

# HONR 3: GREAT BOOKS AND WORLD CIVILIZATION II, 1500-PRESENT

---

## In Workflow

1. SP Dean (cnewsome@skymail.csus.edu)
2. Academic Services (torsetj@csus.edu;%20212408496@csus.edu;%20cnewsome@skymail.csus.edu)
3. Senate Curriculum Subcommittee Chair (curriculum@csus.edu)
4. GE Crs Rev Subcommittee Chair (parshb@csus.edu)
5. Dean of Undergraduate (james.german@csus.edu;%20celena.showers@csus.edu)
6. Dean of Graduate (cnewsome@skymail.csus.edu)
7. Catalog Editor (212408496@csus.edu;%20torsetj@csus.edu;%20cnewsome@skymail.csus.edu)
8. Registrar's Office (wwd22@csus.edu)
9. PeopleSoft (PeopleSoft@csus.edu)

## Approval Path

1. Wed, 06 Nov 2019 21:34:24 GMT  
Chevelle Newsome (cnewsome): Approved for SP Dean

Date Submitted: Tue, 10 Sep 2019 19:37:18 GMT

**Viewing: HONR 3 : Great Books and World Civilization II, 1500-present**

**Last edit: Tue, 10 Sep 2019 19:37:17 GMT**

Changes proposed by: Lee Simpson (101042119)

## Contact(s):

Name (First Last)	Email	Phone 999-999-9999
Lee Simpson	lsimpson@csus.edu	916-278-2801

## Catalog Title:

Great Books and World Civilization II, 1500-present

## Class Schedule Title:

Great Books+Wrlld Civilizatn II

## Academic Group: (College)

SP - Special Programs

## Academic Organization: (Department)

All College

## Will this course be offered through the College of Continuing Education (CCE)?

No

## Catalog Year Effective:

Spring 2020 (2020/2021 Catalog)

## Subject Area: (prefix)

HONR - Honors Program

## Catalog Number: (course number)

3

## Course ID: (For administrative use only.)

200980

## Units:

3

## In what term(s) will this course typically be offered?

Spring term only

**Does this course require a room for its final exam?**

Yes, final exam requires a room

**Does this course replace an existing experimental course?**

No

**This course complies with the credit hour policy:**

Yes

**Justification for course proposal:**

We are making minor changes to the course title for clarity and to course requisites to create consistency across the HONR courses in the catalog. The course description has been shortened to meet the 80 word limit.

**Course Description: (Not to exceed 80 words and language should conform to catalog copy.)**

Students read, discuss, and explore some of the most influential works of literature, philosophy, history, and religion from cultures around the world from the 16th century to the present. Students will gain knowledge of different cultural traditions, explore ways to criticize and to learn from different genres of literature, examine their own concepts and ideas, and practice skills of critical thinking in dialogue with challenging works.

**Are one or more field trips required with this course?**

No

**Fee Course?**

No

**Is this course designated as Service Learning?**

No

**Does this course require safety training?**

No

**Does this course require personal protective equipment (PPE)?**

No

**Does this course have prerequisites?**

Yes

**Prerequisite:**

Open only to students enrolled in the GE Honors Program who have completed HONR 1 and HONR 2.

**Prerequisites Enforced at Registration?**

Yes

**Does this course have corequisites?**

No

**Graded:**

Letter

**Approval required for enrollment?**

No Approval Required

**Course Component(s) and Classification(s):**

Seminar

**Seminar Classification**

CS#05 - Seminar (K-factor=1 WTU per unit)

**Seminar Units**

3

**Is this a paired course?**

No

**Is this course crosslisted?**

No

**Can this course be repeated for credit?**

No

**Can the course be taken for credit more than once during the same term?**

No

**Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."**

Upon completion of this course, students shall be able to:

- Synthesize ideas from different genres of literature or literary styles
- Form their own world views through analysis of major themes presented in literature
- Critically analyze literary works
- Express ideas clearly and cogently in written and oral communication

**Attach a list of the required/recommended course readings and activities:**

Honors 3 syllabus 2020.docx

**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.**

The primary form of assessment will be through essays, yet students are expected to practice their oral communication skills through active participation in class discussion and a final poster presentation.

**Is this course required in a degree program (major, minor, graduate degree, certificate?)**

Yes

**Has a corresponding Program Change been submitted to Workflow?**

No

**Identify the program(s) in which this course is required:**

**Programs:**

General Education Honors, Certificate

**Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?**

No

**Will there be any departments affected by this proposed course?**

No

**I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.**

I/we agree

## University Learning Goals

**Undergraduate Learning Goals:**

Knowledge of human cultures and the physical and natural world

**Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?**

No

## GE Course and GE Goal(s)

**Is this a General Education (GE) course or is it being considered for GE?**

Yes

**In which GE area(s) does this apply?**

C2. Humanities

**Which GE objective(s) does this course satisfy?**

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.  
Read, write, and understand relatively complex and sophisticated English prose.  
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

**Attach Course Syllabus with Detailed Outline of Weekly Topics:**

Honors 3 syllabus 2020.docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

**Will more than one section of this course be offered?**

Yes

**Provide a description of what would be considered common to all sections and what might typically vary between sections:**

All instructors are expected to teach from a common syllabus.

**Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:**

Samples of student work are submitted for review to the GE Honors Assessment committee every semester.

**What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?**

Honors teaching faculty meet regularly throughout the semester to ensure consistency across the sections. The GE Honors Director is responsible for compliance with the GE category criteria.

**General Education Details - Area C2: Humanities**

Section 1.

**Indicate in written statements how the course meets the following criteria for Area C2. Relate the statements to the course syllabus and outline. Be as succinct as possible.**

**Is broad in scope or survey in nature.**

The course explores literature across 5 continents and 500 years of human history.

**Develops an understanding of and appreciation for the diversity of the human community.**

Students explore the human condition across 500 years of history by reading primary sources from the conquest of New Spain, the enslavement of Africans by Europeans and Americans, the industrial revolution and current events. We explore the question of human rights and the value of human life by a variety of cultures and peoples.

**Develops a comprehensive understanding and appreciation of the heritage being studied and transmits a knowledge of the Western and Non-Western cultural heritage in the humanities. Students should be able to:**

**Demonstrate knowledge of the conventions and methods of the study of the humanities.**

Students engage in debate and discussion in seminar. Students write essays of various lengths and styles using both formal and informal writing conventions.

**Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.**

In class discussion and in formal essays, students are expected to draw conclusions from primary sources. Students use multiple sources to compare and contrast human cultures and societies.

**Compare and analyze various conceptions of humankind.**

In class discussion and in formal essays, students draw upon multiple primary sources to compare and analyze the human experience.

**Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.**

In class discussion and in formal essays students draw upon multiple primary sources to demonstrate their knowledge and understanding of the historical development of cultures and civilizations.

**In presenting the contribution and perspectives of people, the coursework addresses at least two of the following:**

- Women
- Ethnicity

- Socio-economic status
- Religious affiliation
- Disabilities
- Gays & lesbians

The 5 core texts for this course present the experiences of women, different ethnic groups, different socio-economic groups, and different religious groups across 500 years of history.

### **Includes a writing component described on course syllabus**

- 1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.
- 2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

Students write weekly reflections on their own class participation, which are ungraded. They complete 3 short (4-5 page) formal essays, which are analytical in focus. The final is a cumulative 10-12 page essay that is synthetic and analytical.

Section 2.

**If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.**

This course has already been approved for GE Area C.

Key: 2784