



32<sup>nd</sup> Association for Integrative Studies Annual Conference, October 7-10, San Diego, CA

# AIS 2010 Conference Program: "Interdisciplinary Approaches to Integrating Ethics and Sustainability."

**WEDNESDAY, October 6, 2010**

2:00 pm - 6:00 pm	Meeting of AIS Board	
6:00 pm - 9:00 pm	Dinner for AIS Board Members at Kona Kai	
3:30 pm - 4:00 pm	<b>Pre-conference Workshop (prepaid)</b> Bus to Fleet Museum of Science and Technology, Balboa Park	
4:00 pm - 5:00 pm	The Work of the Ethics Center for Science and Technology	
5:30 pm - 7:00 pm	<b>Ethics Center Forum: Exploring Ethics (Topic to be announced)</b>	
7:30 pm - 9:00 pm	Hors D'oeuvres and/or dinner on your own at Prado Restaurant, Balboa Park	
9:15 pm	Bus leaves for hotel	
10:00 pm	Arrive Back at Kona Kai Hotel	

THURSDAY, October 7, 2010

8:00 am - 5:00 pm	Registration
9:00 am - 11:30 am	<b>Pre-conference Green Tour of San Diego State University (prepaid)</b> Bus from Hotel to SDSU Campus. Bus leaves to hotel at 11:30 Organized by Dr. Chris Frost.
8:00 am - 12:30 pm	AIS Board Meeting & Board Lunch
12:30 pm - 1:00 pm	<b>Conference Welcome</b> Stuart Henry (Conference Chair) <b>and Welcome to AIS</b> Karen Moranski (AIS President) and William H. Newell (Executive Director)
1:00 pm - 2:00 pm <b>Coronado Room</b>	<p style="text-align: center;"><b>SESSION I</b></p> <p style="text-align: center;"><b>EPISTEMOLOGIES OF INTERDISCIPLINARITY</b></p> <p><b>1. Integrating Interdisciplinary Epistemologies: Knowing that Respects both Knowers and Known.</b> <i>Angus McMurtry</i>, University of Ottawa</p> <p><b>Abstract:</b> Some thinkers frame interdisciplinary integration in terms of irreducible differences in the world, among the varying sorts of phenomena studied. Others explain it primarily in terms of sociocultural dynamics within and among “knowers” (i.e., disciplinary groups). The presenter will bring together these two approaches into an ‘integrated epistemology of interdisciplinarity’—one that conceives of knowing not in representational terms but rather as ever-emerging, effective relationships among knowers and the phenomena known.</p> <p><b>2. The Lost Art of Interdisciplinarity: Thinking in Time.</b> <i>Brian McCormack</i>, Arizona State University</p> <p><b>Abstract:</b> Interdisciplinary thinking has primarily been a task of the moment, a matter of space and crossing boundaries between disciplines. As complex and important as that task has been, it only just scratches the surface of what interdisciplinarity could become. I argue that thinking in time can illuminate both the lost art of interdisciplinarity and make possible new ideas and ways of thinking. Drawing on Foucault, Agamben recommends a revolution in thinking, a way of reading in time – not merely across time – that begins with an archaeological and critical etymology. The revolution of thinking is not merely a new method of reading, but also of being. The method begs for elaboration in the context of interdisciplinarity.</p>

1:00 pm - 2:00 pm La Jolla Room	<p style="text-align: center;"><b>SUSTAINING INTERDISCIPLINARY EDUCATION</b></p> <p><b>Ethics and Sustainability as part of an HBCU Tradition.</b> <i>Khadijah O. Miller, Danny Adams, Andrew T. Arroyo &amp; Dennis Montgomery</i>, Norfolk State University</p> <p><b>Abstract:</b> With a focus on the HBCU tradition, sustainability, ethics and grounded in a premise that knowledge is a resource, we examine and evaluate our practices through formal teleological/consequentialist and deontological/nonconsequentialist normative ethical theories. With a specific examination of the Interdisciplinary Studies Program at NSU we reveal the processes that capture the academic resources (knowledge building) via interdisciplinarity. The resultant reflections and evaluative framework will be useful for interdisciplinary studies programs at HBCUs and non-HBCUs alike.</p>
1:00 pm - 2:00 pm Del Mar Room	<p style="text-align: center;"><b>INTERNSHIPS AND SERVICE LEARNING</b></p> <p><b>1. Service Learning as a Means of Integrating Ethics and Sustainability.</b> <i>Caryn E. Neumann, Tammy Allen &amp; Corinne L. Miller</i>, Miami University of Ohio</p> <p><b>Abstract:</b> Civic volunteerism sustains a strong community. Service learning at Miami University helps students connect their education to the needs of the communities. Our presentation will introduce service learning and its importance to sustaining civic engagement. We will discuss the projects that our students have completed and provide ideas for projects that attendees can take back to their campuses. Our presentation will cover what to do as well as what not to do, including follow-up data.</p> <p><b>2. Applied Interdisciplinary Studies - The Integrative Internship.</b> <i>Kevin Ellsworth</i>, Arizona State University</p> <p><b>Abstract:</b> Students, faculty, and administrators have long appreciated the value of applied professional experiences like internships, but these applied experiences too often fall short of their full potential. Applied experiences can yield greater impact when they are built around interdisciplinary learning communities and assignments that guide student teams to integrate their academic and professional experiences and transition each student's education from the classroom to the profession.</p> <p><b>3. Breeching the Ivory Tower: Strengthening University-Community Relations through Interdisciplinary Volunteerism,</b> <i>Evan Widders</i>, West Virginia University</p> <p><b>Abstract:</b> Traditionally the academy has tacitly encouraged liberal arts students to remain ensconced on campus while completing their degrees. And yet public universities have an ethical mandate to serve the wider community beyond campus. At West Virginia University each Interdisciplinary Studies student is required to complete a Service Learning Project emphasizing civic engagement and the real-world practice of interdisciplinarity prior to graduation. Interdisciplinary Studies students learn to relate their academic experience to real-world challenges and serve as ambassadors to populations that the University has traditionally overlooked.</p>

1:00 pm - 2:00 pm  
Bay Room

## SUSTAINING PERSONAL GROWTH

1. "Mindfulness, Neurophysiology, and Education: Toward a Sustainable Philosophy.  
*Meaghan P. Godwin, Marywood University*

**Abstract:** Studies in mindfulness provide evidence of the efficacy of the practice for a variety of outcomes. It may be time to postulate how to best incorporate mindfulness practices into standard education. This presentation will ask participants to engage in a mindfulness exercise. Participants will be asked to briefly report on their experience, leading into a discussion of several recent articles on the effects of mindfulness. The presentation will conclude with a discussion about how best mindfulness may be used in a philosophy of education that pays more attention to the biopsychosocial context of the learner.

2. Interdisciplinary Studies as a Spiritual Exercise: or, How Doing Interdisciplinary Studies Can Make Us Better. *Matthew S. Haar Farris, Graduate Theological Union*

**Abstract:** Interdisciplinary work can *make us better*; i.e., it can be practiced as a spiritual exercise in the tradition of ancient Western *philo-sophia*, when scholarship was a way of life focused on transforming one's relationship with a sacred reality. After I summarize what the historian of philosophy Pierre Hadot means by "spiritual exercises," I will discuss how interdisciplinary study offers a sublime experience of, and insight into, the *relation* among all things, both immanent and transcendent.

	SESSION II
2:00 pm - 3:00 pm Coronado Room	<p style="text-align: center;"><b>URBAN RENEWAL &amp; SUSTAINABLE COMMUNITIES</b></p> <p><b>1. Detroit, Dallas &amp; Despotism: A 3D view of Sustainability.</b> <i>Eric Corey Freed, organicARCHITECT</i></p> <p><b>Abstract:</b> After all of this talk in the past decade about the need for green buildings, the question is no longer WHY we need to go green, the question is HOW. American cities are confronting serious issues and are they are in dire need of tangible, deployable &amp; affordable solutions.</p> <p><b>2. Creative Thinking and Culture as Agents of Change in the Urban Landscape.</b> <i>Nicole Parker</i></p> <p><b>Abstract:</b> This presentation will discuss creativity in two contexts while focusing on Detroit as the area of study. First, creative thinking as an interdisciplinary approach to revitalization: new solutions to development, government infrastructure, architecture, urban planning, economics, agriculture, education and environmental issues. Second, art making and the artists' role in urban revitalization, including the impact on economic development, population, cultural diversity, neighborhood revitalization, beautification and sustainability.</p> <p><b>3. Interdisciplinary Approaches to Community Development and Sustainability through Social Capital and Social Entrepreneurs.</b> <i>Judith McKay, Nova Southeastern University</i></p> <p><b>Abstract:</b> In order to enhance community development, address new challenges, and assist community service providers, Nova Southeastern University's Community Resolution Services has partnered with students and faculty from several departments and with community groups to design and implement new projects to provide vehicles to build social capital and explore opportunities for social entrepreneurs. This presentation will explore these projects and the affect of interdisciplinary approaches on more traditional paradigms for sustainable social change.</p>
2:00 pm - 3:00 pm La Jolla Room	<p style="text-align: center;"><b>INTERDISCIPLINARY RESEARCH PRACTICE</b></p> <p><b>Successful Interdisciplinary Collaborations: an empirical examination of researchers at work.</b> <i>Veronica Boix Mansilla, Kyoko Sato, &amp; Michele Lamont, Harvard University</i></p> <p><b>Abstract:</b> Available theories concerning interdisciplinary collaborations tend to focus heavily on the organizational dimension of such interchange. We propose the theoretical construct of "shared socio-emotional-cognitive platforms" to capture a broader set of conditions that enable or impede individuals to conduct interdisciplinary research together successfully. The presentation elaborates on this theoretical construct, which is informed by an extensive empirical study of nine research networks supported by three institutions: The Canadian Institute for Advanced Research, the MacArthur Foundation and the Santa Fe Institute.</p>
2:00 pm - 3:00 pm Del Mar Room	<p style="text-align: center;"><b>SUSTAINING DOCTORAL PROGRAMS</b></p> <p><b>IDS PhD Programs: Problems, Solutions, Sustainability.</b> <i>Marina Pluzhenskaya, Dalhousie University, Brooke Cannon, Marywood University &amp; Meaghan Godwin, Marywood University</i></p> <p><b>Abstract:</b> IDS PhD programs are challenging endeavors, both for their administrators and students, but they are steadily becoming</p>

	<p>an integral part of university culture. We hope that an open conversation about ID doctoral programs will provide their administrators and students with an opportunity to share their concerns. It can also produce some insights that can enhance existing ID PhD programs, helping them to become more sustainable, both intellectually and financially, and facilitate further “interdisciplinairization” of universities.</p>
2:00 pm - 3:00 pm B a y R o o m	<p style="text-align: center;"><b>SUSTAINABILITY ISSUES IN EUROPE</b></p> <p><b>1. The Resurgence of Jewish Life in Post-Holocaust Poland: Issues of Sustainability and Ethics.</b> <i>Roslyn Abt Schindler</i>, Wayne State University</p> <p><b>Abstract:</b> This will be a researched photographic presentation about the places I visited in Poland during May 2009 with the following questions in mind: Which remnants of former Jewish life—and death—remain in the large cities and in the <i>Shtetls</i>? What characterizes the resurgence of Jewish life that is taking place in Poland? How is the intersection of sustainability and ethics at work here?</p> <p><b>2. The European Union Emissions Trading Scheme,</b> <i>Martina Kristanova</i>, University of Maryland Baltimore County.</p> <p><b>Abstract:</b> The European Union Emissions Trading Scheme (EU ETS) is the first international cap and trade program implemented. It is a complex, unique, and radical policy created to address the issue of climate change and sustainability. This presentation will explain how the EU ETS was designed with the principles of cap and trade in mind and attempts to evaluate its success based on concepts from political science and economics.</p>
3:00 pm - 3:15 pm	Afternoon Green Break
3:30 pm - 4:45 pm Coronado Room	<p style="text-align: center;"><b>SESSION III</b></p> <p style="text-align: center;"><b>ETHICS ACROSS THE DISCIPLINES</b></p> <p><b>Teaching Ethics across the Disciplines in the Baylor Interdisciplinary Core.</b> <i>Anne-Marie Bowery, Mark Long, Melanie Nogalski, Phyllis Tippit, Hillary Train, Lenore Wright &amp; Amy E. Antoninka</i>, Baylor University</p> <p><b>Abstract:</b> The Baylor Interdisciplinary Core promotes ethical inquiry in a variety of ways. First, some of these classes have an explicit ethical component in the curriculum: The Examined Life and Social World sequences. Second, courses, such as those in the World Cultures sequence, promote ethical awareness by studying culture in an interdisciplinary global context. Third, students live together in the dorms as part of a living, learning community. Fourth, many courses have a strong service-learning component. Fifth, BIC students pursue service learning in a variety of extra-curricular activities. Sixth, the advising process helps students understand their educational choices in ethical terms.</p>
3:30 pm - 4:45 pm La Jolla Room	<p style="text-align: center;"><b>INTERNATIONAL RELATIONS AND INTERDISCIPLINARY STUDIES</b></p> <p><b>International Relations in Interdisciplinary Teaching and Exchange: Who comes first, and what is next?</b> <i>Machiel Keestra, University of Amsterdam, Lorraine Marshall, Murdoch University, Rick Szostak University of Alberta &amp; Jim Hall, University of Alabama, Tuscaloosa</i></p> <p><b>Abstract:</b> This panel will discuss how the AIS might encourage international student (and faculty) exchanges. Students in interdisciplinary programs face particular challenges in studying abroad in terms of program comparability, credit transfer,</p>

	<p>and collaborative (perhaps long distance) projects. The AIS has an international membership that might help facilitate such transfers (or less formal contacts among students in interdisciplinary programs). Questions of both curricular and logistical nature naturally arise. The panelists will make brief presentations before encouraging a discussion among participants.</p>
3:30 pm - 4:45 pm Del Mar Room	<p><b>E-PORTFOLIOS AND EXPERIENTIAL LEARNING</b></p> <p><b>1. Intellectual Autobiography II: Sustaining Integrative Learning with Electronic Portfolios in a Capstone Seminar.</b> <i>Tendai Chitewere &amp; Tanya Augsburg, San Francisco State University</i></p> <p><b>Abstract:</b> At the 2009 AIS conference we gave a joint presentation on how we conceive the intellectual autobiography assignment as a gateway for integrative learning in our introductory Liberal Studies course at San Francisco State University. The intellectual autobiography is the first assignment our students do in the class and for the program. We now turn our attention to how the program electronic portfolio helps students affirm their interdisciplinary learning and identities as they transition to their post-baccalaureate life.</p> <p><b>2. Eportfolios in a Liberal Studies Program: An Experiment in Sustainability.</b> <i>Sven Arvidson, Seattle University</i></p> <p><b>Abstract:</b> The liberal studies program at Seattle University required majors to start eportfolios to focus interdisciplinary work. There were no campus examples to emulate and budgets were limited. For program faculty, the guiding principle became sustainability, defined as efficient support and continuation of a good in common. This presentation is a practitioner-based report on sustainability of the eportfolios from the program director. It addresses environmental impact, intellectual growth, alumni mission fulfillment, and curricular assessment.</p> <p><b>3. Can I Get Credit for My Real World Experience? Prior Learning and the Liberal Arts College.</b> <i>Karen Bell, Delta State University</i></p> <p><b>Abstract:</b> In the changing landscape of higher education, non-traditional students are increasing in number and bring with them a wealth of experience. In order to recognize prior learning, Delta State University, a Carnegie Master's I institution, recently explored a Credit by Portfolio system. It aims to allow students to earn college credit based on their work force or volunteer experiences outside of college. This paper explores the need, the challenges and implementation of prior learning credit.</p>
3:30 pm - 4:45 pm Bay Room	<p><b>REPRESENTING ETHICS THOUGH LITERATURE</b></p> <p><b>1. The Ethics of Junk: Narratological Interdisciplinarity and (Un)Sustainability in Spook Country and Underworld.</b> <i>Jennifer Dellner, Ocean County College</i></p> <p><b>Abstract:</b> This paper explores the present apocalyptic vision of the culture of technology and consumer excess in the latter of Gibson's two "Bigend" novels, <i>Spook Country</i>, by contrast with Delillo's <i>Underworld</i>. In particular it examines the relationship between technology, art, and "junk" in these works. The paper also examines the degree to which narratives themselves are interdisciplinary, and argues that Gibson's novels are narratologically interdisciplinary while <i>Underworld</i> marks a failure to establish this kind of thinking.</p> <p><b>2. Ethics in Literature: Reimagining the Functions of Literature in Human Conduct.</b> <i>Jude Chudi Okpal, Walden University</i></p>

	<p><b>Abstract:</b> The relationship between Ethics and Literature dates back to Socratic encounters in Greece, and illuminates that human imagination is not bereaved of the sense of goodness; imagination is rather the vehicle for exercising more effectively human inherent disposition to engage ethics. This presentation will show that literature is a process for practicing and examining ethical principles, and, as such, is a necessary and adequate means for understanding and extending ethical arguments.</p> <p><b>3. Eco-critical Practice in Poetry: Tracing Environmental Attitudes and Fostering Interdisciplinarity. Tracy Zeman, University of Illinois at Springfield</b></p> <p><b>Abstract:</b> The presentation's focus is how poetry can be used to illuminate the important intersection of language, culture, and the environment. This intersection will be addressed by discussing the following four topics: ecocriticism and eco-centered poetry, "green" readings of specific texts, incorporating eco-critical readings of poems into curricula as good interdisciplinary practice, and understanding how an examination of language use in literary texts can translate into more effective language use in the public forum.</p>
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5:15 pm - 7:30 pm Kona Kai Beach Area	Luau
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**FRIDAY, October 8, 2010**

8:00 am - 4:00 pm	Registration
8:00 am - 9:00 am	Continental Breakfast

9:00 am - 10:15 am		<b>SESSION IV</b>
9:00 am - 10:15 am		<p style="text-align: center;"><b>IDS AND ASSESSMENT</b></p> <p><b>The Nuts and Bolts of IDS Development and Assessment.</b> <i>Pauline Gagnon, University of West Georgia &amp; Allen Repko, University of Texas at Arlington</i></p> <p><b>Abstract:</b> This special hands-on conference workshop returns for a fifth year. It offers members an opportunity for in-depth study of interdisciplinary courses and programs. Participants will learn about models and the plethora of resources available on the AIS website</p>
Coronado Room 9:00 am - 10:15 am		<p style="text-align: center;"><b>SUSTAINABILITY, ARCHITECTURE AND URBAN SPACE</b></p> <p><b>1. The Problem of Definitions of Sustainability for the Field of Architecture.</b> <i>Jaime Rios Calleja, Brenda Vale &amp; Robert Vale, Victoria University of Wellington</i></p> <p><b>Abstract:</b> The problem related to buildings and their impact on nature has been addressed since the 1970s in western movements like environmental, self-sufficient, ecological, autonomous, green, zero emissions and low impact architecture. It was not until later years that the term sustainability arose. But with so many different terms used, what is sustainability in respect of architecture? This paper researches the problem of definitions related to architecture and sustainability to clarify terms for its proper use.</p> <p><b>2. Urban Architecture for Rural East Africa - a Sustainable Solution.</b> <i>Craig Baltimore, California Polytechnic State University - San Luis Obispo</i></p> <p><b>Abstract:</b> In the bush area of rural East Africa, urban means creating community spaces. Success in creating these spaces means the adaptation to the local resources (materials, skills, and culture). Through this adaptation, technology can be incorporated into the daily lifestyle where betterment of life; self-empowerment; and growth can occur without continued outside influence (sustainable). The Nyumbani Village Project (Kitui District, Kenya) will be presented to illustrate the philosophy.</p>
La Jolla Room 9:00 am - 10:15 am		<b>CONFlict AND RESOLUTION IN ETHICS AND SUSTAINABILITY</b>

	<p><b>1. The Concept of Sustainability is Imbued with Ethical Conflict.</b> <i>Jim Macbeth, Murdock University</i></p> <p><b>Abstract:</b> Sustainability is the slogan of the moment, co-opted by government and business rhetoric globally. Sustainable development (SD), is an interdisciplinary concept, that not only integrates vastly different disciplinary perspectives, but because value judgments are always required, involves ethics and conflict. Examples of this ethical contestation will be drawn from tourism scholarship.</p> <p><b>2. The Ethos of Transdisciplinarity and the Ethics of Sustainability.</b> <i>Douglas J. Cremer, Woodbury University</i></p> <p><b>Abstract:</b> The presentation follows three movements, arguing for the transdisciplinary perspective and practice necessary for dealing with the complexity of ethics and sustainability. The first movement, transdisciplinarity as transgression, refuses to privilege any particular discipline, culture or form of knowledge. The second movement, transdisciplinarity as transversal, comprises equal parts hospitality, boundary crossing and adventure. The third movement, transdisciplinarity as transformation, is the willingness to drop personal borders and the defense of expertise.</p> <p><b>3. Conflict and Common Ground in the Clash of Environmental Ideas</b> <i>James Welch IV, University of Texas at Arlington</i></p> <p><b>Abstract:</b> A clear and present obstacle to the formation of sustainability in the public mind is the clash of ideas concerning environmental issues. The propagation of electronic media sources, while enhancing information access, has also served to isolate ideas and resist integration. The diminishment of science as an epistemological authority results in conflicts of ideological, political, religious, economic and cultural worldviews. Interdisciplinary conflict and common ground theory offers a powerful framework for exploring these perspectives and integrating their isolation toward pragmatic decision-making.</p>
Del Mar Room 9:00 am - 10:15 am	<p style="text-align: center;"><b>TEACHING ETHICS</b></p> <p><b>1. On the Ethical Possibility of Sustainability: A Challenge for Higher Education.</b> <i>Eric Bain-Selbo, Society for Values in Higher Education, Western Kentucky University</i></p> <p><b>Abstract:</b> Two questions are the heart of the sustainability movement, which are central to its viability: Are human beings capable of treating the Earth ethically? Are human beings capable of acting morally responsibly for the benefit of distant future generations? Answers to both questions are unclear. This paper draws upon the work of 20<sup>th</sup> century critical theorists to identify the ethical core of these questions. In the process, the paper will show what would be necessary for us to answer these questions affirmatively. The paper concludes with reflections about how higher education, and interdisciplinary inquiry in particular, can be critical to answering these questions affirmatively.</p> <p><b>2. Teaching Ethics and Empathy in Any Discipline: You May Think You Kant, But You Can!</b> <i>Christine Sorrell Dinkins, Wofford College</i></p> <p><b>Abstract:</b> Ethical theory can and should be taught across the disciplines. In this interactive workshop, participants will practice teaching Kant and Rawls to urge students actively to do good as they recognize others as persons just like themselves. Participants will discuss implementing two assignments in their respective disciplines. The “ethics week” journal assignment takes ethical learning beyond the classroom into students’ lives. The “distribution” collaborative assignment teaches students that sustainability is in their own enlightened self-interest.</p> <p><b>3. Batman as Moral Exemplar: A Way of Being in the World in Batman Begins and The Dark Knight.</b> <i>Katie M. Grainger, Wofford College</i></p>

	<p><b>Abstract:</b> My research focuses on the two most recent cultural representations of Batman, namely Christopher Nolan's films <i>Batman Begins</i> (2005) and <i>The Dark Knight</i> (2008). In this paper, I explore Batman's ethics, both applying Kant's theories of duty and deontology to his moral code and exploring his belief system in contrast to the Joker's and Two-Face's perceptions of morality. The Joker's world-view can best be described as chaotic and nihilistic, while Two-Face's primary motivation is the pursuit of vigilante justice. I ultimately argue that Batman represents a coherent system of ethics that is distinguished by an authentic goal for justice and, what I'm calling in my paper, flexible categorical deontology.</p>
Bay Room 9:00 am - 10:15 am	<p style="text-align: center;"><b>REPRESENTING ETHICS AND SUSTAINABILITY THROUGH MUSIC</b></p> <p><b>1. Kinhaven Music School, Weston, Vermont, 1952: Harbinger of Sustainability “Without conflict there is no understanding and no enduring creation” (Dushkin). <i>Kaitlin A Briggs</i>, University of Southern Maine</b></p> <p><b>Abstract:</b> Following the utopian art colony tradition, composer Dorothy Dushkin (1903-1992) and her husband started a camp for gifted high school musicians where they also resided. Described in Dushkin's seventy-year diary, their “pre-sustainable” attempt to integrate work/life and merge their ideals with the realities of an enterprise that needed to support them financially informs our need to think sustainably beyond “green” and to consider, via a diary's perspective, the contextualized “I” as integral to ethical considerations.</p> <p><b>2. Verbal Assault and Violence In Nigerian Music. <i>Sheyi Ezekiel Kehnny</i>, University of Lagos</b></p> <p><b>Abstract:</b> This paper examines the representation of verbal assault or violence in the music of some selected Nigerian musicians which culminates in increased aggression related thoughts and emotions in Africa's most populous country. I do a content analysis on the subject of violence and assaults within the context of the tussle among musicians, fans, audience and the Nigerian government by highlighting the lyrical contents of their music. Then I show how this has influenced affected moral ethics; how the contents have affected the moral ethic of the Nigerian society.</p>
10:15 am - 10:30 am	Morning Green Break

10:30 am - 11:45 am		<b>SESSION V</b>
10:30 am - 11:45 am		<b>IDS AND ASSESSMENT (CONTINUED)</b>  The Nuts and Bolts of IDS Development and Assessment <i>Pauline Gagnon &amp; Allen Repko</i>

<p>Coronado Room 10:30 am - 11:45 am</p>	<h3 style="text-align: center;">ISSUES IN DEFINING INTERDISCIPLINARITY</h3> <p><b>1. Epistemology of Interdisciplinary Relations in Education.</b> <i>Marcio Barreto</i>, State University of Campinas</p> <p><b>Abstract:</b> Examples such as the Bergson-Einstein debate in 1922 demonstrate that deafness crosses different epistemologies. Interdisciplinary education is the field where you can go beyond the simple superposition of concepts to establish an effective dialogue between the disciplines. At FCA/UNICAMP/Brazil we are trying to propose a sort of interdisciplinary epistemology in education to overcome that hurdle of deafness.</p> <p><b>2. Interdisciplinarity: Its Meaning and Consequences.</b> <i>Raymond Miller</i>, San Francisco State University</p> <p><b>Abstract:</b> The paper proposes a definitional typology of interdisciplinary approaches. Concepts defined include discipline, multi-discipline, cross-discipline, and trans-discipline. Cross-discipline has six sub-categories: 1) topics of social interest, 2) professional preparation, 3) shared analytical methods, 4) shared concepts, 5) hybrids, and 6) shared life experiences. Trans-disciplines are divided between those who see themselves as supplementing disciplines versus those which wish to replace the existing disciplines. Among the examples of cross and trans-disciplines discussed are Africana and Sustainability Studies. The context is International Relations.</p> <p><b>3. The Domain of Interdisciplinary Studies.</b> <i>Ken Fuchsman</i>, University of Connecticut</p> <p><b>Abstract:</b> Comparing dictionary definitions and historical uses of interdisciplinarity with influential conceptions of the term, we find a paradox. The Klein and Newell and the National Academies definitions of interdisciplinarity do not seek common ground; they underplay diverging viewpoints and conflicting insights and thus do not live up to their integrative principles. This paper examines conceptions of interdisciplinarity since the 1920s to develop a more comprehensive, inclusive perspective of the domain of interdisciplinary studies.</p> <p><b>4. A Map of Interdisciplinarity in the Professions.</b> <i>Nathan Garrett</i>, Woodbury University</p> <p><b>Abstract:</b> Reducing research duplication and dealing with large problems requires an interdisciplinary approach. However, interdisciplinarity in the professional disciplines is insufficiently publicized. This project's goal is to demonstrate existing co-dependency and to encourage a more explicit interdisciplinary approach. This helps move beyond a 'me first/only' viewpoint, and enable more sustainable cooperation.</p>
<p>La Jolla Room 10:30 am - 11:45 am</p>	<h3 style="text-align: center;">SUSTAINABILITY AS INTERDISCIPLINARITY</h3> <p><b>Sustainability as Interdisciplinarity.</b> <i>J. Britt Holbrook, J. Baird Callicott, Robert Frodeman, Sarah Fredericks, Adam Briggle &amp; Ricardo Rozzi</i>, University of North Texas</p> <p><b>Abstract:</b> Featuring 6 members of the Department of Philosophy and Religion Studies at the University of North Texas, a world leader in Environmental Ethics and Philosophy, this panel discusses several central challenges facing anyone who wishes to define and apply the concept of sustainability. These challenges, however, also represent opportunities for us to rethink knowledge production and use.</p>
<p>Del Mar Room 10:30 am - 11:45 am</p>	<h3 style="text-align: center;">INFORMATION MANAGEMENT AND SUSTAINABILITY</h3> <p><b>1. Interdisciplinarity in Ecosystem Management Research.</b> <i>Anna Pujadas Botey, Theresa Garvin &amp; Rick Szostak</i>, University of Alberta</p>

Bay Room  
10:30 am - 11:45 am

**Abstract:** This work analyses interdisciplinarity in ecosystem management (EM), an interdisciplinary field addressing environmental problems. Results from surveys and interviews conducted by the presenter suggest that EM researchers are not generally engaged with theoretical discussions about interdisciplinarity. Rather, EM researchers define interdisciplinarity as collaborative research aimed to solve real problems and requiring interactions among actors. Findings generate debate, bringing EM to broader theoretical discussions about interdisciplinarity currently taking place outside the field.

**2. Development of an Interdisciplinary Educational Program and Conceptualization of a Field? Dorte Madsen. Copenhagen Business School**

**Abstract:** The proposed paper will present an interdisciplinary educational program in Information Management developed at Copenhagen Business School; the explanatory framework developed for the program builds on a continuum of integration from multidisciplinary to interdisciplinary to transdisciplinary. In the paper I discuss the extent to which the explanatory framework developed for an interdisciplinary program can be applied as a stepping stone for studying a whole field, that is the Information Field.

**3. Sustainability and Graduate Management Education. Owen P. Hall, Jr., Pepperdine University/GSBM**

**Abstract:** Institutions of higher learning are becoming increasingly concerned regarding economic and environmental sustainability. One strategy for helping ameliorate this growing challenge is the delivery of “green-based” blended learning. The use of fossil fuel energy in commuting to campus coupled with the high-energy content associated with the use of printed materials suggests an expanded role for blended learning. The purpose of this presentation is to characterize the relationships between blended learning and sustainability.

### FROM CONSPICUOUS CONSUMPTION TO MORAL AGENCY AND MEANING

**1. Lethal Consumption: Death-Denying Materialism. Sheldon Solomon, Skidmore College**

**Abstract:** Humans are by their nature consumers, [but] we need to recognize that all living organisms are consumers. Plants “consume” and photosynthesize solar energy; herbivores derive their sustenance by consuming the plants; carnivores and omnivores in turn consume the herbivores and/or other carnivores. However, from the birth of “civilization,” humans have been obsessively preoccupied with conspicuous possession and consumption. The basic thesis of this paper is that these propensities are a direct result of the uniquely human awareness of our own vulnerability and ultimate mortality, and the pursuit of self-worth and death transcendence that this awareness engenders. The work is rooted in Ernest Becker and bridges the disciplines of philosophy, sociology, psychology, and psychiatry.

**2. Virtuous Habits: Moral Psychology and Environmental Sustainability Timothy Hulsey, Virginia Commonwealth University & Peter Hampson, University of the West of England**

**Abstract:** We conceptualize sustainable living as a type of moral living. From our perspective, changing environmental ethics depends on changing individual behavior. We maintain that a unified, narrative moral identity is necessary for meaningful moral behavior, and that moral identity is itself shaped by actions. What we do shapes who we are and what we believe, just as what we believe governs what we do. We review moral identity theory, memory research, and cognitive science research on automaticity and offer the Thomistic concepts of *habitus* and *prudentia* as ways to understand how moral agency and moral expertise develop. We then discuss how *habitus* provides a model for creating both a meaningful moral identity and behaviors that reflect and sustain that identity.

	<p><b>3. Nature and the Quest for Meaning—An Interdisciplinary Syllabus for an Integrative Seminar.</b> <i>Christopher Frost, San Diego State University</i></p> <p><b>Abstract:</b> This presentation will present a new course that incorporates the insights of the prior two presentations, one that attempts to move toward a “new kind of education,” and that promotes moral reasoning—and development of moral identity. The context of the course is the broader dialogue on nature—and humanity as situated within the natural order—particularly as that discourse overlaps the human quest for meaning. The course is designed to explore a variety of perspectives (“ways of seeing”) nature, and human beings as positioned within or aside the natural world, by way of original texts, poems, films, discussions and experiential options. Students are challenged to consider alternative “readings” regarding the nature of human beings vis-à-vis the natural world, and to shift “perspective” as we examine nature from multiple vantages: as if looking “out a window” with nature as object of study, as if looking “into a mirror” with nature reflecting back something of ourselves, and as if peering through a lens with nature serving as a “filter” through which we derive meaning for our lives.</p>
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12:00 pm - 1:30 pm		<p style="text-align: center;">Lunch  <b>Keynote Address: Geoffrey Chase</b>  <b>Dean of Undergraduate Studies &amp; Director of The Center for Regional Sustainability, SDSU</b></p>
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1:30 pm - 2:45 pm		<b>SESSION VI</b>
Coronado Room 1:30 pm - 2:45 pm		<p style="text-align: center;"><b>PUBLIC POLICY, ECOLOGY AND ENVIRONMENT</b></p> <p><b>1. Polar Bears and Coffin Cave Mold Beetles: Visuality in the Context of Today's Environmental Concerns.</b> <i>Eva Maria Räpple &amp; Shamili Ajgaonkar Sandiford, College of DuPage</i></p> <p><b>Abstract:</b> The paper explores the role of popular images, such as the Polar Bear, in the political debate about recognition of, and concern for other beings as integral to not only the environmental but also social dimensions of humanity. The question we are considering is whether the seeming effectiveness of the “polar bear phenomenon” to capture the imagination serves the task of promoting understanding of complex environmental issues, or rather conceals recognition of serious problems.</p> <p style="text-align: center;"><b>MEASURING SUSTAINABILITY</b></p> <p><b>2. The Potential Future Research In Indicators of Sustainable Development.</b> <i>Surbhi Sharma, University of Nevada, Las Vegas</i></p> <p><b>Abstract:</b> The indicators of sustainable development help in formulating the policies for attaining sustainability for developmental projects of any spatial- and time-scale. Since 1992 (Agenda 21), we have seen the evolution of sustainable development indices with no consensus on the best/most comprehensive sustainable development index. To date, we have numerous indices that claim to guide us in the best possible way towards sustainability with no consensus on the best one.</p>
La Jolla Room 1:30 pm - 2:45 pm		<p style="text-align: center;"><b>STUDY ABROAD, ACTIVIST ENGAGEMENT AND SOCIAL CHANGE</b></p> <p><b>1. Two Hills: A Comparison of Domestic and International Development Initiatives.</b> <i>Randy Harshbarger, Mercer University</i></p>

Del Mar Room  
1:30 pm - 2:45 pm

**Abstract:** Community development is tricky business whether attempted locally or internationally. One of the biggest issues facing a partner of good will is the viability of the project following the end of outside inputs (sustainability). Another is the ethical dimension of interventions, which may push local communities in a direction they may not be ready or able to go. Comparison of efforts in both local and international contexts will seek to shed light on shared dynamics as well as differences.

**2. Let's Go Home! A Model for Achieving the Right to Proper Shelter Through Sustainable Development and Action Research.**  
*Jenny Joy Woudenberg, San Diego State University*

**Abstract:** My presentation will draw on my experiences in camps for internally displaced persons in Uganda and eco-villages in Senegal. By using participatory rural appraisal methods in sustainable development research we can seek to address real human needs. Through this new cutting edge development strategy, creativity and solidarity are valued in establishing social, economic, and cultural development. I will demonstrate how by incorporating action research from eastern and western Africa and America, and by integrating effective actions and academia through conversations about sustainability, real world change can take place.

**3. (Developing) Research Ethics for Cultural Sustainability: Intercultural/Integrative Qualitative Inquiry in the 21st Century.**  
*Phillip Ryan, Union University*

**Abstract:** This presentation frames out an integrative graduate course sequence in an MA in Intercultural Studies, highlighting its theoretical goal of research ethics and cultural sustainability, exploring challenges with this sequence, and concluding with an open dialog among its attendees.

#### LEARNING COMMUNITIES

**1. Building Intellectual Communities among Undergraduate Students.** *Denise E. Bates, Arizona State University*

**Abstract:** Although integrative thinkers can be described as innovative, original and independent in their thought processes, rarely are their ideas expressed in isolation from an intellectual community of their peers. This is an understanding that scholars readily embrace. Undergraduate students, however, rarely get an opportunity to see themselves as part of an intellectual community, which, I argue, helps nudge them into a deeper—more sophisticated—mode of thinking. This presentation provides an overview of one approach to building an “intellectual community” among students.

**2. An Integrative Approach to Ethical Inquiry: Perspective, Community, and Reflexivity.** *Dean Pribbenow, Edgewood College*

**Abstract:** This session invites participants to consider the implications of integrative teaching and learning for the teaching of ethics. Through examining the institutional case of a developmentally structured core general education curriculum, we will consider the roles that interdisciplinary inquiry, civic discourse, community-based learning, and reflexive practice play in the ethical development of students with a particular focus on assessment of student learning.

**3. IDS PhD Program: Disciplinary Dynamics and Sustainability.** *Marina Pluzhenskaya, Dalhousie University*

**Abstract:** The presentation focuses on the Interdisciplinary doctoral program at Dalhousie University, home to more than 100 students representing all knowledge domains. It has complex and constantly changing disciplinary structure. Understanding this structure and the dynamics of the current disciplinary sub-cultures is crucial in order to keep the program sustainable. Mapping disciplines and their clusters is an integral part of this process. The presentation describes the program’s

		disciplinary landscape. It also focuses on the program's social networks, which facilitate collaboration within the program and the university in general.
Bay Room 1:30 pm - 2:45 pm		<p style="text-align: center;"><b>THE IDS RESEARCH PROCESS</b></p> <p><b>Teaching with Repko: The IDS Process and the Sustainability of Undergraduate Education.</b> <i>Rick Szostak</i>, University of Alberta, <i>James Welch IV</i>, University of Texas at Arlington, <i>Ria van der Lecq</i>, Utrecht University, <i>Tracy Zeman</i>, University of Illinois at Springfield &amp; <i>Machiel Keestra</i>, University of Amsterdam</p> <p><b>Abstract:</b> Interdisciplinary research is taught to undergraduates variously at the introductory level, in a research methods course and as part of a capstone senior seminar. Allen Repko's <i>Interdisciplinary Research: Process and Theory</i> provides a step-by-step process for sustainable interdisciplinary research at the undergraduate level. The research process requires, as a companion piece, active student participation, through either individual or group work. The panelists will share the pedagogical approaches that worked for them when teaching Repko's research process in a variety of programs and courses.</p>

2:45 pm - 4:00 pm		<b>SESSION VII</b>
Coronado Room 2:45 pm - 4:00 pm		<p style="text-align: center;"><b>WRITING SUSTAINABILITY AND INTERDISCIPLINARITY</b></p> <p><b>1. Ancient Rhetoric and Contemporary Sustainability.</b> <i>Adam Kissel</i>, University of Chicago</p> <p><b>Abstract:</b> Ancient rhetoric provides a holistic framework for interdisciplinary integration of the widest diversity of ethical views by means of stasis theory. Stasis theory provides a set of <i>topoi</i> or non-disciplinary commonplaces for sustainability studies. Developing a common set of non-disciplinary questions and topics gives all disciplines an equal place at the table. An interesting feature of a stasis framework is its ability to incorporate diverse ethical views even in unanimous agreements.</p> <p><b>2. Re-Envisioning Ecomposition: The Rhetoric of Sustainable Energy and the Ecology of Writing.</b> <i>Kimberly Moekle</i>, Stanford University</p> <p><b>Abstract:</b> This talk uses the case-study of a course I teach at Stanford University entitled, "A Planet on Edge: The Rhetoric of Sustainable Energy," to demonstrate the role of discourse in the urgent dilemma of meeting the world's increasing demand for power while avoiding destruction of the environment. I argue that combining "ecomposition" with the study of environmental pragmatism can give students the power to consider the reciprocal impacts between rhetoric, nature, and place.</p> <p><b>3. Sustainability for Everyone: Trespassing Disciplinary Boundaries.</b> <i>Douglas Klahr</i>, University of Texas at Arlington</p> <p><b>Abstract:</b> This proposal is a panel discussion of university educators who have taught interdisciplinary courses about sustainability, as opposed discipline-specific ones. The syllabus of a course that I taught in Fall 2009 - Sustainability for Everyone: Trespassing Disciplinary Boundaries - will be used an example. The environmental, philosophical, societal, and economic realms of sustainability were studied, underscoring how interconnected all four are with one another. Such interdisciplinary courses offer promising venues for increasing campus-wide sustainability literacy.</p>

La Jolla Room  
2:45 pm - 4:00 pm

## TEACHING, RESEARCH AND PRACTICE

### 1. Pedagogies of Eco-racism and Sustainability: Integrating the Environment in Diversity Classes. *Rachel Peterson*, Grand Valley State University

**Abstract:** This presentation will explore methods that can be employed to integrate sustainability into classes that focus on issues of diversity and inequalities. Addressing the impact of pollution, housing conditions, and the absence of sustainable structures and practices in oppressed communities promotes a broader understanding of the multiple components to sustainability. Thus discussions of Hurricane Katrina, from the initial disaster to the failure to rebuild and relocate with sustainability in mind, for example, can bridge the gap between the environment, institutional inequalities, and our ethical responsibilities as citizens.

### 2. Sustainability in Practice. *Melissa Baker-Boosamra*, Grand Valley State University

**Abstract:** This presentation will showcase Sustainability in Practice (LIB 491), a directed practicum course, engaging undergraduate students in concurrently exploring the theory and practice of sustainability. The pedagogy of this course is based on Freire's model of popular education, and allows for students to learn with and directly from community partners, student peers and faculty, as well as their respective hands-on experience in the practice of sustainability. This course attempts to encourage students to examine the underlying systems / beliefs / practices that have created a need for the sustainability movement, and thus attempts to move students beyond "greening" our current paradigm and into imagining and co-creating an alternative to our current unsustainable way of life.

### 3. Can Hegel and Hitchcock Come Together? Theorizing Sustainable Interdisciplinarity as Praxis. *Azfar Hussain*, Grand Valley State University

**Abstract:** Drawing on such contemporary continental philosophers as Alain Badiou and Slavoj Zizek, ones who make connections between Hegel and Hitchcock, I theorize interdisciplinarity as a conscious, overdetermined "worldly" practice. I argue that such a practice arises out of--among other things--the need to make connections among otherwise scattered and disparate phenomena, while finally I move in the direction of focusing on the pedagogical implications and applications of a "sustainable" and engaged interdisciplinarity--one that, as I further argue, is likely to help us understand how unequal power-relations continue to inform and inflect the practices of our everyday life.

### 4. Integration and Local Democracy as Methods of Change. *Judy D. Whipps*, Grand Valley State University

**Abstract:** Mary Parker Follett was involved in social change movements in the early part of the 20<sup>th</sup> century. As she developed her theoretical and practical work, she came to advocate "integration" and local democracy as a method of problem solving and social progress. Her work was utilized primarily in business and she came to be known as the "prophet of management." This paper investigates Follett's innovations and compares her approach of local democracy with that of contemporary sustainability advocate Vandana Shiva.

Del Mar Room  
2:45 pm - 4:00 pm

#### SERVICE LEARNING

**1. So Things Don't Fall Apart: Sustainability as an Integrative Study.** *Andrew Wingfield & Michael Gilmore, George Mason University*

**Abstract:** This presentation will share some best practices for teaching sustainability in specific courses, with special emphasis on using service learning and other forms of experiential learning to enrich academic learning and foster a sustainability ethic among students. It will also share insights gleaned from participation in the development of sustainability degree programs, paying particular attention to the unique and essential contribution an integrative studies program can make to designing and delivering a coherent and fully integrative sustainability studies curriculum.

**2. Civic Environmentalism: Creating a Sustainable Ethic of Service Learning.** *Scott L. Crabbill & Julie Borkin, Oakland University*

**Abstract:** Troubled by an assignment or grade driven ethic in service learning, we introduce and explain what we've dubbed a 'civic environmentalism' model of service learning. Utilizing Repko's integrative learning process, service learning becomes a site for interdisciplinary process, research, and engagement with the community. Prompted by scholarly inquiry, students form interdisciplinary work groups and partner with community organizations targeting integrative research questions, partnering integrative theory with its commitment to civic engagement and sustainable learning outcomes.

Bay Room  
2:45 pm - 4:00 pm

#### SUSTAINING PERSONAL DEVELOPMENT

**Personal Ecology: Sustaining Our Selves While Sustaining Our World.** *Gretchen Schulz, Emory University, Linda Wiener, St. John's College, Barbara (Bobbi) Patterson, Emory University, & Kay Stewart, Emory University,*

**Abstract:** The professors collaborating in this panel have emerged from disciplinary backgrounds in English, biology, religion, and physical education to become interdisciplinarians (by philosophy and practice if not by title). Each does work which involves sustainability defined to include the inner world as well as the world without. Their papers will address the way their work reflects the life-sustaining interdependence of all aspects of the ecological whole which is integrated human being.

4:00 pm - 4:15 pm

Afternoon Green Break

4:15 pm - 5:15 pm		<b>SESSION VIII</b>
Coronado Room		<b>TEACHING AND COMMUNICATING ETHICS AND CHANGE</b>
4:15 pm - 5:15 pm		<p><b>1. Re-imagining Teaching and Learning: Interdisciplinary Teaching as a Mechanism for Change.</b> <i>Flossie Chua &amp; Veronica Boix Mansilla</i>, Harvard University</p> <p><b>Abstract:</b> Our analysis of longitudinal data on twelve teachers' experiences in interdisciplinary teaching found that several teachers moved from seeing disciplines as content to viewing them as lenses and tools for engaging multifaceted problems; others reconsidered interdisciplinary teaching in more sophisticated ways; and most reframed their professional identity from deliverers of information to facilitators of real-world learning. These findings suggest that interdisciplinary teaching engages teachers in re-imagining their role and seeing new possibilities in the classroom.</p> <p><b>2. Reaching the Multimedia Generation: Using Movies to Explore Ethics and Moral Development.</b> <i>Brooke J. Cannon</i>, Marywood University</p> <p><b>Abstract:</b> Today's college students are part of the multimedia generation and methods of instruction need to change accordingly. Capitalizing on the students' preference for video media, popular and classic movies were used to teach ethics and moral development. Combining the areas of film studies, psychology, and ethics, students produced written critical analyses of movies, applying biomedical and professional ethics and evaluating characters' levels of moral development</p> <p><b>3. A Feeling for the Planet: Total Earth Science, Integral Perceptualization and the New Story.</b> <i>Ronan Hallowell</i>, New Roads High School</p> <p><b>Abstract:</b> The author shows and discusses new approaches to using scientific visualization, digital research tools, rhetorically sound research presentation, systems thinking, modes of affective involvement and artistic expression to engage students, professionals and the general public in a reflection upon the relationship between human civilization and the whole Earth System. This 'integral perceptualization' employs whole-brain cognitive strategies that unite knowing, feeling, creativity and wisdom to foster solutions to our most pressing problems.</p>

La Jolla Room  
4:15 pm - 5:15 pm

#### SACRED PLACES AND SPIRITUALITY

##### **The Power of Sacred Places in Nature. *Michael Schrynenmakers*, Sacred Heart University**

**Abstract:** Debates over whether and how certain places in nature should be conserved involve conflicting values. A multi-disciplinary perspective on why certain places in nature are regarded as sacred is necessary to understand and evaluate the sources of such conflicts. I will provide such a perspective by presenting sections of an interdisciplinary module that I have developed with my colleagues in Physics, Philosophy, Anthropology, and English Literature.

#### ETHICS OF CARING

##### **An Ethic of Care – Foundations of an Ethics Relevant to Complexity Science and Sustainable Practice. *Chris Francovich*, Gonzaga University**

**Abstract:** The work of Nell Noddings persists as a call to reassess and reevaluate ethics and ethics education. Her recognition that ethical behavior emerges in the context of actual relationships with a direct connection to the biology of reproduction and sustenance signals a fundamental watershed in ethical theorizing. Connecting the biological with the social to realize the ethical is of fundamental importance in leadership studies as well as other interdisciplinary and transdisciplinary efforts.

Del Mar Room  
4:15 pm - 5:15 pm

#### SUSTAINABILITY THROUGH HIGHER EDUCATION COMMUNITIES

##### **Integrating Ends and Means: A Guided Discussion on Creating Interdisciplinary Processes in Higher Education and Communities to Build a Sustainable Future. *Karen Moranski*, University of Illinois at Springfield & *John Fitch*, Florida Gulf Coast University**

**Abstract:** In a discussion format facilitated by the co-presenters, this session aims to explore the importance of process in creating sustainable interdisciplinary thinking and problem-solving in higher education and in the community at large. The presenters will provide a set of models and examples to promote discussion regarding the importance of interdisciplinary process and problem-solving by making explicit the assumptions that govern our decision-making in building a sustainable future.

Bay Room  
4:15 pm - 5:15 pm

#### SUSTAINABLE JUSTICE

##### **Can "Right Relation" Be Built On Shame?: An Interdisciplinary Inquiry into Shame Practices, Latino Ethnicity, and Restorative Justice. *Stephanie Fetta*, University of California, Irvine & *Alan Mobley*, San Diego State University**

**Abstract:** Cost effectiveness and growing rates of incarceration have threatened the sustainability of contemporary models of criminal justice and have cultivated a willingness to consider significant justice reforms. Restorative justice (RJ) is a leading alternative framework that eschews punishment in favor of “healing” through direct conversation, apology, and the victim’s forgiveness. The affective lynchpin of this process establishes a sense of shame in the offender. Leading advocates of RJ have yet to deeply consider the implications of shaming at the center of this process, or how RJ may become an inadvertent venue that further institutionalizes racism. In this paper, we discuss ways in which shame emotionally frames the emergence and maintenance of racism in America. We then move to consider the specific impact of shame on Latino participants in restorative justice. Such a discussion speaks to the ethics, and ultimately, the viability and of this alternative model of criminal justice.

5:45 pm Depart	Dinner Circles at local restaurants Circle attendees gather in Hotel Registration area
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SATURDAY, October 9, 2010

8:00 am - 4:00 pm	Registration
8:00 am - 9:00 am	<p style="text-align: center;">Continental Breakfast &amp; GUIDE Sessions</p> <p>GUIDE sessions will include: SoTL, Gretchen Schulz; job search, Tanya Augsburg, and James Welch IV; administration, Karen Moranski; curriculum, Bill Newell and Pauline Gagnon; international connections, Machiel Keestra and Lorraine Marshall (tentative); honors programs, Karen Kirkendall (tentative); teaching from Repko, Rick Szostak; hosting a conference, Roz Schindler.</p>

9:00 am - 10:15 am		<b>SESSION IX</b>
Coronado Room 9:00 am - 10:15 am	Book Exhibits Open	<p style="text-align: center;"><b>GLOBALIZATION, ETHICS AND SUSTAINABILITY</b></p> <p><b>1. Consuming Wal-Mart's Ethics: A Sustainable Shade of Green? <i>Christy Newton</i></b></p> <p><b>Abstract:</b> Wal-Mart presents itself as a company concerned about sustainability and the well-being of communities. However, Wal-Mart is sustained by the practices of consumerism, and the encouragement of consumerism counteracts the practices of environmental sustainability and the ethical stewardship of resources. Weaving interdisciplinary connections among theological ethics and critical studies of consumerism and sustainability, this paper explores how substantive green efforts are to corporate culture and the theological and ethical implications of these claims.</p> <p><b>2. Capitalism, Globalization, and Sustainability. <i>Richard Castellana</i>, Fairleigh Dickinson University</b></p> <p><b>Abstract:</b> Speth and Barnes argue that modern capitalism, as it is presently constituted, is incompatible with a sustainable environment. Their arguments and solutions are reviewed and evaluated.</p> <p><b>3. Moving Toward the Steady State. <i>Erik E. Guzik</i>, University of Science and Arts of Oklahoma</b></p> <p><b>Abstract:</b> Though economic theory and policy has long focused on the desirability of economic growth, an important strand of economic thought has explored what has been variously deemed the stationary or steady state. This paper reviews the rich literature relating to the stationary state economy, including contributions from Plato, Smith, Malthus, Mill, Veblen, and Georgescu-Roegen. Based on a reading of this literature, the paper concludes by suggesting policies necessary to realize and sustain stationary state economies.</p>

La Jolla Room 9:00 am - 10:15 am	<p style="text-align: center;"><b>SUSTAINING INTERDISCIPLINARY EDUCATION</b></p> <p><b>Sustaining Interdisciplinary Education at San Francisco State University.</b> <i>Tanya Augsburg, Ann Hallam, Gerald Shapiro, Raymond Trautman &amp; Jeff Jacoby, San Francisco State University</i></p> <p><b>Abstract:</b> The current budgetary crisis in California has necessitated the envisioning of new pathways for sustaining interdisciplinary education at San Francisco State. Members of the University Council (UIC) Ann Hallum, Raymond Trautman, Jerald Shapiro, Jeff Jacoby, and Tanya Augsburg will report on initiatives currently underway at SF State. The panelists will also engage in a collective dialogue addressing the sustainability of interdisciplinary education at SF State and at other campuses within the California State University system.</p>
Del Mar Room 9:00 am - 10:15 am	<p style="text-align: center;"><b>SCHOLARSHIP OF TEACHING AND LEARNING (SoTL)</b></p> <p><b>Integrating the Scholarship of Teaching and Learning into Integrative Studies.</b> <i>Gretchen Schulz, Emory University, Mary Huber, Carnegie Foundation for the Advancement of Teaching Veronica Boix Mansilla Harvard University &amp; Colleen Tremonte, Michigan State University</i></p> <p><b>Abstract:</b> Following Boyer, faculty research into pedagogical practices and the theory underlying such practices, using the same sort of rigor in preparation, procedure, and processing of results as in traditional scholarship has produced a wealth of insights in numerous books and articles devoted to SoTL. However, relatively little of the excellent work now being done involves interdisciplinary or integrative teaching and learning. The Association for Integrative Studies wishes to further the integration of SoTL into integrative studies. This panel of experts in the Scholarship of Interdisciplinary Teaching and Learning are all well qualified to review work done and yet to be done in this long under-represented research in integrative studies.</p>
Bay Room 9:00 am - 10:15 am	<p style="text-align: center;"><b>EMERGING SCHOLARS: FROM DOCTORATE TO SCHOLAR</b></p> <p><b>Emerging Scholars Forum-The Sustainability of Interdisciplinarity.</b> Moderator: <i>James Welch IV, University of Texas at Arlington, Panelists: Matthew Farris, Graduate Theological Union, Katie Grainger, Wofford College, Jordan Hill, Virginia Polytechnic Institute and State University, Adam Kissel, Foundation for Individual Rights in Education, Nick Sousanis, Teachers College, Columbia University.</i></p> <p><b>Abstract:</b> This is an opportunity for graduate students to exchange hopes, concerns and ideas with established interdisciplinarians. We will particularly address issues of the sustainability of interdisciplinary studies. This is an open forum and all graduate students are especially welcome to attend.</p>
10:15 am - 10:30 am	<p style="text-align: center;">Morning Green Break</p>

10:30 am - 11:45 am		SESSION X
Coronado Room 10:30 am - 11:45 am		<p style="text-align: center;"><b>ASPECT: "SITES" AND THEIR CONTENTIONS: AN INTEGRATIVE LOOK AT THE SPACIAL TURN</b></p> <p><b>1. Acoustic Ecology and Everyday Life.</b> <i>Michael Butera</i>, Virginia Polytechnic Institute and State University</p> <p><b>Abstract:</b> As a science, Acoustic Ecology generally concerns itself with the preservation of natural sites beyond the noise of human industry. I would like to expand this discussion to include the lived experience of humans: in homes, workspaces, and even classrooms. By incorporating a phenomenology of audition with a sociology of spatial appropriation, the concept of "Nature" is extended to include the healthy practice of humans and not merely posited in opposition to it.</p> <p><b>2. Destined to Fail: Tracing Discourse of the Long Civil Rights Movement.</b> <i>Jordan Hill</i>, Virginia Polytechnic Institute and State University</p> <p><b>Abstract:</b> This paper will work to expand the scholarly horizons of social movement theory by looking at a case study of the 1968 Resurrection City on the mall in Washington D.C. By looking at the discourses that shaped, structured, and critiqued the event itself, there emerge rough outlines of the discursive formations that both relegated Resurrection City a "failure" and have limited disciplinary insights into the long civil rights movement more generally.</p> <p><b>3. Razors and Research: The Disfigurement of Africana art.</b> <i>Pamela Mullins-Baker</i>, Virginia Polytechnic Institute and State University</p> <p><b>Abstract:</b> This paper is an examination of how much of the existing scholarship has depleted or damaged the representation of Africana art using the razor of enlightenment. The razor scholarship creates temporary neat borders of identification. Subjects/objects, however, remain elusive slipping out of the microscopic focus avoiding any simple explanations. In order to understand Africana art one must re-focus and re-center the scholarship via Afrocentricity and interdisciplinarity while being mindful of the distortion and destruction the razor creates.</p> <p><b>4. Between Disgust and Hope in American Public Life; Henry Adams On the Importance of Private Spaces in his Novel Democracy.</b> <i>Alfonso Vergaray</i>, Virginia Polytechnic Institute and State University</p> <p><b>Abstract:</b> This paper reinterprets Henry Adams's literary work, Democracy: An American Novel, in light of its historical context, in order to clarify his political thought. In particular, the novel reveals that only in private spaces is there real hope to reform public leaders. Reform is necessary since those attracted to democratic leadership are particularly prone to fall into the temptations of public life; flattery, desire for legacy, and power. Hence the political and ethical problem of dirty hands is most fully exposed in a democratic regime.</p> <p><b>5. Understanding our World though Haiti and the Racial Contract.</b> <i>Marc Thomas</i>, Virginia Polytechnic Institute and State University</p> <p><b>Abstract:</b> My presentation will include an examination of Haitian history to show that the country's present situation is best explained by Charles Mill's race-based exploitation theory. I will specifically highlight the periods of enslavement, colonization, military occupation and the supply of aid. I intend as well to offer my thoughts on the future of Haiti and examine methods that could facilitate the nullification of the Racial Contract globally.</p>

La Jolla Room  
10:30 am - 11:45 am

## COLLECTIVE AND SOCIAL RESPONSIBILITY

### 1. Corporate Social Responsibility: A Crucible for Sustainability Concerns and an Opportunity for Integrative Learning. *Stephanie R. deLusé, Arizona State University*

**Abstract:** Corporate Social Responsibility (CSR) is a contested concept and practice. Whether considered as PR spin or a pursuit of integrity, CSR can impact sustainability in the organization, the community, and the planet. Beyond economic and shareholder concerns, considering the broader range of stakeholders makes CSR— whether one is for or against it—a multi-faceted concept that invites interdisciplinary consideration and can be used as an integrative learning tool.

### 2. Corporate Social Responsibility in the Leisure, Recreation, and Tourism Industry. *Vinod Sasidharan, San Diego State University*

**Abstract:** Leading enterprises and organizations in leisure, recreation, and tourism can not only play a significant role in educating and directing the industry regarding ways to go beyond the “green” rhetoric, but can also champion the adoption of sustainability practices which will be crucial for enhanced competitiveness, brand loyalty, corporate social responsibility, innovation and overall community well-being. The purpose of this presentation is to propose tangible and measurable solutions to encourage sustainability practices within all segments of the leisure, recreation, and tourism industry.

### 3. Efficiency, Equity and Longevity: An Evaluation of Argentina's Recovered Firms. *Alexandra Reese, Hampshire College*

**Abstract:** Out of Argentina's 2001 crisis sprang a movement of worker cooperatives (WCs) collectively called the *empresas recuperadas* (recovered firms). Deemed unprofitable and closed prior to the 2001 crisis, these firms are now viable labor owned and managed companies. Through the results of participatory research I conducted at the printing cooperative Chilavert and formal interviews, five at five other recovered firms, I explore the collective success of WCs as both economic and community development institutions.

Del Mar Room  
10:30 am - 11:45 am

## SUSTAINING INTEGRATIVE PEDAGOGY

### 1. Sustaining Interdisciplinary Pedagogy Across First Year Units. *Lorraine Marshall, Murdoch University*

**Abstract:** A culture of acceptance, accommodating policies and structures, staff dedication, the lack of a serious threat to the disciplines, and a driving interest in achieving learning outcomes have ensured the survival over three decades of a program of first year interdisciplinary units. Recent new policies and pedagogical processes have been implemented to ensure the sustainability of this one enduring campus wide focus on interdisciplinarity in a culture that speaks the rhetoric of interdisciplinarity but not always the actuality.

### 2. The Bigger Sustainability Gets, the Greater its Risk of Falling Apart. *Adam Kissel, University of Chicago*

**Abstract:** As sustainability becomes more interdisciplinary and more integrated, latecomers may feel that decisions have already been made without them, outsiders may find that the combination of environmental, political, social, economic, and ethics agendas is too much to swallow, and insiders may drop out because of disagreement on specific issues. The University of Delaware's sustainability education program is a key example of interdisciplinary failure and questionable ethics, providing important lessons for education for sustainability (EFS) programs.

	<p><b>3. Teaching and Learning Interdisciplinary Thinking in Life Sciences Higher Education.</b> <i>Elsbeth Spelt</i>, Wageningen University</p> <p><b>Abstract:</b> Interdisciplinary thinking as a skill appears to be of value to life sciences higher education students and those in employment. For example, to deal with sustainability issues like climate change, energy and water shortage. The presentation will focus on: 'How can interdisciplinary thinking be developed in life sciences higher education?' Relevant activities will be based on preliminary empirical research, followed by discussion of the importance of these teaching and learning activities in educational practice.</p> <p><b>4. Teaching Integrative Thinking Skills Using <i>The Opposable Mind</i>.</b> <i>Kelly Nelson</i>, Arizona State University</p> <p><b>Abstract:</b> This presentation shares a teaching module on integrative thinking that I designed for an interdisciplinary senior seminar. First I'll introduce the model of integrative thinking developed by business school dean Roger Martin in his book <i>The Opposable Mind</i> (2009). Then I'll share how I incorporated Martin's model in my class. I'll conclude with an evaluation of this model as a teaching tool in undergraduate interdisciplinary classes.</p>
Bay Room 10:30 am - 11:45 am	<b>INTERDISCIPLINARY HONORS</b>  <b>Establishing an Interdisciplinary Honor Society for Undergraduates.</b> <i>Pauline Gagnon</i> , University of West Georgia <i>Peter Wakefield</i> , Emory University, <i>Richard Matlak &amp; Colleen Curran</i> , College of the Holy Cross
12:00 pm - 1:45 pm	<p><b>Abstract:</b> This roundtable is a result of past discussions on the AIS Interdis listserv where the issue was originally raised. This discussion should serve as gauge of whether or not the organization should pursue the establishment of such a society.</p> <p style="text-align: center;">Lunch</p> <p><b>Keynote Address:</b> "Ethics, Climate and Disinformation: How Should an Interdisciplinarian Respond?" <i>Dr. Naomi Oreskes</i>, Professor of History and Science Studies, Provost of University of California San Diego's Sixth College. Introduction by <i>Dr. Michael Kalichman</i>, Director, Center for Ethics in Science and Technology</p>
2:00 pm - 3:00 pm	<b>SESSION XI</b>
2:00 pm - 3:00 pm	<p style="text-align: center;"><b>AUTHOR MEETS CRITICS</b></p> <p>Discussion of her book, <i>Merchants of Doubt: How a Handful of Scientists Obscure the Truth about Climate Change</i>. <i>Naomi Oreskes</i></p>

Coronado Room  
2:00 pm - 3:00 pm

#### CONCEPTS OR BUZZWORDS

##### 1. Fuzzy Buzzwords and Interdisciplinarity: Sustainability vs. Sustainable Development. *Tih-Fen Ting, University of Illinois - Springfield*

**Abstract:** “Sustainability” and “sustainable development” are becoming more and more widely used in all sectors of the society. However, the terms still remain rarely defined by consensus and are often influenced by different core values of different groups. The fuzziness in the conceptualizations of these terms leads to challenges of designing and delivering a true, interdisciplinary education in “sustainability.” This paper will discuss the challenges of overcoming disciplinary ideologies for a truly interdisciplinary education in sustainability.

##### 2. Concept Theory. *Rick Szostak, University of Alberta*

**Abstract:** This presentation will review concept theory and urge a pragmatic rationalist approach to concepts whereby we attempt when possible to break complex concepts into more basic concepts. It is argued that understanding across disciplines or groups is more feasible in terms of basic concepts: the phenomena that compose the world and the relationships that exist among these. The presentation will discuss how the concept of sustainability can be understood in this manner.

Del Mar Room  
2:00 pm - 3:00 pm

#### SUSTAINABILITY ETHICS

##### 1. Sustainability Ethics: An Eco-Existentialist Approach to Fostering Sustainability. *Betty Woodman, Emory University*

**Abstract:** *Sustainability Ethics* explores a practical ethics for sustainability initiatives, considering existentialist notions of freedom and responsibility within the context of ecological interconnection. Relying on philosophical and ethical analyses of freedom, responsibility, creativity, and citizenship, this paper explores the applicability of ecological notions of citizenship and identity to the question of sustainability education and teaching approaches.

##### 2. Food for Thought: Integrated Pedagogy and Sustainability Ethics. *Betsy L. F. Hall, Illinois College*

**Abstract:** My course “Food for Thought: Rhetoric of the Edible” focuses on sustainability in myriad ways. Studying food, and food rhetoric, inherently focuses on sustainability for it raises the question: how can we ensure that our food growing, packaging, transportation, and consumption practices are ethical and/or sustainable? This presentation provides an overview of the course pedagogy and curriculum, offering a model for institutions seeking ways to integrate sustainability ethics into first-year experience coursework from multi-disciplinary perspectives.

Bay Room 2:00 pm - 3:00 pm	<p style="text-align: center;"><b>LOVE, LIBERALISM AND LEGAL SYSTEMS: AN INTERDISCIPLINARY SYMPOSIUM ON SUSTAINABILITY</b></p> <p><b>1. Fraught with Ought: Love's Labor and Hope's Reward.</b> <i>Darren Iammarino &amp; Mark Wheeler, San Diego State University</i></p> <p><b>Abstract:</b> Building on recent work on moral psychology and action theory, we explain the origin and authority of normativity in terms of the motives of love and care. In order to construct normative frameworks within which to pursue sustainable relations among ourselves, other living things, and the world (broadly conceived) in which we act, we must foster appropriate loves and cares. However, we often despair when confronted with the scope and demands of such expansive ethical responsibility. We argue that the proper purpose of religion is, and always has been, to defeat such desperation and to foster our capacity for love and care. Our work draws on that of Ernst Bloch, Paul Tillich, Harry Frankfurt, Martha Nussbaum, Amartya Sen, and Bennet Helm, and synthesizes ideas from the disciplines of philosophy, psychology, sociology, and religious studies.</p> <p><b>2. The Evolution of Legal Systems.</b> <i>Jeff Downard, Northern Arizona University</i></p> <p><b>Abstract:</b> What are the conditions necessary for the healthy growth of legal systems? I will suggest that a better understanding of the conditions necessary for real relations of reciprocity between the internal and external connections within and between human beings and the natural world is essential for finding an adequate answer.</p> <p><b>3. How the Ethics of Care Can Transform Politics.</b> <i>Dwight Furrow, San Diego Mesa College</i></p> <p><b>Abstract:</b> Some of the chief political difficulties we face today, such as promoting sustainable lifestyles, can be traced to mistaken assumptions in the theoretical support for liberalism. Traditional liberal theory leads to an excessively managerial liberalism that is unattractive to many voters. I then suggest an alternative way of understanding liberalism based on recent work in moral psychology that supports an ethic of care.</p>
3:00pm - 3:15pm	Afternoon Green Break

3:15 pm - 4:30 pm		<b>SESSION XII</b>
Coronado Room 3:15 pm - 4:30 pm		<p style="text-align: center;"><b>THEORIES OF ETHICS AND SUSTAINABILITY</b></p> <p><b>1. Sculpting a Sustainable 'Space of Actions.'</b> <i>Philosophical and Neuro-Ethical Considerations of the Current Moral Action Overload.</i> <i>Machiel Keestra, University of Amsterdam</i></p> <p><b>Abstract:</b> Philosophical theories of planning agency and neuro-ethical perspectives focus on individual action policies and small scale interactions. The consequences of various globalizations - which has resulted in a 'moral action overload' - has</p>

	<p>ground-breaking work: <i>Sex, Ecology, Spirituality</i> (1995). The theory is then linked to what Wilber calls “The Basic Moral Intuition.”</p> <p><b>3. Tarrying with the Parallax View. Patrick Gamsby, Laurentian University</b></p> <p><b>Abstract:</b> Slavoj Žižek is one of the world’s leading intellectuals. Through his unique interdisciplinary lens he has analyzed a vast array of topics ranging from popular culture to Plato. His most recent work confronts ethical and environmental issues in ways that can be described as dumbfounding and counterintuitive, yet they are undoubtedly thought-provoking and deserving of serious consideration. This paper will discuss Žižek’s innovative thinking on the topics of ethics and sustainability, along with providing a model based on Žižek’s work for sustainability in integrative studies.</p>
<p><b>La Jolla Room</b>  <b>3:15 p m - 4:30 p m</b></p>	<p style="text-align: center;"><b>OUT OF DOORS</b></p> <p><b>Inside/Outside—Valuations and Perspectives on the Out-Of-Doors. Peter Wakefield, Emory University, James Hall (moderator), University of Alabama Tuscaloosa, Kevin Corrigan, Emory University, Ellen Griffith Spears, University of Alabama Tuscaloosa &amp; Arri Eisen, Emory University.</b></p> <p><b>Session Abstract:</b> The four members of this panel worked with various colleagues to move Emory University toward more sustainability-oriented policies, programs and structures, efforts that culminated in 2009 with the establishment of a Sustainability Minor. The panel will not be a report on best practices, though the presenters draw on collegiality fostered through their multiple collaborations, many under the auspices of Emory’s Graduate Institute of Liberal Arts.</p> <p><b>1. Out-of-doors and out-of-control: Toxic knowledge and chemical regulation in the United States, Ellen Spears, University of Alabama Tuscaloosa</b></p> <p><b>Abstract:</b> Examining U.S. policy toward controlling toxic chemicals provides an excellent opportunity for making explicit the link between ethics, creating sustainable places, and interdisciplinary teaching and learning. This paper reflects on teaching the development of U.S. environmental policy on controlling chemicals, as embodied in the Toxic Substances Control Act of 1976 (TSCA) and the TSCA reform legislation under consideration in Congress in 2010. A case study approach, frequently employed in teaching ethics, encourages integrative learning. Such an approach allows students to explore questions of toxic knowledge and uncertainty regarding the impact of chemicals on human bodies in their environments, to assess the impact of international chemical regulation on U.S. policy, and to reflect on the ethical dimensions of synthetic chemical interventions in nature.</p> <p><b>2. To Teach in a Place—situated pedagogies of sustainability and ethics, Peter Wakefield, Emory University</b></p> <p><b>Abstract:</b> In Plato’s <i>Phaedrus</i>, we find one of the earliest attempts to raise a specific place, including its natural vegetation and fauna, to the level of philosophical attention and analysis. Plato’s dialogue surprises readers with its attentiveness to the summer sounds of cicadas, the shade along a river, and caresses of long grass growing there—all uncharacteristically sensual images for Plato. The <i>Phaedrus</i> uses this natural setting not only to introduce an ethical discussion about love, but to ridicule contemporary scientific accounts of nature that would rob it of its mythical dimensions. My paper begins with an examination of Plato’s use of the out-of-doors as an element of human experience that invokes transcendent dimensions of origin, luck, and the erotic. I argue that the notion of place, as it occurs in discussions of ethics and sustainability, derives more specifically from imaginations of history, order (noxious or beneficial), and vulnerability, all of which are provoked pedagogically by taking students out of the classroom and into campus surroundings.</p>

**3. Presentation title: Inside/outside: a cancer case study for a sustainability minor core course, Arri Eisen, Emory University.**

**Abstract:** In Fall 2010, we are launching a new minor in sustainability at Emory. The minor and course represent the culmination of many grassroots efforts at faculty and staff development throughout campus. The core course, taught by a diversity of faculty, uses case studies to teach sustainability across disciplines. Here we describe the use of cancer as a case study—how its causes and treatment are symbolic of non-sustainable approaches to health and wellness at many levels: cancer as a breakdown of nature's way of sustaining/maintaining itself and its cells and tissues; cancer as a result of humans' failure to sustainably address our engagement with the environment (at the basic level of food, water, air and energy production); cancer as an example of non-sustainable research and health-care focus (treat the disease, not the causes, massive investment in basic research); cancer as a metaphor for what happens when we don't maintain/sustain, from cellular to societal levels.

**4. The out-of-doors perspective from two different angles, Kevin Corrigan, Emory University**

**Abstract:** This paper looks at two different angles of the big question of sustainability. From one historical, environmental angle, Plato's *Phaedrus* is one of the most spectacular examples of an out-of-doors dialogue in the history of thought. It also provides indirect evidence that the first environmental ban we know of on the use of tanning fluids/materials in a polluted river (in 429 BCE) was in fact successful since the Ilissus is in a much purer condition by the time of writing of the *Phaedrus*. From another somewhat unfamiliar, but equally important angle for thinking about the environment, Aristotle's notion of mind or self-dependent energy as the root of sustainability is not just of antiquarian interest. Aristotle famously calls Mind in the highest sense the Unmoved Mover, but in another work he less famously refers to mind as "from out-of-doors". This paper will examine some of the implications of such a view for contemporary thought in part by an analysis of what Aristotle has to say in the *De Generatione Animalium*, *Metaphysics* and *Nicomachean Ethics*.

**Del Mar Room**

3:15 pm - 4:30 pm

**ONLINE ETHICS AND SUSTAINABILITY****1. Teaching Sustainable-Paperless Classrooms. *Kirsten Allen Bartels & Justin Pettibone*, Grand Valley State University**

**Abstract:** An interactive discussion on teaching sustainably highlighting the challenges and rewards of paperless teaching, this discussion has practical applications for methodology and pedagogy both for teaching about sustainability and teaching sustainability by example. The presenters co-founded a Paperless Teaching Initiative, which pedagogically addresses the triple-bottom line of sustainability and has impacted not only their students, but the instructors as well. Ideas, challenges, and solutions shall be openly discussed and explored.

**2. Integrating Ethics and Environmental Science in Online Education: An Interdisciplinary Approach to Sustainability Education. *Michele Hinton-Riley, Celine Santiago Bass, Maureen Foley, Russell Fail*, Kaplan University**

**Abstract:** Faculty and department chairs from Kaplan University's Science and Humanities Departments present their approach of integrating the disciplines of ethics and environmental science in the online classroom. By communicating and coordinating online curriculum, knowledge experts from both fields are able to educate students on environmental sustainability. The rationale for an interdisciplinary approach is provided with a discussion of how this approach enriches the educational experience for the online student.

**Bay Room**

3:15 pm - 4:30 pm

**REPRESENTING ETHICS AND SUSTAINABILITY THROUGH THEATRE AND ART****1. Students and Sustainability: The Theatrical Imagination. *Heidi Upton* St. John's University & *Melanie Moyer Williams*, Red Fern Theatre**

**Abstract:** This workshop will focus on how theatre can be a catalyst for social imagination about sustainability by reporting on a partnership between Dr. Heidi Upton, St. John's University, Melanie Williams, Red Fern Theatre and students in a core course, The Creative Process. Participants will imagine glimpses of their own, as did students in this project, into a time not so distant when resources, now a matter of social concern, may be a problematic factor in everyday life.

**2. Transdisciplinarity: Multiples in Art Practice, *Brian Gillis*, University of Oregon**

**Abstract:** Perhaps the definition of a multiple can be expanded through an investigation of contemporary art. Traditionally, multiples are defined as ready-mades or such that are produced in editions where an original might be used more as a pattern than original work of art. *Transdisciplinarity: Multiples in Art Practice* will present a survey of contemporary art while introducing the possibility of industrial processing, repetition as compositional strategy, and repetitive action as well as links to science, journalism, and economics as possible contributors to an expanded definition of both a multiple and contemporary art practice at large.

**Evening on your own**

Dinner on your own. Enjoy San Diego!

Sunday, October 10, 2010

7:30 am - 8:30 am		AIS Board meeting
7:30 am - 9:00 am		Continental Breakfast
8:30 am - 10:00 am		Conference Synthesis led by AIS Board member Rick Szostak
		Conference Closing