

**REQUEST FOR PROPOSALS TO DEVELOP COURSES IN
UNIVERSITY INTERDISCIPLINARY STUDIES (UIS)
Due January 10, 2020**

We seek to support faculty in developing interdisciplinary courses for the UIS program. Proposals should detail courses that are topic-or problem-based and interdisciplinary in nature. A useful working definition of *interdisciplinary studies* [IDS] is:

“a process of answering a question, solving a problem, or addressing a topic that is too broad or complex to be dealt with adequately by a single discipline or profession. . . . IDS draws on different disciplinary perspectives and integrates their insights through construction of a more comprehensive perspective.”
(Klein and Newell, *Handbook of the Undergraduate Curriculum*, 1997, 393-94).

We encourage proposals in any area of study, including Creative and artistic expression (**UISA**), Historical and cultural interpretation (**UISC**), Natural and scientific exploration (**UIST**) or Social context and change (**UISS**). We welcome collaborations between full-time and part-time faculty, but at least one member of the teaching and development team should be a full-time faculty member.

Awards of \$2000 will be given. Funds may be used for faculty stipends or to support faculty development relating to course creation.

PROPOSAL GUIDELINES

Proposals should be submitted via email to Judith Kelly, Associate Director of the UIS program by 4:00 PM on Friday, January 10, 2020. If you have any questions contact:

- Katharine Owens kowens@hartford.edu
- or Judith Kelly jukelly@hartford.edu

Award notifications will be made early in the spring semester.

Course proposal teams funded by this RFP are expected, with support from UIS, to create comprehensive course proposals and example syllabi by June 15, 2020.

Tentative Title/Topic of Proposed Course:

Submitted by: _____

Course Development Individual or Team:

Faculty may submit as individuals. Teams can include several members but should include at least one full-time faculty member who intends to teach (add lines as needed).

Name	Department	College	e-mail
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Please describe the proposed course:

Please answer the following questions about the proposed course

Disciplinary contributions

What disciplines will contribute to this course? In what specific ways will the course draw on those disciplinary perspectives? What assumptions, methodologies, concepts, or knowledge from those disciplines will be emphasized in the course? What similarities and differences among those disciplines make for effective contributions to the course?

Interdisciplinary integration

How will the course help students to integrate multiple disciplinary perspectives? The course should not merely juxtapose disciplines, nor ask students to integrate what course design and pedagogy have not. Integrative learning:

- can be found when students integrate disciplines in examining a problem (for example, looking at an environmental problem in a way that incorporates ecological and political components)
- can happen when a student applies what she/he has learned in class to a new real-world problem.
- can occur when a student reflects on knowledge learned in life or other classes, applying it to a class project, discussion, or assignment.

Active learning

The UIS prides itself on active learning. We define active learning as, "...an instructional method that engages students in the learning process. In short, active learning requires students to do meaningful learning activities and think about what they are doing. Active learning is often contrasted to the traditional lecture where students passively receive information from the instructor."¹ How do you plan to use active learning in the course?

¹ Taken from <https://www.everettcc.edu/files/administration/institutional-effectiveness/institutional-research/outcomeassess-active-learning.pdf>

Diversity

Diversity is NOT a requirement, but if the course meets the definition, it can be designated as diversity course (**D**).

To meet the diversity designation:

- 1) It must address U.S. diversity, world cultures, or both.
- 2) It should explore complex issues of race, ethnicity, gender bias, sexual orientation, gender identity, class, disability, religion, human rights, freedom, empowerment, or the continuing struggles around the world for social equality.
- 3) It should present alternative perspectives on issues related to culture, sexuality, religion, gender, race, socio-economic class, power, etc.
- 4) 50% of the content in the course should directly address the themes of diversity as defined above.
- 5) Students should have significant opportunities to reflect on diversity issues.
- 6) 25% of the course grade should be dedicated to an assignment or assignments that explicitly address diversity.

_____ Do you intend for this course to be designated as a Diversity course? (Yes/No)

Breadth category

What will be the primary breadth category for this course?

___ Artistic and Creative Expressions (**UISA**)

___ Cultural and Historic Interpretation (**UISC**)

___ Social Context and Change (**UISS**)

___ Natural, Scientific and Technological Exploration (**UIST**)

When do you estimate you will first be available to teach the course? _____

How often will you be able to teach the course?

Once per year _____

Every other year _____

Other (provide details) _____