

Discussion Questions for Reid & Wardle

CCCC, L30
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Interrogating Our Schemas for Discipline-as-Category
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Understanding Disciplinarity in Terms of Our Values
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1. How do you visualize disciplinarity? What visual metaphor do you find yourself using?
2. What are the affordances and constraints of,
 - your typical metaphor for disciplinarity?
 - the container model as schema for disciplinarity?
 - the open category model as schema for disciplinary?
 - the diffuse network as schema for disciplinarity?
3. How does thinking of disciplines as only ever “stabilized-for-now” (Schryer, 1993) impact your schema for disciplinarity?
4. How might a “stabilized-for-now” view of disciplinarity act out our shared values, rather than lose those shared values?
5. Can changing our schema for disciplinarity reconcile calls for disciplinarity and postdisciplinarity?
6. How do these various schemas impact the elements and stakes associated with disciplinarity? E.g. people, questions, objects of inquiry, epistemology, methodology, pedagogy, literature, “explanatory ambitions” (Toulmin, 1972).
7. What relationship do you see between disciplines and departments? Do you think your schema for one affects your schema for the other?
8. Which disciplinary networks are you participating in already (through research, teaching, etc.)? Is interdisciplinarity, as Bazerman and Prior (2005) argue, more “mundane” than generally conceived?
9. Does conceptualizing of discipline as “open, evolving, networked category” render the distinctions between multidisciplinary, and interdisciplinarity moot?

Talks Based On

Gwendolynne Reid and Carolyn R. Miller. “Classification and its Discontents: Making Peace with Blurred Boundaries, Open Categories, and Diffuse Disciplines.”

Elizabeth Wardle and Douglas Downs. “Understanding the Nature of Disciplinarity in Terms of Composition’s Values.”

Both in *Composition, Rhetoric, and Disciplinarity: Shadows of the Past, Issues of the Moment, and Prospects for the Future*. Eds. Rita Malencyk, Susan Miller-Cochran, Elizabeth Wardle, and Kathleen Blake Yancey.

