

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA  
ACADEMIC SENATE

**GENERAL EDUCATION COMMITTEE**

**REPORT TO**

**THE ACADEMIC SENATE**

**GE-044-156**

**IGE 1200 – Authority and Faith: Late Ancient and Medieval Worlds  
(GE A2/C3)**

**General Education Committee**

**Date: 2/4/2016**

**Executive Committee  
Received and Forwarded**

**Date: 5/17/16**

**Academic Senate**

**Date: 5/25/16  
First Reading**

BACKGROUND:

IGE has modified its course sequence for the Semester system which required realignment of content and, therefore, a realignment of the GE area. When a GE course seeks designation in a new area, it will be reviewed as a new course with its own referral number.

RESOURCES CONSULTED:

Faculty  
Department Chairs  
Associate Deans  
Deans  
Office of Academic Programs

DISCUSSION:

The GE Committee reviewed the ECO for this course and found it to satisfy the GE SLO's and other requirements of Area A2 and of Area C3.

RECOMMENDATION:

The GE Committee recommends approval of GE-044-156 (IGE 1200-Authority and Faith: Late Ancient and Medieval Worlds for A2 and C3).





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

## C. Course - New General Education\* Updated

### General Catalog Information

○ **\*\*READ BEFORE YOU BEGIN\*\***

○

1. Import curriculum data from the Catalog by clicking on the following icon . It is a BEST PRACTICE to always import data on existing courses. This will limit the opportunity for data errors.
2. Turn the help text on by clicking on the following icon .
3. All fields with an asterisk (\*) are required fields. If left blank, the request will not be launched and cannot be acted upon.
4. Run and attach an impact report by clicking  to show all courses and programs impacted by this proposal.
5. Attach additional documentation by clicking .

○ College/Department

### Interdisciplinary General Education

○ Semester Subject Area

**IGE**

Semester Catalog Number

1200

○ Quarter Subject Area

**IGE**

Quarter Catalog Number

122 and part of 121

○ Course Title

Authority and Faith: Late Ancient and Medieval Worlds

○ Units\*

**(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](http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf)

○ Component\*

**Lecture**

○ Instruction Mode\*

**Face-to-Face**

○ Grading Basis\*

**Graded Only**

○ Repeat Basis\*

**May be taken only once**

- If it may be taken multiple times, limit on number of enrollments

**1**

- Cross Listed Course Subject Area and Catalog Nbr (if offered with another department)
- Dual Listed Course Subject Area and Catalog number (If offered as lower/upper division or ugrd/grad)
- Choose appropriate type(s) of course(s)\*

- Major Course
- Service Course
- GE Course
- None of the above

- General Education Area / Subarea\*

**A2**  
**C3**

- 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; mysticism. The readings span the years roughly from 600 to 1300 C.E. in different world cultures. Activity fee may be required. Prerequisite: IGE 1100.

A2 and C3 at completion of first year (i.e. IGE 1100 and IGE 1200).

- **II. Required Coursework and Background**

- **Prerequisite(s)**

IGE 1100 and/or eligibility for or completion of college level writing course. IGE 1100 and IGE 1200 are designed for first-year students. This is the 2nd course of the first year. A2 and C3 at completion of first year.

- **Corequisite(s)**

- **Pre or Corequisite(s)**

- **Concurrent**

- **III. Expected Outcomes**

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

By completing this course, students will:

1. Read, write, and listen effectively. They will develop proficiency in oral and written communication, analyze and critically evaluate written texts, and produce a variety of written work (including formal essays, reading responses, reflective essays).
2. Analyze various world views and faith traditions.

3. Critically evaluate notions of and challenges to faith and authority in various regions of the medieval and renaissance world through various perspectives (literary, historical, philosophical, religious, and artistic).
4. Analyze various expressions of the sacred.
5. Critically evaluate conceptions of kingship and sovereignty in various regions of medieval and renaissance world.

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

Course 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	PO #6 - Information Literacy	PO #7 - Integrative Learning
SLO #1	x	x	x	x	x	x	x
SLO #2	x	x	x	x		x	x
SLO #3	x	x	x	x		x	x
SLO #4	x	x	x	x	x	x	x
SLO #5	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 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.

- **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 projects on medieval and renaissance sites, complete an annotated bibliography, and present their findings to class using various media as 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)**

**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>

○ **IV. 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/~accessibility>

○ **V. Minimum Student Material**

- 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 Material\***

Assigned texts, notepaper, and other usual student materials. Students should purchase the IGE Arts Events Package.

○ **VI. 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.

○ **VII. 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.
6. Conceptions of kingship and sovereignty in Christianity, Islam, and Confucianism.
7. Monasticism and Mysticism in various traditions.
8. Multicultural medieval Spain.

○ **VIII. 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.

○ **IX. 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 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.

- **Describe the 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 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.

- o **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	SLO #5
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	X
12-15 written responses (1-2 pages) to assigned readings.	X	X	X	X	X
Small-group, collaborative research project including an	X	X		X	X

annotated bibliography and in-class presentation					
A portfolio of written work	X	X	X	X	X
Participation in and responses to four arts events.	X				

**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	PO #6 - Information Literacy	PO #7 - Integrative Learning
In class participation (small and large group discussions and activities)	x	x	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		x	x
12-15 written responses (1-2	x	x	x	x		x	x

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

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

- **X. This OPTIONAL Section is for describing Course/Department/College specific requirements.**
- **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.