# Course Change Proposal

## Form A

<table>
<thead>
<tr>
<th>Academic Group (College):</th>
<th>Arts and Letters</th>
<th>Academic Organization (Department):</th>
<th>Humanities and Religious Studies</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of Course Proposal:</strong></td>
<td></td>
<td><strong>Department Chair:</strong></td>
<td>Jeffrey Brodd</td>
<td><strong>Submitted by:</strong></td>
</tr>
<tr>
<td>New <strong>X</strong> Change <strong>x</strong> Deletion <strong>____</strong></td>
<td>For Catalog Copy:</td>
<td>**Yes <strong>x</strong> No <strong>_</strong></td>
<td><strong>CCE (Extension):</strong></td>
<td>**Yes <strong>_</strong> No <strong>x</strong></td>
</tr>
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</table>

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

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.

**Yes** | **No **_**

## Change from:

**Subject Area (prefix) & Catalog Nbr (course no.):**
LIBA 2008  
**Title:**
Culture and Expression: Middle Ages and Renaissance  
**Units:**
3

## Change to:

**Subject Area (prefix) & Catalog Nbr (course no.):**
HRS 2008  
**Title:**
Culture and Expression: Renaissance to Present  
**Units:**
3

## 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 reverting 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 200A and 200C are "Culture and Expression: Prehistory to Late Antiquity" and "Culture and Expression: The Modern Period." Concurrent with this Course Change proposal we are submitting a proposal to convert LIBA 200A to HRS 200A, the new version to cover the period from prehistory to the European Middle Ages.)

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

Interdisciplinary seminar on cultural movements, figures, and art forms of eras from the Renaissance to the present. Focus on the West with some global comparison. Emphasis on theoretical perspectives, methods, and research techniques germane to the humanities.

Units: 3.0

**Note:**

**Prerequisite:**
Enforced at Registration: **Yes **X** major/minor code No**

**Corequisite:**
Enforced at Registration: **Yes **_** No **X**

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

**Course Classification (e.g., lecture, lab, seminar, discussion):**
C-5 seminar  
Title for CMS (not more than 30 characters)
Culture+Expression

**Cross Listed?**
**Yes **_** No **X**

If yes, do they meet together and fulfill the same requirement, and what is the other course.

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

Can the course be taken for Credit more than once during the same term? **Yes** **No **X**
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/academic/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 the Renaissance to the present;
• 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?
Majors in the Dept. __ X __ 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 __ X __ 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: _____________________________ Date: April 27, 2011
Department Chair: _____________________________

College Dean or Associate Dean: _____________________________ April 28, 11

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 mall zip 6016. An electronic copy must also be sent.

9/10/2008
California State University, Sacramento
Culture and Expression: Renaissance to Present
Spring 2013

HRS 200B
Instructor: Professor V. Shinbrot
Office: 2014 Mendocino Hall
Office Hours: Tues./Thurs. 4:30- 6:20
Email: vshinbrot@csus.edu

Intended for students in the first year of the Humanities M.A. program, HRS 200B is an interdisciplinary seminar on cultural movements, figures, and art forms of eras from the Renaissance to the present. Focus on the West with some global comparison. Emphasis 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 from the Renaissance to the present.

Learning Objectives

Students who successfully complete HRS 200B 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 the Renaissance to the present;
• 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

Lawrence Cunningham and John Reich, Culture and Values: A Survey of the Humanities, Volume II, 6th edition
Shakespeare, Hamlet
Erasmus, Praise of Folly
Marlowe, Doctor Faustus.
Moliere, The Misanthrope, Tartuffe and Other Plays, Moliere (Oxford World Classics)
Bronte, Jane Eyre (Norton edition with critical essays)
English Romantic Poetry, Dover edition
Melville, Billy Budd and Other Stories
Gogol, The Overcoat
Ibsen, A Doll’s House
Kafka, The Basic Kafka
Rhys, Wide Sargasso Sea
Sartre, No Exit and Three Other Plays
Ondaatje, The English Patient
Murakami, After Dark

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%)

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<tr>
<th>Week One:</th>
<th>Introduction to the Course</th>
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<tr>
<td>Week Two:</td>
<td>Middle Ages to Renaissance: Read Selections from Erasmus, <em>Praise of Folly</em> Read as well and articles in Reader.</td>
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<td>Week Three:</td>
<td>The Baroque: Please read Marlowe’s, <em>Doctor Faustus</em>, <em>Molière’s The Clever Women</em> and <em>Tartuffe</em></td>
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<td>Week Four:</td>
<td>The Enlightenment: Please read selections from Kant, Locke, Hume, Wollstonecraft and Rousseau in Reader.</td>
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<td>Week Six:</td>
<td>The Victorian Period <em>Jane Eyre</em>. and Coleridge’s “Rhyme of the Ancient Mariner” in RP.</td>
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<td>Week Seven:</td>
<td>Realism and The Industrial Revolution: Please read Gogol’s “The Overcoat” and Melville’s “Billy Budd” and “Bartleby the Scrivener” as well as selections from Marx, Mill etc. in Reader. Essay One Due</td>
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<tr>
<td>Week Eight</td>
<td>Early Modernism: Read Ibsen’s “A Doll’s</td>
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<td>Thursday October 23rd</td>
<td>House” Also read, Kafka’s “The Judgment,” The Metamorphosis” and “An Imperial Message” in <em>The Basic Kafka</em>. and selections from Freud in Reader.</td>
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<td>Week Nine:</td>
<td>Harlem Renaissance Before and After: Read Selections from Hughes, Hurston and Baker. In Reader read Baldwin’s “Sonny’s Blues.”</td>
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<td>Week Ten:</td>
<td>The Post War and Existentialism. Read Sartre’s “No Exit.” In Reader read “Existentialism is a Humanism” and Selections from Arendt, Celan and Wiesel.</td>
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<td>Week Eleven:</td>
<td>Colonialism, Gender and Revision: Read <em>Wide Sargasso Sea</em> and selected poems in Reader.</td>
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<td>Week Twelve:</td>
<td>The PostColonial: Read <em>The English Patient</em> and articles in Reader.</td>
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<tr>
<td>Week Thirteen:</td>
<td>Thanksgiving</td>
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<td>Week Fourteen:</td>
<td>The Postmodern. Read Murakami’s <em>After Dark</em> and article in Reader</td>
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<tr>
<td>Week Fifteen:</td>
<td><strong>Essay Due</strong> Discussion of your Research Topics</td>
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