CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-006-156

IGE 2200 - Encountering Difference: Culture and Power (GE C1)

General Education Committee	**Date: 2/4/2016**
Executive Committee **Received and Forwarded**	**Date: 5/17/2016**
Academic Senate	**Date:** <u>5/25/2016</u> <u>**First Reading**</u> <u>**06/01/2016**</u> <u>**Second Reading**</u>

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 this ECO and found that it satisfies the GE SLO's and other requirements of GE Area C1.

RECOMMENDATION:

The GE Committee recommends approval of GE-006-156 (IGE 2200-Encountering difference: Culture and Power for GE Area C1).

IGE - 2200 - Encountering Difference: Culture and Power
C. Course - New General Education* Updated

o **College/Department**

Interdisciplinary General Education

o **Semester Subject Area**

IGE

Semester Catalog Number

2200

o **Quarter Subject Area**

IGE

Quarter Catalog Number

220, 221

o **Course Title**

Encountering Difference: Culture and Power

o **Units***
(3)
o **C/S Classification***
C-02 (Lecture Discussion)

o **To view C/S Classification Long Description click: http://www.cpp.edu/~academic-programs/scheduling/Documents/Curriculum%20Guide/Appendix_C_CS_Classification.pdf**
o **Component***
Lecture
o **Instruction Mode***
Face-to-Face
o **Grading Basis***
Graded Only
o **Repeat Basis***
May be taken only once

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

1

o **Cross Listed Course Subject Area and Catalog Nbr (if offered with another department)**

o **Dual Listed Course Subject Area and Catalog number (If offered as lower/upper division or ugrd/grad)**

o **Choose appropriate type(s) of course(s)***
☐ **Major Course**
☐ **Service Course**
☑ **GE Course**
☐ **None of the above**
o **General Education Area / Subarea***
C1
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**

This course explores notions of self and other, constructions and representations of 'otherness', and negotiating difference in philosophy, literature, art, and media. It thus further explores the themes of both cultural collision and cultural exchange introduced in IGE 2100. Topics within these themes will include colonial encounters; interpretations of the discourse of east-west, old world–new world encounters; crossing borders; notions of power, domination, and resistance, reform and revolution. Inquiries are grounded in both the modern world and colonial period. Prerequisite: IGE 2100. C1 and C2 at completion of second year of IGE.

- **II. Required Coursework and Background**

- **Prerequisite(s)**

Prerequisites: IGE 2100. This is 2nd course of the second year of IGE. C1 and C2 at completion of second year of IGE.

- **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:

SLO1: Analyze notions of 'self and other,' constructions and representations of otherness and difference.SLO 2: Critically evaluate colonial encounters in relation to constructing otherness and in part as conflicts between ways of knowing.SLO 3: Analyze the origins of slavery in the Western HemisphereSLO 4: Analyze multiple ways of knowing, emphasizing the cultural constructedness of knowledge.SLO 5: Analyze various meanings of 'coexistence' and gain deeper awareness of obstacles and aids to coexistence.SLO 6: Interpret change and tradition, domination and resistance, culture production and expression in different cultures and regions. By completing this course, students will meet a developing 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
SLO 4	x	x	x	x	x		x
SLO 5	x	x	x	x	x		x
SLO 6	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.

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

<u>GE Area C1:</u>

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, 6; 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 literary works (such as Achebe,*Things Fall Apart*, Shakespeare, *Othello*, Ronyoung, *Clay Walls, The Marvelous Adventure of Cabeza de Vaca*), historical works (such as Zinn, *A People's History of the United States,*the U.S. constitution and others), philosophical works (such as Hobbes and Locke), movies (such as *Lone Star*, *Do the Right Thing*), and visual art and music to explore course themes of constructions and representations of 'otherness' and negotiating difference and explain their significance in society. (Course SLO #1, 2, 3, 4, 5, 6; PO#1, 2, 3, 5, 6, 7)

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, 5, 6; PO#1, 2, 4, 5, 6, 7)

<u>GE Area C2:</u>

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 examples of cultural conflict and a community agency project, complete an annotated bibliography, and present their findings to class using various media as appropriate. (Course SLO #1, 2, 4, 5, 6; 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 discourses, representations and ideological constructions self and other, constructions and representations of 'otherness' and negotiating difference. (Course SLO #1, 2, 3, 4, 5, 6; 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, discourses, representations and ideological constructions self and other, constructions and representations of 'otherness' and negotiating difference, the value systems in which they appear, as well as their ethical implications on a local and global level. (Course SLO #1, 2, 3, 4, 5, 6; PO# 1, 2, 3, 4, 6, 7)

- o **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.

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

- o **IV. Instructional Materials**

- o **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.**
- o **Instructional Materials***

Achebe, Chinua. *Things Fall Apart*. New York: Anchor, 1994.

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

IGE 2200 Online Reader will include primary and secondary sources on course themes.

Ronyoung, Kim. *Clay Walls.* Sag Harbor, NY: Permanent Press, 1987.

Said, Edward, *Orientalism.* New York: Vintage, 1978.

Shakespeare, William. *Othello*. Ed. Alvin Kernan. New York: Signet, 1998.

Zinn, Howard. *A People's History of the United States*. New Ed. New York: Harper, 2005.

Videos may include:

Chimamanda Adichie: *The Danger of a Single Story*. (TED, 2009)

Do the Right Thing. (1989)

Lone Star. (1996)

The Magnificient African Cake.(1983)

On Orientalism. (1998)

Othello. (BBC 2001)

- **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.

- **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.   Understanding self and other via various representations.2.   First European Encounters with the Western Hemisphere.3.   Origins of slavery in the Western Hemisphere.4.   Defining racism5.   Colonial encounters: Africa; Achebe, *Things Fall Apart*.6.   Orientalism.7.   *Othello* and difference.8.   Defining 'coexistence'.9.   Cultural collisions and border crossings in different historical and geographical contexts.10. Domination and resistance, tradition and change.11. Enlightenment political theory: promise and problems12. Investigation of U.S. and other constitutions blueprints for coexistence.13. Contemporary popular music: border crossings and/or commercial co-optation.14. Community agency group project: community agencies and coexistence.

- ### 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 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.

- **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 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 2200 SLOs and Evaluation Methods	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
In class participation (small and large group discussions and activities)	x	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	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
A portfolio of written work	x	x	x	x		x
Participation in and response to three arts events	x					
Participation in and response to three arts events				x		

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- **IGE 2200 Evaluation Methods and IGE Program Outcomes**
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	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 5-6 page long 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 long) to assigned readings.	x	x	x	x		x	x
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 three arts events.							

- Assessment of IGE Program learning outcomes is based on:
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  - 1. Student self-evaluation, at the beginning and at the end of the quarter.
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  - 2. Exit interviews.
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  - 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.
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  - 4. Review of student portfolios.
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- **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 2200 Evaluation Methods and GE Student Learning Outcomes

	GESLO 1a	GESLO1c	GESLO1d	GESLO2b	GESLO3b	GESLO4b
In class participation (small and large group discussions and activities)			x	x	x	X
Two 5-6 page long 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 long) 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. 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.