

Challenges and Successes of Interdisciplinary Teaching

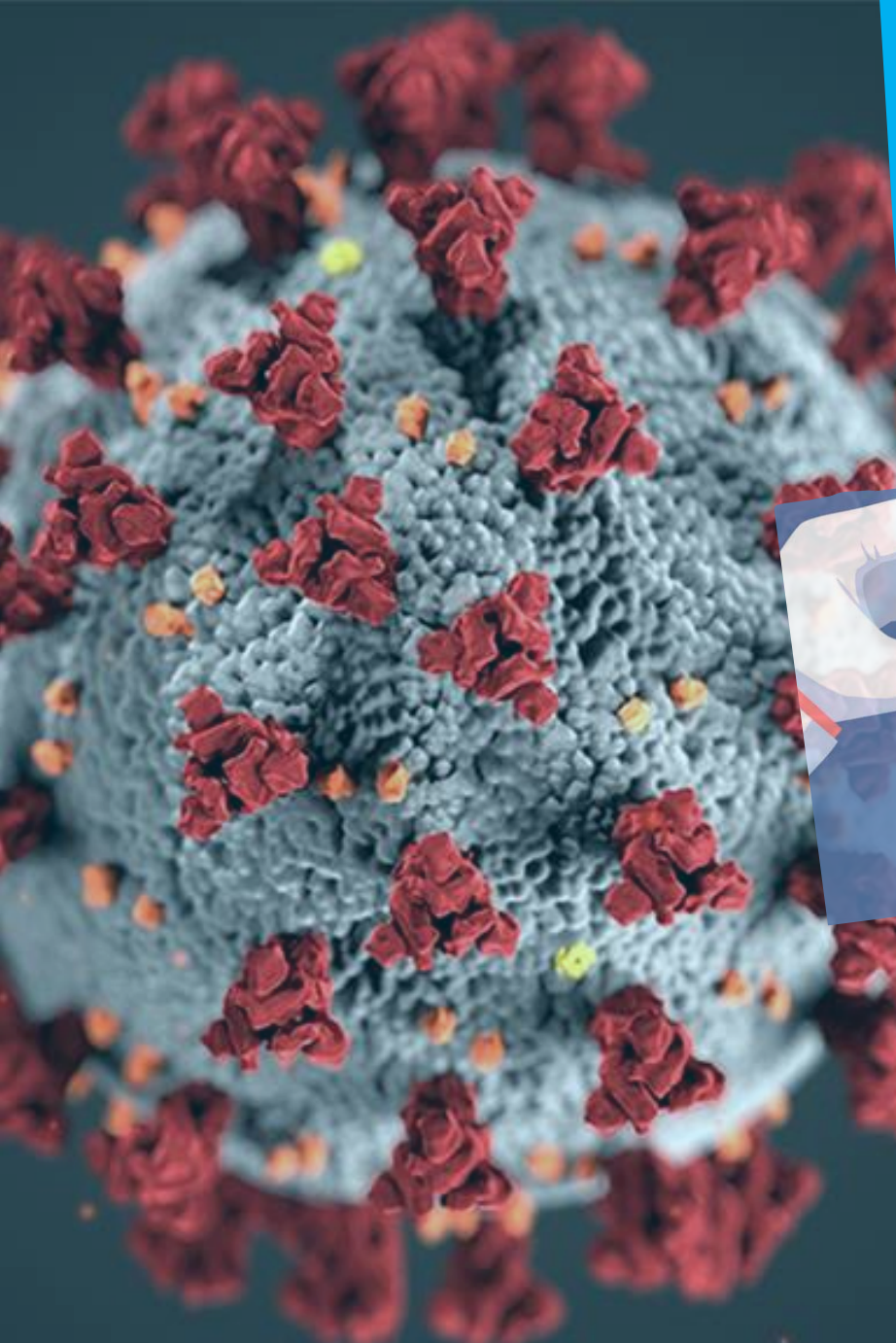
René Luís Alvarez, Michael Burns, Mark Mackey, Susan
McCarthy, Paula Tallman, and Joseph Vukov

What's ahead

At the end of this session, we want attendees to be able to:

- Articulate the challenges and successes of interdisciplinary teaching
- Brainstorm some partners at Loyola University Chicago with which to produce interdisciplinary teaching
- Design an assignment or reflection that can be used to as an initial “ask” towards interdisciplinary teaching

Why Now?



***Our students
are struggling.
We face many
Challenges.***





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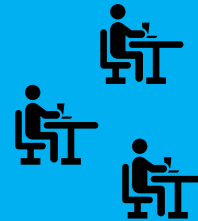
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Interdisciplinarity



**Community
Engagement**

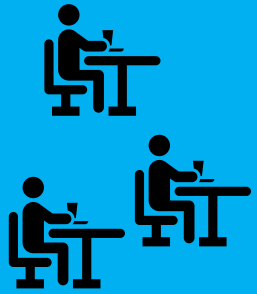
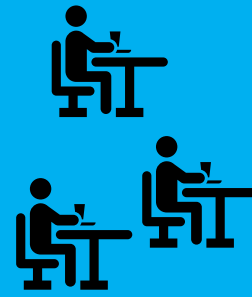
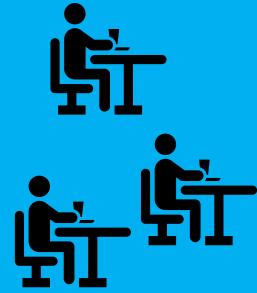


Peer Dialogue Groups



Digital Integration

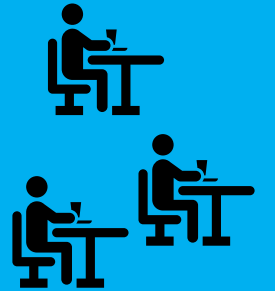




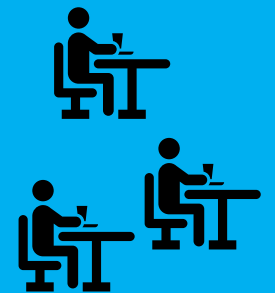
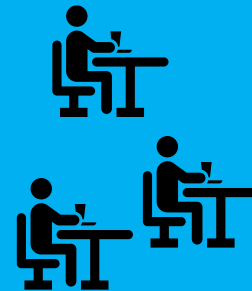
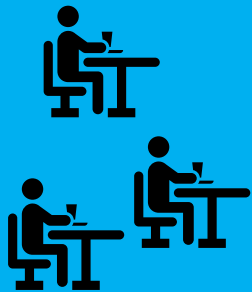
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NATIONAL ENDOWMENT FOR THE
Humanities



INSTITUTE FOR
**Ethics and the
Common Good**



Pair Two

René Luís Alvarez and Susan McCarthy, Arrupe College

Economic Affects of Redlining throughout History

Content

Description of courses, students, etc

- Arrupe College: first-generation, low-income students from the greater Chicagoland area
- 2 separate courses (Microeconomics and U.S. History) with linked course content, activities, and community partners
- “Chicago as Classroom”

Challenges/Successes

Challenges

- Logistics and time
- Student unease
- Structured learning objectives
- Working with community partners

Successes

- Connections between disciplines and across time
- Students find sense of belonging in own city

Chicago as Classroom

- Students explore and analyze events related to the historic practice of classifying residential neighborhoods on their likelihood of mortgage default ("redlining") and evaluate the current impact of these activities on the affected communities
- Learning objectives supported by incorporating pedagogical materials such as speakers, podcasts, documentary and popular films, primary sources and secondary articles, maps, and small group projects

Community Partners

- Newberry Library
- Chicago History Museum
- LUC Archives & Special Collections
- Redefining Redlining
- Emerald South Economic Development Collaborative

Let's break that down

Takeaways for attendees

- Chicago as Classroom
- Use of physical locations and historical artifacts as instructional resources

To-Do list for attendees

- Brainstorming (up soon)
- What's your discipline?
- How can you identify interdisciplinary partner(s)?
- How can you use places and things in your instruction?

Pair Three - Paula & Mark

Cultivating an Interdisciplinary Teaching Collaboration

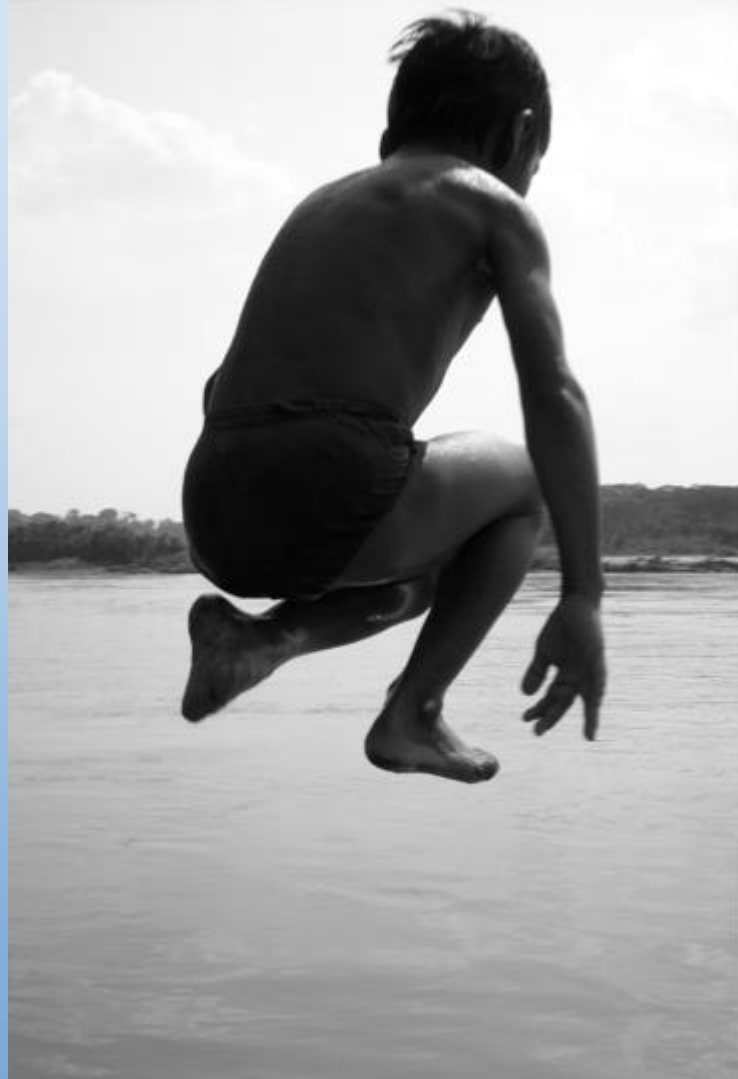
Dr. Paula Skye Tallman

Department of Anthropology

Br. Mark J. Mackey SJ

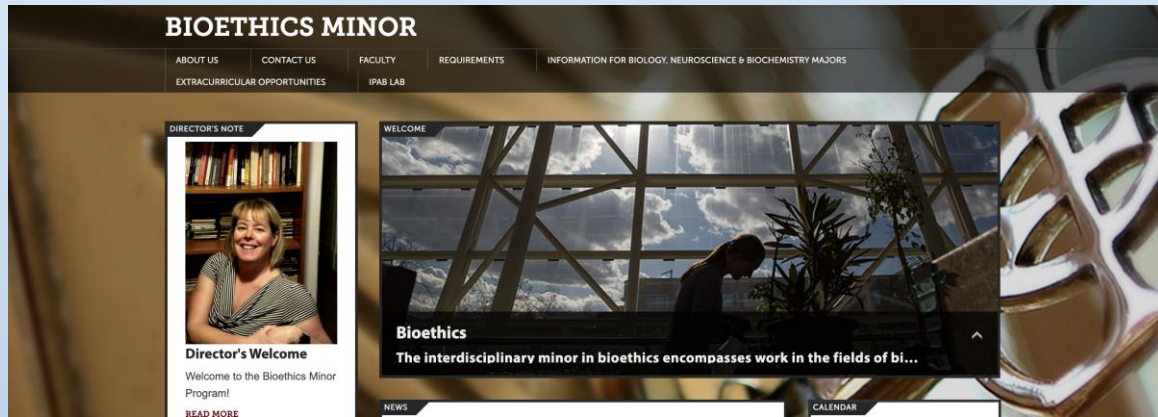
School of Environmental Sustainability





Let's jump in!

- Context and Introductions
- Bioethics Capstone Course
- Challenge #1 – What is bioethics?
- Challenge #2 - How do we fit in?
- Challenge #3 - How can we make this rock?



Context

- Existing partnership to develop a bioethics course.
- NEH project supported development but....
- Needed to pivot, which has led to insights into how to cultivate an interdisciplinary teaching collaboration with someone you know is a team player.
- Extra points if they shave their head with you :)



Who am I?

- **I'm an Assistant Professor of Anthropology**
 - ANTH 106 – Sex, Science, and Anthropological Inquiry
 - ANTH 258 – Medical Anthropology and Global Health
 - ANTH 362 - Epidemics
- **I'm a biocultural anthropologist studying health inequalities.**
- **I'm from New Orleans, LA.**



Who am I?

- **I'm a Lecturer of Environmental Science in the School of Environmental Sustainability (SES)**
 - **ENVS 101- Scientific Basis of Environmental Issues**
 - **ENVS 298- Ecospirituality**
 - **ENVS 398- Field Herpetology**
 - **ENVS 490- Integral Ecology**
- **I'm a Jesuit Brother and I'm from Cincinnati**





What course are we teaching?

- Bioethics capstone with senior minors
 - "The Bioethics Minor addresses a variety of scientific, ethical, social/political, sociological, and religious issues relating to health, health care, and biotechnologies...This minor is an excellent choice for students on the pre-health or pre-law track, who are interested in public health, or who are considering graduate studies in bioethics." -LUC website
- Culmination of their bioethics experience
- Presented 3 unique challenges for us to address



Challenge #2: How do we fit into teaching bioethics?

- Tallman - Anthropologist studying health disparities
- Mackey - Integral ecologist with a focus on spirituality
- Where is the overlap?
 - Aldo Leopold - land ethics
 - Broader “global bioethics”
 - Found “common ground” via shared “key words” and dedication to brainstorming.





Challenge #3: How do we make sure the course is relevant?



- Once we identified "common ground" we solicited advice from.....
- Jen Parks in Bioethics
 - Does this make sense for senior bioethics minors?
- Christine Hippert in SES
 - Is this logistically feasible?
- Jacob Campbell
 - How can we make this exciting for the university with engaged learning?

What are our main take-aways?



That there are two major ways to cultivate an interdisciplinary teaching collaboration:

1. Shared Interests - someone with similar research/topics in a different discipline - come together knowing you have similar interests but don't know them well.
2. Prior Experience Together - someone you've worked with in some capacity and you know that your teaching and collaborative styles will work.

So.....Think of someone you enjoy working with on campus - What are your shared interests? How do they fit together? Do your aligned interests also fit with the needs of students, departments, and the university? What hurdles do you think you will need to overcome?

Interdisciplinary Community Brainstorming

- Brainstorm some partners at Loyola University Chicago with which to produce interdisciplinary teaching
- Design an assignment or reflection that can be used to as an initial “ask” towards interdisciplinary teaching

Share out & Look beyond

- **Capture attendee summary info**
- Leave room for any questions and connections

Thank you!