

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE
REPORT TO
THE ACADEMIC SENATE
GE-014-156

IGE 3300 – Demons, the Dead and the Monstrous Other (GE C4)

General Education Committee

Date: 2/4/2016

**Executive Committee
Received and Forwarded**

Date: 5/25/16

Academic Senate

**Date: 6/01/16
First Reading**

BACKGROUND:

The IGE Department introduced a new upper division synthesis course for Area C4

RESOURCES CONSULTED:

Faculty
Department Chairs
Associate Deans
Deans
Office of Academic Programs

DISCUSSION:

The GE Committee reviewed the ECO for this course and found to satisfy the GE SLO's and other requirements for Area C4.

RECOMMENDATION:





The GE Committee recommends approval of GE-014-156: IGE 3300-Demons, the Dead and the Monstrous Other for Area C4

IGE - 3300 - Demons, the Dead, and the Monstrous Other

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

3300

○ Quarter Subject Area

Quarter Catalog Number

NONE

○ Course Title

Demons, the Dead, and the Monstrous Other

○ Units*

(3)

○ C/S Classification*

C-02 (Lecture Discussion)

- To view C/S Classification Long Description click: http://www.epp.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***
C4

- **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**

Personifications of evil through time and diverse cultures; constructions of the monstrous 'other' in arts, religious, and political discourse; cross-cultural analysis of ghost and the undead narratives; supernatural horror; the cultural use of demonic encounters; pseudoscientific discourse within cultural context; institutional and cultural use of binary oppositions of good vs. evil. Themes explored mainly through literature, film, and theoretical works. Prerequisites: one GE course from each of the following Sub-areas: A1, A2, A3 and C1, C2, C3. GE Synthesis course for area C4.

- **II. Required Coursework and Background**

- **Prerequisite(s)**

Prerequisites: one GE course from each of the following Sub-areas: A1, A2, A3 and C1, C2, C3.

- **Corequisite(s)**

- **Pre or Corequisite(s)**

- **Concurrent**

- **III. Expected Outcomes**

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

1. Identify the societal, political, and cultural mechanisms used to influence and shape contemporary conceptions of demons, the dead, and the monstrous other in the real world.
2. Evaluate representations of the monstrous other and develop an interpretive framework for connecting these representations to their larger cultural and historical context.
3. Describe the ways in which images of monstrosity can reinforce or subvert culturally constructed classification systems (e.g., normal/deviant, natural/supernatural, human/beast).
4. Compare and contrast how ideas of demons, the dead and monsters are used in literature and the arts across time and place.
5. Interrogate the concepts of the 'monstrous' and the 'Other' in relation to each other, examining from multiple perspectives the human need for monsters that lurk around the edges of our world.

6. Synthesize theories of monstrosity and apply to a broader understanding of the ways in which culture constructs, classifies, and codifies ideas about morality, gender, sexuality, the body, race, age, region, religion, and science.

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
SLO 2	x	x	x			x	x
SLO3	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	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.**

C4: Arts and Humanities Synthesis 'Courses in this area shall emphasize the humanistic or expressive aspects of culture. Synthesis offerings should provide temporal and cultural context that will illuminate contemporary thought and behavior-global, regional, and local – showing the bonds between the past, present, and future. '

This course will examine literary, cinematic, and non-verbal representations of Demons, the Dead, and the Monstrous Other. It will also Compare and contrast how ideas of demons, the dead and monsters are used in literature and the arts across time and place. Doing so will allow students to critically analyze these concepts as social and cultural constructs demonstrating how such beliefs provide critical insights into the lives, cultural productions, and behavior of human beings.

1. Include readings from original primary/historical sources, as opposed to only secondary sources
 - The core of the classwork will interpret primary sources: literary, cinematic, and nonverbal representations. The secondary material will aid that end.
2. Promote original and critical thinking in writing and/or discussion.
 - Students will critically analyze the primary sources and present original ideas and personal connections.
3. Focus attention on understanding the interrelationships among the disciplines and their applications.
 - Students will study the sources from, for example, historical, cultural, gender, and ethnic standpoints.

4. Examine ideas and issues covered in this area in deeper and/or broader more integrative ways.

- Students will synthesize theories of monstrosity and apply to a broader understanding of the ways in which culture constructs, classifies, and codifies ideas about morality, gender, sexuality, the body, race, age, region, religion, and science.

5. Encourage synthetic-creative thinking in order to identify problems, understand broader implications and construct original ideas:

- Students will research, analyze, interpret, and evaluate issues raised by the course's primary and secondary sources.

6. Identify and evaluate assumptions and limitations of ideas and models:

- In their research and evaluation of primary and secondary sources students will identify and critically examine not only the author's, artist's, or filmmaker's visions and motives, but also the cultural and social constructions of the monstrous other.

7. Develop written and oral communication skills appropriate for an upper division course:

- Students will develop their oral and written communication skills through various writing assignments, in-class presentations, and oral presentations.

8. Provide student work for assessment of the student's understanding of the required educational objectives in this subarea or in this course.

- Students will demonstrate their learning in various writing assignments and oral presentations.

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

1a. Write effectively to various audiences

Students will complete essays, several reading responses, several film responses, and other kinds of written assignments

1b. Speak effectively to various audiences.

Students will participate in small and large group work and conduct oral in-class presentations.

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

Students will conduct research for their essays, evaluate the sources, use them as evidence in their essays, and share with the instructor. .

1d. Construct arguments based on sound evidence and reasoning to support an opinion or conclusion.

Students will generate original ideas, evaluate and organize evidence, and support analyses and arguments as one of the main objectives of their reading and film responses and essays.

2b. Analyze major literary, philosophical, historical, or artistic works and describe their aesthetic, historical, and cultural significance in society.

Students will analyze literary, cinematic, and non-verbal works for the ways they represent demons, the dead, and the monstrous other from such locations as Asia, the Middle East, Europe, the Americas, and Africa.

2d. Integrate concepts, theories, and examples from more than one field of study to identify problems, draw conclusions, and construct original ideas.

Students' interpretations of the works mentioned above will be informed by perspectives such as history, religion, philosophy, multiculturalism, and gender from various traditions such as Judaism, Christianity, Islam, Hinduism, Buddhism, and various polytheisms, among others.

3a. 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.

Students will understand the constructions of 'evil' supernatural others through time and among various cultural traditions around the world to understand the construction of imaginary beings as extensions of personal, cultural, and societal needs to define itself.

○ **General Education Outcomes***

Ia. Write effectively for various audiences

Ib. Speak effectively to 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.

IIId. Integrate concepts, examples, and theories from more than one discipline to identify problems, construct original ideas, and draw conclusions.

IIIa. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

○ 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***

Instructional materials may include:

Readings:

Primary

Beowulf < <http://www.gutenberg.org/files/16328/16328-h/16328-h.htm>>

Blackwood, Algernon, "The Willows" < <http://www.yankeeclassic.com/miskatonic/library/stacks/literature/blackwood/stories/willows.htm>>

Book of Enoch < <http://wesley.nnu.edu/sermons-essays-books/noncanonical-literature/noncanonical-literature-ot-pseudepigrapha/book-of-enoch/>>

Chambers, Robert W. *The King in Yellow*. New York: Corundum Classics, 2014.

Freud, Sigmund. "The Uncanny" < <http://web.mit.edu/allanmc/www/freud1.pdf>>

Jackson, Shirley. *The Haunting of Hill House*. New York: Penguin Classics, 2006.

James, Henry. *The Turn of the Screw*. New York: Dover Thrift, 1991.

James, M. R. *Count Magnus and Other Ghost Stories*. New York: Penguin Classics, 2005.

King, Stephen. *The Shining*. London: Anchor, 2013

Lovecraft, H. P. *The Call of Cthulhu and Others*. New York: Penguin Classics, 1999.

Machen, Arthur. *The Great God Pan* < http://www.golden-dawn.com/eu/UserFiles/en/file/pdf/The_Great_God_Pan.pdf>

Malleus Maleficarum < <http://www.malleusmaleficarum.org/downloads/MalleusAcrobat.pdf>>

Otto, Rudolph. *Idea of the Holy* < <https://archive.org/details/theideaoftheholy00ottouoft>>

Poe Edgar Allan. *Ligeia* < https://ebooks.adelaide.edu.au/p/poe/edgar_allan/p74li/>

Stoker, Bram. *Dracula* < <http://www.planetebook.com/ebooks/Dracula.pdf>>

Secondary

Beal, Timothy. *Religion and its Monsters*. New York: Routledge, 2001.

Christie, Deborah and Sarah Juliet Lauro. *Better Off Dead: The Evolution of the Zombie as Post Human*. New York: Fordham University Press, 2011.

Benshoff, Harry M. *Monsters in the Closet: Homosexuality and the Horror Film*. Manchester: Manchester University Press, 1997.

Bildhauer, Bettina and Robert Mills, eds. *The Monstrous Middle Ages*. Toronto: University of Toronto Press, 2003.

Bishop, Kyle William. *American Zombie Gothic: The Rise & Fall (& Rise) of the Walking Dead in Popular Culture*. New York: McFarland and Company, 2010.

Cassuto, Leonard. *The Inhuman Race: The Racial Grotesque in American Literature and Culture*. New York: Columbia University Press, 1997.

Christie, Deborah and Sarah Juliet Lauro. *Better Off Dead: The Evolution of the Zombie as Post Human*. New York: Fordham University Press, 2011.

Cohen, Jeffrey Jerome, ed. *Monster Theory, Reading Culture*. Minneapolis: University of Minnesota Press, 1996.

Fiedler, Leslie. *Freaks, Myths and Images of the Secret Self*. New York: Simon and Schuster, 1977.

Halberstam, Judith. *Skin Shows: Gothic Horror and the Technology of Monsters*. Durham, NC: Duke University Press Books 1995.

Gilmore, David D. *Monsters: Evil Beings, Mythical Beasts, and All Manner of Imaginary Terrors*. Philadelphia: University of Pennsylvania Press, 2002.

Kearney, Richard. *Strangers, Gods and Monsters: Interpreting Otherness*. New York: Routledge, 2002.

Moreman, Christopher and Cory James Rushton. *Race, Oppression, and the Zombie: Essays on Cross-Cultural Appropriations of the Caribbean Tradition*. Jefferson, NC: McFarland 2011.

Poole, W. Scott. *Monsters in America: Our Historical Obsession With the Hideous and the Haunting*. Waco, Texas: Baylor University Press, 2014.

Sagan, Carl. *The Demon Haunted World*. New York: Ballantine Books, 1995.

Urbanski, Heather. "The Cautionary Tale." *Plagues, Apocalypses, and Bug-Eyed Monsters: How Speculative Fiction Shows Us Our Nightmares*. New York: McFarland & Company, 2007.

Warner, Marina. *No Go the Bogeyman: Scaring, Lulling and Making Mock*. New York: Farrar, Straus and Giroux, 1999.

Films

The Blair Witch Project

Evil Dead II

The Exorcist

Dawn of the Dead

Drag Me to Hell

Let the Right One In

The Others

Paranormal Activity

Poltergeist

The Ring

The Shining

Sixth Sense

1408

- 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, DVD and VCR 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. Modern and Postmodern analytical theory
2. History of conceptions of evil personified and the monstrous in diverse cultures
3. Modern science and pseudoscience on natural and supernatural “Others”
4. Constructions of the devil, demons and other evil beings: East and West
5. Zombies and the Dead
6. The self and the monstrous other
7. Witch Hunts and Satanic Panics
8. The monstrous other in the contemporary world

○ **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 or individual presentations, 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 the students is based on:

1. In-class participation (small and large group discussion and activities).
2. Written responses to assigned readings.
3. Written responses to films.
4. Two essays.

- **Describe the meaningful writing assignments to be included.***

- Students are required to write responses to daily/weekly readings that instructors should grade and return promptly.
- Students are required to write responses to several films
- Students are required to write two formal essays on prompts provided by instructor. Students also have the opportunity to revise their first essays.

- 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 3300 course outcomes 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
Written responses to assigned readings.	x	x	x	x	x	x
Written responses to films	x	x	x	x	x	x
Essays	x	x	x	x	x	x

IGE program outcomes and evaluation methods

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
Written responses to assigned readings.	x	x	x	x	x	x	x
Written responses to films	x	x	x	x	x	x	x
Essays	x	x	x	x	x	x	x

- **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 3200 evaluation methods and GE SLOs

	1a	1b	1c	1d	2b	2d	3a
In class participation (small and large group discussions and activities)		x	x	x	x	x	x
Written responses to assigned readings.	x		x	x	x	x	x

Written responses to films	x		x	x	x	x	x
Essays	x		x	x	x	x	x

- **X. This OPTIONAL Section is for describing Course/Department/College specific requirements.**
- **Department/ College Required ECO Information (Optional)**