



SACRAMENTO
STATE

Course Change Proposal Form A



Academic Group (College): Arts and Letters	Academic Organization (Department): Humanities and Religious Studies	Date: January 25, 2008
Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>	Department Chair: Jackie Donath	Submitted by: Jeffrey Brodd
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	For Catalog Copy: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> CCE (Extension): Yes <input type="checkbox"/> No <input type="checkbox"/>	Semester Effective: Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> , 2008

This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):

Change from:

Subject Area (prefix) & Catalog Nbr (course no.):	Title:	Units:
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Change to:

Subject Area (prefix) & Catalog Nbr (course no.): HRS 290	Title: Topics in the Humanities and Religious Studies	Units: 3
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JUSTIFICATION:

HRS 190 has traditionally been taught as a “threshold graduate” experience, in an attempt to provide our senior majors with a challenging “capstone” course with a discussion format and a demanding term paper assignment. In other words, HRS 190 all along has resembled a graduate seminar. The Liberal Arts Master’s Program has, for the past several years, offered a paired course: LIBA 205, “Space and Time: Plato to Einstein” is paired with PHIL 192D. Students who have taken LIBA 205 are typically very pleased, and have no complaints about the graduate/undergraduate situation. Pairing the new HRS 290 with HRS 190 will enhance our graduate curricular offerings; in turn, the increased enrollment (relative to our normal HRS 190 enrollments) will enable us to offer 190/290 most every semester, rather than only once per year, thus greatly enhancing the situation for senior majors via more choices among topics, faculty, and terms. Finally, we are confident that both the senior majors and the graduate students will find it enriching to be in the class meetings together. Students would need instructor permission to enroll in HRS 290 – thus ensuring that anyone who lacks adequate background knowledge (HRS 190 has as prerequisites three of our major’s core requirements – HRS 105, HRS 108, and HRS 140) would not be permitted to take the course.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)

Paired with HRS 190, the senior seminar for Humanities and Religious Studies majors. Focuses on the perspectives and methods of the academic study of religions and of the humanities. Topics chosen by the instructor. 3 units.

Note:

- HRS 290 will include two requirements that set it apart from HRS 190: rather than a term paper of app. 15 pages, as required of the undergraduates, HRS 290 requires app. 25 pages; HRS 290 also requires that each of the graduate students leads discussion of one topic or reading assignments.
- Because HRS 290 will be a “topics” course, we wish to stipulate that students are allowed to take HRS 290 even if they have previously taken HRS 190 (i.e., if they were HRS majors), provided a different topic is addressed. Including Spring 2008, HRS 190 has featured three different topics: “Death and Afterlife,” “The Hero”; and “The ‘Great Books’”; they are significantly different in terms of subject matter and of manner of approach.

Prerequisite:
Enforced at Registration: Yes No

Corequisite:
Enforced at Registration: Yes No

CAN (California Articulation Number):

Graded: Letter Credit/No Credit **Instructor Approval Required?** Yes No

Course Classification (e.g., lecture, lab, seminar, discussion):
Discussion C-4 **Title for CMS (not more than 30 characters):**
Topics Hum+Relig Studies

Cross Listed?
Yes No **If yes, do they meet together and fulfill the same requirement, and what is the other course.** HRS 190 and HRS 290 would meet together; they are “paired.”

How Many Times Can This Course be Taken for Credit? 1
Can the course be taken for Credit more than once during the same term? Yes No

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc." See the example at <http://www.csus.edu/acaf/example.htm>

- Students will be able to:
- practice and enhance analytical reading and oral communication skills
 - apply writing skills appropriate to our field, especially through the writing of an analytical term paper
 - employ techniques of formal analysis within an interdisciplinary (i.e. historical, anthropological, psychological, etc.) context
 - identify and analyze changing perspectives on beauty and spirituality
 - develop an enhanced historical/contextual understanding of religions
 - gain a deeper appreciation of diverse cultures
 - use and enhance critical reasoning skills

****Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

- Degree and quality of contribution to class discussions
- Several short (app. 2 pp.) informal essays in response to assigned readings
- Oral presentation (app. 20 mins.) on topic of student's choice (with instructor approval)
- Written analytical term paper (app. 25 pp.) on same topic

For whom is this course being developed?
 Majors in the Dept Majors of other Depts Minors in the Dept General Education Other
 Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes No
 If yes, identify program(s):
 Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes No
 If yes, attach a description of resources needed and verify that resources are available.
 Indicate which department or programs will be affected by the proposed course (if any). (None)
The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:	Date
Department Chair: <i>JR Donath</i>	<i>1/31/08</i>
College Dean or Associate Dean: <i>Deborah M. Jask</i>	<i>2-21-08</i>
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

California State University, Sacramento
Topics in the Humanities and Religious Studies: The "Great Books"
Spring 2008

Humanities and Religious Studies 290-01
Sequoia 450
Tuesday 5:30-8:20

Dr. Jeffrey Brodd **jbrodd@csus.edu**
Office: Mendocino 2028 278-7703
Hours: TR 2:00-2:50, 4:30-5:20, and by appt.

Catalog description: Paired with HRS 190, the senior seminar for Humanities and Religious Studies majors. Focuses on the perspectives and methods of the academic study of religions and of the humanities. Topics chosen by the instructor. 3 units.

This is our department's capstone course and is intended for majors in the senior year, along with graduate students (space permitting). The topic this term is the "Great Books." The course intends to combine an ongoing engagement with the "Great Books" in their cultural context (something that every HRS major and graduate student in the Liberal Arts or History-Humanities program has done to some extent in a variety of courses) with a critical analysis of the pedagogical and political issues involved with the "Great Books" approach to education. To say the least, the "Great Books" approach has been a hot button topic in the so-called "culture wars" that have been waged in academia and beyond for decades. Through its engagement with the cultural context of the literature, our study will incorporate consideration of relevant art, architecture, history, philosophy, music, and religion, and will apply the approaches studied in the department's two core methodology courses (HRS 105: "Approaches to the Humanities" and HRS 108: "Approaches to Religious Studies"). The course will employ a modified seminar format, emphasizing analysis of the literature and related material mainly by way of discussion.

Learning Objectives

Students who successfully complete the course can expect to meet the following objectives:

- Through reading and discussion of a variety of challenging literary works (see "Texts" below), each student will demonstrate the development of analytical reading and oral communication skills.
- Through the writing of an analytical term paper, along with short essays in response to assigned readings, each student will demonstrate writing skills appropriate to our field.
- Through study and discussion of visual and musical representations of themes relating to the literature, each student will demonstrate the development of techniques of formal analysis within an interdisciplinary (i.e. historical, anthropological, psychological, etc.) context.
- Through an emphasis on the historical development of literary genres, philosophical themes, and artistic and musical movements relating to the "great books," each student will demonstrate the ability to identify and analyze changing perspectives on beauty and spirituality.
- Students will also demonstrate the development of an historical/contextual understanding of religions.
- Especially due to the cross-cultural approach employed in the course, students will demonstrate the appreciation of diverse cultures.
- Virtually all aspects of the course will require students to use and enhance critical reasoning skills.

Texts

Allen Bloom, *The Closing of the American Mind*
David Denby, *Great Books*
Homer, *Iliad* (trans. Robert Fitzgerald)
Sappho (poems: 1, 16, 31; fragments: 9-19; 33, 34)

- Online at: <http://www.uh.edu/~cldue/texts/sappho.html> (trans. Julia Dubnoff)
Plato, *Republic* (selected portions)
 - **Recommended:** C. D. Reeve, trans., Hackett Publishing Company, 3rd Rev. Ed. (2004)
 - Acceptable translations available online:
 - Benjamin Jowett: <http://classics.mit.edu/Plato/republic.html>
 - Paul Shorey: <http://www.perseus.tufts.edu/cgi-bin/ptext?lookup=Plat.+Rep.+1.327a>
- Chuang Tzu, *Chuang Tzu: The Basic Writings* (trans. Burton Watson)
Friedrich Nietzsche, *The Basic Writings* (trans. Walter Kaufman)
(Various brief readings and charts provided by instructor during the course of the semester)

Requirements and Grading

Each student will write a term paper (of approximately 25 pages) requiring substantial research and analysis. Students will also be required to complete several short (app. 2 pages) informal essays in response to readings; specific prompts will be provided. Especially due to our modified seminar format, active participation in class is expected. Each graduate student will take on the role of discussion leader for at least one topic or reading assignment during the semester. All reading assignments are to be completed prior to the meetings for which they are listed (see "Schedule and Assignments"). Attendance is required, as per departmental attendance policy. Course grades will be based on the following:

Quality of engagement in class sessions	25%
Responses to readings	25%
Presentation and term paper	50%

Note: If you have a disability and require accommodations, you need to provide disability documentation to SSWD, Lassen Hall 1008; 278-6955. Please discuss your accommodation needs with the instructor after class or during office hours early in the semester.

Schedule of Assignments

1/29

Introductions

2/5

Bloom, 25-81

Denby, 11-24

Iliad, Books I-III

Response due

2/12

Iliad, Books IV-XVI

2/19

Iliad, Books XVII-XXIV

Sappho (poems: 1, 16, 31; fragments: 9-19; 33, 34)

Denby, 29-63

2/26

Homer, *Odyssey* (previous reading assumed)

Plato, *Republic* (selected portions: 367e-417b, 4491-461e, 484a-518d)

Denby, 64-105

Response due

3/4

Student presentations (all students read sections in Denby as noted):

- 1-3: Aristotle, *Nicomachean Ethics*, *Poetics*, *Politics* (Denby, 117-127)
- 4-7: Aeschylus, *Oresteia*; Sophocles, *Oedipus the King*, *Antigone*; Euripides, *Bacchae* (Denby, 106-131)
- 8: Virgil, *Aeneid* (Denby, 146-155)

3/11

Student presentations (all students read sections in Denby as noted):

- 9-11: Genesis, Exodus, Job (Denby, 156-170)
- 12-15: Gospels (Denby, 171-184)
- 13-14: Augustine, *City of God* (selections), *Confessions* (Denby, 185-193)

3/18

Dante, *Inferno* (previous reading assumed) (Denby, 229-240)

Student presentations (all students read sections in Denby as noted):

- 15-16: Machiavelli, *The Prince*, *The Discourses* (Denby, 194-201)
- 17-18: Hobbes, *Leviathan*; Locke, *The Second Treatise of Government* (Denby, 206-220)
- 19: Boccaccio, *Decameron* (selections) (Denby, 241-249)

4/1

Student presentations (all students read sections in Denby as noted):

- 20-21: Hume, *An Inquiry Concerning the Principles of Morals*; Kant, *Foundations of the Metaphysics of Morals* (Denby, 250-266)
- 22: Montaigne, *Essays* (selections) (Denby, 269-277)
- 23-24: Rousseau, *Discourses on the Origin of Inequality*, *The Social Contract* (Denby, 278-291)
- 25: Shakespeare, *King Lear* (Denby, 292-308)

Shakespeare, *Tempest* (previous reading assumed)

Response due

4/8

Student presentations (all students read sections in Denby as noted):

- 26: Hegel, "Introduction" to *The Philosophy of History*, and "Lordship and Bondage," from *The Phenomenology of Mind* (Denby, 309-324)
- 27: Austin, *Pride and Prejudice* (Denby, 325-337)
- 28: Marx, *The Marx-Engels Reader* (selections; Norton; Tucker, ed.) (Denby, 338-352)
- 29: Mill, *On Liberty* (Denby, 352-355)
- 30: Beauvoir, Introduction and Chapter Nine ("Dreams, Fears, Idols") of *The Second Sex* (Denby, 380-407)
- 31: Conrad, *Heart of Darkness* (Denby, 408-429)
- 32-33: Woolf, *To the Lighthouse*, *A Room of One's Own* (Denby, 430-458)

4/15

Nietzsche, 147, 176-178, 394-98 (selections from *Human, All Too Human*, *Beyond Good and Evil*, and *The Gay Science*); 439-599 (*Genealogy of Morals*)

Denby, 356-375

4/22

Bloom, 141-156, 194-312

4/29

Basic Writings of Chuang Tzu, 1-95, 111-130

Response due

5/6

Student-led discussions; each student chooses from among the following three:

- Confucius, *Analects*
- *Bhagavad-Gita*
- *Dhammapada*

5/13

Bloom, 313-382

Denby, 459-463

Response due

5/20

Summary and conclusions: Assessing the "Great Books"

Term paper due