October 24, 2013

Opening Reception
Jones Room, Woodruff Library
5:00 PM

Keynote Address
Jones Room, Woodruff Library
6:00 PM

Undergraduate Roundtable
Jones Room, Woodruff Library
7:30 PM

October 25, 2013

Participatory Roundtable Conversations
Carlos Museum Reception Hall
9:00 AM - 4:15 PM

Closing Panel
Carlos Museum Reception Hall
3:00 PM - 4:15 PM

Closing Reception
Brooks Commons, Cannon Chapel
5:00 PM
Keynote Address

“Transdisciplinarity, Interdisciplinarity, Reductive Disciplinarity, and Deep Disciplinarity”
Dr. Robert Pippin,
Evelyn Stefansson Nef Distinguished Service Professor; Committee on Social Thought, University of Chicago

Encouraging interdisciplinarity is one thing; understanding what it might involve is another. In fact it has come to mean so many things, that the greatest threat to genuine interdisciplinarity might be the current enthusiasm for it, the fact that it has become a buzzword that comes with various agendas.

Robert B. Pippin is the Evelyn Stefansson Nef Distinguished Service Professor in the John U. Nef Committee on Social Thought, the Department of Philosophy, and the College at the University of Chicago. He is the author of several books on German idealism, including Kant’s Theory of Form (1982), Hegel’s Idealism: The Satisfactions of Self-Consciousness (1989), Modernism as a Philosophical Problem (1991), and Hegel’s Practical Philosophy (2008). He has also written on literature (Henry James and Modern Moral Life (2000)) and film (Hollywood Westerns and American Myth (2010). His most recent books are Nietzsche, Psychology, and First Philosophy (2010), Hegel on Self-Consciousness (2011), and Fatalism in American Film Noir: Some Cinematic Philosophy (2012). His book on the philosophical dimensions of modernist art, After the Beautiful: Hegel and the Philosophy of Pictorial Modernism, will appear next month. He is a past winner of the Mellon Distinguished Achievement Award in the Humanities, a fellow of the American Academy of Arts and Sciences, and is a member of the American Philosophical Society.

Undergraduate Roundtable

Ten students in the ILA’s IDS/AMST senior seminar have been studying the history of disciplines, philosophical debates about the role of disciplines and interdisciplinarity in higher education and in broader issues of social liberation, and the history of the ILA. They will kick off discussion, along with special invited guests, undergraduates from Morehouse College, Spelman College, and Clark Atlanta University, by organizing brief comments around the themes of:

- The History of the ILA
- “Crisis” in Higher Education
- The Role of Interdisciplinarity

Presenters: Serena Bethala, Candace Cook, Allison Day, Matthew Deslauriers, Adam Kanter, Drew Koletsky, Michael Krakower, Rachel Leff, Leena Malik, and Julia Wang

Participatory Roundtable Conversations

Ten ILA alumni from fields across the academy and beyond lead conversations on the nature and future of interdisciplinarity, its role in higher education, and the value of interdisciplinary training for scholarship and careers in and out of the academy.

Carlos Museum Reception Hall

9:00 AM - 9:30 AM
Breakfast and Coffee
9:30 AM - 11:30 AM
Roundtables I
11:30 AM - 12:30 PM
Lunch (provided)
12:30 PM - 2:30 PM
Roundtables II
2:30 PM - 3:00 PM
Coffee Break

Don’t forget to live tweet the roundtables!
@EmoryILA #ILA60
Roundtables Session I, 9:30 AM - 11:30 AM
1. Interdisciplinarity in a Changing University Landscape
Timothy Crimmins

What is the place of interdisciplinary scholarship in a changing university landscape? How does interdisciplinary training shape career trajectories? What does training as interdisciplinary scholars enable us to do (or prevent us from doing) in the classroom? As a colleague and mentor? In educational administration?

2. The Academic and the Professional: Interdisciplinary Intersections
Eddie Gamarra

This discussion will focus on the intersection of academic and professional worlds. How does “interdisciplinarity” shape the way one does business? How do academics find a livelihood in addition to or beyond academia? For example, we have professors who are also practicing analysts, and teachers who are also professional filmmakers. How can our training yield socially conscious capitalism? Does pedagogy impact profit? What type of non-academic jobs are PhDs eligible for?

3. Interdisciplinarity and Social Justice
Kent Glenzer

This roundtable will focus on the following questions: How does an interdisciplinary education contribute to becoming a successful advocate/promoter/facilitator of social justice? How does an interdisciplinary education prepare international development—and international business—professionals in uniquely value-added ways? How does an interdisciplinary education prepare graduates for addressing wicked social problems?

4. Institutional Transformation and the Embattled Academy
Beverly Guy-Sheftall

In the wake of profound shifts in higher education and beyond (economic retrenchment, shrinking tenure-track appointments, rising costs, enrollment challenges, mistrust of the liberal arts, diversity issues), how might we define institutional transformation in various institutional contexts? What barriers are we likely to encounter as faculty and administrators? Are interdisciplinary scholars better suited for such challenges, and if so why? Are there models or case studies that would be useful as we ponder these questions given our commitments to more transgressive or boundary-crossing paradigms?

5. Transdisciplinarity and Wicked Problems
Sally Kitch

Facilitating and encouraging academic work that crosses disciplinary boundaries are not just appealing ideas, they are also necessary for addressing the most difficult challenges in the world today. Intransigent and unstable issues such as global warming and environmental degradation (acidic oceans, polluted reservoirs, toxic waste seepages, contaminated foods) present one such challenge. If a problem is socially complex, entails multiple stakeholders and contradictory values, and has no single cause or single source of responsibility, then how can it be addressed by single-interest perspectives, segmented expertise, and discipline-specific models, diagnoses, analogies, and explanations? Of key importance to the humanities, how can inquiry into what humans can and could do in addressing such problems—the purview of the sciences—be balanced with discussions of what we should do? In this roundtable, participants will discuss the concept of the wicked problem and engage in transdisciplinary, collective approaches to examples they suggest. To aid in this exercise, I will propose models of hybrid, non-linear, and reflexive problem-solving that attempt to negotiate and synthesize multiple constructions of legitimate knowledge and a variety of worthy world views.

Roundtables Session II, 12:30 PM - 2:30 PM
1. Interdisciplinarity and Change Outside the Ivory Tower
Andy Ambrose

This roundtable will focus on the ways in which interdisciplinary experiences, insights, and study have affected the non-academic pursuits, passions, and careers of ILA graduates. Participants will be asked to share some of their experiences since leaving the ILA and how the interdisciplinary perspective and training they received at Emory has enhanced or even complicated these pursuits. This roundtable discussion will explore how interdisciplinary perspectives can help facilitate and manage change beyond the university.

2. Interstitial Pursuits
George B. Johnston

Some of us come to the interdisciplinary table from strong prior disciplinary or professional groundings, while others make their way into more specialized realms of practice from strong perspectives of shared, interdisciplinary values such as social equality or environmental justice. How are our disciplines enhanced and our shared values concretized by the interstitial, interdisciplinary pursuit?

3. Interdisciplinarity from the Inside Out: Building Campus, Community, and Global Partnerships
Gray Kochan-Lindgren

This session will explore the necessity for interdisciplinary training as we create projects that travel across the campus and beyond. In an informal workshop context, this session will begin with introductions; create a map of our own experience of interdisciplinarity, with its strengths and weaknesses, and then construct projects that exemplify the power of interdisciplinary practice for different constituencies, including students, faculty, university administrators, community partners, and funders.

4. Interdisciplinarity and Institutional Transformation
Maria Pramaggiore

What sorts of roles can and should interdisciplinary scholars play in institutional transformation? How can interdisciplinary perspectives help us to rethink undergraduate education? Graduate education? The role of the university and of scholarship in contemporary society and culture? How can institutions find and make opportunities for promoting interdisciplinary teaching and research (in tenure-track and adjunct positions)? How can we rethink undergraduate and graduate education and, potentially, the role of the university through a focus on interdisciplinarity?

5. Interdisciplinary Invention
Tony de Velasco

We often equate interdisciplinarity with intellectual invention, with a special kind of teaching and research that transcends disciplinary limits in order to produce new knowledge. But such invention, by definition, arises from within historical and institutional scenes of disciplinary strife. What is the relationship between the terms of disciplinary controversy and the character of interdisciplinary invention? What can this relationship teach us about the distinctiveness of interdisciplinary learning? This roundtable will discuss ways of grounding, critiquing, and strengthening the virtues of interdisciplinary knowledge via a focus on the intentional arts of its production.
Closing Panel, 3:00 PM - 4:15 PM

Concluding thoughts on the nature and future of interdisciplinarity.

Panelists:
Kevin Corrigan, Samuel Candler Dobbs Professor of Interdisciplinary Humanities and Director, ILA
Elizabeth Goodstein, Associate Professor, ILA
Rosemary Magee, Vice President and Secretary of the University, Emory
Robert Paul, Charles Howard Candler Professor of Anthropology and Interdisciplinary Studies, ILA
Robert Pippin, Evelyn Stefansson Nef Distinguished Service Professor, Committee on Social Thought, University of Chicago

Moderator:
Kim Loudermilk, Senior Lecturer and Director, Program in American Studies, ILA

Closing Reception, 5:00 PM, Brooks Commons

Continue the conversation with old and new friends over wine and hors d'oeuvres!

Facilitator Bios

Dr. Andy Ambrose (ILA ’92) is the Executive Director of the Tubman African American Museum in Macon, Georgia. Prior to the Tubman Museum, Ambrose served as the Deputy Director and the Senior Vice President and Chief Operating Officer at the Atlanta History Center. Dr. Ambrose is the author of two books on Atlanta history and is co-editor of The South in the Twentieth Century, published by the University of Georgia Press. While at the History Center, Dr. Ambrose curated several exhibits (including The American South: Past, Present, and Future), served as the associate editor of Atlanta History: A Journal of Georgia and the South and taught college classes and courses on historical research, public history, and museum administration. He also curated an exhibit on the 1906 Atlanta race riot that opened at the Martin Luther King National Historic Site on the 100th anniversary of that riot. Dr. Ambrose holds B.A. and M.A. degrees in history from the University of Tennessee and Ph.D. in American Studies from Emory University. His research and publication interests include southern history, African American history, women’s history, public history, museum studies, and urban studies.

Timothy Crimmins (ILA ’72) is Director of the Center for Neighborhood and Metropolitan Studies at Georgia State University, where he has been on the faculty since 1972. He teaches courses on historic preservation and urban history, which include field studies of Atlanta, southern cities, European, and North African cities. He has served as chair of the Department of History (1990-1998) and Associate Provost for Academic Affairs (1998-2001). He has been co-lead historian for four Teach American History Grants for American history high school teachers for public school systems in four counties of the metropolitan Atlanta area (2004-2013). He has directed summer workshops for school teachers in 2007, 2008, 2010, and 2012 funded by a grant from the National Endowment for the Humanities. His research on Atlanta history has appeared in three major exhibits at the Atlanta History Center, in an eight-part series titled The Making of Modern Atlanta on Atlanta Public Television, and more recently in The New Georgia Guide and Urban Wildlife. He spotlights an Atlanta historic site and event monthly as a guest on WABE’s noontime program City Cafe. His co-authored study, Democracy Restored: A History of the Georgia State Capitol, was published by the University of Georgia Press in 2007. Most recently, with NEH funding, he has produced a Georgia Capitol History Tour app for the iPhone and iPad (https://itunes.apple.com/us/app/georgia-capitol-tour/id461983857?mt=8). His “Introduction” to the Guide to Oakland Cemetery (University of Georgia Press, 2012) places Oakland Cemetery in the larger historical context of Atlanta, the South, and the rural cemetery movement.

Eddie Gamarra (ILA ’02) is a literary manager/producer at The Gotham Group, a multifaceted management and production company representing some of the most creative and successful screenwriters, directors, animators, authors, illustrators, publishers, and animation studios around the world. With a main focus in children’s & family entertainment, including film, TV, and publishing, Mr. Gamarra’s extensive client roster includes numerous New York Times best-selling authors and illustrators as well as Oscar, Emmy, Caldecott, and Newbery award winners. Throughout his career, Mr. Gamarra has guided his clients in the creative development and sale of projects for a variety of platforms ranging from online shorts to live action feature films. He is Executive Producer on the upcoming feature film THE MAZE RUNNER to be released by 20th Century Fox in early 2014. In addition to his work at The Gotham Group, Mr. Gamarra has served as a consultant for Teen Magazine, National Geographic’s TV series Hollywood Science, and MANswers on Spike TV. Mr. Gamarra received his BA in Psychology from Vassar College, a Masters in Cinema Studies from NYU, and a PhD in Psychoanalysis & Film from Emory University, and has lectured at universities across the country.
Kent Glenzer (ILA '05) has lived and worked with international NGOs in Mali, Mozambique, and Ethiopia for 13 years. In addition, he has consulted in more than 20 sub-Saharan countries, working with international and local NGOs and the public sector. He has been in senior, global leadership positions with both CARE and Oxfam and left NGO land in 2011 to take up a teaching position in the graduate school of international policy studies at the Monterey Institute of International Studies. There, Kent holds a joint appointment between the MBA and Public Administration degree programs, while continuing consulting with for-profit, nonprofit, and public organizations.

Beverly Guy-Sheftall (ILA '84) is the founding director of the Women's Research and Resource Center and Anna Julia Cooper Professor of Women's Studies at Spelman College. She is also adjunct professor at Emory University's Institute for Women's Studies where she teaches graduate courses. At the age of sixteen, she entered Spelman College where she majored in English and minored in secondary education. After graduation with honors, she attended Wellesley College for a fifth year of study in English. In 1968, she entered Atlanta University to pursue a master's degree in English; her thesis was entitled, "Faulkner's Treatment of Women in His Major Novels." A year later she began her first teaching job in the Department of Afro-American Studies at Alabama University. In 1971 she returned to her alma mater Spelman College and joined the English Department. She has published a number of texts within African American and Women's Studies which have been noted as seminal works by other scholars, including the first anthology on Black women's literature, "Studying Black Bridges: Visions of Black Women in Literature" (Duodecim, 1980), which she coedited with Roseann P. Bell and Bettye Parker Smith; her dissertation, "Daughters of Sorrow: Attitudes Toward Black Women, 1880-1920" (Carroll, 1991); "Words of Fire: An Anthology of African American Feminist Thought" (New Press, 1995); an anthology she co-edited with Rudolph Byrd entitled "Traps: African American Men on Gender and Sexuality" (Indiana University Press, 2001); a book coauthored with Johnnette Betsch Cole, "Gather, Talk: The Struggle for Women's Equality in African American Communities" (Random House, 2003); an anthology, "A Mother's Right: Writings of Audre Lorde" (co-edited with Rudolph P. Byrd and Johnnette B. Cole, and Guy-Sheftall (Oxford University Press, 2009); an anthology, "Still Brave: The Evolution of Black Women's Feminist Studies" (2010), with Stanley James and Frances Smith Foster. Her most recent publication (SUNY Press, 2010) is an anthology co-edited with Johnnette B. Cole, "Who Should Be First: Feminists Speak Out on the 2008 Presidential Campaign." In 1983 she became founding co-editor of "Sage: A Scholarly Journal of Black Women which was devoted exclusively to the experiences of women of African descent. She is the past president of the National Women's Studies Association (NWSA).

George B. Johnston (ILA '06) is Professor and Chair of the School of Architecture at Georgia Institute of Technology in Atlanta, where he has been a member of the faculty since 1984. He teaches courses in architectural design and in the history and theory of architectural practice. Based upon his background as both an architect and cultural historian, Johnston's teaching and practice are thematically oriented toward issues of memory and modernity; the cultural role of institutions and professions; approaches to American vernacular architecture and cultural landscape; and critical engagement of the everyday. Johnston's scholarly research interrogates the social, historical, and cultural implications of making architecture in a globalizing profession. Recent publications include "Value Engineering and the Life Cycle of Architecture," in Architecture in an Age of Uncertainty, edited by Benjamin Flowers (Ashgate, forthcoming 2013); "Professional Practice: Can Professionalism Be Taught in School?" in Architecture School: Three Centuries of Educating Architects in North America edited by Joan Ockman (The MIT Press, 2012). His book, Drafting Culture: A Social History of Architectural Graphic Practice (MIT Press, 2006), has been funded for its insights into the ongoing technological transformation of the profession; it received the 2009 Committee on Historical Research Distinguished Teaching Award, a campus-wide distinction that recognizes excellence in teaching at the undergraduate and graduate levels. In 2011, de Velasco, with Melody Lahn, published Rhetoric Of Conundrum And Controversy, an edited volume featuring top papers delivered at the Rhetoric Society of America's 2010 conference. Currently, de Velasco is co-editing an anthology of essays by the late rhetorician Michael C. Leff and writing a book on contemporary rhetorical theory.
History of the ILA

In thinking about Interdisciplinary Futures, we are also thinking about our interdisciplinary past. The history of the ILA in your registration packet is still a work in progress, and we invite you to let us know more - about what is not in the narrative but should be. We are also in the process of creating an archive and a website, and we are interested in all aspects of the ILA’s history - memories of faculty, of classes, of fellow students, of events in and out of the Institute itself. In order to commemorate the ILA as an intellectually exciting place with a collaborative (and fun!) community, we want to incorporate your memories. We ask that you share your remembrances of the ILA with us, through copies of photos, in written form, or by taking the opportunity to give a video interview at the event itself. If you have a written story to share or documents or photos from ILA events, please send them to ila@emory.edu, or post them to the ILA’s Facebook group at: https://www.facebook.com/groups/514913205259775/.

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