

INTERNATIONAL PHD PROGRAM SEMINAR:

2011-2012: *THE COSTS AND BENEFITS OF CROSSING DISCIPLINARY BOUNDARIES*

(update: 5.07.2011)

Thematic Scope of the 2011-2012 Program Seminar:

The underlying question of the 2011-2012 Program Seminar is as follows: “What are the intellectual costs and benefits of venturing beyond our own discipline?”

The objectives of our work this year are slightly different for the professors and for the students.

The aim of the panels run by professors is to assess the methodological challenges of interdisciplinary research by probing some specific conceptual tools.

The aim of the panels run by students is to confront their research hypotheses in the light of the methodological assumptions and practices of their own disciplines and of the disciplines of other participants of their panel.

Methods and Procedures:

There will be 3 Professors’ Program Seminars and 4 Students’ Program Seminars in the Fall semester of 2011-2012. Each of them will be run by 2 professors or by 3-4 students.

The professors’ seminars will illustrate the methodological problems stemming from the use of a concept (or a limited number of such concepts) which will serve as an analytical tool in the interpretation of one specific text (or a limited corpus of texts). Each panel of professors will therefore choose one common text and focus on one concept, which will be used in two different ways by the two professors coming from two different disciplinary perspectives. Such approach should demonstrate the limitations of each disciplinary approach and the complementary character of both of them. The two colleagues organizing a professor’s panel will invite to other colleagues to play the role of commentators of the panel and to moderate the general discussion.

Exactly one week before the meeting, the organizers of the panel will make available the text to be analyzed as well as a short paragraph specifying the methodological challenges raised by the conceptual tool under discussion. Following the seminar a team of 2-3 students will draw a set of short conclusions. The students’ team will remain anonymous and its conclusions will be posted in writing on the Program discussion forum by one of the students’ representatives, who will also make sure that all the students take part in this exercise during the semester.

The students’ seminars will illustrate the challenges stemming from the confrontation of methodological assumptions and practices which are dear to each of the panel participants. Each of the students will choose a very short text of his or her disciplinary interest and trade it with a partner on the panel. During the seminar meeting, the partner will present a short presentation (no more than 10 minutes) which will spell out the methodological presuppositions he or she would be tempted to make when interpreting this text.

All the texts prepared for the seminar meeting will be made available to the seminar participants one week in advance of the meeting. All faculty will critique and grade each student participant of the panel (see pt. 5.3. of the *Guidelines*).

All members of the Program are expected to attend each Seminar meeting. If you are unable to attend in person for a compelling reason, please inform the Program Moderator and the technical staff about your attendance through videoconferencing at least 1 week before the date of the Seminar meeting (see pt. 4.1. of the *Guidelines*)

Calendar: (2:00-3:30 PM Warsaw time)

October 6 Professors: Sujecka & Miernowski

October 20 Students : Ewa Janion, Ágnes Máté, Aleksander Sroczyński

November 3 Professors: .Partyka & Wróbel

November 17 Students: Ines Steger, Kamil Wielecki, Paweł Miech

December 8 Professors: Kalinowska & Kieniewicz

December 15 Professors: Axer & Wróbel

January 5 Students: Natalia Obukowicz, Hanna Paulouskaya, Krzysztof Skonieczny, Bogdan Trifunovic

January 19 Students: Olimpia Dragouni, Julia Lewandowska, Karolina Wiśniewska, Oksana Zakhutska

Expected Outcome:

1. A thoroughly prepared panel debate and a leading role in animating the general discussion stemming from it.
2. An active participation in all the seminar discussions, both during the seminar meeting and on the internet discussion forum.
3. A set of written conclusions drawn from the professors' panel.
4. A graded assessment by the entire faculty of the Program of each student's presentation and his or her participation in the panel debate.
5. A general assessment by the entire faculty of the Program of each student's participation in the Seminar discussion.