

**College of San Mateo**  
**Official Course Outline**

1. **COURSE ID:** IDST 103    **TITLE:** Humanities Honors Seminar II  
**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  
**Recommended Preparation:**  
IDST 101 or IDST 102

2. **COURSE DESIGNATION:**  
**Degree Credit**  
**Transfer credit:** CSU

3. **COURSE DESCRIPTIONS:**  
**Catalog Description:**

For continuing Honors Project students with a concentration in the Humanities Cluster, this seminar further develops their mastery of interdisciplinary theory, research methodologies and critical inquiry. Students are introduced to incorporating primary sources as they develop and complete a more advanced scholarly project based upon the content of the transfer course they have linked to the seminar. Emphasis on mentoring IDST101 students, and the pursuit of more original and independent research.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

1. Collaborate with students from different disciplines.
2. Mentor students in Humanities/Social Sciences research and its application.
3. Complete an interdisciplinary research project.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**

Upon successful completion of this course, a student will be able to:

1. Collaborate with students from different disciplines.
2. Mentor students in Humanities/Social Sciences research and its application.
3. Complete an interdisciplinary research project.

6. **COURSE CONTENT:**

**Lecture Content:**

This course is a two-unit, interdisciplinary honors seminar for continuing Honors Project students, with a concentration in the Humanities Cluster. 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.)

Students are introduced to incorporating primary sources as they further develop their mastery of interdisciplinary research methodologies and critical inquiry. Another component of the course is developing mentoring skills for IDST 101 students (IDST 101 and 103 will be cross-listed, and meet together with one instructor). By sharing their experiences in 101 or 102, 103 students learn how to create productive conversations across a variety of disciplines, as well as how to guide 101 students to successfully complete research project assignments. Lastly, the course builds upon skills learned in IDST 101 by guiding students to pursue more original interdisciplinary scholarly projects. These projects may be linked to the seminar theme, but there is more freedom for students to discover their own analytical angle into the coursework of their linked transfer course.

Like IDST 101, the course prioritizes developing, expanding and refining each student's honors project. With an emphasis on second-time, seasoned students being more involved in mentoring new students, course work and assignments would instruct students in how to:

- lead small group activities around interdisciplinary seminar theme
- mentor students in project proposal and development
- model research skills through class presentation
- explain and engage students in primary source research
- model relating bibliography to project thesis

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 21<sup>st</sup> century.

**Lab Content:**

None

**TBA Hours Content:**

None

**7. REPRESENTATIVE METHODS OF INSTRUCTION:**

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Discussion
- D. Field Trips

**8. REPRESENTATIVE ASSIGNMENTS**

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

**Writing Assignments:**

- Interdisciplinary seminar theme critiques
- Project proposal
- Annotated bibliography
- Project outline
- Feedback/workshop exercises
- Interdisciplinary seminar theme questions/activities for mentoring students
- Drafts of research project
- Evaluation criteria

**Reading Assignments:**

- Interdisciplinary seminar theme readings, including outside research related to seminar theme readings
- Readings on mentoring skills and strategies
- Readings on primary source research skills
- Outside readings 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 Work
- C. Group Projects
- D. Homework
- E. Oral Presentation
- F. Papers
- G. Research Projects

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

Possible textbooks include:

- A. Storey, J.. *Cultural Theory and Popular Culture*, ed. Routledge, 2018
- B. Mackenzie, T.. *Dive Into Inquiry*, ed. Elevate Books, 2019
- C. Creswell, J. & Creswell, D.. *Research Design: Qualitative, Quantitative and Mixed Methods*, 5th ed. Sage,

2018

**Origination Date:** August 2020  
**Curriculum Committee Approval Date:** October 2020  
**Effective Term:** Fall 2021  
**Course Originator:** David Laderman