

Integrative studies core curricular features and descriptions

FYS 1000: First Year Seminar (enrollment: 20) 4 semester hours

Topical seminars emphasizing intellectual discovery, critical inquiry, and integrative learning. This course will introduce you to the mission and learning goals of the Integrative Studies Program, connect purposefully to select co-curricular components of the First Year Experience Program, and provide you with opportunities to practice foundational reading, thinking, communication, information literacy, and research skills.

Staffed by faculty from across the College.

INST 1500: Identity Projects (cap: 20) dedicated writing instruction course; 4 semester hours

This requirement area invites you to explore the self in dynamic and critical terms. You will consider the interplay of individual and social identities, and study the self as a catalyst of voice, action, and purpose. In the process, you will engage with questions that are central to personhood: How does the self relate to others? How does the self change across time, culture, and circumstance? How does the self find its place in the world and know its impact? These courses emphasize critical inquiry and foundational expository writing skills.

Staffed by the English Department.

INST 2000: Interconnections (cap: 35) 4 semester hours

In this requirement, you will use the approaches of history and the social sciences to explore how peoples across time and space have organized local, regional, national, and global communities. You will consider the ways in which individuals, groups, and societies are related to one another and examine the social, economic, and political traditions and structures they create. In the end, you will gain a better understanding of how and why peoples and societies have become increasingly interconnected to and interdependent upon one another.

Staffed by the Departments of History and Political Science, Psychology, Sociology.

INST 2200: Reflection & Responsibility (cap: 35) 4 semester hours

This requirement area encourages you to reflect meaningfully on your own values and to explore the ethical dimensions of human existence. You will investigate and examine such important issues as individual and collective responsibility to a common good, the notion of a “good life,” and the nature and significance of personal and civic engagement.

Staffed by the Religion and Philosophy Department, and select service learning courses as approved by IS Advisory.

INST 2400: Natural Foundations (cap: 35; if lab component included: 24) 4 semester hours

In this requirement area, you will explore our modern understanding of nature and the physical world, and how we have arrived at this knowledge. Courses in this thread will explore the impact of this understanding on society and discuss how human activity changes the world. You will confront both the wonders and the dangers inherent in science, and be challenged to consider your individual and collective responsibility for these changes.

Staffed by the Departments of Chemistry and Biochemistry, Life and Earth Sciences, and Physics and Astronomy, and select Environmental science courses as approved by IS Advisory.

INST 2600: Creativity & Culture (cap: 35) 4 semester hours

This requirement area explores how human beings find and create meaning in our world, particularly through creative inquiry in the arts. You will engage with knowledge that encourages deeper understanding and appreciation of the role of the arts across a diversity of human cultures. Using that knowledge, you will consider critical issues such as using the arts to engage questions of human meaning and purpose, how the arts can suggest and create new possibilities for communities and cultures, and questions of responsibility (individual and collective) for maintaining and preserving cultural heritage from around the world.

Staffed by the Departments of Art, Music, Theatre and Dance, and select humanities courses as approved by IS Advisory.

INST 3500 and INST 4000: Interdisciplinary Dyad (cap: 35) 4 semester hours each; 8 hours total

In the final requirement, you will take two courses from different disciplines that are purposefully linked together and share a central theme, topic, or problematic. You will return to and reflect on the overarching learning goals of the Integrative Studies Program and engage in interdisciplinary and integrative modes of learning.

Staffed by faculty from across the College.

Proposed Integrative Studies Curricular Model

1000-level

INST 1000: First Year Seminar (FYS) (cap: 18-24)

INST 1500: Identity Projects (cap: 18)

- Primary teaching responsibility: English. Dedicated writing instruction.

2000-level

INST 2000: Interconnections (cap: 35)

- Primary teaching responsibility: History and the Social Sciences (Political Science, Psychology, Sociology)

INST 2200: Reflection and Responsibility (cap: 35)

- Primary teaching responsibility: Philosophy, Religion, and designated service-learning courses across the curriculum

INST 2400: Natural Foundations (cap: 35; labs will cap between 17 and 20)

- Primary teaching responsibility: the Sciences (Chemistry, Environmental Studies, Life and Earth Sciences, Physics)

INST 2600: Creativity and Culture (cap: 35)

- Primary teaching responsibility: the Arts (Art, Art History, Music, Theater) and selected courses from the humanities

3000 and 4000-level

INST 3500 and 4000: Interdisciplinary connection or dyad (cap: 25-35)

- Two linked courses from different disciplines that share a central problematic, field of inquiry, or topical focus

First-Year Experience Mission and Goals

Mission: The First Year Experience program guides your transition into Otterbein College classrooms and communities. Through a network of supportive resources, including a First Year Seminar, FYE nurtures your academic skills and passions, and immerses you in the life of the college. The program encourages you to explore your self and world, your beliefs and values, and your educational and professional goals. It also asks you to think about what it means to be responsible to yourself, to Otterbein, and to local and global communities.

Goal one: To connect you to the resources that promote belonging, wellness, and success in the first year.

- You will establish a productive relationship with a peer mentor and an advising team
- You will connect with faculty in Integrative Studies, in other academic departments, and with student affairs staff.
- You will encounter resources that promote academic success and personal wellness (physical, emotional, social, environmental, spiritual, financial, and intellectual).
- You will investigate different student organizations, social events, and involvement opportunities
- You will investigate a major, a minor, and other possible fields of study

Goal two: To inspire intellectual curiosity and to introduce you to the richness and rigor of an Otterbein education.

- You will engage intellectually challenging issues and questions
- You will learn about the mission and learning goals of the Integrative Studies Program
- You will be introduced to the concept of integrative learning and knowledge
- You will understand the principles and practices of academic integrity
- You will begin to develop your e-portfolio

Goal three: To develop skills essential to academic success and lifelong learning

- You will read closely and critically
- You will gather, interpret, evaluate and integrate information
- You will identify, analyze, and synthesize distinct concepts and ideas
- You will communicate ideas in writing and speaking
- You will draw upon evidence to make an argument
- You will reflect on your learning style, study and time management skills, and your academic progress

Goal four: To promote engaged living and learning and to explore commitments to campus, local, and global communities.

- You will consider what it means to be an Otterbein student, as well as the history, culture, and values of the institution
- You will explore the Westerville and greater Columbus community
- You will encounter the forms of diversity--ethnic, gender, age, class, religious, sexual, national, regional, etc.--that shape identities, perspectives, and cultures.
- You will clarify your educational and professional goals
- You will reflect on your leadership strengths and cooperative style
- You will investigate the Five Cardinal Experiences

understanding the dyads

Dyads are two linked courses from different disciplines that share a central problematic, field of inquiry, or topical focus.

After completing the six core Integrative Studies courses, students will enroll in the dyad of their choice. While the foundational courses in the core concentrate on specific curricular threads, the courses in a dyad will ask students to work a broad topic across all five goals. As the culminating experience in Integrative Studies curriculum, the dyads will encourage students to reflect meaningfully on their present and past learning experiences.

developing the dyads

1. The two courses in a dyad must be drawn from different academic disciplines.
2. The two courses will link across a shared problematic, field of inquiry, or topical focus. Each course in the dyad will offer a different disciplinary and/or methodological perspective on a shared thematic.
3. Courses in the dyad must be integrated and demonstrate an intentionally connected learning experience across the two courses.
4. Together both courses should address all five Integrative Studies goals; together the two courses must also guarantee that *at least one learning outcome from each goal* has been met. Faculty teaching in the dyads will need to build opportunities for students to meet the INST learning outcomes that they select as relevant.
5. The dyad will invite students to reflect upon and synthesize their learning experience in the Integrative Studies program. This work will be documented in the e-portfolio.
 - a. At the end of each course in the dyad, students will submit written work that documents and reflects upon the INST learning goals of the course and, when applicable, the dyad.
 - b. Upon completion of the dyad, students will submit a reflective essay that narrates and evaluates their overall learning within Integrative Studies.

timing the dyad: some considerations

1. Do the courses work best sequentially? Does one course provide a base or foundation for the other? Does one course build conceptually or developmentally on the other? Do you want students to complete one course before they take the other? **If yes:** students should take the two courses in adjacent terms (fall and spring *or* fall and j-term *or* j-term and spring).

2. Do the courses work best when they run concurrently? Do you want students to cover concepts/ideas simultaneously across the two disciplines? Are you interested in building shared curricular or co-curricular experiences? **If yes:** students should take both courses during the same semester.

3. Can students take the courses in any order? Although the courses link, is it true that one course does not necessarily build upon the other? **If yes:** students can take the two courses in adjacent terms or the same semester.

an important shift

Dyads may include existing upper-level disciplinary courses that are not built solely for the Integrative Studies curriculum. Students may enroll in these disciplinary courses for both INST and major/minor credit.

In order for an upper-level disciplinary course to participate in an INST dyad, that course must:

- a. be developed to work within a dyad. It must still integrate with the second course.
- b. meet the Integrative Studies goals and provide the reflective assignments as outlined above.
- c. be open to all students and not require prerequisites. If the existing disciplinary course has prerequisites, the instructor must allow INST students to take the course for dyad credit without completing the prerequisite courses. INST students would register with “permission from the instructor.”
- d. locate itself at the 300 or 400 level.

sample dyads

We imagine that faculty will have many wonderful ideas for the dyads, but we thought **it might be useful to suggest some topical dyads that capitalize on the existing interests and course offerings of our faculty.**

Although dyads are only composed of two linked courses, we might imagine offering students a small slate of possible courses that feed a single dyad. For this reason, you'll see some of the suggested dyads below have three, four, or even five contributing courses. Students, of course, would only take two of the available courses.

Intimacy – Why Sex? (Life Science), Relationships and Dialogues (English), Human Sexuality (Psychology)

Disasters – Disaster Narratives (English), Disaster Psychology (Psychology)

Utopias and Dystopias – Utopias (SYE), Dystopian Literatures (English)

Green Thinking – Environmental Philosophy (Philosophy), The Environmental Imagination (English), Intro to Environmental Studies, Environmental Sociology (Sociology)

Food – Feeding the World (Life and Earth Sciences/Chemistry), The Literature of Food (English), The Politics of Hunger and Famine (Political Science)

Violence – Just War (Philosophy), Genocide and Terrorism (Political Science), The Psychology of Violence (Psychology)

Good and Evil – Dilemma of Existence (English), God and the Question of Evil (Religion)

Revolutions – Revolutions (Physics), Radical Political Theory (Political Science), Chaos Theory (Mathematics), Postmodern Uncertainties (English/Critical Theory)

Protest – Theatre and Social Change (Theatre), History of Protest in America (History), Protest Literatures (English), Subversive Art (Art/Art History)

Mythologizing Gender – Gender and Mythology (Religion), Gods and Goddesses in Art (Art), Myth and Folklore (English)

Out of India – Bollywood Blockbusters (English/Film), Indian Literature and Culture (Global Perspectives)

Empire – The Rise of Imperialism (History), The Post-Colonial Novel (English), African Cultures and Colonialism (Global Perspectives)

Adolescence – Adolescent Sexuality (Psychology/Women's Studies), Adolescent Literature (Education)

Belief and Doubt – The Psychology of Religion (Psychology), Skepticism (Philosophy), The Dilemma of Existence (English), Human Nature in World Religion and Philosophy (Religion)

Alternate Worlds – Exobiology (Physics/Life Science), The Literature of Science Fiction (English)

Less Than Zero – Teenage Wastelands (English), Psychologies of Addiction (Psychology)

(In)visible Identities – White Slave Trades (History), Whiteness in Popular Media (Communication)

Human Capitalisms – Child Labor (Political Science), Child Poverty (Sociology)

Final Frontiers – Astronomy (Physics), Space Odysseys (English)

Black Aesthetics – Hip-Hop Culture (English), American Jazz (Music), The Black Arts Movement (Arts/Humanities), Black Radical Thought (Black Studies)

East/West – Buddhism and Zen (Religion), Asian Art (Art History), Approaches to Japan (Global Perspectives), Contemporary Japanese Literature (English/Japanese), Asian History (History)

Death and Dying – End of Life Issues (Philosophy), Death and Dying (Chaplain's office), The Literature of Suffering (English), Compassionate Care of the Terminally Ill (Nursing)

Digitality – New Media: Analysis and Critique (Communication), Digital Cultures (Sociology/English), The Philosophy of Gaming (Philosophy),

Social Justice – Social Justice in the Christian Tradition (Religion), Global Social Change (Sociology),

Criminal Minds – Detective Fiction (English), CSI: Forensic Science (Chemistry/Life Science)

Submerged – Water Wars (Sociology/Environmental Studies/Political Science), The Ecology of the Coral Reefs (Life and Earth Science)

Globalization – Decoding the Global Economy (Business/Economics), Alternative Globalizations (Sociology),

21st Century Arts – Contemporary Art (Art History), 21st Century Music (Music), Deconstructed Dance (Dance)

The Holocaust – Holocaust Literatures (English/German), The History of the Holocaust (History), Genocide (Political Science), The Psychology of Terror (Psychology)

Embodying Gender– Gender and Biology (Life Science), Sculpting Gender (Art)

Outsiders – The Outsider in German Literature (Foreign Languages), Existentialism (Philosophy), Social Deviance (Sociology)

Integrative Studies Learning Goals and Outcomes Curricular Map

Please note: According to the proposed curriculum model, students are introduced to all five program learning goals in the FYS and return to those goals broadly in the dyad. Specific learning outcomes therefore have been designated across the core of the curriculum as shown below.

	INST 1500 Identity Projects	INST 2000 Interconnections	INST 2200 Reflection & Responsibility	INST 2400 Natural Foundations	INST 2600 Creativity & Culture
Goal 1: 1		X		X	
1: 2	X	X		X	
1: 3		X		X	
1: 4				X	X
Goal 2: 1	X	X			X
2: 2		X			X
2: 3		X			X
Goal 3: 1	X			X	X
3: 2	X		X	X	X
3: 3	X		X		X
3: 4	X	X	X		X
Goal 4: 1	X		X		
4: 2	X		X		
4: 3			X	X	
Goal 5: 1	X	X	X	X	X
5: 2		X	X		
5: 3			X	X	
5: 4	X	X	X	X	X

integrative studies mission statement and goals

Otterbein College (March 2009)

MISSION: The Integrative Studies program aims to prepare Otterbein undergraduates for the challenges and complexity of a 21st century world. It foregrounds interdisciplinary and integrative skills, competencies, and ways of knowing and is committed to the premise that one's learning should serve and shape one's responsibilities in the world.

GOAL ONE: To inspire intellectual curiosity about the world as it is and a deeper understanding of the global condition.

Outcomes:

Students can articulate the historical and contemporary significance of global interconnections and interdependencies in human, natural and physical worlds.

Students explore and analyze the dynamic relationship of global and local issues or problems.

Students understand sustainability as an economic, social and environmental practice.

Students imagine and critically explore likely and alternative global futures.

GOAL TWO: To assist students in cultivating intercultural knowledge and competencies.

Outcomes:

Students gain enhanced understanding of the diversity of ideas, beliefs and practices across cultures and throughout historical eras.

Students gain enhanced understanding of the cultural diversity that shapes local communities.

Students recognize the interactive and dynamic relationship of global and local communities.

GOAL THREE: To promote active and critical reflection on the human self and its place in the world.

Outcomes:

Students study the self and the ways in which it is situated in human, natural, and physical worlds.

Students analyze and reflect on their own sources of identity and values.

Students explore enduring and contemporary questions about human meaning and purpose.

Students recognize and engage with that which is other or unfamiliar to them.

GOAL FOUR: To challenge students to critically examine their ethical responsibilities and choices in both local and global contexts.

Outcomes:

Students affirm the value of an enlarged ethical responsibility to other persons, the natural world, and future generations.

Students explore and engage their relationship to the global public good as well as the larger goals of human and ecological flourishing.

Students appreciate sustainability as an economic, social and environmental value.

GOAL FIVE: To encourage purposeful public engagement and social responsibility.

Outcomes:

Students demonstrate the intellectual and practical skills necessary for meaningful work and active participation in the local community and the larger world.

Students investigate multiple and evolving forms of civic identification and belonging, with particular attention to the practice of citizenship in local, national and global contexts.

Students explore the value of purposeful action in the face of the pressing problems of the 21st century.

Students come to see themselves as responsible, engaged and informed persons, capable and willing to act in ways that will improve or reshape the world.