


**California State University, Sacramento**  
**Honors 1: Education, Self-Examination, and Living**  
**Fall 2009**

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| <ul style="list-style-type: none"><li>• <u>Instructor</u>: Dr. Vanessa Arnaud</li><li>• <u>Class Meets</u>: T/R 10:30 a.m.-11:45 a.m. (sec. 1, Lib. 128) or T/R 1:30 p.m.-2:45 p.m. (sec. 2, AIRC 1007)</li><li>• <u>Office Hours</u>: W 10:00 a.m.-12:00 p.m. &amp; by appt.</li><li>• <u>Office</u>: Mariposa Hall 2023</li><li>• <u>Office Phone</u>: (916) 278-5379 (voice message)</li><li>• <u>E-mail</u>: <a href="mailto:arnaud@saclink.csus.edu">arnaud@saclink.csus.edu</a></li></ul> | <br><u>Peer Mentor</u> : Keith Leggett<br><a href="mailto:keith.leggett@hotmail.com">keith.leggett@hotmail.com</a> |
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Peer Mentor: Keith Leggett  
[keith.leggett@hotmail.com](mailto:keith.leggett@hotmail.com)

### CATALOG DESCRIPTION

Introduction to comparative ideas of education and self-development. In writings from around the world, examines works on education, autobiographical accounts, and short stories to explore concepts of teaching, learning, human growth and development, and the role of the school and university in the realization of human potential.

### COURSE DESCRIPTION

This class offers students the opportunity to explore the concept of education, both in the abstract and in its institutional form. Through examining philosophical writings, autobiographies, and stories, we will consider the meaning of education for the individual; what we want to get out of it beyond vocational goals; and the need for social and civic education.

Students in this class will explore some of the most intriguing ideas about the role of education in human life and in society; the choices that face them as they take an active role in their lives; and the basis and coherence of their own values and ideas. Reading authors such as Plato, Confucius, Montaigne, and Gandhi, as well as others, students will:

- a) examine ideas about the purpose of education, its role in personal development and political and vocational ends of education;
- b) explore the historical development of the institutions of education;
- c) reflect on their own development and relationship to education in the past, present, and future;
- d) consider the purpose and rationale of the GE Honors program and the CSU experience.

### STUDENT LEARNING OUTCOMES

- I. Students will gain an understanding of the ideas and values of education posed by different thinkers and cultures

- II. Students will consider the role of education in their own lives as individuals and as citizens
- III. Students will explore their own roles as students in relationship to other students and professors
- IV. Students will develop critical skills of self-examination
- V. Students will gain critical skills in analyzing ideas about education and human development
- VI. Students will develop a sense of the self as an integrated biological, psychological, and social being
- VII. Students will learn to appreciate diverse identities in a multicultural society

In fulfilling these goals, the students will address the learning outcomes for GE Area E1, Personal Development:









1. Enhances the student's understanding of the development of the individual as an integrated physiological, psychological, and social being.
2. Includes a study of how internal and external influences interact in human development and behavior within the context of the human life span.
3. Promotes critical self-understanding, and accordingly will involve consideration of such topics as individual behavior, the relation of the person to the social and natural environment, human sexuality, nutrition, health, stress, family, aging and death.

### **TEXTS AND REQUIRED MATERIAL**

In the order that you will be reading:

- *First Year Seminar: Perspective and Empowerment* (Cengage Learning, 2009)
- Julie Otsuka, *When the Emperor Was Divine* (Anchor)
- Confucius, *The Analects*: <http://classics.mit.edu/Confucius/analects.html>
- Plato, *Five Dialogues* (Hackett)
- Montaigne, *Essays* "Of the Education of Children":  
<http://oregonstate.edu/instruct/phl302/texts/montaigne/montaigne-essays-1.html#II>
- René Descartes, *Discourse on Method and Meditations on First Philosophy* (Hackett)
- Henry David Thoreau, *Walden; or, Life in the Woods* (Dover)
- Booker T. Washington, *Up from Slavery* (Dover)
- Mohandas K. Gandhi, *An Autobiography: The Story of My Experiments with Truth* (Beacon Press)
- Virginia Woolf, *A Room of One's Own* (Harcourt)

## EVALUATION

		POINTS
1. Attendance/Class Participation		150
2. Faculty Interview		100
3. Reading Portfolio (online)		150
4. Research Paper (Rough draft-50pts, Final-100pts)		150
5. Reflective Journal		100
6. Oral presentation on Roadtrip Nation		100
7. Service Learning Reflections		50
8. Take-Home Final		200
<b>TOTAL</b>		<b>1000 points</b>

### Course Grades

A = 930 -1000	C = 730 - 769
A- = 900 - 929	C- = 700 - 729
B+ = 870 - 899	D+ = 670 - 699
B = 830 - 869	D = 630 - 669
B- = 800 - 829	D- = 600 - 629
C+= 770 - 799	F = 599 and below

### WARNING

#### Late assignments

- Students who miss deadlines or exams will NOT RECEIVE CREDIT. Exceptions will be made only in the case of authentic and documented emergency.

## ASSIGNMENTS

### 1. Attendance/Class participation

You are expected to attend and participate fully in all classroom activities. You will receive 5 points for attendance to each class. Unexcused absences and excessive late arrivals to class will negatively affect your evaluation. *Three late arrivals and/or early departures will count as one absence.*

### 2. Paper: Faculty Interview

You will select one of your professors to interview and write a feature story about your professor (due on September 24).

### 3. Reading Portfolio

Throughout the semester, you will compile an online Reading Portfolio that will include the following sorts of writing entries: reading notes, summaries, questionnaires, free writing exercises, response essays, personal narratives, and reflections on the progress demonstrated by the portfolio. Do not delete anything! You will submit online all drafts, revisions, and final versions. The purpose of the portfolio is to use the writing and reading processes to help you realize how reading and writing connect, and to help prepare you for your research paper by reflecting on your own reading theory and behavior. You will submit the portfolio three times during the semester: September 17, October 22, and December 10.

### 4. Research Paper: Theory of Reading

You will have one formal paper (4-6 pages) based on your research in the library about the theory of reading. You will submit a rough draft of your paper for peer review (50 points) on October 15. Your final version (100 points) is due on November 12.

### 5. Reflective Journal

You will be required to keep a journal of your thoughts and reflections about the readings as you do them. These journals will be submitted two times during the semester: October 1 and December 1.

### 6. Oral Presentation in Groups: Roadtrip Nation

You will have an oral presentation (10 minutes) focusing on your Roadtrip Nation interview on November 3 or 5. This assignment is meant to give you additional public speaking experience, using course material and format as a guide. Presentations should include academic research on your topic.

### 7. Service Learning Reflections

This course includes a service-learning component that provides students with an opportunity to:

- Build leadership qualities and skills
- Use critical thinking and problem solving skills

- Strengthen communications (both written and oral)
- Enhance academic understanding
- Apply academic content to real situations
- Develop empathy (understanding the experiences and situations of others)
- Establish professional networking resources
- Strengthen resume

You will conduct interviews with members of Hart Senior Center and film interviews with local community members who experienced trauma during mid-20th century historical events. You will transcribe selected interviews into a full-text transcript. The result of your work is a public Internet site containing the interview, complete with full-text, video and audio. You will also submit either a poster board or letter about your exchange with the senior citizens on December 8. I will then deliver your project to Hart Senior Center.

### **8. Take-Home Final Exam**

You will have one take-home final exam due on December 17 at 1:30PM in SacCT. The final will be based on in-class material, discussions, and readings.

## **ADDITIONAL ACTIVITIES AND RESOURCES**

### **Cultural Events**

You will have the opportunity to attend a Question and Answer session by Julie Otsuka, author of *When the Emperor Was Divine* on Monday, October 5; see the performance of *Bat Boy: the Musical* on Wednesday, October 21 (including Question and Answer session); and participate in the Honors International Leadership Forum on Thursday, October 29.

### **Writing Center**

For free, one-on-one help with writing in any class, visit the University Writing Center in Calaveras 128. The University Writing Center can help you at any stage in your reading and writing processes: coming up with a topic, developing and organizing a draft, understanding difficult texts, or developing strategies to become a better editor. To make an appointment or a series of appointments, visit the Writing Center in CLV 128 or call 278-6356. For current Writing Center hours and more information, visit the Web site at [www.csus.edu/writingcenter](http://www.csus.edu/writingcenter)

### **Special Needs**

Every effort will be made by the instructor to accommodate students who have special needs. Please speak to the instructor in person.

### **Peer Mentor**

Keith Leggett has been selected to serve as your peer mentor. Keith is a senior double majoring in film studies and history. His role as your peer mentor is to help you transition into college and the Honors Program. He also serves as a resource for any academic or general advising you may need. You may reach him by email [keith.leggett@hotmail.com](mailto:keith.leggett@hotmail.com) or phone (757) 871-7948.


## CALENDAR







The calendar below is intended to provide you with an overview of the course. All topics and assignments will be posted in SacCT. *The Instructor reserves the right to rearrange any parts of the scheduled activities and/or work identified in this listing.* Therefore, please refer to SacCT for up-to-date information.





### Furlough Day: Nov. 24 (no class)






- “Due to the massive budget cuts in the State of California, faculty have been furloughed for 2 days per month. Some of these days are instructional days, and, as the CSU administration and the faculty labor union said, ‘cuts of this magnitude will naturally have consequences for the quality of education.’ One of these furlough days, listed above, will be taken when class would normally have met. Alternative assignments will be given to make up for the lost time.”




**Readings are to be discussed on the day on which they are listed, so you should finish them for the class.**



DATE	TOPICS	READING	ADDITIONAL WORK
<b>Week 1</b>			
T 9/1	<b>Introduction</b> <ul style="list-style-type: none"> <li>Class expectations</li> </ul>		<b>Get Saclink account:</b> <a href="http://www.saclink.csus.edu">www.saclink.csus.edu</a>
R 9/3	<b>Building a Community of Learners</b> <ul style="list-style-type: none"> <li>Interviews</li> </ul>	Read/watch/listen to oral history of Hiroshi Kashiwagi at <a href="http://www.tellingstories.org">www.tellingstories.org</a>  <i>First Year Seminar (FYS) - Sears, “Tips on Becoming Personally Effective” (31-36)</i>	
<b>Week 2</b>			
T 9/8	<b>The Education Life Gives Us</b> <ul style="list-style-type: none"> <li>How are we educated everyday by our life experiences?</li> <li>Guest Interviewee: Marielle Tsukamoto</li> </ul>  <b>Meet in University Union- Forest Suite (2<sup>nd</sup> floor)</b>	Otsuka, <i>When the Emperor Was Divine</i> (3-49)  FYS - Newman, “Loneliness” (17-19)	

R 9/10	<b>Interpersonal Communication</b> <ul style="list-style-type: none"> <li>How do we learn as individuals and as a community?</li> <li>Roadtrip Nation: Discovery (Part I)</li> </ul>	Otsuka, <i>When the Emperor Was Divine</i> (50-144)  FYS - Twining, "Active Learning" (37-44)	
<b>Week 3</b>			
T 9/15	<b>Archives: Primary vs. Secondary Texts</b>   <b>Meet in Library Archives</b>	FYS - Meiland, "The Difference Between High School and College" (63-66)  FYS - Gardner, "Decoding Your Professors" (67-75)  FYS- Brown, "Why I Don't Let Students Cut My Class" (76-78)	
R 9/17	<b>Society, duty, and education</b> <ul style="list-style-type: none"> <li>What is the role of educating people in forming society?</li> <li>How do we gain our values from society?</li> </ul>	Confucius: <i>Analects</i> Books 1-2 and 4	<b>Reading Portfolio due (Part I)</b> 
Saturday, September 19 RAFTING TRIP: PEAK ADVENTURES (Optional) 			
<b>Week 4</b>			
T 9/22	<b>Computer Literacy</b> <ul style="list-style-type: none"> <li>How do you use the Library Databases?</li> </ul>  <b>Meet Librarian Reza Peigahi in Library Rm. 2024</b>	FYS - Halverson and Carter, "On Academic Freedom" (58-62)  FYS - Minnick, "Ideas and Property" (79-83)	
R 9/24	<b>Connecting Community and Classroom</b> <ul style="list-style-type: none"> <li>Roundtable discussion with International Students or EOP students</li> </ul>  <b>Meet in University Union - California Suite (3<sup>rd</sup> floor)</b>	FYS - Jones, "The Educated Person" (102-104)  FYS - Pierce, "What Does Society Need From Higher Education?" (105-108)	<b>Faculty Interview due</b> 

<b>Week 5</b>			
T 9/29	<b>Education, Teaching and Learning</b> <ul style="list-style-type: none"> <li>Do we learn from outside or do we develop our own ideas?</li> </ul>	Plato, <i>Five Dialogues</i> (Meno, 59-71)	
R 10/1	<b>Human Excellence</b> <ul style="list-style-type: none"> <li>Can virtue be taught?</li> <li>Roadtrip Nation: Self-Construction (Part II)</li> </ul>	Plato, <i>Five Dialogues</i> (Meno, 72-92)	<b>Journals due (Part I)</b> 
<b>Week 6</b>			
<b>MONDAY, OCTOBER 5: One Book Authors Visits Sac State</b> 			
T 10/6	<b>Education and Experience</b> <ul style="list-style-type: none"> <li>What can we learn from school and what can we learn from experience?</li> </ul>	Montaigne: <i>The Essays</i> , "Of the Education of Children"  Sac State Students Rights and Responsibilities: <a href="http://www.csus.edu/umannual/student/UMS16500.htm">http://www.csus.edu/umannual/student/UMS16500.htm</a>	
R 10/8	<b>Personal Development and Community</b>  Ropes Course- Meet at Peak Adventures Challenge Center (located behind Yosemite Hall, next to the soccer fields)	FYS - Carinci, "It's more than just the trees!" (54-57)	
<b>Week 7</b>			
T 10/13	<b>Examining Knowledge</b> <ul style="list-style-type: none"> <li>What should motivate our actions in the world?</li> </ul>	Descartes: <i>Discourse on Method</i> Parts 1-2 (p.1-13); Part 4 (p.13-22)	
R 10/15	<b>Writer's Workshop</b> <ul style="list-style-type: none"> <li>Peer editing</li> </ul>		<b>Rough Draft of Research Paper due</b> 
<b>Week 8</b>			
T 10/20	<b>Physical and spiritual needs of human beings</b> <ul style="list-style-type: none"> <li>What do we really need in order to live, and do we have freedom to live that way?</li> </ul>	Thoreau: <i>Walden or Life in the Woods</i> (1-47)	

<p>Wednesday, October 21 at 8:00PM</p> <p><b>Bat Boy - The Musical</b> - University Theatre, Shasta Hall</p> <ul style="list-style-type: none"> <li>This bittersweet twist on the contemporary musical comedy tells the extraordinary story of a half boy/half bat creature, his struggle to find a place in a world that shuns him, and the love that can create both miracles and madness.</li> </ul>			
R 10/22	<p><b>Diversity and Intercultural Competence</b></p> <ul style="list-style-type: none"> <li>JAPANESE TEA CEREMONY</li> </ul>  <p><b>Meet in Lower Level of the Library in the Sokiku Nakatani Tea Room and</b></p>	<p>FYS - Wilson and Bancroft, "Diversity Leads to Discovery" (169-173)</p> <p>FYS - Amy Tan, "Mother Tongue" (197-203)</p> <p>FYS - Bayoumi, "How Does It Feel to Be a Problem?" (204-208)</p>	<p><b>Reading Portfolio due (Part II)</b></p> 
<b>Week 9</b>			
T 10/27	<p><b>Education, status, and equality</b></p> <ul style="list-style-type: none"> <li>What kind of education is necessary for equality?</li> <li>Issues in classic or traditional education: professional training and "liberal" learning</li> </ul>	<p>Booker T. Washington: <i>Up from Slavery</i> (p. 1-79)</p> <p>FYS - Pellegrino, "Having a Degree and Being Educated" (121-125)</p>	
R 10/29	<p><b>The Healthy Self</b></p> <ul style="list-style-type: none"> <li>Guest Speaker: Cyndra Krogen, Health Educator</li> </ul> <p><b>Film:</b> "Spin the Bottle: sex, lies and alcohol"</p>  <p><b>Meet in Library 1522</b></p>	<p>FYS - Burtchaell, "Major Decisions" (233-240)</p> <p>Raspberry, "College Major Doesn't Mean All That Much" (241-243)</p>	
<p>Thursday, October 29, 2009 from 4:30pm-5:30pm in University Union: Forest Suite (2nd floor)</p> <p><b>Honors International Leadership Forum - Designing Your Life: Creating a Compelling Vision</b></p>			
<b>Week 10</b>			
T 11/3	<p><b>Oral Presentations -Road Trip Nation</b></p>		<p><b>Oral Presentation due</b></p> 
R 11/5	<p><b>Oral Presentations -Road Trip Nation</b></p>		<p><b>Oral Presentation due</b></p> 

<b>Week 11</b>			
T 11/10	<b>Religion, ethnicity and colonialism</b> <ul style="list-style-type: none"> <li>What is the relationship between self-development and social change?</li> </ul>	Gandhi, Part 2 (87-137)	
R 11/12	<b>Life-long Learning</b> <ul style="list-style-type: none"> <li>Oral Histories of Senior Citizens</li> </ul> <p>Guest Speaker: Cheryl Osborne, Professor of Nursing and Director of Gerontology</p>	<p>FYS - Bowen, "The Baccalaureate Degree: What Does It Mean? What should it mean?" (126-130)</p> <p>FYS - Cicarelli, "A New Debate is Joined Over an Old Question: Is College an Investment or an End in Itself" (131-134)</p>	<b>Final Research Paper due</b> 
<b>Week 12</b>			
T 11/17	<b>Community Engagement</b> <ul style="list-style-type: none"> <li><b>Intergenerational-mixer</b> at Hart Senior Center</li> </ul>  <p><b>Meet at Hart Senior Center located at 915 27<sup>th</sup> Street, Sacramento 95816</b></p>	FYS - Arnaud, "Strengthening Your Personal Development through Community Engagement" (137-142)	
R 11/19	<b>Values of Democratic Citizenship</b> <ul style="list-style-type: none"> <li>Women's Suffrage and Women's Authority</li> </ul>	Woolf, <i>A Room of One's Own</i> (3-57)	
<b>Week 13</b>			
T 11/24	<b>FURLOUGH DAY - NO CLASS</b>		
R 11/26	<b>THANKSGIVING - NO CLASS</b>		
<b>Week 14</b>			
T 12/1	<b>Your Academic Plan</b> <ul style="list-style-type: none"> <li>Career Center presentation</li> </ul>	<p>FYS - Marcus and McVey, "Using the Decision-Making Process To Choose a College Major and Career Path" (277-281)</p> <p>FYS - Wagner, "Rigor Redefined" (266-271)</p>	<b>Final Journals due</b> 
R 12/3	<b>Round Table Discussion with Peer Mentor</b>		
<b>Week 15</b>			

T 12/8	<b>College Life and the Community</b> <ul style="list-style-type: none"> <li>Life's priorities</li> </ul>	<p>FYS - Uchida, What Students Must Know to Succeed in the 21<sup>st</sup> Century (311-317)</p> <p>FYS - Sherry, "Postgraduate Paralysis" (318-320)</p> <p>FYS - Carter, "Outlooks and Insights: Succeeding on the Job and in Life" (321-324)</p>	<b>Service Learning Reflections due</b> 
R 12/10	<b>Celebration of Learning: Conclusion</b> <ul style="list-style-type: none"> <li>Distribute take-home final exam</li> </ul>		<b>Reading Portfolio due (Part III)</b> 
FINAL R 12/17	<b>Take-Home Final due on Thurs, Dec. 17, 2009 at 1:30PM in SacCT</b> 