal learning, etc.) matters not only to issues of teaching and learning, but also to issues of student and faculty life broadly. We will engage in both open and structured opportunities for interacting with students and faculty: at College co-curricular

events for students; conferences that engage students and faculty; meeting informally with students; conferring with faculty after your classroom observations; and, meeting with JMC faculty for coffee, lunch and/or other social events. These opportunities may be more limited due to the pandemic, but we will work to offer ways to experience the local context of JMC.

On participation in student-centered events: If interested, fellows have the opportunity to work with undergraduate students by participating in events or attending meetings organized by JMC Student Senate, dreaMSU, and other [JMC-focused student groups](#). Some fellows have also shared their experiences at Madison Academic Diversity Initiative (MADI) events, including sessions designed for students interested in graduate school.

Professional development: If you are interested, there are professional development opportunities available both through the Graduate School and through JMC. The Graduate School offers workshops for current teaching cohort fellows (along with the FAST, HUB, RCAH, and SUTL fellows). You may also have the opportunity to present your TLP or other aspects of your teaching and learning experiences at a professional development brown bag or workshop with JMC faculty. Please let me know if you may be interested in this opportunity.

### Spring Meeting Calendar

January 12	NO MEETING
January 19	<u>Paradoxes of Interdisciplinarity</u> <ul style="list-style-type: none"><li>• Peter Weingart, “Interdisciplinarity: The Paradoxical Discourse,” in Peter Weingart and Nico Stehr, editors, <i>Practising Interdisciplinarity</i> (Toronto: University of Toronto Press, 2000), 25-41.</li><li>• Spring planning: fellow-selected readings and presentations of work in progress</li></ul>
January 26	NO MEETING
February 2	<u>Presented by Blake and Victoria</u> <ul style="list-style-type: none"><li>• Margo DeMello, “Human-Animal Studies” in <i>Animals and Society: An Introduction to Human-Animal Studies</i> (2021), 3-31. Selected and presented by Blake</li><li>• Frank H. Easterbrook, “Cyberspace and the Law of the Horse,” <i>1996 University of Chicago Legal Forum</i> 207 (1996), 207-216. Selected and presented by Victoria</li></ul>
February 8	Tuesday, 6-8pm Teaching Cohort Fellowship Alums Career Panel <a href="https://msu.zoom.us/j/95260791939">https://msu.zoom.us/j/95260791939</a> Passcode: Career

February 9	NO MEETING
February 16	<p><u>Presented by Stephe and Abhinav</u></p> <ul style="list-style-type: none"> <li>• Bethany Davila, "Indexicality and 'Standard' Edited American English: Examining the Link Between Conceptions of Standardness and Perceived Authorial Identity," <i>Written Communications</i> 29, no. 2 (2012): 180-207. Selected and presented by Stephe</li> <li>• Jane Jacobs, "The Uses of Sidewalks: Safety," from <i>The Death and Life of Great American Cities</i> (1961) Selected and presented by Abhinav</li> </ul>
February 23	NO MEETING
March 3	Readings presented by fellows
March 9	NO MEETING: Spring Break
March 16	NO MEETING
March 23	Presentations of work in progress on teaching and learning projects Stephe can present this week (no preference)
March 30	<p>NO MEETING</p> <p>JMC-sponsored conference <i>Race in the 21<sup>st</sup> Century</i>  <i>Will include undergraduate student presenters and, although more formal than the Teach-In, may offer a good opportunity to attend a JMC event.</i></p>
April 6	Presentations of work in progress on teaching and learning projects Graham will present this week
April 6	<p>Wednesday, 5:00-6:30pm via Zoom</p> <p>Writing a Diversity Statement Workshop  Kendra Cheruvellil, Interim Dean, Lyman Briggs College</p>
April 13	NO MEETING
April 20	Presentations of work in progress on teaching and learning projects
Date TBA	Social gathering (I still hope that we can do this ... even if we need to eat outside once it gets warmer!)
Week of April 27 or May 2	Presentation of Teaching and Learning Projects
November 9-12	Association for Interdisciplinary Studies Conference

Sonoma State University

*Some funds may be available from the IIT Fellowship Program, from the Graduate School and from AIS to support presentation of your teaching and learning project at this conference.*

## Fall Meeting Calendar

- September 9      Orientation
- September 21      What is interdisciplinarity? What is Interdisciplinary Studies?
- Allen Repko, et. al., "What is Interdisciplinary Studies?" (2004)
  - Julie Thompson Klein, "The Evolution of Interdisciplinarity," *Interdisciplinarity: History, Theory, Practice* (1990), 19-39.
  - Julie Thompson Klein, "A Taxonomy of Interdisciplinarity," in Robert Frodeman, et. al., *The Oxford Handbook of Interdisciplinarity* (New York: Oxford UP, 2010), 15-28.
- Week of 10/27      NO MEETING
- October 5          (How) Does interdisciplinarity impact learning?
- Lisa R. Lattuca, et al., "Does Interdisciplinarity Promote Learning?" *The Review of Higher Education* (2004) 28.1: 23-48.
  - Veronica Boix Mansilla, "Learning to synthesize: the development of interdisciplinary understanding," in Robert Frodeman, et. al., *The Oxford Handbook of Interdisciplinarity* (New York: Oxford UP, 2010), 288-305.
  - Deborah DeZure, "Interdisciplinary Pedagogies in Higher Education," in Robert Frodeman, et. al., *The Oxford Handbook of Interdisciplinarity* (New York: Oxford UP, 2010), 372-385.
- Week of 10/11      NO MEETING
- October 19        How do we assess interdisciplinarity?
- Veronica Boix Mansilla and Elizabeth Dawes Duraisingh, "Targeted Assessment of Students' Interdisciplinary Work: An Empirically Grounded Framework Proposed," *Journal of Higher Education* (2007) 78.2: 215-236.
  - Veronica Boix Mansilla, Elizabeth Dawes Duraisingh and C. Haynes, "Targeted Assessment Rubric: An Empirically Grounded Rubric for Interdisciplinary Writing," *Journal of Higher Education* 80, no. 3 (2009), 334-353.
  - Discuss first class observation (if completed)
- Week of 10/25      NO MEETING
- November 2        What are institutional structures that prevent or promote interdisciplinarity?
- J. Britt Holbrook, "Peer Review," in Robert Frodeman, et. al., *The Oxford Handbook of Interdisciplinarity* (New York: Oxford UP, 2010), 321-331.

- Stephanie Pfirman and Paula J.S. Martin, "Facilitating Interdisciplinary Scholars," in Robert Frodeman, et. al., *The Oxford Handbook of Interdisciplinarity* (New York: Oxford UP, 2010), 387-400.
- Michael Ruse, "Interdisciplinary Studies," *Chronicle of Higher Education*, December 9, 2010.

Week of 11/8 NO MEETING

November 16 No readings

- Discuss teaching and learning projects in progress

Week of 11/22 NO MEETING

November 30 What is the future of interdisciplinarity? When shall we meet in the spring?

- Kathleen Fitzpatrick, *Generous Thinking: A Radical Approach to Saving the University* (Chapel Hill: University of North Carolina Press, 2021)
- Discuss second class observation
- Decide spring schedule