



WAVES



A Bulletin of the Department of Interdisciplinary Studies, vol. 7, no. 1 (Fall 2005)



Disciplining Interdisciplinarity by Stuart Henry, Chairperson

As we began to settle into our third college at WSU, and after serving seven deans in seven years, I began to wonder why this was happening to us. After all, we were recognized outside WSU as the leading interdisciplinary studies program nationwide for adult, nontraditional students, and among the top 4 undergraduate interdisciplinary studies programs in the country; we have consistently excelled in external and internal reviews; we have, in Dr. Julie Thompson Klein, one of the top two interdisciplinary theoreticians in the country; our distinguished faculty, including the internationally recognized Distinguished Professor of Humanities, Ronald Aronson, are highly productive, publishing 7 books to date this year, and 23 in the past four years among their 200 publications

which include refereed journal articles, chapters in books, and two films to be shown on PBS. Indeed, our shuttlecock existence between WSU's Colleges of Lifelong Learning, Urban Labor and Metropolitan Affairs and now Liberal Arts and Sciences, is hardly a recipe for stability, let alone growth and creativity. And yet we continue to achieve in this regard.

So what gives? Is there something fundamentally flawed about the enterprise of interdisciplinarity? Well, not if you listen to the leading educational policy makers such as Ernest Boyer and Vartan Gregorian who have each lamented the myopia of disciplinary undergraduate education that produces barriers to knowledge rather than bridges to problem solving. Nor if you hear what Dr. Elias Zerhouni, head of the National Institutes of Health, said in 2003 about needing a new roadmap of interdisciplinarity and integration of knowledge to understand society's complex problems. And certainly not if you listen to the American Association for the Advancement of Science's C.E.O. Alan Lashner, who in a 2004 *Science* magazine article stated that: "interdisciplinarity characterizes so much of today's most exciting work." Leshner's greatest fear is that "our scientific

institutions are not well positioned to promote the interdisciplinarity that characterizes so much of science at the leading edge." Not surprising that federal funding agencies, as illustrated by the 2004 report of the National Academies, are now favoring interdisciplinarily-designed projects in their funding decisions. Indeed, even WSU has been developing research teams and a general reorientation to recognize and promote interdisciplinary research projects.

So if it is not interdisciplinarity per se that is the problem, is it interdisciplinary education, that is the pursuit of undergraduate bachelor's degrees in

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WAYNE STATE
UNIVERSITY

COLLEGE OF LIBERAL ARTS
AND SCIENCES

From the Editor: *Waves: A Bulletin of the Department of Interdisciplinary Studies*



by **Caroline Maun,**
Editor, Waves

I'm writing this just as the Fall semester 2005 is winding down and we are all respectively preparing our grades and undertaking the seasonal negotiations with our students to prepare them for the next steps of their education. This semester we accomplished so much. We

began an assessment of our first year students, had a productive retreat centering on literacies across the curriculum, and are investigating the possibilities of portfolio assessment for our students. Next semester begins a series of brown bag lunches on literacies across the curriculum which I know will be a success because of the energy and commitment of our faculty to developing best practice pedagogies. Our department faculty have collectively published seven books this year, and numerous other publications and presentations as listed in the News area of this bulletin.

We hope that our transition to the College of Liberal Arts and Sciences will be a smooth one. Our department is different than many other departments essen-

tially because it was developed as a college within a college, and has followed a formula that has been proven through practice and with time. There should be room at the academic table for specialists and interdisciplinarians, without our making the categorical mistake of confusing the roles of each. Stuart Henry's illuminating article in this issue explains some of the tendencies and trends behind large-scale university reorganization and some of the consequences we are facing now and may likely face in the future.

As a department, I know we will greet our new collegial colleagues and build bridges. Ultimately, our students will benefit and the university will benefit when it fully recognizes its own treasures.

1st Howard Finley Annual Scholarship Award, by Ruthie Flowers

The Theta Xi Chapter of Alpha Sigma Lambda National Honor Society created the Howard Finley Annual Scholarship Award in honor of Mr. Howard Finley, Director of Student Services in the Department of Interdisciplinary Studies, for his sincere devotion to the academic success of nontraditional adult students in the Interdisciplinary Studies Program.

On December 3, 2005, the Theta Xi fraternity presented its first

Annual Scholarship Award Fundraising Dinner and its sixth Annual Induction Ceremony in recognition of Mr. Finley's "Bright and Shining Stars." This scholarship award was established to recognize scholastic and leadership achievement, to encourage continued progress, and to provide assistance to nontraditional adult students in financing their education in the Department of Interdisciplinary Studies. The new inductees are Denise Dorris, Audrey Gaither, Amanda Reese, Shanier Smith,

and Lakesha Terrell.

ASL Theta Xi Chapter Board Members are delighted to report, "We exceeded our fundraising goal, and we give our heart felt thanks to each and everyone for their generous donations and contributions."

If you would like to make a donation, please contact Ruthie Flowers, 313.577.0835 or ad4578@wayne.edu.

Development and Scholarship Funds, by Antonetta Johnson-Gardner

Department of Interdisciplinary Studies Development Fund (2-24061)

The IS Development Fund is a designated fund supported with unrestricted resources. It is used for organized departmental activities associated with academic programs, i.e., guest speakers, special programs and events, and conferences/seminars outside the auspices of the McGregor Memorial Conference Center.

The Howard Finley Annual Scholarship Award (Account 9-90006)

The Howard Finley Scholarship Fund was created June 2005, by the Theta Xi Chapter of Alpha Sigma Lambda National Honor Society, in honor of Mr. Howard Finley, Director, Student Services, Department of Interdisciplinary Studies. This honor celebrates Mr. Finley's 30 years of tireless work and devotion to adult students in motivating them to continue their education. The scholarship recognizes student scholastic and leadership achievements. Awards may be used for tuition and other educational expenses. Students must have a minimum 3.0 GPA and preference will be given to full-time undergraduate or graduate students majoring in Interdisciplinary Studies.

Scholarship Amount: Varies
of Awards Available: Varies
Award Restrictions: Tuition and Educational Expenses

Interdisciplinary Studies Women's Scholarship Fund (Account 4-44802)

Scholarship Amount: Varies
Awards Available: Varies
Award Restrictions: For Tuition

This scholarship fund for women was established in 1980 by a group of faculty and staff members of the University Studies/Weekend College Program which is now the Department of Interdisciplinary Studies because of the disparity of funds available between male and female students. Partial tuition scholarship funds are available each semester for undergraduate adult women. Applicants must be registered in the Interdisciplinary Studies Program for at least seven credit hours in the semester of the award. They must have a minimum of 15 hours in residence during the last two calendar years and have maintained a minimum 3.0 GPA. The number and amounts of the scholarship awards will be determined by the amount of money available and the number of qualified applicants.

Master of Interdisciplinary Studies Fund (4-44753)

Scholarship Amount: Varies
Awards Available: Varies
Award Restrictions: For Tuition

The Master of Interdisciplinary Studies Program Support Fund (MIS) was established to provide assistance to students in financing their education, to recognize scholastic achievement, and to encourage continued progress in the Master's of Interdisciplinary Studies (MIS) Program. Scholarship funds are for partial tuition or expenses incurred in the pursuit of the MIS degree. To be eligible for the award, applicants must be an enrolled graduate student accepted for study in the MIS Program; have completed in residence a minimum of seven credits and two graduate-level courses, including ISP 6010 or ISP 6110, during the previous 18 months; be registered in a MIS-approved course for at least three credit hours in the semester of the award; have maintained a minimum 3.0 GPA, with a minimum grade of 3.0 in all previous graduate-level courses.

For more information, please contact:

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Publications

Aronson, Ronald, Distinguished Professor, "Camus versus Sartre: The Unresolved Conflict" was posted on the Harvard University Romance Languages and Literatures website as part of Harvard Colloquium, "Sartre et les Autres." <http://www.fas.harvard.edu/~rll/events/Sartre_Conference_2005.htm>

—. "Faith No More: Against the Rising Tide of Rejuvenated Religion A Number of Writers Make the Case for Disbelief," *Bookforum*, Oct/November 2005, <http://www.bookforum.com/aronson.html>

—. "Meanwhile: Jean-Paul Sartre at 100 - Still troubling us today" *International Herald Tribune*, June 22.

—. "My Latest Encounter with Sartre." In *Pourquoi Sartre?(Why Sartre?)*, ed. Vincent von Wroblewsky. Latresne-Bourdoux, France: Editions Le Bord de l'eau. Aronson, *Camus and Sartre*. Shanghai: East China Normal University Press, 2005. (Chinese edition)

Henry, Stuart, Professor and Chair, "Crime." In *Criminal Justice*, ed. Phyllis B. Gerstenfeld Pasadena, CA: Salem Press, 2005, pp. 242-247.

—. "Cuts lead to focus on elite

rankings." *The Times Higher Education Supplement*, July 8, p. 13.

—, (with Mark Lanier, eds.). *The Essential Criminology Reader*. Boulder: Colorado, 2005.

—. "White-collar Crime." In *Criminal Justice*, ed. Phyllis B. Gerstenfeld. Pasadena, CA: Salem Press, 2005, pp. 1159-1166.

Klein, Professor of Humanities, *Humanities, Culture and Interdisciplinarity* SUNY Press, 2005.

—. "Integrative Learning and Interdisciplinary Studies," *Peer Review*, 7, 4 (2005): 8-10. Special issue on Integrative Learning.

Klein, "Interdisciplinary Research in Science and Technology: National Reports Give Evidence of Changing Dynamics" *Association of Integrative Studies Newsletter* 27(October, 2005): 4-7.

Klein, Professor of Humanities in IS published the entry on "Interdisciplinarity." In Carl Mitcham ed., *The Encyclopedia of Science, Technology, and Ethics*. New York: Macmillan Reference USA, Gale Group, 2005.

Klein, Julie Thompson, Professor, "Interdisciplinary Teamwork: The Dynamics of Collaboration and Integration". In S. J. Derry, C. D. Schunn, and M. A. Gernsbacher, (Eds.). *Interdisciplinary*

Collaboration: An Emerging Cognitive Science. Mahwah, NJ: Erlbaum, 2005. 23-50.

—. *Interdiscipliniedad y complejidad: una relación en evolución* (México City: Centro de Investigaciones Interdisciplinarias en Ciencias y Humanidades, Universidad Nacional Autónoma de México, 2005).

—. (Interview). "Tieteidenvälisen tutkimuksen arviointia kehitettävä" ("Assessment of interdisciplinary research needs to be developed"), *A propos*, No. 2, June, pp. 18-19. (Available in print and at www.aka.fi > Publications)

—, with Henrik Bruun, Janne Hukkinen, and Katri Huutoniemi of the Final Report of the Academic of Finland Integrative Research team study INTERDISCIPLINARY RESEARCH AND THE ACADEMY OF FINLAND (Helsinki University of Technology and Helsinki institute of Science and Technology Studies, 2005).

Lynch, William T., Associate Professor, "King's evidence" *New Scientist*, August 20, 2005, p. 39.

—. "A Society of Baconians?: The Collective Development of Bacon's Method in the Royal Society of London" in Julie Robin Solomon and Catherine Gimelli Martin, eds., *Francis Bacon and the Refiguring of Early Modern Thought: Essays to*

FACULTY NEWS

Commemorate *The Advancement of Learning (1605-2005)*, Ashgate, 2005, pp. 173-202.

—. Review of David N. Livingstone, *Putting Science in its Place: Geographies of Scientific Knowledge*, *Endeavour*, 29 (4), 2005, 137-38.

Maun, Caroline, Assistant Professor, co-editor. *The Langston Hughes Society Newsletter*. 2.1 (Summer 2005).

—. *The Collected Poems of Evelyn Scott*, Orono, ME: The National Poetry Foundation, 2005.

Raspa, Richard. "Cappelos dos ossos in Evora, Portugal: Laughing at Death in the House of God," *Journal of Mediterranean Studies*, Vol 14 (Spring 2005).

—, with Sherylyn Briller, Stephanie Myers Schim and Donald Gelfant, *End of Life Issues: Crossing Disciplinary Boundaries*, Springer, 2005.

Richmond, Marsha, Associate Professor, review of "Die Sexualitätstheorie und "Theoretische Biologie" von Max Hartmann in der ersten Hälfte des zwanzigsten Jahrhunderts," by Heng-an Chen (Wiesbaden: Franz Steiner Verlag, 2003), *Isis* 96 (2005): 126.

—. Review of "Monistische und antimonistische Weltanschauung: Eine Auswahlbibliographie," by

Heiko Weber (Berlin: VWB-Verlag für Wissenschaft und Bildung, 2000), *Isis* 95 (2004):740-741.

Shor, Fran, Professor, *Bush-League Spectacles: Empire, Politics and Culture in Bushwhacked America*. Ithaca, NY: Factory School Publishers/Small Press Distributors, 2005

—. "Deconstructing Bush's Empire," *Public Resistance*, 1 (2) (September 2005)
<http://www.publicresistance.org/journals/1.2-11DeconstructingBush11.htm>

—. "Disassembling Bush's Iraq War," *CounterPunch*, July 2, 2005.

—. "What Mississippi teaches Us (Again) About Escaping from the Past." *History News Network*, June 27.

Presentations

Aronson, Ronald, Distinguished Professor, premier showing of the documentary produced by Ron Aronson and Judith Montell, "The Smith Act Trial" to the Eastern District of Michigan Chapter of the Federal Bar Foundation and the Historical Society of the U.S. District Court for the Eastern District of Michigan's Annual Awards Meeting, November, 17.

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Waves welcomes letters to the editor, reviews, stories, news updates, and feature-length submissions for publication.

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Founding Editor, Antonetta Johnson-Gardner

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Thanks to David Bowen for webspace for *Waves*. We can be found at:

<http://www2.is.wayne.edu/newsletter>



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Faculty News, Con't.

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Belzer, Associate Professor, "Driver Health and Wellness." 2005 International Truck & Bus Safety & Security Symposium. Alexandria, VA. November 14, 2005.

Beydoun, Lina, P/T Instructor, "Gambling for Success: Global Flows of Lebanese Entrepreneurs." Paper presented at the Annual Meeting of the Law and Society Association (LSA). Las Vegas, Nevada. June 2, 2005.

Henry, Stuart, Professor and Chair, "Disciplinary Hegemony meets Interdisciplinary Ascendancy: Can Interdisciplinary/Integrative Studies Survive and if so How?" AIS and AGLS Joint National Conference, 6-9 October 2005, Fairfax, VA.

Hulbert, Linda Lora, Administrative Assistant and P/T instructor, "Practice Does Make Perfect: Guidelines for Effective Active Teaching." American Association for Adult and Continuing Education 2005 National Conference, Pittsburgh, PA, November 8-12, 2005.

—. "Skills for Success: A First-Term Model for Under-Prepared Students." Wayne County Community College District-Wide 2005 Conference, Detroit, MI, October 25, 2005.

—. "Synthesizing Experience with Knowledge: An Urban University

Model for Service Learning." 2005 Association for General and Liberal Studies National Conference, Fairfax, VA, October 6-9, 2005.

—. Workshop: "Understanding and Using Active Teaching and Learning." Wayne County Community College District, Fort Street Campus, November 18, 2005.

Klein, Julie Thompson, Professor, co-hosted the National Telecast "Interdisciplinary Studies: Where are we today?" Sponsored by the Association of Integrative Studies and the University of South Carolina on November 10, 2005.

—. Representative. Humanities, Arts, Science, and Technology Advanced Collaboratory planning meeting on the InFormation year seminar series on the digital humanities, at the University of Washington September 16-17.

—. Invited speaker. Center for the Scholarship of Teaching at Michigan State University September 29, 2005.

Lynch, William T., Associate Professor, presentation on *Genesis*, directed by Claude Nuridsany and Marie Perennou, Friends of Detroit Film Theatre, September 25, 2005.

Maruca, Lisa, Associate

Professor, "Choosing Reading: The Rise of Print Learning in Eighteenth-Century England," Material Cultures and the Creation of Knowledge Conference, University of Edinburgh, Scotland, July 22-24, 2005.

—. "Panic as Policy: The 'Plagiarism Plague,'" Copyright Confusion and the .Com Cure." Originality, Imitation & Plagiarism: A Cross-Disciplinary Conference on Writing, University of Michigan, September 23-25, 2005.

Maun, Caroline, Assistant Professor, Roslyn Abt Schindler, Associate Professor, and Linda Lora Hulbert, Projects Coordinator, "Pass the Honors, Please: New Directions for Adult Interdisciplinary Honors Education," AIS and AGLS Joint National Conference, 9 October 2005, Fairfax, VA.

Ntiri, Daphne, Associate Professor, Distinguished Lecture Series - "Adult Literacy Education and Changing Mindsets in Female Circumcision Practice" as part of Celebrate Africa Week, Friday, October 28, California State University, Northridge.

—, in collaboration with the Walter Reuther Library, organized a half-day seminar on illiteracy and the workplace, to celebrate International Literacy Day, September, 8.

Faculty News, Con't.

—-. Conference presentation, "Merica and social justice: Revisiting Emmett Till and making the parallel to Katrina evacuees with limited skills." Northern Illinois University. October 10-12.

Richmond, Marsha, Associate Professor, "Women in the Early History of Genetics: The Cold Spring Harbor Department of Genetics" at the International Society for the History, Philosophy, and Social Studies of Biology semi-annual meeting in Guelph, Ontario, 13-17 July 2005.

Professional Service

Michael Belzer, Associate Professor, Workforce Choices: Pennsylvania Logistics & Transportation." Keynote presentation to Pennsylvania Workforce Investment Board, Logistics and Transportation, Regional Industry Partnership meeting. October 11, 2005. Carlisle, PA.

Stuart Henry and Roslyn Abt Schindler attended AIS Board Meetings and the Editorial Meeting of the Journal *Issues in Integrative Studies*, held at the AIS and AGLS Joint National Conference, 9 October 2005, Fairfax, VA.

Julie Thompson Klein, Professor, attended a meeting of the Advisory Team planning a national conference on transdisciplinary science sponsored by the National Cancer Institute of the National Institutes of Health in Bethesda, Maryland on 10 October 2005

Appointments

Henry, Stuart, Professor and Chair, has been appointed to the Editorial Board of the journal, *Issues in Interdisciplinary*

Studies. He has also been appointed to the Faculty Advisory Board of the Center for Citizenship Studies, WSU.

Maun, Caroline, Assistant Professor, appointed Co-Editor of the *Langston Hughes Society Newsletter*. She has also been appointed to the Editorial Board of the on-line, peer-reviewed journal *Southern Spaces*. <<http://www.southernspaces.com>>

Raspa, Richard, Professor, has been appointed to the Editorial Board of the *Journal of Mediterranean Studies*. He has also been appointed as the Associate Director for Humanities for the Center for Advancing Palliative Excellence, School of Medicine, WSU (He continues to be Graduate Chair, IS).

Richmond, Marsha, Associate Professor, has been elected to a three year term on the Council of the History of Science Society. She has also been appointed to the Advisory Board, *Annals of the History and Philosophy of Biology* (Berlin: Deutsche Gesellschaft für Geschichte und Theorie der Biologie), June 2005.

Schindler, Associate Professor and Deputy Chair, has been appointed to the Editorial Board of the journal, *Issues in Integrative Studies* and has been elected to a two-year term on the AIS Board to serve as the liaison to AIS conference planning committees.

Faculty Awards

Shor, Fran, Professor, article: "SNCC and the Struggle for Civil Rights's 1960-1965" has been selected as the winner of the Eugenio Battisti Award for the best article (of 12) in Volume 15 of *Utopian Studies*.

Student Awards/Achievements

Barbara Flis was appointed by Gov. Jennifer Granholm to coordinate the Talk Early, Talk Often program, which aims to make parents of middle school students more comfortable discussing sex with their children. Barbara was also appointed to the Board of the WSU Alumni Association.

Hayward Moon is the recipient of one of only 22 students university-wide to receive the 2005 McNair Summer Institute scholarship and Professor Daphne Ntiri, Associate Professor in Social Sciences, IS will serve as his mentor.

La Leta Dorinda Palmer had her book of short stories and poems published: *Be Strong*. Bellville, Ontario: Guardian Books.

Dr. Richard Raspa, Professor, took a group of WSU Medical Students to the Zhejiang College of Traditional Chinese Medicine for a two-week course in complementary and alternative medical practices, including: acupuncture, herbal therapy, massage, and Tai chij. This study abroad program is a direct outgrowth of the HuMed course Dr. Raspa team-teaches at the WSU Medical School. This trip was the first-ever from WSU School of Medicine to a Chinese College of Traditional Medicine.

2005

International Literacy Day Meeting



2005 International Literacy Day Meeting Literacy and the U.S. Workforce

By

**Antonetta Johnson-Gardner,
M.A.**

The Department of Interdisciplinary Studies and the Walter P. Reuther Library in cooperation with the Detroit Area Lifelong Learning Coalition hosted "International Literacy Day," September 8, 2005, at the Walther P. Reuther Library due to the efforts of IS Associate Professor, Dr. Daphne Ntiri. For 15 years, she has led Southeastern Michigan in recognizing the impact functional illiteracy has had on the daily lives of families.

At this event, Dr. Ntiri

served as moderator to a panel with the theme, "Literacy and the U.S. Workforce." Panelists included industrial leaders, corporate executives and union representatives such as: Dr. Rhea Brown Lawson, former Deputy Director, Detroit Public Library-Main Branch; Dr. George L. Swan, President, WCCCD-East Campus; Dr. Darlene Van Tiem, Professor, University of Michigan-Dearborn; Margaret Doughty, Consultant, Literacy USA, Dallas, TX; and Nellie LaGarde, Senior Manager, Education Programs-DaimlerChrysler.

During this meeting, I conducted a survey of people's attitudes and perceptions on literacy. This survey was created in collaboration with Dr. Darlene Van Tiem, University of Michigan. According to Dr. Ntiri, the meeting was part of a planning process to implement and expand a literacy coalition in southeastern Michigan. From an observational perspective, people

who were present and involved with literacy efforts were willing to join the literacy efforts at the University and the Detroit Area Lifelong Learning Coalition (DALLC). They believed that by joining forces, they would become more effective in providing services and helping to expand its current base. The meeting was well received by the University community, industrial leaders, corporate executives and union representatives.

Survey Overview

There were more than 45 participants who came from a range of professional and academic fields such as organizational and employee development, social work, organizational/behavioral and math sciences, aca-



demographic counseling, international corporate executives, library sciences, and community literacy providers.

Twenty-six people participated in this survey, with 50% of those being part of a literacy effort/affiliation. When asked why they were interested in literacy, the highest response was for personal reasons, with job-related being the second highest response. The general consensus for most participants who are interested in literacy for personal reasons centered on literacy being fundamental to everyday living. One participant stated, "I am a graduate of Leadership Oakland and am on the Board of Governors Community Food Bank and I know literacy is the fundamental problem in poverty and hunger."

Throughout the survey, most participants agreed that literacy had an impact on financial resources. When asked what are the most significant barriers persons with literacy deficits



Mike Smith, Director of the Walter Reuther Library and Daphne Ntiri, Associate Professor of Interdisciplinary Studies

face, most responses were related to employment, housing, and class status. Seventy-seven percent of the participants believed that literacy helps people to maintain jobs and make financial decisions. Some responses were "Literacy is the key to performance and productivity at the workplace" and "Literacy gives people more options."

Twenty two out of twenty six participants believed that the 2005 International Literacy Day meeting increased their awareness or gave them a new or diversified perspective on the issue

of literacy. One comment was, "I had no idea how big the problem/magnitude of it was." According to the *Detroit News* (9/1/02), neither did Congress when they asked the Department of Education to conduct an assessment of adult literacy skills. The assessment, *The National Adult Literacy Survey*, revealed that 21 to 23%, or 40 million to 44 million, of America's 191 million adults 16 and older were at the lowest literacy levels.

LOOK OUT! YOU MIGHT BE LEARNING!

by Linda Lora Hulbert



Active Teaching and the Adult Learner, Part II

In the June 2005 issue of *Waves*, I identified ten qualities of an active learning environment for adult students. This article continues the discussion and expands upon the qualities identified in the previous article. We saw that there was much going on in an active teaching/learning environment, in contrast to traditional classrooms. Static teaching/learning tactics are replaced by instructor realization that teaching for true learning is a process shared by students and teacher. This is because active teachers realize that student interest in a topic must be sparked, engaged, stimulated, and sustained. Gone are the yellowed, tattered, prescribed lecture notes, consistently used term-after-term, perhaps reviewed before class as a means of instructor preparation. Gone also are high-stakes writing assignments (mid term exam, final exam, research paper) as the only assessment measures—ones that measure learning after the fact, not understanding during the learning process. And, thankfully, gone is the “I give, you take” attitude of the role of instructor and student.

These static teaching/learning tactics are replaced by instructor realization that teaching for true learning is a four-step process:

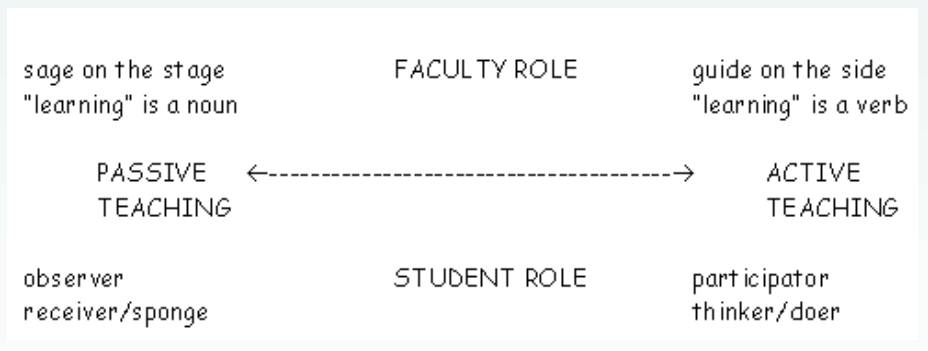
1. approach toward the topic (attitude toward the information);
2. preparation strategies (the design and context of the information);
3. presentation methods for that content (using the optimal delivery modes for that information, for that audience);
4. feedback/evaluation mechanisms for that content (application and assessment of learning).

The instructor who thinks through and addresses each of these four steps is an instructor who invites student participation, involvement, and engaged interest in a topic.

This instructor abandons that one-way lane (too restrictive, too solitary) and embarks on a journey with her students on that multi-lane highway (more choices, more perspectives).

These differences in teaching tactics between the traditional and the “new” academic environment may also be represented somewhat graphically, using a continuum (see illustration below).

And, what about that student, that adult learner, fast becoming the norm in today’s college and university classrooms? What are the characteristics of that learner? Why does active teaching provide the optimal environment for that learner? Why does this learner fare better in a climate of “exploration” rather than one of “prove it”? And, finally, why is this learner so



sued to an approach to learning that respects and draws upon one's prior skills, knowledge, and experience? To begin to answer these questions, let's take a look at a quote from Marilyn Gillespie's *Many Literacies: Modules for Training Adult Beginning Readers and Tutors*:

"When psychologist David Kolb studied how adults learn he found that when they undertook to learn something through their own initiative, they started off with a concrete experience. Then they made concrete observations about the experience, reflected on it and diagnosed what new knowledge or skill they needed to acquire in order to perform more effectively. Then, with the help of material and human resources, they formulated abstract concepts and generalizations from which they could deduce what to do next. Finally, they tested their concepts and generalizations in new situations. The experiential learning theory which Kolb developed from this research sees learning as a cyclical and life-long process." (37)

Kolb's experiential learning theory, as reported by Gillespie, points toward many facets or characteristics of the adult learner. To the adult learner: purpose setting is

important; moving from the known to the unknown, from the concrete to the abstract, is the preferred method; reflection on the experience is necessary before moving on; assistance—human or otherwise—is sought on an as-needed basis; application of knowledge is key to this learner. Further, Kolb's behavioral observations are of adults who chose to learn; most adults who enter university have made a conscious choice to seek higher education. In my mind, it then follows that, Kolb is sequencing the approach to learning taken by that "new traditional" student. The adult learner is a builder, and the older that person is, the stronger is the foundation of life experience upon which new knowledge is mortared. Experience itself has been the best teacher for this person. Writing in *Innovative Abstracts* in 1984, Ron and Susan Zemke tell us "Thirty Things We Know for Sure about Adult Learning." These "things" shape an extended definition of the adult/nontraditional learner, and an explanation of why the active teaching/learning environment is most appropriate for that learner. Here, I'll cite only four of them, the ones most key to my purpose in writing:

#24. Adults bring a good

deal of life experience into the classroom, an invaluable asset to be acknowledged, tapped, and used. Adults can learn well—and much—from dialogue with respected peers.

#26. New knowledge has to be integrated with previous knowledge; that means active learner participation.

#5. Learning is a means to an end, not an end in itself.

#30. Teaching theories function better as a resource than as a Rosetta stone. The instructor of adults needs an eclectic rather than a single theory-based approach to developing strategies and procedures.

What the Zemkes are saying about these adult learners is, first, they are life-experienced, meaning that a goal-, task-, or problem-centered orientation to learning (as opposed to a subject-matter orientation) works for them. Second, they perceive themselves as doers who use previous learning to achieve success. Third,

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PERSPECTIVES FROM ORIENTATION

The Experienced Adjunct Perspective

by Darnell Anderson, Part-time Instructor

My goal as an instructor is not to fool or confuse students. My goal is not to impress them with how smart I am. My goal is to help the students learn what I'm about to teach them and prepare them for the many doors that will open for them because of what they have learned.

Many teachers assume that the reason they're up in front of a group of students is because they—and they alone—are the important ones and the only ones who have something valuable to say. Yet, we all know as educators that a key component in the learning process is for the learner to have an opportunity to try out new ideas by expressing them to others in an educational environment. If we, as educators, control all of the "talking time" and do not let the learner share the "stage," we remove a valuable component of the learning experience.

The Department of Interdisciplinary Studies develops adult students' capacities to think and analyze. It provides them with the arena to mold and perfect their ability as a lifelong learner. It releases its graduates into the world with the ability to prepare for, obtain, and maintain a knowl-

edge base for a multitude of landscapes.

I want to share with you a story about Rose. On the first day of classes I looked when a gentle hand touched my shoulder. I turned to find a wrinkled, little old lady beaming up at me with a smile that lit up her entire being.

She said, "Hi handsome. My name is Rose. I'm eighty-seven years old. Can I give you a hug?" I laughed and we gave each other a giant squeeze.

"Why are you in college at such a young, innocent age?" I asked. She replied, "I'm here to meet a rich husband, get married, and have a couple of kids..."

"No, seriously," I asked. I was curious about what had motivated her to take on this challenge at her age.

"I always dreamed of having a college education and now I'm getting one!" she told me.

After class we walked to the student union and shared a chocolate milkshake. We became instant friends. Over the course of the year, Rose became a campus icon and she made friends wherever she went. She loved to dress up and she reveled in the attention the other students gave her. She was living it up.

At the end of the semester we invited Rose to speak at our football banquet. I'll never forget what she taught us.

She was introduced and stepped up to the podium. As she began to deliver her prepared speech, she dropped her three by five cards and they scattered on the floor.

Frustrated and a little embarrassed, she leaned into the microphone and said simply, "I'm sorry I'm so jittery. I gave up beer for Lent and this whisky is killing me. I'll never get my speech back in order, so let me just tell you what I know."

As we laughed, she cleared her throat and began, "We do not stop playing because we are old; we grow old because we stop playing."

"There are only four secrets to staying young, being happy, and achieving success:

1. You have to laugh and find humor every day.
2. You've got to have a dream. When you lose your dreams, you die. We have so many people walking around dead and don't know it!
3. There is a huge difference between growing older and growing up. If you are nineteen years old and lie in bed for one full year and don't do one productive thing, you will turn twenty years old. Anybody can grow older. The idea is to grow up by always finding the

Darnell Anderson, Adjunct Instructor, and Yvette Hampton, '05, spoke to new faculty on August 6, 2005

opportunity to change.

4. Have no regrets. The elderly usually don't have regrets for what they did, but rather for things we did not do. The only people who fear death are those with regrets."

She concluded her speech by courageously singing "The Rose," and challenging us to study the lyrics and live them out in our daily lives.

At the year's end Rose finished the college degree she had begun all those years ago. One week after graduation Rose died peacefully in her sleep. Over two thousand college students attended her funeral in tribute to the wonderful woman who taught by example that it's never too late to be all you can possibly be.

Rose is an example of the type of students we encounter in the Department of Interdisciplinary Studies. Instructors in the Department of Interdisciplinary Studies will challenge students and introduce subject matter that peaks their curiosities.

The New Student in Today's Education

by Yvette M. Hampton, '05

Good morning and thank you for inviting me to speak to you, the new incoming teaching faculty and staff of Wayne State University's

Department of Interdisciplinary Studies. I am a 2005 graduate with honors in Interdisciplinary Studies. I would like to welcome you and introduce you to the "new student" in today's education. That student is the non-traditional student who studies alongside the traditional student.

The average age of the non-traditional student is late 20's to 60's and in some cases even older. We are retired professionals, working professionals, husbands and wives, single, with and without children, as well as working full- and part-time jobs while carrying a full load of classes. We are intelligent, bright, and inquisitive and have chosen to continue and advance our knowledge in many professions and fields.

The non-traditional student will be coming to your classrooms with a wealth of knowledge and will be willing to share and to receive new knowledge. Above all, they want and deserve respect as learners and adults. They are excited about interacting with other students and faculty from diverse cultures and backgrounds.

As a student who has recently completed the Interdisciplinary Studies Program, my skills in leadership, academics, interaction with the student body, and communication have been greatly enhanced. My desire to enter the graduate level through the encouragement of faculty and support staff has been the

greatest motivation for me. The professors in the IS program have given, and continue to give me, support while I pursue my goal in earning my Master's degree: Professors such as Dr. Roslyn Schindler, who showed me what interdisciplinary Studies really means and the importance of research; Dr. Caroline Maun, who helped me find my voice in my writing and opened my mind to reading even more; Dr. Frank Koscielski, a brilliant professor in World History and a heck of a musician; and Thomas Moller, who taught me not to be afraid of the computer. You see I am a "non-traditional" student. I came back to school after thirteen years to earn my Bachelor's degree. I have carried a 3.4 GPA for two and a half years while being a care giver for my ailing grandmother. I am a proud member of Alpha Sigma Lambda Honor Society and a member of the International Golden Key Honor Society, and secretary for the Student Senate for ISP.

The IS advisors such as Laura Corruncker and Ruthie Flowers are always by their students' sides when the sea of red tape tends to be a little deep and the road blocks put out by the university seem great in number at every turn. There are so many others within IS that encourage and support the success of the student body of the Interdisciplinary Studies Program.

LOOK OUT, CON'T.



they are pragmatic, or practical, with a strong need to apply what they have learned and to be competent in that application. Fourth, the way to teach adults is not by "prescription" (the "key," the "rule," the "one-and-only way") but by "selection" (a variety of modes and approaches, chosen to fit a particular context of learner plus content plus purpose). In other words, in the teaching-learning situation best suited to the adult student, flexibility replaces rigidity.

And, what happens when that "rigidity" is replaced? The interactive teaching/learning environment, that place where participatory forms of learning help connect the content to the learner's own meaning structures, blossoms. This is absorbing replaced by assimilating. As a centuries-old proverb says, "I hear and I forget. I see and I remember. I do and I understand." Active teaching/learning environments encompass the wisdom of this proverb, as they acknowledge the adult learner:

John Keats once observed, "Nothing ever becomes real till it is experienced-even a proverb is no

proverb to you until your life has illustrated it."

By the way, some of you may be wondering at this point, "How'd she learn all this 'stuff'? She got a Ph.D. in this or what?" To answer the second question first, "No, no Ph.D., only a time-tested M.Ed." And the first question, "She learned most of this by doing, because she's not just an instructor of adult students, she's also an adult learner, reading and investigating what interests her, consciously using active teaching/learning techniques in all of the IS courses she facilitates," and Mary Parker Follett would be proud of her.

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Coming in the spring 2006 issue of WAVES: "Metacognitive Learning: What One Sees Depends on How One Looks."

Topics for future issues: "Teaching Philosophy, Learning Philosophy," "Multiple Learning, Multiple Intelligences."

Is there an academic topic you'd like me to address? Send your ideas or suggestions for future topics, or send me your comments about the article you just read:

linda.hulbert@wayne.edu

Disciplining Interdisciplinarity, con't.

Continued from page 1

interdisciplinary studies? Well, as the newest member of WSU's College of Liberal Arts & Sciences, we also happen to be the largest enrolled undergraduate student major among CLAS's 24 departments, according to the University's own institutional research (2004), having 462 majors, compared to the next three highest enrollments: Criminal Justice (423), Biological Sciences (331), and Psychology (271). And this picture is reflected nationwide, with bachelor's degrees awarded in multi/interdisciplinary studies growing from 6,200 a year in 1973, to 26,000 a year since the mid-nineties, up 48% from 1990-1991, according to the National Center for Educational Statistics, making IS degrees the thirteenth most popular major among their 33 categories. It seems, then, that undergraduate student choice of interdisciplinary studies is strong and growing.

Given these accolades and successes, why is it that several interdisciplinary studies programs in the US have, in the past few years, seen their resources cut and their innovative and experimental programs diminished, or in some cases, merged into conformity with the traditional disciplines. This has been true, not only at WSU, but also at University of Alabama-Tuscaloosa, George Mason University, Appalachian State University, and Arizona International University (which was closed down completely). Perhaps there is something more political, if not exactly sinister going on here? Could we be witnessing the disciplining of our field: regularizing it, normalizing it, limiting it, into traditional cate-

gories of higher learning? Who is behind this and why? In thinking about these issues, I arrived at an analysis that identified the culprit in this paradoxical situation as institutionalized disciplinary power or what, in 1991, Ben Agger, applying Gramsci, has labeled "disciplinary hegemony." Disciplinary hegemony is embodied in disciplinarity. Indeed, as Michael Moran said in 2005: "the systematization of knowledge into discrete, specialized, hierarchical domains" which was "strengthened in the Enlightenment, both by the emergence of modern scientific specialisms, and by the Enlightenment mania for the classification and codification of knowledge into encyclopedic systems . . . Disciplines, therefore are about power, hierarchy and control in the organization of knowledge."

In a paper I presented to the Association of Integrative Studies annual Conference in October, 2005, entitled: "Disciplinary Hegemony meets Interdisciplinary Ascendancy: Can Interdisciplinary Studies Survive and if so How?" I argued that what Andrew Sayer in 1999 called "disciplinary parochialism," and its related "disciplinary imperialism," and what Steve Rogers, Michael Booth, and Joan Eveline, in 2003, term the "politics of disciplinary advantage" have conspired to attack the vulnerabilities of interdisciplinary studies, programs, departments and colleges. Disciplinary power seeks to render us, as Linda Hulbert has said, "Departments of Regularized Studies." Do they seek to discipline

interdisciplinarity from their position of control, regulation and selection that is embedded in the institutional structures of power of the university? As Rogers, Booth, and Eveline say, "Discipline positions itself as a prototypical model for generating authority and thus sets the standards for judging what counts as knowledge and determines who will be afforded access to resources and influence. Deviance from its strictures can lead only to marginalisation." In the process of regularizing, normalizing and incorporating, the very distinctiveness of interdisciplinary studies as a pedagogically sophisticated attempt to integrate knowledge across disciplines becomes, instead, just another isolated department, defending its turf while resisting others' attempts to claim its space. In such an environment, links and bridges to disciplinary departments can become dilutions, if not invasions, that reduce the transcendent possibilities of interdisciplinarity to mundane replications of established fields of knowledge that can then claim to be deeper, richer, more focused and precise. As Ted Benson pointed out almost 25 years ago, the remarkable breadth that interdisciplinarity claims can be redefined as shallow; its bridge building as a confused blurring of distinctions; its experimentation as expendable, and its own concepts as borrowed from the disciplines; where original, interdisciplinary theory can be proclaimed as conceptual-

Continued next page

DISCIPLINING

ly "lite," and its methods seen as lacking standards, its courses, trading rigor for excitement. Interdisciplinarity, Benson says, is logically inverted, since disciplinary study should precede interdisciplinary study, and if not, interdisciplinarity impedes disciplinary development. Especially during times of scarce resources, interdisciplinary courses can be seen as costly, ignoring their embodiment of best practice pedagogy. As Jerry Petr said in 1983, "Interdisciplinary studies programs appear to many as expendable frills in higher education, in part at least due to the predominance of the Benson arguments in the court of public opinion."

Given the critique of its integrity and value, how is interdisciplinarity disciplined? According to Rogers, Booth, and Eveline, the purity of disciplinary work is contrasted to the "dirt" that is interdisciplinarity, a dirt that threatens to undermine disciplinarity. To manage and disarm this threat, disciplinarity devalues interdisciplinarity as inferior, ineffective and/or insignificant, through defining interdisciplines as derivative of, and hierarchically inferior, to the disciplines; placing interdisciplinarity in a support role to disciplines, valuable for filling in the gaps, serving as a resource, but denying its own autonomous existence; excluding interdisciplinary work as, at best, a distract-

tion from disciplinary work; and portraying its practitioners as outsiders and as the "other."

So why has this challenge to interdisciplinary studies occurred now, when interdisciplinarity as a concept is on the ascendancy? Part of the reason is precisely the success of interdisciplinarity at a time when some traditional disciplines, especially in liberal arts education, are languishing, in what Stanley Katz has called "a project in ruins;" when major funding agencies have switched gears, along with leading educational policy makers, to decry the divisional separation among disciplines, and extol the virtues of interdisciplinary connectedness. The initial tentative struggle of interdisciplinary work that could, in earlier years, be dismissed as a marginal experimental practice—all right for those who have not been able to succeed in the disciplines (akin to the view that dentists and veterinarians are formed from the vestiges of failed doctors)—has given way to a substantive body of research, practice, and students, that I describe as "interdisciplinary ascendancy." This promise of transcendence has emboldened some to attack the disciplines at the very time when they have been challenged by shifting priorities, sinking state (and, therefore, state university) budgets (down 10% between 2000 and 2003), and pressure of enrollments, with increased applications and improved retention, making campus space scarce. The

early jousts at the disciplines as "tribes and territories" from those like Tony Becher (1989) have been expanded by others. Indeed, indicative of this Stephen Rowland in 2003 states, "disciplines are an increasingly irrelevant mode of knowledge production, more geared to the concerns of academics to create and solve their own problems, than to engage with the world outside." In contrast, interdisciplines are seen as "geared to the solution of practical problems, by overcoming disciplinary boundaries and drawing upon different fields of expertise."

Finally, particularly in times of economic consolidation, some university administrators have sought to use "interdisciplinarity" against the disciplinary power of traditional university departmentalized structures, as a legitimating mechanism to consolidate several departments into larger, but more economic units, says Michael Moran (2005). Even though this is more multi- than inter-disciplinarity, it represents a major threat to traditional disciplines. The result of these, and similar attacks, has been a closing of ranks by traditional liberal arts disciplines, a backlash which has occurred in a number of ways and at different institutional levels.

Interdisciplinary programs have been de-clawed by: (1) cutting interdisciplinary programs' budgets, (2) starving them of faculty resources, (3) removing class size

INTERDISCIPLINARITY

caps, and (4) moving them into larger colleges, typically liberal arts and sciences. Here, it is claimed, they can serve the functionally catalytic role of stimulating traditional disciplines to talk with each other, providing an in-house model for effective teaching and active learning, which avoids the additional costs of faculty development. One of the ultimate dilemmas faced by interdisciplinary units is that, since they are interdisciplinary, and typically taught by disciplinary converts, any other faculty members, with a little training, can be seen as capable of teaching in their programs. Therefore, increased faculty lines for interdisciplinary studies programs, at a time of economic and demographic pressure, are less likely to follow increased enrollments, although there have been instances where tenured faculty who do not fit traditional departments after reorganization are "dumped" into interdisciplinary ones. More likely, since interdisciplinary faculty are disciplinarily rooted, they will be required to teach in their disciplinary fields as a substitute for new faculty hires; thus they can become a reservoir of reserve faculty labor.

What is to be done? If interdisciplinary studies reacts, it likely will be dispersed. If it does nothing, it will either be absorbed to become another field of study, like Women's Studies or African American Studies. If, as some have advocated, it defines its core concepts, theories, and methods, and vigorously polices its boundaries by making clear distinctions between itself and the disciplines, it will surely become, for all intents and purposes, a discipline. The

very processes it uses to fight those who are trying to absorb or disperse it will have disciplined interdisciplinarity. Clearly, a variety of short-term tactics of resistance (such as protest, political campaigns, media exposure) are available to sustain individual departments or programs; longer term preventative tactics that engage disciplines without dismissing them, might be more helpful in building bridges without losing what interdisciplinary autonomy has been accrued. Whether these kinds of tactics will be sufficient to enable the long-term sustainability of interdisciplinarity within academia, or whether they mark the dawn of cooptation, absorption and regularization, remains to be seen. If we accept Michel Certeau's insight that tactics can never overthrow the strategies of disciplinary hegemony, we will have to make do with "getting around the rules of constraining space." In the end, though, it may be that Vincent Leitch is correct in his 2005 interview when he states that, in spite of their striving to be different, in the end interdisciplines: "submit to modern disciplinarity, its requirements, standards, certifications as well as its methods (exercises, exams, rankings, supervision, norms)." Indeed, as Leitch cynically observes, rather than bringing about significant change in pedagogy, theory, or organization of academia: "The departmental structure of the American college and university looks pretty much today the way it did a half century ago. So too does the job market, a great respecter and enforcer of established disciplines. . . [I]nterdisciplines are generally housed in underfunded and nomadic

programs or institutes, not departments. So we live in a time of limited and constrained interdisciplinarity. Postmodern implosion thus far has been a partial, a limited phenomenon: nation-states and borders continue to operate; private and public spheres are distinguishable still; the arts remain distinct and recognizable; traditional disciplines retain autonomy and power." Perhaps we have exhausted the margins. Is it time for interdisciplinarity to join the mainstream or will the cost be too great?

Congratulations! Student Awards, Fall 2005

INTERDISCIPLINARY STUDIES SENIOR SCHOLARS

STUDENT WRITING AWARD

Otto Feinstein Award for Excellence in Senior Writing

Ramona J. Dunbar

"Symbolic Communication: Exploring Culture Through Dance"

Honorable Mention

Julie Rayes

"Why Can't Johnny Read?"

The Crisis of Illiteracy in the City of Detroit"

Winter 2005 Honorees

Summa cum Laude

Kathleen Asselin
Stanley Wilson Bryant
Lauri A. Howard
Amanda Beth McColm

Cum Laude

Joseph Candela

Spring/Summer 2005 Honorees

Summa cum Laude

Krystal Bice
Omar Khazendar
Magna cum Laude
Sharon Cowling

Daniel Kortez

Cum Laude

Nancy McQuaide
Erin Thompson

Fall 2005 Honorees

Summa cum Laude

Barbara Jean Diekman
Andrea S. Harp

Magna cum Laude

Bruce G. Gibson

Cum Laude

Rene Bacon
Keith Bradford
DeWayne Rickey Hayes
Joseph D. Karr

Internship Opportunity

Title: Development and Fundraising Intern

Salary Range: Unpaid for course credit

Reports to: IS Development Coordinator and/or Coordinator for Non Profit Sector Studies

Position Overview: The intern will work closely with the development coordinator and/or the Non Profit Sector Studies Coordinator to support activities related to conducting surveys, special events and promotions. Additionally, the intern will work with an advisory team to learn about the fundamentals of public relations and the business of the non profit organization.

For more information, please contact A. Johnson-Gardner at 313-577-0402 or e-mail your interest to ad5397@wayne.edu.

Student Services

What IS Students Need to Know by Denise Walker

For ease of registration and to enhance your campus-life experiences, please adhere to the following changes and announcements:

Paper schedules for the Winter 2006 semester have been mailed to IS students. Extra copies are available in Student Services, 2nd floor of the Academic Administrative Building (AAB) or call 313-577-0832 to have a schedule mailed out.

Interdisciplinary Studies students can sign on to www.is.wayne.edu website to look at IS course descriptions and the most up-to-date course offerings for the Winter 2006 semester.

Students should use pipeline to register EARLY for classes. Students should use the e-mail addresses assigned by

WSU because this is how the university will communicate with students with important information such as, room changes, cancelled classes, etc.

Students planning to graduate must complete a graduation application and submit it on-line at www.wayne.edu. You must log on to WSU pipeline using your accessID and password. Click the "Student" tab, under the student self-service options, click the "apply for degree or certificate" link. The term application deadline is the Friday of the 4th week of classes for that term. The application fee is \$40.00. To complete a web application, you must be able to pay immediately with Discover, MasterCard, American Express or electronic check. An additional convenience fee is associated with these

payments. Only currently registered students may choose to add the \$40.00 fee to their tuition and fee accounts, and pay later.

ALERT: To receive honors from Wayne State University, a student must earn 60 credits at WSU. Transfer credits cannot be applied towards honors.

Students should review their Plan of Work with their Academic Advisor each semester. It's the student's responsibility to follow up on the Plan of Work.

Students who get approval for an Individual Directed Study must fill out a contract with the instructor who approved the agreement, and it must be put on file in IS Student Services.

Continued on next page

What I.S. Students Need to Know

Continued from page 15

The IS Women's Scholarship committee encourages eligible applicants to apply for scholarship for the Winter 2006 term as soon as possible. The deadline date for applying is the first day of class of each semester. Guidelines and criteria for the award can be picked up in the main office, or contact Derrick White at 313-577-0832.

Mark Your Calendar

November 7- December 16 ...Priority Registration for Winter 2006

December 19- January 6.....Open Registration for Winter 2006

January 9- January 23.....Late Registration

January 9.....Classes Begin

February 6 - April 14...Priority Registration for Spring/Summer 2006

April 17 - May 5.....Open Registration for Spring/Summer 2006

May 8- May 19.....Late Registration

May 8.....Classes Begin

Congratulations! to Howard Finley (Director of Interdisciplinary Studies in Student Services) for being inducted into the Theta Xi Chapter Sigma Lambda National Honor Society. On December 2, 2005 at the McGregor Memorial Conference Center, the 1st

NEXT ISSUE OF WAVES (MAY 2006).

Howard Finley Annual Scholarship Award Fundraising Dinner was held. All Proceeds from the fundraiser dinner went to the Howard Finley annual scholarship award fund.

**WAYNE STATE
UNIVERSITY**

COLLEGE OF LIBERAL ARTS AND SCIENCES
DEPARTMENT OF INTERDISCIPLINARY STUDIES
5700 CASS AVENUE
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