1. COURSE ID: IDST 103  TITLE: Humanities Honors Seminar II  
   Semester Units/Hours: 2.0 units; a minimum of 32.0 lecture hours/semester  
   Method of Grading: Letter Grade Only  
   Recommended Preparation:  
      IDST 101 or 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

   Lab Content:  
   None

   TBA Hours Content:
None

**Honors Content:**
- Mentoring of students
- Basic primary source research skills
- Scholarly seminar theme
- Advanced project development and topics
- Advanced analytical writing
- Seminar participation, responsibility and presentation

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:

   **Origination Date:** October 2013
   **Curriculum Committee Approval Date:** March 2014
   **Effective Term:** Fall 2014