

Curriculum & Curriculum Map

IS Major

All Interdisciplinary Studies “major equivalents” are comprised of courses offered by departments and programs in the UHM catalogue. It is a crucial feature of the advising process that the “major equivalent” consists of upper-division courses with thematic integrity. Flexible curriculum choice is thus made possible with no loss of academic rigor.

Objectives of the Program:

Our main goal is to foster critical interdisciplinary thinking on the part of students who are obliged to articulate a “proposal,” which defines an interdisciplinary inquiry. Thus, students must construct, under advisement, a 36 credit upper-division program of study, which draws on not less than three Departments in the University. To do so, they must come to an understanding of the immense possibilities available in the University as represented in the UHM catalogue, and then see how the various courses in their programs integrate into an intellectual whole. A critical feature of this process is the writing of a “narrative,” a clear statement of the rationale for the course of study. Once engaged in the course of study, the IS major is a unique opportunity for students, regardless of the immediate motivations in any single course, to see that there are important connections as regards what occurs in the world and that they need to get clear on these connections in problem-solving. During the mentoring sessions, the student learning objectives are:

1. To demonstrate the capacity to think across disciplines. We encourage students to be problem-focused, rather than discipline-oriented, and to recognize that information pertinent to problem-solution is not discipline-bound.
2. To communicate effectively, both orally and in writing, linkages and connections in problem-solution. The writing of a narrative, which justifies the array of courses in the program, is the first step in developing this capacity.
3. To demonstrate independence of thought, encouraged, perhaps uniquely, not only by the effort to construct individualized BA programs, but by pressing students to expand the context and forms of inquiry. For example, students interested in tourism may be encouraged to consider a course in globalization, post-colonialism or sustainable development.
4. To demonstrate “learning to learn” skills, which begins with the construction of the specifics of the major, requires initiative in determining what needs to be investigated and how it is to be investigated.

IS Courses

IS Faculty teaches interdisciplinary courses regularly. The courses are: IS 322: Ethnohistory, IS 331: Science and Culture, IS 340: Human Values and the Environment, and IS 441: Linguistic Anthropology. Students may choose to include these courses in the major equivalent if they fit into the program or take at least one of them as an elective. Through these courses students are introduced to interdisciplinary research methodology, critical thinking, and methods of exploring linkages between disciplinary fields for creative problem-solving, which cover many aspects of Institutional Learning Outcomes (ILO 2 & ILO 3). We encourage students to think critically and

creatively, applying questioning and reasoning, generating and exploring new questions (ILO 2: IS 331 & IS 340); Conceptualizing problems and asking research questions, analyzing research data, engaging in self-directed inquiry (ILO 2: IS 322 & IS 414); Continuous learning and personal growth through self-assessment and reflection, intellectual curiosity, personal and social responsibility (ILO 3: IS 322, IS 331, 340); and respect for cultural differences (ILO 3: IS 322) stewardship of natural environment and ethical responsibility (IS 340).

Student Learning Outcomes for Individually Designed IS Curriculum

The student-learning outcomes for the designed interdisciplinary IS curriculum, comprised of coursework from different disciplines, are as follows:

1. To acquire knowledge and understanding in students’ chosen interdisciplinary field (IS Major Equivalent [ME]) (Program Assessment Collected)
2. To develop skills in exploring interdisciplinary relationships and follow problems across disciplinary boundaries (IS Proposal/IS Courses/Major –Assessment Evidence Collected (Reviewed Proposals, IS Course Evaluations, Submitted Written Work in IS Courses, IS Program Survey)
3. To develop critical thinking skills by developing skills of comparing, contrasting, and synthesizing a variety of perspectives (IS Courses/IS Major– Assessment Evidence Collected—Written Work/Program Survey)
4. To be able to communicate clearly in writing (Proposal Writing/IS Courses–Assessment Evidence Collected—Written Work/Program Survey)
5. To develop a basic competency in recognizing and analyzing ethical issues, responsibly deliberating on ethical issues, and making ethically determined judgments. (IS Course— Evidence Collected/Written Work)

Interdisciplinary Studies Curriculum Map

IS Courses/ Major Courses	SLO I	SLO2	SLO3	SLO 4	SLO5
UpperDivisionCourseWork	Major Courses	IS Prop, IS Courses, IS Major	IS Courses/IS Major	IS Proposal/IS Courses/Major Courses	IS Course