

CHAPTER 4

DISCIPLINE: MEANING, EVOLUTION AND CLASSIFICATION

3.1.0 Introduction

The accumulated data, information, knowledge, and wisdom of the human race are broken into a large number of disciplines. Usually a discipline represents a particular branch of knowledge. In the words of P. Bourdieu, 2004, "A discipline has an academic and socially acknowledged name (that for example can be found in a library classification system). A discipline is inscribed in, and upheld by, the national and international networks of research, university departments, research institutes and scientific journals that produces, certifies, rewards, and upholds that which he calls the discipline's capital. And a discipline is characterized by a particular, unique academic and social style" (Quoted in T. Strand, 2007).¹ The disciplines themselves are broken into sub disciplines and sub sub disciplines. This is a convenient way to organize a library, a school program, or a higher education institution.

Higher education witnessed a significant evolution of its organizational structures throughout the twentieth and into the twenty-first century, and an expanding substructure of disciplinary foundations significantly influenced this process (Braxton & Hargens, 1996)². In particular, the growth of scientific and technical knowledge resulted in a proliferation of academic disciplines, which have continued to grow and subdivide. Before 1850, most colleges and universities taught only a few basic fields like classical languages, mathematics, and philosophy; by the end of the twentieth century some colleges and universities were offering students choices from as many as 149 fields of study (Braxton & Hargens, 1996). The largest and most visible effect of the growth and expansion of disciplines in higher education is the way colleges and universities are functionally organized (e.g., into colleges, schools, and departments). Disciplinary growth and variation also affect colleges and universities in their exercise of two of their key missions: instruction (Neumann, 2001)³ and research (Becher, 1994)⁴.

Chapter 4 Discipline Meaning Evolution And Classification

R Bogdan



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