

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO
THE ACADEMIC SENATE

GE-010-190

IGE 1200: Authority and Faith: Ancient and Medieval Worlds (A2 and C2 Modification)

General Education Committee

Date: 10/31/2019

Executive Committee
Received and Forwarded

Date: 02/12/2020

Academic Senate

Date: 02/19/2020
First Reading

TITLE OF REFERRAL: IGE 1200: Authority and Faith: Ancient and Medieval Worlds (A2 and C2 Modified)

BACKGROUND:

This is a title modification to more closely reflect the course content. No other changes were made to the course.

RESOURCES CONSULTED:

Office of Academic Programs, Dennis Quinn-Chair of IGE Department

DISCUSSION:

This is a name change for the course. When the course was created, the title was created early in the process. It contained the words “Late Ancient and Medieval Worlds.” The department believes taking the word “Late” out of the title will more closely describe the class. This course was approved during the semester conversion process. NOTE: GEs are distributed in the IGE program in yearly sequences so that GE Sub-areas A2 and C2 are granted only when IGE 1200 follows IGE 1100 in the students’ course of study.

RECOMMENDATION:

The GE Committee recommends approval of name change for GE-010-190: IGE 1200 – Authority and Faith: Ancient and Medieval Worlds (A2 and C2 Modified).

Curriculog printout provided for reference only. For latest information refer to Curriculog database

IGE - 1200 - Authority and Faith: Ancient and Medieval Worlds

C. Course - New/Modify General Education

General Catalog Information

Department*

Interdisciplinary General Education

Proposal Type*

New GE Course Modify GE Course

Modification Summary Removal of the word "Late" from title

Establish or Modify Articulation Agreement*

Yes No

Subject Area*

IGE

Catalog Number* 1200

Formal Course Title* Authority and Faith: Ancient and Medieval Worlds

Abbreviated Course Title* Ancient Medieval Worlds

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

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)*

- Major Course
- Service Course (used in other programs)
- GE Course
- None of the above

GE Area/Subarea*

A2 **C2**

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 multiple meanings of the course themes of authority and faith in our own lives and through literary, visual, and spatial materials representing a variety of world cultures and faith traditions. Topics include: visions of hell and redemption; politics, social order, and institutions; constructions of the sacred and secular selves; private lives and public spaces; cultural exchange across time and space; and mysticism. The readings span the years from roughly 600 B.C.E. to 1600 C.E. in different world cultures. Activity fee may be required.

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

Prerequisite(s)
(leave blank if none)

Course and Program Outcomes					
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		

B. If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.

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

IGE 1100 together with the following course in the IGE sequence IGE 1200 will satisfy areas A2 and C3 after completion of the first IGE year:

A2: Written Communication:

IGE 1100 and IGE 1200 provide students with the opportunity of developing proficiency in written communication in English by asking students to produce various kinds of writings (such as formal essays, responses to various kinds of course readings, responses to arts events, reflective essays, and the compilation of a course portfolio). In these writings students will practice summarizing authors' main ideas accurately, analyzing and interpreting texts, organizing and expressing their own thoughts clearly and coherently, drawing conclusions based on solid evidence, expressing their own experiences and values. They will have the opportunity to peer edit other students' writing and revise their own based on feedback from instructors and fellow students.

C3: Literature and Foreign Languages:

IGE 1100 and IGE 1200 provide students with the opportunity to read various literary texts such as plays (e.g. *Antigone*, *Prometheus Bound*, *Equus*), poems (e.g. Dante), epics (e.g. *Gilgamesh*, *Popul Vuh*, *Gassire's Lute*), memoirs (e.g. Richard Rodriguez), as well as a range of sacred texts, to understand, analyze, and interpret these texts and the cultures that produced them. Students will understand the complex relationships between the interpretation of these works of literature and the societies and cultures from which they emerged. Students will gain an understanding of the diversity of literary traditions across time and space.

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

GE Area A2:

I a: Write effectively to 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)

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

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

appropriate. (Course SLO #1, 5; PO#1, 2, 6, 7)

IV a: Analyze the factors that contribute to individual well-being (such as physical, mental, nutritional, emotional, intellectual, spiritual, financial, social, or environmental)

Students will reflect on their learning and their personal and intellectual development, and articulate their values in various reading responses, the group project reflective essay, the arts events responses, and the introduction to their portfolios. (Course SLO #1, 2, 3, 4; PO#1, 4, 5, 7)

GE Area C3:

I a: Write effectively to various audiences.

See above.

2b: Analyze major literary, philosophical, historical or artistic works and explain their significance in society.

Students will read, analyze, and evaluate works by authors such as Dante, *The Divine Comedy*, texts by Martin Luther and Calvin, Machiavelli, *The Prince*, Nizam al-Mulk, *Siyasat-name*, the Quran, and other primary sources on kingship, the letters of Abelard and Heloise, *The Pillowbook*, and explore notions of the sacred and the sacred self through a variety of primary sources from the Christian, Muslim, Hindu, Buddhist, and other faith traditions and explain their significance in society. (Course SLO #1, 2, 3, 4, 5; PO#1, 2, 3)

IIIa: Describe the historical development of diverse cultures and analyze the role that cultural diversity plays in shaping core institutions and practices of individuals and societies.

In their responses to daily readings as well as their group projects, students will describe medieval and renaissance sites from various parts of the world and analyze how cultures, peoples, and worldviews shaped core institutions, religious practices, and ritual in various societies. (Course SLO #1, 2, 3, 4; PO#1, 3)

IV b: 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; PO#1, 4, 5, 7)

General Education Outcomes***Ia. Write effectively for various audiences****Ic. Find, evaluate, use, and share information effectively and ethically.****IIb. Analyze major literary, philosophical, historical or artistic works and explain their significance in society.****IIIa. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.****IVa. Analyze the factors that contribute to individual well-being (such as physical, mental, nutritional, emotional, intellectual, spiritual, financial, social, or environmental)**

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*

Armstrong, Karen. *A Short History of Myth*. New York: Canongate, 2006.

Dante, *The Divine Comedy, Volume 1: Inferno*. Transl. by Mark Musa. London: Penguin, 2002.

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

IGE 1200 Online Reader on Blackboard to include primary and secondary readings on course themes.

Strayer, *Ways of the World: A Brief Global History*. Vol. 1. Boston: Bedford St. Martin's, 2012.

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>

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. Students should purchase the IGE Arts Events Package.

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

Describe specifically what will be included in the course content. This should not be a repetition of the course description but an expansion that provides information on specific material to be included in the class, e.g. lecture topics, skills to be taught, etc. This should not be a week-by-week guide unless all instructors are expected to follow that schedule.

Course Outline*

1. Introduction to various world views, faith traditions and constructions of the sacred (Christian traditions, Islam, Buddhism, Hinduism, and others).
2. Visions of Hell and redemption
3. Perceptions of justice in Medieval and Renaissance world.
4. Challenges to faith and authority: Reformation and Renaissance
5. Image and reality, private and public: Perceptions of women in literature, art, and religion.

7. Monasticism and Mysticism in various traditions.
8. Multicultural medieval Spain.

IX. Instructional Methods

Describe the type(s) of method(s) that are required or recommended for the instruction of this course (lectures, demonstrations, etc.). Include any method that is essential to the course, such 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

A. 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 4-5 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 four arts events.

B. 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 4-5 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 four 1-2 page responses to arts events.

- 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.

C. 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 1200 Course Outcomes and Evaluation Methods

	SLO #1	SLO #2	SLO #3	SLO #4
In class participation (small and large group discussions and activities)	X	X	X	X
Two 4-5 page papers, which are an extended inquiry integrating research, class discussions and readings	X	X	X	X

<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>A portfolio of written work</p>	<p>X</p>	<p>X</p>	<p>X</p>	<p>X</p>
<p>Participation in and responses to four arts events.</p>				

IGE 1200 Evaluation Methods and IGE Program Outcomes

Evaluation methods and 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
Two 4-5 page papers, which are an extended inquiry integrating research, class discussions and readings	x	x	x	x	
12-15 written responses (1-2 pages) to assigned readings.					

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

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.

D. 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 1200 Evaluation Methods and GE Student Learning Outcomes

GE SLOs and Evaluation Methods	GESLO1a GESLO1c	GESLO2b	GESLO3a	GESLO4a	GESLO4b
In class participation (small and large group discussions and activities)		x	x	x	x

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

Participation in and responses to four arts events.	x				x	x
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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.

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AY Proposal Submitted 2019-2020

AY Proposal Implemented

PS Academic Group 50-CEIS

PS Academic Organization 376-IGE

Course Type Interdisciplinary General Education

PS Course ID (for 013893 modified courses)

Impact Report Attached
(for modified courses only)

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Senate Referral GE-010-190
Number

Senate Report
Number