

1

**Discipline identity in economic history [Texto impreso] : Reflecting on an interdisciplinary community / Martin Shanahan**

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 190-193 : 45 refs.

The article by Aileen Fyfe (this issue) raises a number of important issues about academic identity and the importance of the disciplinary community in the creation and maintenance of that identity. It also discusses some of the additional difficulties faced by interdisciplinary disciplines; lack of recognition (and thus institutional support), isolation of individual academics in 'foreign' communities and a general anxiety and lack of self-confidence by the practitioners in that discipline as to the worth of their field. Finally, the article hints at the dangers these difficulties pose for the sustainability of the discipline - as lack of a clear identity and an institutionally marginal existence can make developing and attracting future practitioners difficult. In Fyfe's article, the focus was on the history of science. This article explores some of the many similarities, and differences, that exist for individuals in the field of economic history. For many economic historians, locating themselves within their discipline is still a major issue.

Arts and Humanities in Higher Education. -- 2015, v.14 (April), n. 2, p. 181-193

1. Economic history 2. Interdisciplinary 3. Professional identity

---

2

**Ethnography by design [Texto impreso] : on goals and mediating artefacts / Fabian Segelström, Stefan Holmlid**

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 146-148 : 37 refs.

Design ethnography is the appropriation of ethnography for the purposes of informing design. This paper investigates the effects of these appropriations, through a comparative study of how designers and anthropologists approach the same field site and by a review of new techniques introduced by designers to do ethnography. The techniques reviewed all apply artefacts to mediate the ethnographic process. Conducting ethnography through artefacts can be done in a number of ways and three ways are discussed here, including techniques which remove the researcher from the context of study. The implications for design ethnography of the comparative study and the introductions of artefacts to facilitate ethnographic work are discussed. The implications focus on potential methodological pitfalls of the 'designification' of ethnography as design ethnography matures.

Arts and Humanities in Higher Education. -- 2015, v.14 (April), n. 2, p. 134-149

1. Design ethnography 2. Design probes 3. Ethnography through artefacts 4. Mobile ethnography

---

3

**Like climbing Jacob's ladder [Texto impreso] : An art-based exploration of the comprehensive exam process / Sara Scott Shields**

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 226-227 : 19 refs.

The comprehensive exam process is a rite of passage in the scholarly world, and as such the movements of this process often feel like a guarded secret to graduate students. As a PhD candidate, I left the comprehensive exam process feeling both initiated and inundated. This article is an attempt to uncover the secret that is the comprehensive exam process, but more importantly this article is an artful documentation of my journey through the process. Through arts-based engagement with artifacts from my comprehensive exam process I hope to explore and uncover the power this academic journey holds so other graduate students can enter their journey with open eyes.

Arts and Humanities in Higher Education. -- 2015, v.14 (April), n. 2, p. 206-227

1. Arts-based research 2. Comprehensive exams 3. Higher education 4. Qualitative research 5. Visual thinking

---

4

**Toward a pedagogy for faculty and student co-responsibility in curating college museum exhibitions [Texto impreso] / Susan Rodgers**

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 164-165 : 30 refs.

When undergraduates work with college faculty on complex research projects, the students are often asked to take on the role of "secondary-level" gatherers of data. This can be legitimate: the students have no graduate training and the faculty mentor is more experienced in research design and analysis. This study, however, offers an alternative model for student/faculty joint research: a model for pedagogy on the arts in anthropology that fosters stronger degrees of student agency and "ownership" of a museum project. At issue was a college art gallery exhibition called "Transnational Ikat: An Asian Textile on the Move" co-curated by an anthropologist (the author) and undergraduates. Some institutions invite undergraduates to curate exhibitions via museum studies seminars. However, the model discussed here had more scope: the team did ethnographic fieldwork in Bali, then cowrote the exhibition website, and then led gallery tours. Co-ownership of the entire undertaking was fostered in all stages.

Arts and Humanities in Higher Education. -- 2015, v.14 (April), n. 2, p. 150-165

1. Asian textiles 2. Ikat 3. Indonesian arts 4. Students and museum exhibitions 5. Undergraduate research

---

5

**Uncomfortable departments [Texto impreso] : British historians of science and the importance of disciplinary communities / Aileen Fyfe**

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 205 : 14 refs.

This paper explores issues around disciplinary belonging and academic identity. Historians of science learn to think and practise like historians in terms of research practice, but this paper shows that British historians of science do not think of themselves as belonging to the disciplinary community of historians. They may be confident that they do history, but they insist that there is a distinction between historians and historians of science. That distinction is marked by an exaggeration of their differences with general historians, and a strong emphasis on the social value of the contacts and friendships offered by the national and international disciplinary community. In this vision, university departments are no longer seen as the congenial, safe intellectual homes described by previous scholars but are potentially uncomfortable places where academics with different training, experiences and expectations must mix. The comparatively static structures of universities, despite burgeoning new sub-fields of study, make this case study applicable to a far wider range of disciplines.

Arts and Humanities in Higher Education. -- 2015, v.14 (April), n. 2, p. 194-205

1. Academic communities 2. Academic identity 3. British 4. Departments 5. Disciplines  
6. Interdisciplinary 7. History of science

---

6

**What's feeling got to do with it? [Texto impreso] : Decoding emotional bottlenecks in the history classroom / Joan Middendorf ... [et al.]**

Este artículo se encuentra disponible en su edición impresa y electrónica. Los datos para su localización y/o acceso electrónico están accesibles a través del enlace al título de la publicación.

References: p. 178-180 : 28 refs.

The understandings and preconceptions students bring into the history classroom can interfere with student learning. Analyses of student and professor interviews in light of emotional bottlenecks revealed two different, though related, student preconceptions: procedural preconceptions about history as a field of study and pre-existing worldviews that link students' identities to the past. With the Decoding the Disciplines method instructors can capture the students' narratives early to better anticipate and re-channel resistance, moving students away from emotional snap judgments to more critical and historical ways of thinking.

Arts and Humanities in Higher Education. -- 2015, v.14 (April), n. 2, p. 166-180

1. Affective bottlenecks 2. Assessment 3. Decoding the Disciplines 4. Emotional bottlenecks 5. History 6. Misconceptions 7. Preconceptions 8. Teaching controversial issues

---