

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-012-189

IGE 2100: Empires, States and Peoples: Cultural Contact and Exchange (GE Sub Areas C1 and C2)

General Education Committee

Date: 02/13/2019

Executive Committee
Received and Forwarded

Date: 02/20/2019

Academic Senate

Date: 02/27/2019
First Reading
03/27/2019
Second Reading

TITLE OF REFERRAL: IGE 2100: Empires, States and Peoples: Cultural Contact and Exchange (GE Sub Areas C1 and C2)

BACKGROUND:

This is a General Education course and it is part of the IGE sequence already approved for Sub-Area C1 and C2. IGE changed its pre-requisites.

RESOURCES CONSULTED:

Office of Academic Programs
Dennis Quinn

DISCUSSION:

The changes do not affect the course and its suitability for the designated sub-areas. Nonetheless, the GE Committee also reviewed the ECO for this course and found it to satisfy the GE Student Learning Outcomes and other requirements for GE Area C1 and C2.

RECOMMENDATION:

The GE Committee recommends approval of IGE 2100: Empires, States and Peoples: Cultural Contact and Exchange (GE Sub Areas C1 and C2)

Curriculog printout provided for reference only. For most recent changes please refer to Curriculog database (<https://cpp.curriculog.com/>).

IGE - 2100 - Empires, States, and Peoples: Cultural Contact and Exchange

C. Course - New/Modify General Education

General Catalog Information

Department*

Interdisciplinary General Education

Proposal Type*

New GE Course

Modify GE Course

Modification Summary
change prerequisite

Establish or
Modify
Articulation
Agreement*

Yes

No

Subject Area*

IGE

Catalog Number* 2100

Formal Course Title* Empires, States, and Peoples: Cultural Contact and Exchange

Abbreviated Course Title* Cultural Contact and Exchange

Unit(s)*

(3)

C/S Classification*

C-02 (Lecture Discussion)

To view C/S Classification Long Description click: http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf

Component*

Lecture

Contact Hour(s)

Instruction Mode(s)*	Face-to-Face
Grading Basis*	Graded Only
Repeat for Credit*	May be taken only once
Repeat for Credit Limit	
If course may be repeated for credit, total units applicable to degree and max units per semester.	
When Offered	
Cross Listed Course Subject Area and Catalog Nbr	
Dual Listed Course Subject Area and Catalog Nbr	
Course Category (select all that apply)*	<input type="checkbox"/> Major Course <input type="checkbox"/> Service Course (used in other programs) <input checked="" type="checkbox"/> GE Course <input type="checkbox"/> None of the above
GE Area/Subarea*	C1 C2a

To view the General Education SubArea definitions, click <http://www.cpp.edu/~academic-programs/scheduling/Documents/Ch.3-GeneralEducationProposals.pdf>.

I. Catalog Description

Catalog Description* Explores empires, states, and peoples throughout time from different parts of the world, placing emphasis on literary, visual and material culture. Through analysis of historical, literary, and artistic sources, the course explores how the practices and interactions of empires configured contexts in which peoples acted and thought, created connections across time and space, and shaped production, communication, diplomacy, trade, commerce, and cultures. Examines themes including: the nature of sovereignty; the politics of empires vs. nation-states; nomads and migrations; patterns of rise and fall, center

and periphery; and representations and ideological projections of empire.

II. Required Coursework and Background (i.e. Enrollment Requirements)

Prerequisite(s)
(leave blank if none) [IGE 1100](#) or [IGE 1200](#).

Corequisite(s)
(leave blank if none)

**Pre or
Corequisite(s)**
(leave blank if none)

**Concurrent (leave
blank if none)**

III. Course Note(s) (OPTIONAL)

Note(s) Activity fee may be required.

IV. Expected Outcomes

**List the
knowledge, skills,
or abilities which
students should
possess upon
completing the
course.***

By completing this course, students will:

SLO 1: Analyze through examination of literary and artistic works how interactions of empires and peoples configure contexts in which peoples acted and thought, created connections, shaped production, communication, diplomacy, trade, commerce.

SLO 2: Interpret written and visual resources (primary, secondary, and interdisciplinary) in the development of research-based essays and presentations.

SLO 3: Analyze and provide in depth identification of motives, reasons and/or causes and effects of empire.

SLO 4: Critically assess issues, events, ideas and theories across the history of empires while showing an ability to engage in differing interpretations regarding those issues, events, ideas and theories.

SLO 5: Evaluate not only cultural collision but also cultural exchange.

By completing this course, students will meet a developing level of IGE Program Learning Outcomes:

Learning Outcomes	PO #1 - Effective Communication	PO #2 - Critical Thinking	PO #3 - Historical, Social, and Multicultural Understanding	PO #4 - Articulation of Values	PO Un an Ap of Ex
SLO 1	x	x	x	x	x

SLO 2	x	x	x		x
SLO 3	x	x	x	x	
SLO 4	x	x	x	x	x
SLO 5	x	x	x	x	x

If this is a course for the major, describe how these outcomes relate to the mission, goals and

objectives of the major program.

Explain how the course meets the description of the GE SubArea(s). Please select appropriate outcomes according to the GE Area/SLO mapping. *

IGE 2100 together with the following course in the IGE sequence IGE 2200 will satisfy areas C1 and C2 after completion of the second IGE year:

C1: Visual and Performing Arts

IGE 2100 and IGE 2200 will allow students to explore the complex ways in which the visual and performing arts, such as architecture, painting, theater, maps, sculpture, and textiles, represented how peoples interpreted themselves, others, and the natural environment in a world networked as never before by trade and conquest. Students will actively participate in aesthetic and creative experiences by means such as collaborative in-class visualizations in response to course themes and texts. Further, students will continue to develop skills introduced in the first year of IGE regarding how one can read these creative products of the human imagination to reveal the values of their creators, their understandings of what it means to be human. Students will also continue to explore issues such as relations between artistic expression and power, especially in representations of the peoples and natural environment of newly colonized lands.

C2: Philosophy and Civilization

IGE 2100 and IGE 2200 explore how practices and interactions of various civilizations and empires (such as first empires, Roman, Persian, Chinese, Eurasian, Mediterranean, and colonial), from different eras and areas, configure contexts in which peoples acted and thought, created connections across time and space, shaped production, communication, diplomacy, trade, commerce, and cultures. The courses explore ideas of 'rise and fall' of empires, continuity and change in the transformation of societies and cultures, and examines ancient, medieval and modern empires to understand how the concept of empire is used during different times and places in literature and the arts. In these two

courses students will study how values and ideals shaped these civilizations and empires and determined their interaction with and against one another (contact, exchange, and collision). Based on textual and visual primary and secondary sources, students will learn about the nature of sovereignty and polity, colonial encounters, interpretations of discourse of east-west, old-world new world encounters, reform and revolution, ideological constructions and representations of power.

Describe how these outcomes relate to the associated GE Learning Outcomes listed below.*

GE Area C1:

Ia: Write effectively for various audiences.

Students will complete various written assignments reflecting on and interpreting course themes and readings. (Course SLO #1, 2, 3, 4, 5; PO#1, 2, 3, 4, 5, 6, 7)

Iib: Analyze major literary, philosophical, historical, or artistic works and describe their significance in society.

Students will read, analyze, and evaluate various travel memoires, poetry, drama, and other forms of literature, as well as maps, art and architecture from the medieval and early modern period and explain their significance to society. They will also study diplomatic exchanges and letters sent by ambassadors such as to and from the Mongol Khan and the Pope in Rome. Students will also evaluate trade and exchanges between empires and peoples by looking at art, architecture, and material culture. (Course SLO #1, 2, 3, 4, 5; PO#1, 2, 3, 5, 6, 7)

IVb: Demonstrate activities, techniques, or behaviors that promote intellectual or cultural growth.

In their reading responses, their essays, their reflective essays, class discussions, and their portfolios, students will have the opportunity to reflect on their goals as learners and assume responsibility for their own learning; they will integrate knowledge and make connections across multiple perspectives and between academic, personal, and community life; they will develop a sense of community with their cohort and faculty and develop skills to work cooperatively in diverse communities; they will develop an appreciation of intellectual inquiry and artistic expression. (Course SLO #1, 2, 3, 4, 5; PO#1, 2, 4, 5, 6, 7)

GE Area C2:

Ia: Write effectively for various audiences.

See above.

1c: Find, evaluate, use, and share information effectively and ethically.

Students will conduct research for their formal essays as well as their group

projects on various empires complete an annotated bibliography, and present their findings to class using various media as appropriate. Students will also attend a library instruction at the library. (Course SLO #1, 2, 3, 4, 5; PO#1, 2, 6, 7)

Id: Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.

Based on various primary and secondary sources representing various perspectives students will be able to analyze and critically evaluate the constructions of knowledge and preconceived ideas as well as ideologies of empires and draw informed conclusions about representations of 'the other'. (Course SLO #1, 2, 3, 4, 5; PO# 1, 2, 4, 5, 6, 7)

IIb: Analyze major literary, philosophical, historical, or artistic works and describe their significance in society.

See above.

IIIb: Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.

Students will question, compare, and analyze principles, representations and ideological constructions of empires, both sedentary as well as nomadic. They will also analyze daily lives and identities, value systems, and ethics of local populations/peoples in global contexts. (Course SLO #1, 2, 3, 4, 5; PO# 1, 2, 3, 4, 6, 7)

General Education Outcomes*

Ia. Write effectively for various audiences

Ic. Find, evaluate, use, and share information effectively and ethically.

Id. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.

IIb. Analyze major literary, philosophical, historical or artistic works and explain their significance in society.

IIIb. Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.

IVb. Demonstrate activities, techniques, or behaviors that promote intellectual or cultural growth.

To view the mapping, click <https://www.cpp.edu/~academic-programs/Documents/GE%20SLO%20Mapping.pdf>

V. Instructional Materials

Provide bibliography that includes texts that may be used as the primary source for instruction, and other appropriate reference materials to be used in instruction. The reference list should be current, arranged alphabetically by author and the materials should be listed in accepted bibliographic form.

Instructional Materials*

Burbank, Jane and Frederick Cooper, *Empires in World History: Power and the Politics of Difference*. Princeton: Princeton University Press, 2010.

Howe, Stephen, *Empire: A Very Short Introduction*. Oxford: Oxford University Press, 2002.

Hacker, Diane, *A Pocket Style Manual*. Boston: Bedford St. Martin's, 2011.

IGE 2100 Online Reader on Blackboard to include primary and secondary sources on course themes.

Strayer, *Ways of the World: A Brief Global History*. Boston: Bedford St. Martin's, 2012.

Trivellato, Francesca et al (eds), *Religion and Trade, Cross-Cultural Exchanges in World History, 1000-1900*. Oxford: Oxford University Press, 2014.

Faculty are encouraged to make all materials accessible. Indicate with an asterisk those items that have had accessibility (ATI/Section 508) reviewed. For more information, <http://www.cpp.edu/~accessibility>

VI. Minimum Student Materials

List any materials, supplies, equipment, etc., which students must provide, such as notebooks, computers, internet access, special clothing or uniforms, safety equipment, lockers, sports equipment, etc. Note that materials that require the assessment of a fee may not be included unless the fee has been approved according to University procedures.

Minimum Student Materials*

Assigned texts, notepaper, and other usual student materials.

VII. Minimum College Facilities

List the university facilities/equipment that will be required in order to offer this class, such as gymnastic equipment, special classroom, technological equipment, laboratories, etc.

Minimum College Facilities*

A classroom with moveable desks and ability to access visual aids, VCR and DVD equipment, PC, and projector.

VIII. Course Outline

as the use of particular tools or software.

**Instructional
Methods***

Interactive approaches which require student responsibility for learning, including small group discussion, group and individual projects, and independent activities.

X. Evaluation of Outcomes

**Describe the
methods to be
used to evaluate
students'
learning, i.e.
written exams,
term papers,
projects,
participation,
quizzes,
attendance, etc.***

Evaluation of students is based on:

1. In class participation (small and large group discussions and activities).
2. Two 5-6 page papers, which are an extended inquiry integrating research, class discussions and readings.
3. 12-15 written responses (1-2 pages) to assigned readings.
4. Small-group, collaborative research project including an annotated bibliography and in-class presentation.
5. A portfolio of written work.

6. Participation in and responses to three arts events.

Describe the required meaningful writing assignments to be included.*

- Students are required to write 12-15 responses (1-2 pages each) to daily/weekly readings that instructors should grade and return promptly.

- Students are also required to write two 5-6 page formal essays on prompts provided by instructor. These are graded according to the IGE 6 point rubric to provide feedback. Students also have the opportunity to revise their essays for submittal in their portfolios at the end of the semester.

- Students are required to submit three 1-2 page responses to arts events.

- Students are required to complete a reflective essay on their group projects.

- Students are responsible for compiling all of their work and submitting a portfolio at the end of the semester. The portfolio will include an introduction (1-2 pages) that will summarize their learning over the semester.

Discuss how these methods may be used to address

the course and program outcomes, as appropriate. Include or attach a matrix to align the evaluation methods to the outcomes.*

IGE 2100 Course SLOs and Evaluation Methods

IGE 2100	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
In class participation (small and large group discussions and activities)	x	x	x	x	x
Two 5-6 page papers, which are an extended inquiry integrating research, class discussions and readings	x	x	x	x	x
12-15 written responses (1-2 pages) to assigned readings.					

	x	x	x	x	x
Small-group, collaborative research project including an annotated bibliography and in-class presentation	x	x	x	x	x
A portfolio of written work	x	x	x	x	x
Participation in and response to three arts events	x				

IGE 2100 Evaluation Methods and IGE Program Outcomes

	PO #1 - Effective Communication	PO #2 - Critical Thinking	PO #3 - Historical, Social, and Multicultural Understanding	PO #4 - Articulation of Values	PO #5 - Understanding and Appreciation of Aesthetic Experiences
In class participation (small and large group discussions and activities)	x	x	x	x	x

<p>Two 4-5 page papers, which are an extended inquiry integrating research, class discussions and readings</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	
<p>12-15 written responses (1-2 pages) to assigned readings.</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	
<p>Small-group, collaborative research project including an annotated bibliography and in-class presentation</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	
<p>A portfolio of written work</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>
<p>Participation in and responses to three arts events.</p>				<p>x</p>	<p>x</p>

Assessment of IGE Program learning outcomes is based on:

1. Student self-evaluation, at the beginning and at the end of the quarter.

2. Exit interviews.

3. Survey to determine if stated educational outcomes were met, giving students the opportunity to describe what they learned in class and to suggest how the course might be improved.

4. Review of student portfolios.

If this is a general education course, discuss how these methods may be used to address the associated GE Learning Outcomes listed below. Include or attach a matrix to align the evaluation methods to the outcomes.*

IGE 2100 Evaluation Methods and GE Student Learning Outcomes

GE SLOs	GESLO1a	GESLO1c	GESLO1d	GESLO2b	GESLO3b	G
In class participation (small and large group discussions and activities)			x	x	x	x
Two 5-6 page papers, which						

are an extended inquiry integrating research, class discussions and readings	x	x	x	x	x	x
12-15 written responses (1-2 pages) to assigned readings.	x		x	x	x	x
Small-group, collaborative research project including an annotated bibliography and in-class presentation		x	x	x	x	x
A portfolio of written work	x		x	x	x	x
Participation in and responses to three arts events	x					x

XI. Course/Department/College Specific Requirements (OPTIONAL)

**Department/
College Required
ECO Information
(Optional)**

This course is one of the integrated IGE sequence courses. No single course alone within the IGE sequence grants credit GE. Students are encouraged to complete the entire seven-course sequence, though they may opt out after the first, second, or third years to receive GE credit. Under semester calendar, they must begin in IGE 1100 (usually fall their first year) and complete the first two classes to earn A2 and C3. Then they continue to the second year (C1 and C2), third year (D1 and D3), and then fall of the fourth year (C4/D4), an upper division interdisciplinary synthesis capstone course for IGE students to complete the program.

FOR OFFICE OF ACADEMIC PROGRAMS USE ONLY

AY Proposal Submitted 2018-2019

AY Proposal Implemented

PS Academic Group 50-CEIS

PS Academic Organization 376-IGE

Course Type Interdisciplinary General Education

Impact Report (for modified courses only) Attached

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Senate Referral Number GE-012-189

Senate Report Number