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Susan K Staats* (staats@umn.edu), 206 Burton Hall, 178 Pillsbury Dr SE, University of Minnesota, Minneapolis, MN 55418. *Interdisciplinary Math for Non-STEM Students: Curriculum Design to Facilitate Faculty Teaching Across Disciplines*. Preliminary report.

Interdisciplinary math curriculum can offer non-STEM, liberal education students a challenging and relevant alternative to traditional offerings, particularly when it explores connections between math and the social sciences and humanities. Moreover, interdisciplinary learning is inherently inquiry-based. However, faculty members may feel uncomfortable teaching outside of their discipline. This paper describes an approach to designing authentically interdisciplinary math curriculum that a single mathematics instructor can deliver. A sample module, co-written by a math teacher, a disciplinary specialist, and a creative writer, is discussed. The module has been used for three years in an algebra class for non-STEM majors that functions for many students as a liberal education class. Students practice the mathematics of finance through the context of a classic theory in psychology, Erik Erikson's model of life stage development. Erikson's theory suggests that people pass through a series of identity crises throughout their lifespan. Students write short stories that pose identity crises for their characters and that model their characters' resulting financial behaviors using the mathematics of annuities and amortizations. Samples of student work will be provided. (Received September 22, 2012)