

# HONR 2: FOUNDATIONS AND LEGACIES OF ARTS AND IDEAS OF PREMODERN GLOBAL CULTURES

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## In Workflow

1. SP Dean (james.german@csus.edu)
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## Approval Path

1. Fri, 08 Mar 2024 21:09:10 GMT  
Jim German (james.german): Approved for SP Dean

Date Submitted: Sat, 04 Nov 2023 16:56:45 GMT

**Viewing: HONR 2 : Foundations and Legacies of Arts and Ideas of Premodern Global Cultures**

**Last edit: Sat, 04 Nov 2023 16:56:44 GMT**

Changes proposed by: Lee Simpson (101042119)

**Contact(s):**

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**Catalog Title:**

Foundations and Legacies of Arts and Ideas of Premodern Global Cultures

**Class Schedule Title:**

Arts and Ideas of the World I

**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:**

Fall 2024 (2024/2025 Catalog)

**Subject Area: (prefix)**

HONR - Honors Program

**Catalog Number: (course number)**

2

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

200979

**Units:**

3

**Is the only purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?**

No

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

Fall term only

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

No, final exam does not require a room

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

Yes

**Justification for course proposal:**

We are revising the course as part of our efforts to decolonize our curriculum.

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

Exploration of the legacy of arts and ideas as expressed in oral narratives and myths, literature, philosophy, history, religion, and art from premodern cultures around the world. Prerequisite: HONR 1 and HONR 5.

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

No

**Fee Course?**

No

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

No

**Is this course designated as Curricular Community Engaged 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 or consent of the Honors Program Director.

**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 and Assessment Strategies:**

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	<b>Expected Learning Outcome</b>	<b>Assessment Strategies</b>
1	1.1 Identify and explain worldview frameworks through the cultural expressions from various peoples and times.	Semester long essay or project.
2	1.2 Examine one's own cultural self-awareness through analysis of major themes presented in cultural expressions from various peoples and times.	Semester long essay or project.
3	1.3 Apply critical thinking skills to engage in dialogue (orally and in writing) with works of cultural expression from various peoples and times.	Daily class discussion and semester long essay or project.
4	1.4 Apply critical reading skills to identify and interpret meaning in a text.	Reading comprehension self-assessments, online discussion posts, in-class discussion, in-class free-writes, and semester long essay or project.

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

HONR 2 Syllabus Revised 2023.docx

**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

Peace Corps Prep 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:**

Competence in the disciplines

Knowledge of human cultures and the physical and natural world

Intellectual and practical skills

**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?**

Read, write, and understand relatively complex and sophisticated English prose.

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.

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:**

HONR 2 Syllabus Revised 2023.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 faculty teaching this course share a common syllabus. There should be no variation between sections.

**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:**

The Honors Program Director oversees compliance with meeting the GE category criteria by assessing the course syllabus and samples of student work annually.

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

The Honors Program Director oversees compliance with meeting the GE category criteria by assessing the course syllabus and samples of student work annually.

## 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 builds global cultural understanding by exploring some of the great ideas in oral narratives and myths, literature, philosophy, history, religion, and art from premodern cultures, which continue to shape our modern understanding of morality, governance, communication, and faith. Readings will be drawn from a broad array of sources from European, Chinese, Indian, Middle Eastern, African, and Indigenous American cultures.

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

The course explores sources that require students to ponder upon the lasting legacy and value of premodern and diverse sources of wisdom and knowledge. These broadly defined "great books" give timeless expression to many interrelated themes and issues fundamental to human existence. They reflect our effort across time and space to make sense out of what it means to be human.

**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 will engage in reading, writing, and dialogue to identify and explain worldview frameworks as expressed in the artistic and/or literary heritages of various cultures. They will apply the scholarly conventions practiced by scholars in the humanities including research methods and citation styles.

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

Students will ponder upon some of the following questions: What is the place of humankind within the world? What is the nature of the divine? What is the relationship between the divine and humankind? What is the human condition? What is the self? What is the meaning and purpose of living? What is the proper relationship between the individual and society? How is society ordered? Who decides how it is ordered?

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

Class discussion and assignments will focus on comparative analysis across texts. The questions listed above will shape the conversation.

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

Students will demonstrate their knowledge and understanding of historical developments through their in class discussions, short writing assignments, and semester long essays or projects.

**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

Coursework addresses diverse ethnic and religious groups around the globe.

**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 will practice writing in multiple formats: Informal online discussion posts; in-class free writing exercises; short (500 word) response papers; weekly reflections on class participation; and a semester long essay and/or project.

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.**

No additional information.

Key: 2783