

College of San Mateo
Official Course Outline

1. **COURSE ID:** IDST 101 **TITLE:** Humanities Honors Seminar I
Units: 2.0 units **Hours/Semester:** 32.0-36.0 Lecture hours; and 64.0-72.0 Homework hours
Method of Grading: Letter Grade Only
Prerequisite: Completion of or concurrent enrollment in ENGL 100 or ENGL 105.
2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: CSU
3. **COURSE DESCRIPTIONS:**
Catalog Description:
Introductory interdisciplinary research seminar for students admitted into the Honors Project program. Students learn to distinguish between various interpretive methodologies of the humanities disciplines, the social sciences, and the creative arts. Working through an interdisciplinary seminar theme, students expand upon and deepen the content of a linked transfer course from the Humanities Cluster (Language Arts, Creative Arts, and Social Sciences). Students apprehend fundamental interdisciplinary theory, and complete a distinct scholarly project that extends a content area of the chosen transfer course. Emphasis on peer collaboration, the fundamentals of research methodology, critical inquiry and effective written and oral presentation.
4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
Upon successful completion of this course, a student will meet the following outcomes:
 1. Demonstrate and apply an understanding of interdisciplinary studies and research skills.
 2. Complete the distinct stages of a research project, including proposal, annotated bibliography, outline, draft revision, and the final presentation.
 3. Collaborate with students from different disciplines.
5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
Upon successful completion of this course, a student will be able to:
 1. Demonstrate an ability to understand and apply interdisciplinary studies and research skills.
 2. complete the distinct stages of a research project, including proposal, annotated bibliography, outline, draft revision, and the final presentation.
 3. Collaborate with students from different disciplines.
6. **COURSE CONTENT:**
Lecture Content:
This course is a two-unit, interdisciplinary honors seminar encompassing the humanities, creative arts and social sciences, emphasizing exchange of ideas and constructive feedback. The interdisciplinary content of the course derives from two sources: 1) students are introduced to interdisciplinary theory and research methods; 2) each student completes a research project from different disciplines.
The seminar is guided by a broad, inclusive, interdisciplinary theme or concept (i.e., “Revolution,” “Globalization,” “Postmodernism”). In the first part of the course, therefore, students study examples of interdisciplinary research and theory, reading at least one book-length scholarly work that elaborates the seminar theme and demonstrates interdisciplinary methods of critical inquiry. Students are shown how an interdisciplinary approach to a topic can bring rich critical insight. Students are instructed in how to apply an interdisciplinary approach to their individual honors projects.
Such formation in interdisciplinary study leads into the second part of the course (and the second way in which the course is “interdisciplinary”). Honors students enrolled in the course develop and complete an advanced scholarly project for an appropriate transfer course they are co-enrolled in. (If approved by the transfer course instructor, this project earns the student honors credit for that chosen transfer course.)
Course work and assignments include developing a project proposal and an annotated bibliography, as well as workshops in outlining, draft revisions, and presentation of the final project. Students work collaboratively on their respective scholarly projects, which reflect a range of disciplines. For example, one student might be working on a cultural critique of the reception of selected Shakespeare plays for English 110, while another student might be working on a historical analysis of the financial corruption underlying recent Syrian political conflict for Economics 102. Students learn to listen critically and give

constructive feedback in a cross-disciplinary context. Therefore, by being exposed to different disciplinary work in an intensive, seminar setting, students learn to incorporate interdisciplinary components into their own work.

The interdisciplinary theme thus helps cohere the class, stimulate intellectual growth, and furnish a bridge between each student's research project and his or her respective transfer course. The interdisciplinary focus also elevates the research project beyond the original transfer course discipline: students are guided to bring at least one other discipline to bear on their topic, so as to enhance their critical methodology. In an intensive "laboratory" setting, the second half of the course prioritizes expanding and refining each student's honors project.

Our honors seminars, and our program overall, conceives honors coursework in terms of the interdisciplinary, student-centered model described above. In other words, the model encourages students to select their own transfer course and establish their own honors research project, with instructor input on an academically challenging undertaking beyond but related to the transfer coursework. As an inclusive, flexible but rigorous cohort and community, Honors Project students engage research in the context of scholarly interdisciplinary dialogue and collaboration, as well as independent development of pertinent topics that matter to each individual student

CSM's Honors Project recognizes that all students have exceptional academic abilities, and we strive to guide students to discover and maximize their inherent individual abilities and ambitions. The program is dedicated to creating a scholarly, encouraging, and supportive community that helps students learn how to successfully navigate the challenges of the 21st century.

Lab Content:

None.

TBA Hours Content:

None.

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Directed Study
- D. Discussion
- E. Field Trips
- F. Guest Speakers

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

Interdisciplinary theory summaries and commentaries
Project proposal
Annotated bibliography
Project outline
Drafts of final project
Feedback/workshop exercises

Reading Assignments:

Interdisciplinary seminar theme readings
Project development readings
Outside research for project topic

Other Outside Assignments:

Library research assignments
Web research assignments
Field trips

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Performance
- C. Class Work
- D. Field Trips
- E. Group Projects
- F. Homework

- G. Oral Presentation
- H. Papers
- I. Portfolios
- J. Projects
- K. Research Projects
- L. Final Class Presentation

10. **REPRESENTATIVE TEXT(S):**

Possible textbooks include:

- A. Steger, M. & James, P.. *Globalization Matters*, ed. Cambridge University Press, 2019
- B. Lunsford, A.. *Everything's an Argument*, ed. Bedford/St Martin's, 2018
- C. Graff, G. & Birkenstein, C.. *They Say, I Say: The Moves that Matter*, ed. WW Norton, 2018

Origination Date: August 2020

Curriculum Committee Approval Date: October 2020

Effective Term: Fall 2021

Course Originator: David Laderman