

2018 AIS Conference Schedule

Wednesday, October 10

2:00-6:00 pm: **AIS Board Meeting [Executive Boardroom]**, followed by dinner at hotel

Thursday, October 11

9:00 am-12:00 Noon: **Pre-conference Workshops**

A. Nuts and Bolts [Plaza A]

Scott Crabill, Oakland University; Karen Moranski, Sonoma State University; and Linda DeGreef, Universiteit van Amsterdam

This interactive workshop provides an opportunity to learn the tools and techniques of interdisciplinary pedagogy. Participants will define terms, contextualize goals, and learn best practices in interdisciplinary syllabus and assignment development, assessment techniques, and research methods.

B. Online Interdisciplinarity: Best Practices for Online Interdisciplinary Teaching and Learning [Plaza B]

Khadijah Miller, Norfolk State University; and Marcus Tanner, Texas Tech University

This interactive workshop offers participants an opportunity to learn and consider some of the best practices in online teaching and learning in the context of interdisciplinarity.

9:00 am-12:30 pm: **AIS Board Meeting [Executive Boardroom]**, lunch provided

12:00-1:00 pm: **Lunch on your own**

1:00-5:00 pm: **Conference Registration; Book Sales [Grand Terrace]**

1:00-2:00 pm: **Welcome to AIS Plenary: 5-Minute Madness [Grand Ballroom BC]**
James Welch IV, President, AIS, University of Science and Arts of Oklahoma

2:15-3:15 pm: **Concurrent Sessions 1**

01A. Vital Signs: Exploring Illness Through Art and Writing [Plaza A]

Renee Nicholson, West Virginia University

Vital signs give us the status of life sustaining functions; looking past biomedical definitions, the idea of vital signs can be applied to a more holistic form of healthcare

that incorporates art and writing. This hybrid presentation/creative writing reading probes illness, including narrative medicine approaches in a study in Appalachia.

01B. Let's Get Real: Novice to Seasoned Faculty Reflect on Teaching Inter/Diversity [Plaza B]

Kate Schaab, Tonya Jones, Joan Dominick, and Pinder Naidu, Kennesaw State University

This roundtable features faculty from Kennesaw State University who have different levels of comfort and expertise on teaching Inter/Diversities. Although we all recognize and value inter/diversity in the classroom, an unevenness in our backgrounds has practical implications on teaching and curriculum development, which we will explore in our interactive roundtable.

01C. What Can We Do with Our Interdisciplinary Studies? [Plaza C]

Ariel Ulloa Gonzales, Southern Utah University

This interactive and self-reflective presentation explores inter/diverse uses of interdisciplinary studies. Presenter and participants should exchange academic, professional, and personal theories, models, approaches, experiences, and insights. Making connections with other realms of knowledge and perspectives should enhance our education, work, and life.

01D. Environmental and Life Sciences [Terrace B]

The Environmental and Socioeconomic Impact of Your Goodwill Donation

Emily Dalton, Cornell University

As landfill capacity decreases, recycling is a solution to ecological and economic issues. The objective of this study was to evaluate the environmental / economic impact of Goodwill. Data collected examined the effectiveness of their recycling program. Analysis revealed their top commodities, textiles and e-waste often ended up in developing countries.

Conducting Research in the 21st Century: How Life Scientists Conceptualize, Operationalize, and Value Interdisciplinary Research

Alexander Gardner, Benjamin Espinoza, Chelsea Noble, Michigan State University; and Patricia L. Farrell-Cole, Van Andel Institute

To make meaningful advancements in the field of science, scholars access methodologies, techniques, and knowledges they have not used previously through the formation of interdisciplinary research teams. The present study conducted interviews

with 10 life scientists to better understand how they conceptualize, operationalize and value interdisciplinary research.

01E. Building Bridges [Terrace C]

Daring Diversity: Interdisciplinarity's Underlying Mechanism

Kevin Foskin, Colorado State University

This paper examines how diversity acts as a knowledge function examining how such a function works in regards to current interdisciplinary approaches and practices. In particular, I shall explore how key approaches such as integrative thinking, disciplinary negotiation, and bridge-building can't occur without diversity acting as the crucial underlying mechanism.

Interdisciplinary Personality and Cultural Diversity: The Case for Lebanon

May Maalouf, Lebanese University, Lebanon

Transferring the philosophy and methodology of interdisciplinarity into personality development will help resolve many of the social, cultural, and political malpractices in a mosaic country such as Lebanon. With its focus on insights from different disciplines, its respect to various disciplinary methods and its call for team work, interdisciplinarity fosters values and traits that counter extremism, fanaticism and isolationism.

01F. Beyond Service-Learning: Exploring Interdisciplinary Community Engaged Strategies for Teaching for Multicultural Competence and Sustainability [Pontchartrain Room]

Christina Baker-Foley, Damien Wilson, and Merith Weisman, Sonoma State University

Our graduates must be prepared to do the hard work of addressing our serious sustainability challenges while working in a diverse workplace. Sonoma State University's (SSU) Strategic Plan 2025 includes the core values of diversity/social justice, sustainability, and community engagement. Faculty from Geography and Environmental Planning and American Multicultural Studies with the Director of the Center for Community Engagement, will explore how they use interdisciplinary non-service-learning community engaged strategies to teach for these concepts.

3:15-3:45 pm: **Beverage/Snack Break [Grand Terrace]**

3:45-4:45 pm: **Concurrent Sessions 2**

02A. Many Voices, One Story [Plaza A]

Anjali Soj, Sun Conflict Solutions - Self-Employed Mediator; Kristin Ward, Moquette Volante; Sarah McKee, Actress, Apple Hill Playhouse; and Christina McNeese, Comedian and Multimedia Performance Artist

"Many Voices, One Story" is presented as a scripted reading and combines movement and spoken word storytelling to highlight four world versions (from India, Kenya, Italy and the Czech Republic) of the traditional "Cinderella" tale as told in alternation by women of corresponding backgrounds.

02B. Administering Interdisciplinary Programs: A Safe Space for Clarity, Criticism and Challenges [Plaza B]

Evan Widders, West Virginia University; Marcus Tanner, Texas Tech University; Khadijah Miller, Norfolk State University; and Sven Arvidson, Seattle University

The structure of American universities makes establishing and administering an interdisciplinary program uniquely difficult. This panel will provide a forum for candid conversation on advancing, administering and advocating for interdisciplinary studies programs.

02C. Disrupting the Default to Passive Knowledge Consumer: Fostering Critically Engaged, Self-reflexive Learners via Inter/diverse Curriculum, Inclusive Pedagogical Praxis and Advising [Plaza C]

Shelli Fowler, Micol Hutchison, and Zach Hilpert, Virginia Commonwealth University

In this interactive session, we will explore how an inter/diverse praxis can guide curricular (re)design, pedagogy, and academic mentoring/advising within interdisciplinary studies. We examine ways to broaden students' engagement with the intersectionality (and inequities) of cultural identities as we strategically disrupt students' preconceived notions of disciplinary-based learning.

02D. ICYMI: You CAN Market Interdisciplinarity [Terrace B]

Cynthia Kimball Davis and McKade Christensen, Southern Utah University

Southern Utah University (SUU) houses three interdisciplinary studies degrees in the School of Integrated and Engaged Studies (SIEL): Bachelor of General Studies (BGS), Bachelor of Interdisciplinary Studies (BIS) and Master of Interdisciplinary Studies (MIS). Together these degree programs created an interdisciplinary partnership committee and thus created an interdisciplinary marketing plan. We will share this plan during our interactive presentation. Why you should attend: You will walk away with an interdisciplinary marketing game plan.

02E. How Interdisciplinary Work [Terrace C]

How Interdisciplinary Work

Sharon Woodill and Richard Plate, University of Central Florida

In the quest to develop relevant and practical curriculum for a large undergraduate interdisciplinary studies degree program, this project queries how interdisciplinary methods are practically used by interdisciplinary professionals and/or researchers through a series of semi-structured interviews with working interdisciplinarians. Though highly productive, interdisciplinary work appears much messier and non-linear than is often described, thus challenges current pedagogical strategies.

User-Centered Design Framework for Developing Core Interdisciplinary Studies Courses

Sharon Woodill, University of Central Florida; and Yasushi Akiyama, Saint Mary's University

The challenge of large IDS programs with students with diverse academic backgrounds is to design courses that provide a general cultivation of the IDS 'cognitive toolkit,' while meeting the specific needs of individual students. This project proposes User-Centered Design (UCD) framework to address this challenge.

02F. Interdisciplinary Constructions of Multicultural Space [Pontchartrain Room]

Lisa Turner de Vera, Florida State University

Political and social controls on space equate to controls on political and cultural expression. A multicultural vision of space includes an interdisciplinary approach to urban design and management. This presentation discusses the impact of cultural dominance on diverse urban environments and prospects for social/ environmental justice through interdisciplinary, intercultural planning.

5:00-6:15 pm: Conference Theme Keynote Panel [Grand Ballroom BC]

Initial Perspectives on Inter/diversities

Tanya Augsburg, San Francisco State University; Khadijah Miller, Norfolk State University; Karen Moranski, Sonoma State University; and Brian McCormack, Arizona State University

Panelists will each provide ways to help conference participants approach the theme of inter/diversities. AIS has a long history of exploring race, class, and gender in its conferences, but the term "inter/diversities" has emerged recently as a path through the intersectional and intercultural connections between interdisciplinarity and diversity.

Panelists will provide ways of thinking about the term both as a theoretical construct, grounded in many disciplines, and as a call to action, inside the academy and in society-at-large.

6:45-9:00 pm: **Welcome Reception [Top of the Pontch]**

Friday, October 12

8:00-9:00 am: **Breakfast/Sections Breakfast [Windsor ABC]**

In 2015, the AIS Board of Directors decided to enhance the activities of its members through the formation of Sections, which offer members and prospective members of AIS additional opportunities to engage the various processes of interdisciplinary interaction in particular substantive areas. Although Section members enjoy opportunities to work with other members within each Section, those members are encouraged to engage the members of other Sections in collaborative efforts.

People may hold membership in up to two Sections at any given time. There are no Sections dues. And membership in AIS is not a requirement for membership in an AIS Section.

AGING AND HEALTH
ARTS AND HUMANITIES
ASSESSMENT AND INTERDISCIPLINARY LEARNING
FIRST YEAR EXPERIENCE
INTERDISCIPLINARY STUDY OF RELIGIONS
TEACHING INTERDISCIPLINARITY ONLINE

8:00 am-5:00 pm: **Conference Registration; Book Sales [Grand Terrace]**

9:15-10:30 am: **40th Anniversary Keynote Panel: Where Do We Stand and Where Are We Going? [Grand Ballroom BC]**

Machiel Keestra, Universiteit van Amsterdam; Julie Thompson Klein, Wayne State University; William H. Newell, Miami University of Ohio; and James Welch IV, University of Science and Arts of Oklahoma

Over its long history, AIS has been a leader in the evolving landscape of interdisciplinary studies. The growing influences of interdisciplinarity have affected not only academic practices and theories but also effectuated an overall sea change in the culture of knowledge itself. Our panel of three past presidents and our current president will explore how AIS has impacted and been impacted by the state of interdisciplinarity over the years, examine its place in the present state of the field, and explore possibilities for future positioning in the shifting kaleidoscopic and international terrain of interdisciplinary studies and related fields.

10:30-10:45 am: **Beverage Break [Grand Terrace]**

10:45 am-12:00 pm: **Concurrent Sessions 3**

**03A. Interdisciplinary Study of Religions I [Terrace C]
"Hot Topics and Pressing Problems in the Interdisciplinary Study of Religions"**

TwoTrees (Matthew Haar Farris), Northern Michigan University; April Manalang, Norfolk State University; and Machiel Keestra, Universiteit van Amsterdam

The central questions that will drive this panel discussion will be "What do you see as the most interesting and/or important recent developments related to interdisciplinary studies and the study of religions?" And: "What do you see as the most pressing problems in the interdisciplinary study of religions, and why?" Panelists will begin with brief statements responding to the question, then field questions from the moderator, and, lastly, open up to discussion from those in attendance.

**03B. Mixed Methods Workshop: Linguistic Inquiry and Word Count (LIWC)
Methodology [Pontchartrain Room]**

Rachel Marias Dezendorf, Michigan State University

LIWC allows for a deeply mixed methods approach to qualitative data sets. By turning qualitative datasets into quantitative data sets, LIWC allows inquiries that are at once qualitative and quantitative in nature. This workshop focuses on the process of LIWC analysis as well as potential strengths and weaknesses.

**03C. Adventures in InterSpace: Leaping borders while seeking integration
through the arts and social imagination [Plaza A]**

Heidi Upton, St. John's University; and Barbara Ellmann, Lincoln Center Education, Museum of Modern Art, The Whitney Museum of American Art

This workshop explores what happens when we seek to integrate ways of knowing through art, aesthetic engagement and social imagination. Participants will navigate perceptions of inter-space within an urban social context, working together to explore meaning making that can occur when experiencing urban space through diverse lenses, perspectives and disciplines.

**03D. Open for Impact: Inter/Diversities with Integrated Studies and the Applied
Sciences [Plaza B]**

Michael Cena, Jeremy Farnar, Kristen Arnold, and Brandon Stoddard, Weber State University

Integrated Studies programs often meld academic disciplines in traditional arts and sciences. In this panel discussion, we explore new partnerships and inter/diversities

with combining integrated studies and applied science disciplines that promise great potential for impactful student learning and achievement.

03E. School Violence in America: An Intersectional Analysis of School Shootings [Plaza C]

Intersectionality and School Violence: Gender, Race and Class in the Co-production of School Shootings

Stuart Henry, San Diego State University; and Sanna King, University of Hawaii Manoa and San Diego State University

We analyze the publicly available data on the gender, race and class of both offenders and victims of school shootings between 1991-2001 and 2002-2018. The first period builds on previous research finding that 93% of school shooters were white males. We analyze data, drawn from media reports of specific incidents of school violence to determine the gender of the shooters' victims. We then provide an intersectional analysis of offenders and victims in the 2002-2018 period.

Identifying Promotive Factors that Potentially Buffer the Link Between Peer Victimization and Weapon Carrying among U.S. Adolescents

Jun Sung Hong, Wayne State University

This paper examines factors that may prevent or promote school violence, such as ease of communication with parents, siblings, and best friends; parental awareness; higher number of best friends; positive perceptions of the school climate, and positive teachers' opinion. It explores whether these factors produce less likelihood of weapon carrying among peer victimized adolescents, and whether they serve a moderating influence on peer victimization and weapon-carrying, controlling for gender, age, race/ethnicity, and family socio-economic status.

12:15-1:30 pm: **Lunch: Official Wayne State University Welcome (Provost Keith E. Whitfield); Special Presentation [Grand Ballroom BC]**

1:45-2:45 pm: **Concurrent Sessions 4**

04A. Emerging Scholars: Constructive Conversations for Students of Interdisciplinary Studies [Plaza A]

Khadijah Miller, Norfolk State University

The Emerging Scholars Session is an opportunity for undergraduate and graduate students in Interdisciplinary Studies to dialogue with seasoned Interdisciplinary Scholars on issues related to academics, professional opportunities, mentorship, and more,

including but not limited to best practices, opportunities for publications, presentations, etc.

04B. Diffusing through Dissection: The Value of Interdisciplinary Classroom Conversations Following Emotionally-Charged Campus Events [Plaza B]

Michael Kelly and Cynthia A. Brandenburg, Champlain College

Faculty members will share how they incorporated an interdisciplinary approach to steward classroom discussions following the appearance of white nationalist propaganda posters around campus. By framing these fraught conversations through an integrated lens, the panelists were able to productively navigate the emotionally-charged and intellectually-complex dimensions of an unfolding campus crisis.

04C. Being at the Border: Fostering Cross-Cutting Frameworks for Interdisciplinary Collaboration [Plaza C]

Richard Aleong and Robin Adams, Purdue University

This roundtable session will introduce professional ways of being as a cross-cutting framework to explore how inter/diversities may be leveraged and applied in interdisciplinary collaboration. Participants will co-inquire into their professional values and identity, as the nature of being "in the border space" of interdisciplinary collaboration.

04D. Learning from Klein and Newell [Terrace C]

From Curriculum Design to Team Science: Reviewing Newell's Writings on Diverse Perspectives

Tanya Augsborg, San Francisco State University

Given the scope of William Newell's scholarship, it is not surprising that some aspects of Newell's scholarship have been overlooked or not yet fully acknowledged by Newell himself. In this paper I argue that the appreciation of diversity has been central to Bill Newell's thinking about interdisciplinarity throughout his career.

Understanding Interdisciplinary Integration: Learning from Julie Thompson Klein

Michael O'Rourke and Bethany Laursen, Michigan State University

In this talk, we consider Julie Thompson Klein's published work on integration and draw lessons from it that help advance a general input-process-output model of integration.

04E. Maximizing Opportunities for Students [Terrace B]

Academic Rigor and Organizational Change in an Interdisciplinary Studies Major”

Rachel Marias, Michigan State University

This case study follows an Interdisciplinary Studies Major seven years after an intensive organizational change. The overarching stressor and point of pride before and after the change is academic rigor and providing a coherent and meaningful academic experience for students from a variety of backgrounds and academic preparations.

Interdisciplinary Advising: Advising Practices to Help Students Make the Most of their Unique Education

Brandon Springer, Utah Valley University

Interdisciplinary students, perhaps more than students from any specific discipline, come from diverse backgrounds and have diverse goals for post-graduation success. By identifying valuable interdisciplinary advising practices which help students make interdisciplinary connections and prepare for their future, programs can better serve their students and strengthen their programs simultaneously.

3:00-4:00 pm: **Concurrent Sessions 5**

05A. Learning and Teaching Diversity [Plaza A]

Learning Communities, Interdisciplinarity, and Diversity

Debra Israel, Indiana State University

This paper examines the ways that learning communities enable interdisciplinary collaboration and promote diversity in the study of economics. Learning communities may help students find more meaning in the coursework through providing context about the relevance of one subject to another, motivating students to continue to explore these connections.

Teaching Inter/diversities

Pattie Dillon, Spalding University

This presentation will explore teaching methods used to assist students in understanding how inter/diversities are interwoven within American historical and contemporary social consciousness. These methods, ideally, assist students in examining how the interconnectedness of issues such as race, class, and gender are historical social paradigms that change over time.

05B. Mapping Voices [Plaza B]

Democratizing Knowledge in News Media and in Academia: Volume of Southern and Northern Voices in International News and Interdisciplinary Endeavors

Kirsi Cheas, University of Helsinki, Finland

My work addresses the democratization of knowledge in different digital spaces. Building on field theory, I present a new method to assess the extent to which agents affiliated with different institutions in the Global North and the Global South get to frame their ideas in academic and journalistic productions.

Linguistic Analysis of the East Side and West Side Detroit AAVE Speakers

Saima Mirza, Wayne State University

The presentation will compare African American (AA) Vernacular English data recorded from two isolated communities of Detroit. Speech data among poor AA men will be provided to prove the east side community is more fluent in their language than the AA men from the west side.

05C. Pop Culture in the Interdisciplinary Classroom [Plaza C]

Integrating Pop Culture into Foundational Interdisciplinary Classroom Experiences

Anna Weinstein, Auburn University

Engaging students with diverse cultural backgrounds, worldviews, disciplinary interests, and academic experiences and abilities can be an exciting challenge for instructors. This paper examines my intentional integration of pop culture into a foundational interdisciplinary studies course in an attempt to encourage students to coalesce around the interdisciplinary concepts and texts.

If ‘The Witcher’ were your teacher . . .

Alina Klin, Wayne State University

The paper will explore possibilities of using a very popular video game “The Witcher” in educational settings.

05D. International and Cultural Awareness [Terrace B]

Integrating International Students into Interdisciplinary Classes Using Cultural Self-Awareness

Marion Zwickel, West Virginia University; and Toni Hando, SAIC

The focus of this paper is an initial attempt to explain how culture affects instructor delivery of classes, and how instructors can develop a useful model for discussing cultural dimensions in the classroom. Universities in the United States are looking globally for direction as students from around the world enter their institutions of higher education

Defining Diversity in an International Interdisciplinary Bachelor Program

Noah Millman, University of Amsterdam

PPLE College has students from more than 50 countries attending our program, does this constitute diversity? While implementation of diversity-focused recruitment strategies can pose a challenge, this presentation will look at our current student body and how we may improve or recalibrate what we expect from an incoming class.

05E. Theoretical Frameworks [Terrace C]

Thinking Walks: Framing Research through an Interdisciplinary Marriage

Hannah and Benjamin D. Espinoza, Michigan State University

In this presentation, two scholars reflect on their experience as academics and partners to explore the ways that research begins with something very familiar: relationships. While this may seem a simple claim, relationships can both foster and complicate interdisciplinary scholarship.

Reconceptualizing epistemology in a manner more suitable to interdisciplinary research and education

Angus McMurtry, University of Ottawa

Most contemporary disciplines explain knowledge in terms of objective realities, people's interpretations, or correspondence between them. Coherence theories, by contrast, explain knowing in terms of contextual fitness or viability. This presentation argues that the latter offer a more friendly and generative epistemological basis for interdisciplinary research and education.

05F. Diverse Insights: Team-Teaching in an Interdisciplinary Studies Core [Pontchartrain Room]

J. C. Casey and Layne Thrift, University of Science and Arts of Oklahoma

USAO faculty from different disciplines work in teams that introduce students to a complex and interconnected world. Through such teams – perhaps a philosopher and an artist, a musician and a physicist, a historian and a psychologist – students learn how varying insights can be integrated through collaboration and diversity.

4:00-4:15 pm: **Beverage Break [Grand Terrace]**

4:15-5:15 pm: **Concurrent Sessions 6**

06A. Alpha Iota Sigma Honors Annual Meeting [Plaza A]

Marcus Tanner, Texas Tech University

The annual meeting for Alpha Iota Sigma Honor Society. Current chapters should have a representative attend.

06B. Language and Letters [Plaza B]

Political Text as Politics, Philosophy, and Theology: A Discourse Analysis of Letter from a Birmingham Jail

Robert Pecorella, St. John's University

This presentation integrates political science, philosophy, and theology in a discourse analysis focused on understanding Martin Luther King's "Letter from a Birmingham Jail" as political polemic, philosophical treatise, and theological tract. I suggest that an integrated, interdisciplinary appreciation for the entire text emerges from a multi-disciplinary understanding of its component parts.

Use of Language in Poetry and in the Analytic Session. A Poem by Jorge Luis Borges

Jorgelina Corbatta, Wayne State University

Language is what defines us as human beings. Through language, we are able to give form to our thoughts, express our feelings, and communicate with other human beings. Poetry is the highest linguistic form not only for its density in content and richness in form but mainly for its ability to create new meaning. Freud, on his part, discovered the 'talking cure', that is the use of free associations, metaphors, symbols and reveries as a form of therapy. To explore the parallelisms and intersections in the use of language in poetry and in psychoanalysis is the purpose of this paper.

06C. Integrating Science and Humanities [Plaza C]

Materials Matter: Integrating Science and Humanities to Innovate Undergraduate Education

Valerie Imbruce, Binghamton University

Materials Matter is a curricular initiative to teach emerging research in science and humanities to a range of students through an interdisciplinary approach. The course was piloted in Spring 2018 and will become a large General Education and a freshman research seminar, featuring a custom designed app.

Identity, Difference, and Interdisciplinary Pedagogy: Integrating the Sciences into Undergraduate Humanities Courses

Ellen Moll, Michigan State University

Integrating scientific thinking into undergraduate humanities courses has many benefits, including interdisciplinary engagement with concepts of difference, power, identities, oppression, and the processes by which others are authored. This presentation explains the reasons for integrating science, outlines useful theoretical approaches for doing so, and offers specific examples from courses taught.

06D. On Site and Online [Terrace B]

Learning the City, Together: Interdisciplinary Graduate Education in the Urban Humanities

Jonathan Banfill, UCLA

This paper examines the pedagogical practices behind the Urban Humanities Initiative, an interdisciplinary graduate certificate program that focuses on issues of urban spatial justice in global cities around the Asia-Pacific Rim (Los Angeles, Tokyo, Shanghai, Mexico City).

The Inter/diversity of Community Needs: Creating Meaningful Service Learning in an Interdisciplinary Online Course

Tami Carmichael, University of North Dakota/American College of Norway

Communities are complex and diverse, and now more than ever, there are many challenges emerging from that growing diversity. In the online Interdisciplinary Studies capstone course at the University of North Dakota, called Service & Citizenship, students engage in an interdisciplinary study of community diversity, determine the unique needs of their community, and develop and carry out service projects aimed at

these needs. This presentation describes the pedagogies, products, and learning outcomes of this effective online course.

06E. Code of Conduct and What it Means to Be Human [Terrace C]

Code of Conduct: The Structural Denial of Educational Rights for Marginalized Students

Dominic Davy, Binghamton University

The structural denial of educational rights for marginalized students is an issue that intersects several systems. Moving beyond conceptualizations of the school-to-prison pipeline, this paper employs critical race theory and integrates the disciplines of sociology and psychology to investigate the individual and structural aspects of education inequality and school discipline.

Homo Sapiens as A Killing Species: A Cross and Interdisciplinary Explication

Ken Fuchsman, University of Connecticut

Humans kill in more ways and more often than any other mammal on the planet. This paper interconnects findings from the natural sciences, social sciences, and humanities on homicide, suicide, warfare, and humans killing non-humans in an effort to understand how our killing illuminates what it means to be human.

5:30-6:30 pm: Plenary [Grand Ballroom BC]

Sharing Experiences with Personal Identity and Diversity in Academia: A Facilitated Keti Koti Dialogue

Machiel Kestra, Universiteit van Amsterdam; and Mercedes Zandwijke, Founding director, Keti Koti Table foundation, Amsterdam (ketikotitafel.nl)

The Keti Koti dialogue table came into being in order to give voice to the silenced Dutch-Surinamese history of slavery and to facilitate the urgent need for a dialogue between black and white.

7:00 pm: Dinner circles leave from hotel lobby

Saturday, October 13

8:00-9:00 am: GUIDE Sessions/Breakfast [Windsor AB]

IDS CURRICULUM Heidi Upton, Evan Widders, and Brian McCormack
IDS ADMINISTRATION Khadijah Miller and Marcus Tanner
INTERDISCIPLINARY TEACHING, LEARNING, AND ASSESSMENT Gretchen Schulz and Linda DeGreef
ID JOBS/POSITIONS Jennifer Dellner and Scott Crabill
HOSTING AN AIS CONFERENCE Roz Schindler
INTERNATIONALIZATION OF AIS Machiel Kestra and Rick Szostak
IDS ONLINE (incl. electronic portfolios and digital interdisciplinarity) Tanya Augsburg
IDS PUBLICATIONS P. Sven Arvidson and James Welch IV

8:00 am-3:00 pm: Conference Registration; Book Sales [Grand Terrace]

9:15-10:30 am: Plenary Session Performance [Grand Ballroom BC]

A Black Woman Speaks

Allison Upshaw, University of Alabama

A Black Woman Speaks was written and presented by actress/activist Beah Richards in 1951. Her words provide an oral history of the relationship between Black and White women and lay the foundation for honest dialogue between Black and White feminism.

10:45 am-12:00 pm: Concurrent Sessions 7

07A. Interdisciplinary Study of Religions II: Ventures into the Super Natural, Re-Elaborated Sacred, and the Need for Insight [Plaza A]

The Super Natural as an Emerging Interdisciplinary Field

TwoTrees (Matthew Haar Farris), Northern Michigan University

TwoTrees explores historian of religion Jeff Kripal's theorization of the super natural and unpacks some of its inter- and transdisciplinary implications.

Disintegration and Re-Elaboration of the 'Sacred': Two Works by Gerhard Richter and Ellsworth Kelly

Donato Loia, The University of Texas at Austin

Donato Loia asks if there is anything 'sacred' that remains in the works of artists that adopt a visual language that does not have any correspondence with a religious imaginary.

The Absolute and the Proprioception of Thought (And the Need for Insight in Interdisciplinary Inquiry)

Michael Pryzdia, Arizona State University

Michael Pryzdia gives a brief overview of the evolution of interdisciplinary inquiry, surveying concepts of the 'absolute', and focuses on the need for insight within contemporary IDS models achieved through the proprioception of thought.

07B. Diversities of Inter/Transdisciplinarity: Challenges and International Comparisons [Terrace C]

Julie Thompson Klein, Wayne State University; Machiel Keestra, University of Amsterdam; Kirsi Cheas, University of Helsinki; and Rick Szostak, University of Alberta

This panel explores diversities of interdisciplinarity. Klein compares discourses across continents. Keestra questions whether interdisciplinary programs are better suited for socio-cultural diversity, citing European examples. Cheas discusses contexts for knowledge production in North Europe and Latin America. Szostak reflects on their presentations and his experiences and synergies at international conferences.

07C. Inter/diversity and the Macmillan Interdisciplinary Handbooks: Gender [Plaza B]

renée c. hoogland, Wayne State University; Iris van der Tuin, Utrecht University; Jen Nash, Northwestern University; and Khadijah Miller, Norfolk State University

This roundtable coheres around the recently completed ten-volume Macmillan Interdisciplinary Handbook series on gender. The series constitutes a resolutely innovative project by adopting an ambitious conceptual approach so as to encourage a thoroughly cross-, trans-, and interdisciplinary exploration of both specific themes and simultaneously raise foundational questions as they are problematized and interrogated from at once gender, sexually, and racially sensitive critical perspectives.

07D. Integrating Inter/Diversities into Interdisciplinary Teaching and Pedagogy: Prospects and Challenges [Plaza C]

Simona Sharoni, Susan Marine, Debra Michals, Lisa Fuller, and Laura Hsu, Merrimack College

This roundtable examines ways to integrate the emerging term inter/diversities into interdisciplinary teaching on a fairly homogeneous and fairly conservative Catholic college campus. Participants will reflect critically on curriculum design and classroom experiences as we examine pedagogical innovations and contextual challenges.

07E. Improvising Interdisciplinary Interventions: Drawing, Dance, and Comics [Terrace B]

Nick Sousanis, San Francisco State University; Andrea Kantrowitz, SUNY New Paltz; and Kathryn Ricketts, University of Regina

This hands-on workshop will integrate drawing, dance, voice, and comics to create a generative space between these forms, and engage participants in acts of co-creation across disciplines and modalities. Through a series of highly interactive and collaborative activities, attendees and presenters together will examine and reimagine their own pedagogical practices.

07F. Sight and Insight [Pontchartrain Room]

Sighting the Sacred Unseen: A Camouflaged Concept Retooled

Brent Smith, Grand Valley State University

In his *The Varieties of Religious Experience*, William James described the “religious attitude” as “the belief that there is an unseen order... (59).” Using interdisciplinarity, this paper will retool James’ “unseen order” into a practical, conceptual tool for understanding 21st century human religious activity.

The Confessions of St. Lamar

Christopher Karnadi, Duke University

Placing Kendrick Lamar’s rap classic good kid, m.A.A.d. city alongside Augustine’s Confession produces a vibrant and interdisciplinary dialogue about the wealth of theological reflection in the religious margins and rap in particular, the relationship between one’s medium and class, and differences in what counts as scriptural.

12:15-1:15 pm: Lunch: Announcement of 2018-2019 AIS Board of Directors [Grand Ballroom BC]

1:30-2:45 pm: Concurrent Sessions 8

08A. Interdisciplinary Study of Religions III: Configurations of Unbelief, Diverse Mass Audiences, and Graphic History [Plaza A]

Religious Nones and Pluralism: Insights on the Decline of Religion Among Minority Millennials and Its Implications for Citizenship in the 21st Century

April Manalang, Norfolk State University

April Manalang explores 'hybrid' configurations of unbelief in diverse settings with a focus on a comparative analysis of African-American, Filipino-American, and Hispanic-American millennials.

The Historical Jesus Quest vs. Aristotle and Hollywood: An Interdisciplinary Analysis of Scriptural Storytelling for International Mass Audiences

Susan Kray, Indiana State University

Susan Kray offers an analysis that addresses the ways in which Gospel stories conform to story-structuring principles known to succeed in engaging diverse international mass audiences, focusing particularly on analyzing the story conflicts, depictions of adversaries, and effects on audiences' emotions.

A Graphic History of the Life of Jovita/Juan Valdovinos Medina

Kristina A. Boylan, SUNY Polytechnic University

Kristina A. Boylan combines historiographic methods, visual and comic arts methods, and explorations of the potential of digital design and publication to better integrate the graphic history's documentary basis and informed imagination. Boylan specifically presents segments of work on the life of Jovita/Juan Valdovinos Medina, inviting audience critique and suggestions for further interdisciplinary development and integration.

08B. "Conflict in America": Team Teaching the Digital Liberal Arts [Plaza B]

James Welch IV, University of Science and Arts of Oklahoma; Ellen Holmes Pearson, University of North Carolina Asheville; Jessica L. Wallace, Georgia College & State University; and Jessica Towey, Mansfield University of Pennsylvania

COPLAC Digital Liberal Arts at a Distance program involves students and faculty across multiple campuses in unique, team-taught courses focusing on interdisciplinary themes. Participants learn digital skills, opening new avenues for collaboration and learning. Our Conflict in America course explores the nature of conflict and development of common ground within diverse perspectives.

08C. "Inter/diversities" in Shakespeare: Depictions of "the Other" in the Plays [Plaza C]

Gretchen Schulz, Emory University; Tanya Augsburg, San Francisco State University; and Pauline Gagnon, University of West Georgia

Shakespeare addresses "intersections" involving many kinds of differentness, often portraying characters who represent "the other" in ways that elicit contradictory thoughts and feelings. It's as though he were determined to keep his audience from integrating

responses into some single “comprehensive understanding” of them and their plays. Oh, wait. He was.

08D. Exploring Inter/Diversities with Twine [Terrace B]

Jennifer Dellner, Ocean City College

This is a workshop that engages Twine (twinery.org), a free, web-based tool for creating text-based adventure games. Friendly to non-coders, Twine has become a place where authors have created works that explore and assert various inter/diversities. Participants will learn the basics of Twine by creating their own games and examine the potential of Twine as a tool for interdisciplinary creative work and analysis.

08E. My Race Matters: Colorblindness among Rural BSW Students at a PWI [Terrace A]

Raymond Adams, Kiana Peoples, and Jennifer Turner, Southern Arkansas University

The goal is to discuss pedagogical challenges related to teaching concepts of inter/diversities encountered by three Black American social work professors at a predominantly White institution (PWI) within an interdisciplinary college and classroom. Each professor will present relevant considerations and illustrate them with examples from their own teaching experiences.

08F. Intersectionality [Terrace C]

Others or Same: Intersectionality, Interdisciplinarity, and the Question of Synonymy

Jeremy Dennis, St. Louis Community College

Presupposing a methodological allegiance between interdisciplinarity and intersectionality hinders rather than helps if distinctions are not clarified. The wrong conceptual alliance may support rather than disrupt the reductionism that both should challenge. This presentation reveals the theoretical conditions that create synonymy and the pedagogical model it supports for integrative learning.

Welcome to the Party, Intersectionality: 80 Years of Interdisciplinary Identity Theory are Glad You Could Finally Make It

Michael Lange, Champlain College

Intersectionality is a recent buzzword for exploring identity and diversity, within academia and the wider world. Intersectionality attempts to capture the complexity of identities, but these topics have been around for 80 years in disciplinary and

interdisciplinary realms. What does the new use of the buzzword of intersectionality add?

Public Art and Public Health: A Critical Service-Learning Approach to Intersectionality

Tina Kruger, Indiana State University

Race, class, sexual identity, and gender historically and currently are associated with health disparities, and community art actions can mitigate negative health outcomes. In this presentation we discuss a critical service-learning course integrating public health and public art that fosters understanding of underlying factors related to diversity and intersectionality.

3:00-4:00 pm: **Concurrent Sessions 9**

09A. Evangelical Christian Responses to Climate Change [Plaza A]

Barry Lyons, Wayne State University

This presentation discusses and shows segments from a film project that features evangelical Christians in the global South and the United States who are grappling with climate change and responding constructively. The project aims to reach evangelical audiences through stories and language that they can identify with.

09B. Disability and Ability: Creative Opportunities [Plaza B]

Disability Studies and Research Across the Curriculum: Opportunities for Collaboration

Jenny Manders, University of South Alabama

Disability Studies presents the concept of disability as a social, cultural, and political phenomenon rather than a medical or clinical diagnosis. Participants in this discussion will explore opportunities for interdisciplinary teaching and research through collaboration with disability studies programs at universities, federal and state agencies, and advocacy organizations.

Creative Choreography: *Unflattening* as Dance

Alexia Petasis, University of Maryland Baltimore County

This presentation focuses on the creative choreography of a series of dances based on Nick Sousanis's book *Unflattening*. Ms. Petasis is the choreographer and will show the video, explaining how she "translated" *Unflattening* to dance within the context of an interdisciplinary studies course.

09C. Beyond the Classroom [Plaza C]

Taking Interdisciplinarity Outside the Classroom: Experiential Learning at Bear Island

Julia Klimek and Alyssa Reiser Prince, Coker College

Two faculty members and ten students from different disciplines (including ART and IS) spent three days on an experiential learning adventure. Students developed their own research proposals and participated in each other's work, exploring across disciplines and engaging in diverse learning methods and topics.

Designing International Interdisciplinarity Experiences to Unlock the Potential of Inter/diversities

Andi Hess, Arizona State University

Using a recent case study, this presentation will illustrate how the unique academic and personal backgrounds of interdisciplinary students can greatly enrich both the student and group experience of a study abroad program, and thus enhance the students' own understanding and application of interdisciplinary theory.

09D. Healthcare Perspectives [Terrace B]

Bedside Perspectives of Patient Involvements and Interprofessional Healthcare Teams

Kelly Kilgour and Angus McMurtry, University of Ottawa

This presentation introduces a doctoral action research study being conducted with two interprofessional teams in a Canadian hospital. Phase One results, from patient and family caregiver interviews, will be highlighted followed by collective discussions towards collaborating with and facilitating learning among interprofessional teams to improve patient involvement in their practices.

Using a Theory-informed Framework to Examine One Facet of an Interprofessional Pilot Project in Healthcare Training

C. Scott Smith, University of Washington & VA Office of Academic Affiliations; and Chris Francovich, Gonzaga University

We present a theoretically informed framework for transdisciplinary projects based in the theories of critical realism and Peircean semiotics. We apply this framework, as an example, to a multi-year pilot project conducted by the Department of Veterans Affairs (VA) to teach post-graduate trainees about team-based care.

09E. Innovation and Assessment [Terrace C]

On Initiative-taking, Innovation, Integration: A Quantitative and Qualitative Assessment of Students' Development within One Interdisciplinary Course

Merel van Goch, Utrecht University

The need for and the challenges of quantitative assessment of interdisciplinary teaching and learning have been a topic of conversation at previous AIS conferences. This study assessed students' development within one course quantitatively and qualitatively, and showed that their self-assessment on six themes and their view on learning outcomes, changed over time.

Explore, Discover, Grow, Empower: Caring and Freedom in a Secondary Interdisciplinary Pathway

Amanda Bucher, Legend High School

This autoethnographic case study illuminates the emergence of interdisciplinarity in a public high school. The intent is to study how interdisciplinary project-based and personalized learning benefits both students and educators, particularly when working within a Caring gradual release framework. Using an autoethnographic approach, the case study explores behaviors, practices, conditions, curriculum, and description of specific student outcomes.

4:15-5:30 pm: **Concurrent Sessions 10**

10A. Interdisciplinary Study of Religions IV: Ritual and Confessional Identity, Theological Anthropology, and the Status of Language [Plaza A]

Blessing with Two Fingers or with Three? Ritual and Confessional Identity in the Modern History of Russian Orthodoxy

James White, Ural Federal University

James White uses methods borrowed from historical anthropology, ritual studies, and social history to examine how ritual and the understanding of ritual contributed to the hardening of confessional borders between Old Believers and the Orthodox in Russian Orthodoxy, rendering efforts to reconcile futile.

Psychology as the New Frontier in Which to Rejuvenate the Field of Christian Theological Anthropology

Nathan Garcia, Oblate School of Theology

Nathan Garcia argues that many newfound psychological theories, which he surveys, provide the best hope yet to reinvigorate the field of theological anthropology within a Christian tradition.

Language as a Conciliatory Tool -- Across the Human Experience

John F. DeCarlo, Hofstra University

John F. DeCarlo explores the anthropomorphic and transcendent status of language, which he classifies and discusses in its causal, derivative, and principled technical roles, as they pertain to the functional dynamics of brain-mind, human agency, and poetic-mythological encounters.

10B. Exploring Interdisciplinarity: Space and Insight [Plaza B]

Defining and Designing Learning Spaces for Inclusion and Interdisciplinarity

Jeanne Narum, Learning Spaces Collaboratory

What is it about a space that nudges and nurtures students to feel comfortable in embracing new ways of thinking, becoming? Facilitated by representatives of four national organizations of “interdisciplinary,” participants will explore questions to be asked in early stages of repurposing spaces in the service of inclusivity and interdisciplinarity.

The Absolute and the Proprioception of Thought (And the Need for Insight in Interdisciplinary Inquiry)

Michael Pryzdia, Arizona State University

This talk will focus on the need for insight within contemporary IDS models – achieved through the proprioception of thought. It includes an examination of Advaita Vedanta and Neo-Advaita Vedanta, the notion of “the Absolute,” and the nature of consciousness.

10C. Exploring inter/diverse Teaching and Learning Practices [Plaza C]

Anna Pegler-Gordon, Michigan State University, Moderator

What do artifacts teach us? Artifactual Literacies in the Teacher Education Classroom

Tashal Brown and Vivek Vellanki, Michigan State University

Brown and Vellanki trace the ways in which undergraduate students of color explore their positionality in a PWI through artifactual literacy, showing how connections to their

personal histories through an artifactual literacy assignment can be profoundly enriching.

Anti/post/de-colonial Approaches to Teaching at a Predominantly White Institution

Annabelle Tran Estera, Michigan State University

Tran Estera explores the different intersections approaches of anti/post/decolonial teaching strategies and asks how these strategies are shaped by teachers' racial, ethnic and gender identities in a PWI.

Using Interdisciplinary Scholarship on Embodiment to Enrich Students' Understanding of Narrative

Erin Schaefer, Michigan State University

Schaefer considers the ways in which students in an interdisciplinary class about neurofeedback and narrative craft multifocal video narratives which reflect and enact their learning about embodied viewpoints.

10D. Diversity, That Cursed Word: What Kills it, What Brings it Life [Terrace B]

Scott Crabill, David Lau, and Charlie Rinehart, Oakland University; Matthew Lau, Simpson College

This panel explores what often goes wrong, and more importantly, what might make things more right. In particular participants will consider what initiatives lead us towards a more functional inclusion of others, especially those less like ourselves, upon which the dream of academe in a democracy depends.

10E. Food Accessibility and Humanistic Medicine [Terrace C]

Towards an Interdisciplinary Approach to Food Accessibility Research in the United States

Mohammed Rabiu Abubakari, Binghamton University

Due to rising interest in the inadequacy of food accessibility in certain disadvantaged neighborhoods, this paper critically examines research across two disciplines concerned with food accessibility - geography and public health. It established and integrated common grounds, to form an interdisciplinary research approach to solve the problem in the US.

Medical Humanities: From "Silent Wrestler in Scalding Darkness" to "Standing Together in the Glare of Death"

Richard Raspa, Wayne State University

The purpose of this paper is to explore the intersection of medicine and literature. Based upon my 15-year association at the WSU School of Medicine, I will demonstrate how literature raises questions about suffering that complement standard medical diagnostic protocols.

5:45-6:30 pm: **Conference Synthesis Plenary Session [Grand Ballroom BC]**

7:00 pm: **Dinner Circles leave from hotel lobby**