

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-138-156

IGE 3400 – Peoples and Cultures of Central Asia: Life Along the Silk Road (GE Area D4)

General Education Committee

Date: 08/03/2016

Executive Committee  
Received and Forwarded

Date: 08/17/2016

Academic Senate

Date: 08/31/2016  
First Reading

BACKGROUND:

This is a new course for the semester calendar.

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 Student Learning Outcomes and other requirements for GE Area D4.

RECOMMENDATION:

The GE Committee recommends approval of GE-138-156, IGE 3400 – Peoples and Cultures of Central Asia: Life Along the Silk Road for GE Area D4.

# IGE - 3400 - Peoples and Cultures of Central Asia: Life along the Silk Road

C. Course - New General Education\* Updated

## General Catalog Information

<b>College/Department</b> Interdisciplinary General Education	
<b>Semester Subject Area</b> IGE	<b>Semester Catalog Number</b> 3400
<b>Quarter Subject Area</b> None Selected	<b>Quarter Catalog Number</b> NONE
<b>Course Title</b> Peoples and Cultures of Central Asia: Life along the Silk Road	
<b>Units*</b> (3)	
<b>C/S Classification*</b> 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)

<b>Component*</b> Lecture
<b>Instruction Mode*</b> Face-to-Face
<b>Grading Basis*</b> Graded Only
<b>Repeat Basis*</b>

**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\* **D4**

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**

Culture and historical background of the peoples of Central Asia and their relation to neighboring regions of Eastern Europe, the Middle East, China, and India from the ancient to the modern period. Tribalism, nomadism, conquest and empire. Study of political, economic, and social organization as well as religious beliefs of Turko-Mongol peoples along the Silk Road. Upper-division synthesis D4.

**II. Required Coursework and Background****Prerequisite(s)**

Pre-requisites: Completion of all lower division GE areas A (1, 2, 3) and D (1, 2, 3).

**Corequisite(s)**

**Pre or Corequisite  
(s)**

**Concurrent**

**III. Expected Outcomes**

**List the knowledge, skills, or abilities which students should possess upon** By completing this course, students will:

**completing the course.\***

1. Analyze the society and culture of the peoples of Central Asia.
  
2. Evaluate how the Silk Road shaped the history and culture of Eurasia.
  
3. Analyze the distinctive features of Central Asian nomadic and pastoral states and empires.
  
4. Interpret the relations of Central Asian states and peoples and their neighbors.
  
5. Analyze cultural and economic exchange along the Silk Roads.

<b>Course and Program Outcomes</b>	<b>PO #1 - Effective Communication</b>	<b>PO #2 - Critical Thinking</b>	<b>PO #3 - Historical, Social, and Multicultural Understanding</b>	<b>PO #4 - Articulation of Values</b>	<b>PO #5 - Understanding and Appreciation of Aesthetic Experiences</b>
SLO 1	x	x	x	x	x
SLO 2	x	x		x	

SLO3	x	x			
SLO 4	x	x	x		
SLO 5	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.**

**D4: Social Science Synthesis**

This course that will examine the historical, religious, and socio-economic developments of various peoples and empires along the Silk Road and their interactions with neighboring peoples and states. Student will have the opportunity to study various concepts of tribalism, state, and empire in

sedentary and nomadic societies as well as the role of religion in shaping those states from the medieval to the modern period.

1) Include readings from original primary/historical sources, as opposed to only secondary sources.

- At the heart of in class group work and reading responses lie analysis and interpretation of primary and secondary sources.

2) Promote original and critical thinking in writing and/or discussion.

- Students will critically evaluate the literature and present original ideas and personal connections.

3) Focus attention on understanding the interrelationships among the disciplines and their applications.

- Students will study Central Asian societies through a historical, religious, and socio-economic lens.



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

- Students will expand on their understanding of how historical, religious, and socio-economic factors shaped Central Asian societies and their interactions with other peoples.

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 evaluate authors' main ideas and models and compare them to others.

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.\***

GE Area D4:

1a: Write effectively for various audiences.

Students will complete several reading responses and essays.

1b: Speak effectively to various audiences.

Student 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 group projects, complete an annotated bibliography, and present to class using various media as appropriate.

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 responses and essays.

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

Students' will base their arguments on analysis and evaluation of Central Asian peoples, states, and empires through a historical, religious, and socio-economic lens.

3a. Analyze the historical development of diverse cultures and the role they play in shaping core institutions and practices of individuals and societies.

Students will research and analyze the historical development of the diverse peoples of Central Asia, migrations of various peoples, and role they played in shaping states, trade, and cultural exchanges along the Silk Road.

3b: Analyze principles, methods, value systems, and ethics of social issues confronting local and global communities.

Students will analyze and evaluate the moral and social factors that shaped nomadic tribal ways of living amongst the different peoples of Central Asia, the principles and methods of their interaction with one another, with travelers, and with their neighboring states.

**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.**

**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.**

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

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\***

Allsen, Thomas. *Mongol Imperialism: The Policies of the Grand Qn Mongke in China, Russia, and the Islamic Lands, 1251-1259*. Berkeley: Univ. of California Press, 1987.

Allson, Thomas. *Commodity and Exchange in the Mongol Empire: a cultural history of Islamic textiles*. Cambridge: CUP, 1997.

Amitai-Preiss, Reuven, and David Morgan, eds. *The Mongol Empire and its Legacy*. Leiden: Brill, 1999.

Barthold, W. *Turkestan Down to the Mongol Invasion*. 4<sup>th</sup> ed. London 1977, transl. T. Minorsky.

Clifford, James. *Routes: Travel and Translation in the Late 20<sup>th</sup> Century*. Cambridge: Harvard Univ. Press, 1997.

Eickelman, Dale. *The Middle East and Central Asia: An anthropological approach*. Upper Saddle River, N.J.: Prentice Hall, 1997.

Foltz, Richard. *Religions of the Silk Road*. NY: St. Martin's, 1999.

Franck, Irene and David Brownstone. *The Silk Road: A History*. New York: Facts on File Inc., 1986.

Hopkirk, Peter. *The Great Game: The Struggle for Empire in Central Asia*. New York: Kodansha Int., 1994.

Millward, James A. *The Silk Road: A Very Short Introduction*. Oxford: Oxford University Press, 2013.

Rossabi, Morris. *Mongols and Global History*. New York: W. W. Norton, 2010.

Whitfield, Susan. *Life Along the Silk Road*. Berkeley: University of California Press, 1999.

Wriggins, Sally Hovey. *Xuanzang: A Buddhist Pilgrim on the Silk Road*. Boulder, CO: Westview Press, 1996.

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. What is Central Asia? Location and Peoples.
2. Nomadic, migrations, cultures and religions.
3. Tribes as social and political systems.
4. The Silk Route.
5. Relations between nomads and sedentary states.
6. Who are the Mongols?

7. Central Asian Empires:
  - a. Chingiz Khan and his successors.
  - b. The new Chingizid states (Yuan, Chaghatay, Ilkhanids, and Golden Horde)
  - c. Timur and his successors.
8. Travelers and trade
9. China and Central Asia peoples.
10. Russia and Central Asia.
11. Central Asia today.

### **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. Written responses to assigned readings.
3. Two essays (5-6 pages)
4. Small-group, collaborative research project including an annotated bibliography and in-class presentation.

**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 also required to write two 5-6 page formal essays on prompts provided by instructor. Students also have the opportunity to revise their first essays.
- Students are required to complete a reflective essay on their group projects.

**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 3400 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
Written responses to assigned readings.	x	x	x	x	x
Group Project	x	x	x	x	x
Essays					

	x	x	x	x	x
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**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	P I L
In class participation  (small and large group discussions and activities)	x	x	x	x	x	

Written responses to assigned readings.	x	x	x	x		x
Group project and presentation	x	x	x	x	x	x
Essays	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 3400 evaluation methods and GE SLOs**

	GESLO1a	GESLO1b	GESLO1c	GESLO1d	GESLO2d	GESLO3a

Written responses to assigned readings.	x		x	x	x	x
Group Project and presentation	x	x	x	x	x	x
Essays	x		x	x	x	x