# Course Change Proposal

## Form A

<table>
<thead>
<tr>
<th>Academic Group (College):</th>
<th>Academic Organization (Department):</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Letters</td>
<td>Humanities and Religious Studies</td>
<td>April 27, 2011</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Course Proposal:</th>
<th>Department Chair:</th>
<th>Submitted by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>New <strong>Change</strong> <em>x</em> Deletion ___</td>
<td>Jeffrey Brodd</td>
<td>Jeffrey Brodd</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does this course fulfill a requirement for single-subject or multiple subject credential students?</th>
<th>For Catalog Copy:</th>
<th>Semester Effective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes __ No <em>x</em>__</td>
<td>Yes <em>x</em> No ___</td>
<td>Fall <em>x</em> Spring ___, 2012</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CCE (Extension):</th>
<th></th>
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<tbody>
<tr>
<td>Yes __ No <em>x</em>__</td>
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This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number): Yes __ No _x___

If changing an existing course, should new version be considered a repeat of the original version? If so, the same Course ID will be maintained. If not, a new Course ID will be assigned. Note: In PeopleSoft terminology, the Course ID is the unique system identifier, not the Catalog Nbr.

### Change from:

<table>
<thead>
<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>Title:</th>
<th>Units:</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBA 200A</td>
<td>Culture and Expression: Prehistory to Late Antiquity</td>
<td>3</td>
</tr>
</tbody>
</table>

### Change to:

<table>
<thead>
<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>Title:</th>
<th>Units:</th>
</tr>
</thead>
<tbody>
<tr>
<td>HRS 200A</td>
<td>Culture and Expression: Prehistory to Middle Ages</td>
<td>3</td>
</tr>
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</table>

### JUSTIFICATION:

The Department has submitted a Program Change Proposal in order to rename the M.A. in Liberal Arts the M.A. in Humanities, and to restructure slightly the core curriculum. In keeping with the program change's justification based on trying to provide students with optimal training to prepare for teaching Humanities at the community college level, we need to make our 200A-200B sequence correlative to the standard community college Humanities 1-2 sequence. This calls for reversing back to our previous 200A-200B model, rather than the current 200A-200B-200C model. The major change will involve the span of cultural history considered by each seminar. (The current LIBA 200B and 200C are "Culture and Expression: Middle Ages and Renaissance" and "Culture and Expression: The Modern Period." Concurrent with this Course Change proposal we are submitting a proposal to convert LIBA 200B to HRS 200B, the new version to cover the period from the Renaissance to present.)

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

Interdisciplinary seminar on cultural movements, figures, and art forms of eras from prehistory to the European Middle Ages. Focus on the West with some global comparison. Emphasis on theoretical perspectives, methods, and research techniques germane to the humanities. Units: 3.0.

### Note:

<table>
<thead>
<tr>
<th>Prerequisite:</th>
<th>Enforced at Registration: Yes <em>X</em> major/minor code No ___</th>
</tr>
</thead>
</table>

<table>
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<tr>
<th>Corequisite:</th>
<th>Enforced at Registration: Yes ___ No <em>X</em>__</th>
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<table>
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<tr>
<th>Graded: Letter</th>
<th>Credit/No Credit</th>
<th>Instructor Approval Required? Yes ___ No <em>X</em>__</th>
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</table>

### Course Classification (e.g., lecture, lab, seminar, discussion):

<table>
<thead>
<tr>
<th>C-S seminar</th>
<th>Title for CMS (not more than 30 characters)</th>
<th>Culture+Expression</th>
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</table>

### Cross Listed?

<table>
<thead>
<tr>
<th>Yes ___ No <em>X</em>__</th>
<th>If yes, do they meet together and fulfill the same requirement, and what is the other course.</th>
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</thead>
</table>

### How Many Times Can This Course be Taken for Credit? once

<table>
<thead>
<tr>
<th>Can the course be taken for Credit more than once during the same term? Yes ___ No <em>X</em>__</th>
</tr>
</thead>
</table>
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

Specific courses proposed using this number will meet the department's learning goals----

Students will be able to:
- Demonstrate knowledge of human cultures, their values and forms of expression;
- Demonstrate analytical reading, critical thinking skills, and effective communication skills (both written and oral) in order to be prepared for life-long learning;
- Demonstrate an ability to undertake synthetic and cross-disciplinary study and learning;
- Identify the dates and basic cultural aspects of all major eras of Western cultural history from prehistory to the European Middle Ages;
- Illustrate general knowledge of the cultural movements, important figures, and significant art forms of each era, and illustrate sophisticated knowledge of such pertaining to the era(s) of each student's special interests; and
- Know the corpus of primary texts and works of art sufficiently enough to recognize the sources that underpin the general academic understanding of the cultural history of these eras

**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.

Assessment of contribution to class discussions; several short response papers to assigned readings; two longer papers (app. 10 pages each) focusing on topics of each student's choosing, assessed via HRS term paper rubric

For whom is this course being developed?

<table>
<thead>
<tr>
<th>Majors in the Dept</th>
<th>Majors of other Depts</th>
<th>Minors in the Dept</th>
<th>General Education</th>
<th>Other</th>
</tr>
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</table>

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes __ No __

If yes, identify program(s): Humanities M.A.

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).

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:**

<table>
<thead>
<tr>
<th>Department Chair:</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Smith</td>
<td>April 27, 2011</td>
</tr>
</tbody>
</table>

College Dean or Associate Dean: [Signature]

CPSP (for school personnel courses ONLY): 4-28-11

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.

9/10/2008
Intended for students in the first year of the Humanities M.A. program, HRS 200A is an interdisciplinary seminar on cultural movements, figures, and art forms of eras from prehistory to the European Middle Ages. Focus on the West with some global comparison. Emphasis is on theoretical perspectives, methods, and research techniques germane to the humanities. The course will consist mainly of seminar discussions of readings and of the visual arts. Students can expect to become conversant as to the dates and basic cultural aspects, along with the important figures and significant works, of the major eras of Western cultural history through the Middle Ages. Global comparison will include study of Indo-European mythology, of the epic genre in cross-cultural perspective, and of varieties of literary and religious expression during the formative periods of Judaism, Christianity, Buddhism, and classical Hinduism.

Learning Objectives

Students who successfully complete HRS 200A will be able to:

- Demonstrate knowledge of human cultures, their values and forms of expression;
- Demonstrate analytical reading, critical thinking skills, and effective communication skills (both written and oral) in order to be prepared for life-long learning;
- Demonstrate an ability to undertake synthetic and cross-disciplinary study and learning;
- Identify the dates and basic cultural aspects of all major eras of Western cultural history from prehistory to the European Middle Ages;
- Illustrate general knowledge of the cultural movements, important figures, and significant art forms of each era, and illustrate sophisticated knowledge of such pertaining to the era(s) of each student’s special interests; and
- Know the corpus of primary texts and works of art sufficiently enough to recognize the sources that underpin the general academic understanding of the cultural history of these eras.

Texts

Course Reader
Lawrence Cunningham and John Reich, Culture and Values: A Survey of the Humanities, Volume I, 6th edition
The Epic of Gilgamesh (trans. Andrew George)
Homer, The Iliad (trans. Robert Fitzgerald)
M. I. Finley, The World of Odysseus
Peter Brown, The Making of Late Antiquity
Beowulf (trans. Seamus Heaney)
The Death of King Arthur (trans. James Cable)

Requirements

In addition to the completion of all reading assignments (underlined in Schedule and Assignments below) by the dates assigned, formal requirements and their correlative grade percentages consist of the following:

Regular attendance and fruitful contribution to class discussions (25%)
Six short response papers to assigned readings, designed to enhance the quality both of readings and of class discussions (25%)
Two longer papers (app. 10 pages each) focusing on topics of each student’s choosing (50%)
Schedule and Assignments

1. “Culture.” The origins of culture. Art forms of prehistoric times. The advent of civilization


4. The Iliad. Homeric Greece. Iliad, Bks. 12-24; Finley, The World of Odysseus; also peruse the excerpts from the Iliad in C&R, 56-64


11. The rise of Islam. Islamic culture in comparative perspective: Muslim Spain, Mogul India. C&R, 264-289


15. Summary and conclusion. Second paper due