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:  
   • 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
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. 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: