# 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

| College/Department Interdisciplinary General Education |                           |  |  |  |  |  |  |
|--|---------------------------|--|--|--|--|--|--|
| Semester Subject<br>Area                               | IGE                       | Semester Catalog 3400<br>Number        |  |  |  |  |  |
| Quarter Subject<br>Area                                | None Selected             | Quarter Catalog NONE<br>Number         |  |  |  |  |  |
| Course Title   | Peoples and Cultures of 0 | Central Asia: Life along the Silk Road |  |  |  |  |  |
| Units*   | (3)                       |  |  |  |  |  |  |
| C/S Classification                                     | C-02 (Lecture Discuss     | ion)                                   |  |  |  |  |  |

| Component*        | Lecture     |
|-------------------|-------------|
| Instruction Mode* |             |
| Grading Basis*    | Graded Only |
| Repeat Basis*     |             |

|   | May be taken only once |
|---|------------------------|
| If it may be taken<br>multiple times,<br>limit on number of<br>enrollments  | 1                      |
| Cross Listed<br>Course Subject<br>Area and Catalog<br>Nbr (if offered<br>with another<br>department)                      |                        |
| Dual Listed<br>Course Subject<br>Area and Catalog<br>number (If<br>offered as<br>lower/upper<br>division or<br>ugrd/grad) |                        |
| Choose<br>appropriate type<br>(s) of course(s)*   | Major Course           |
| General Education<br>Area / Subarea*  | D4                     |

To view the General Education SubArea definitions, click <a href="http://www.cpp.edu/~academic-programs/scheduling/Documents/Ch.3-GeneralEducationProposals.pdf">http://www.cpp.edu/~academic-programs/scheduling/Documents/Ch.3-GeneralEducationProposals.pdf</a>.

#### 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<br>(s) |  |  |  |
| (3)                       |  |  |  |
|                           |  |  |  |
|                           |  |  |  |
|                           |  |  |  |
|                           |  |  |  |
| Concurrent                |  |  |  |
|                           |  |  |  |
|                           |  |  |  |
|                           |  |  |  |
|                           |  |  |  |

#### **III.** Expected Outcomes

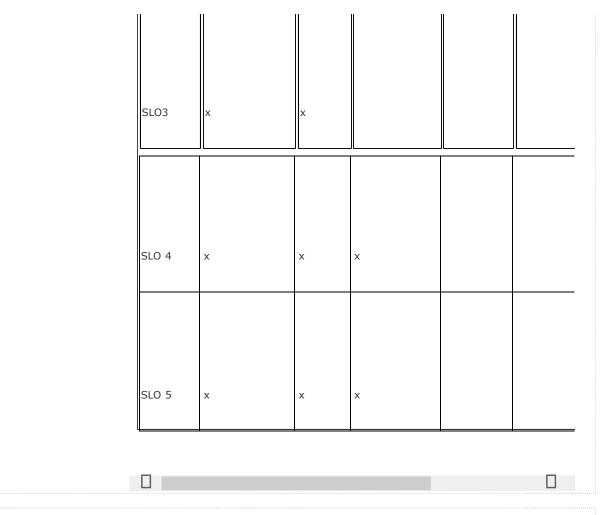
List the knowledge, skills, or abilities which students should possess upon

By completing this course, students will:

| completing | the  |
|------------|------|
| COUR       | * مء |

- 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.

| Course<br>and<br>Program<br>Outcomes | PO #1 -<br>Effective<br>Communication | Critical | PO #3 -<br>Historical,<br>Social, and<br>Multicultural<br>Understanding | PO #4 -<br>Articulation<br>of Values | PO #5 –<br>Understa n<br>and<br>Appreciati<br>of Aesthe t<br>Experienc |
|--------------------------------------|---------------------------------------|----------|---|--------------------------------------|--|
| SLO 1                                | x                                     | x        | x   | ×                                    | x  |
| SLO 2                                | x                                     | x        |   | ×                                    |  |

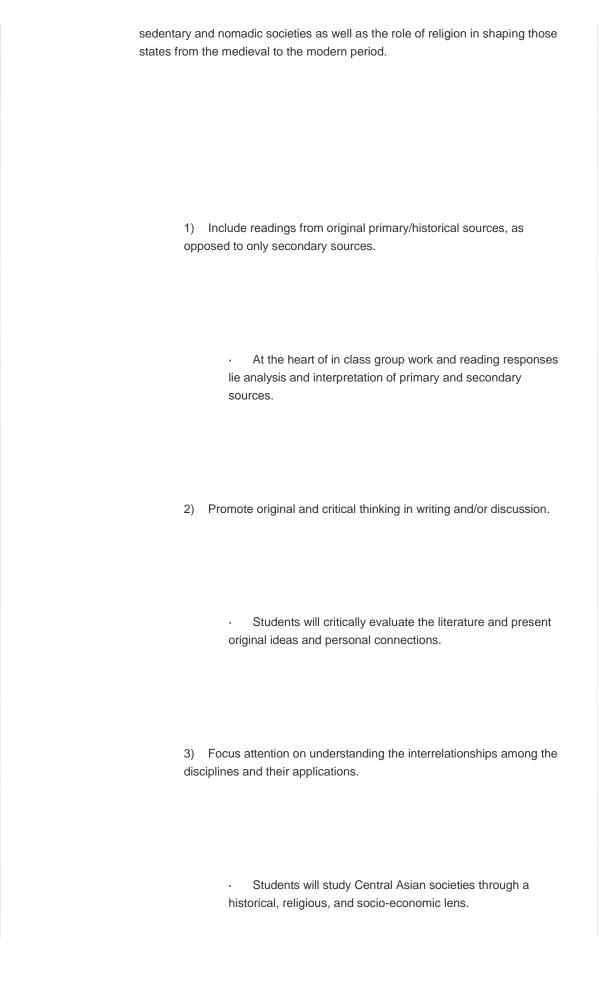


If this is a course for the major, describe how these outcomes relate to the mission, goals and objectives of the major program.

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

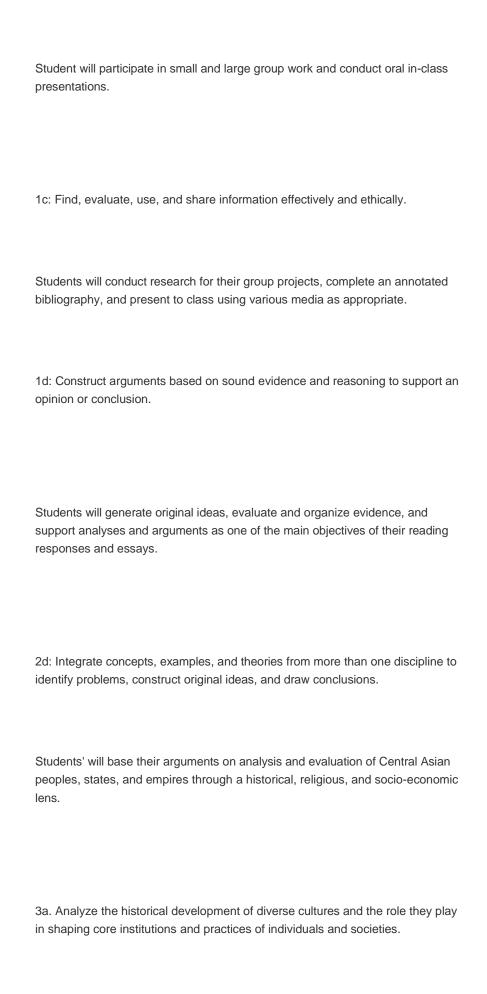
#### **D4: Social Science Synthesis**

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



- 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:   |
|---|--|
|   | <ul> <li>Students will develop their oral and written communication<br/>skills through various writing assignments, in class<br/>presentations, and oral presentations.</li> </ul> |
|   | 8) Provide student work for assessment of the student's understanding of the required educational objectives in this subarea or in this course.                                    |
|   | <ul> <li>Students will demonstrate their learning in various writing assignments and oral presentations.</li> </ul>  |
| Describe how<br>these outcomes<br>relate to the         | GE Area D4:  |
| associated GE<br>Learning<br>Outcomes listed<br>below.* | 1a: Write effectively for various audiences.   |
|   | Students will complete several reading responses and essays.   |
|   | 1b: Speak effectively to various audiences.  |



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.

### Outcomes\*

- General Education 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.
  - IId. 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 pracitces 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 Piligrim 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, <a href="http://www.cpp.edu/~accessibility">http://www.cpp.edu/~accessibility</a>

#### 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\*

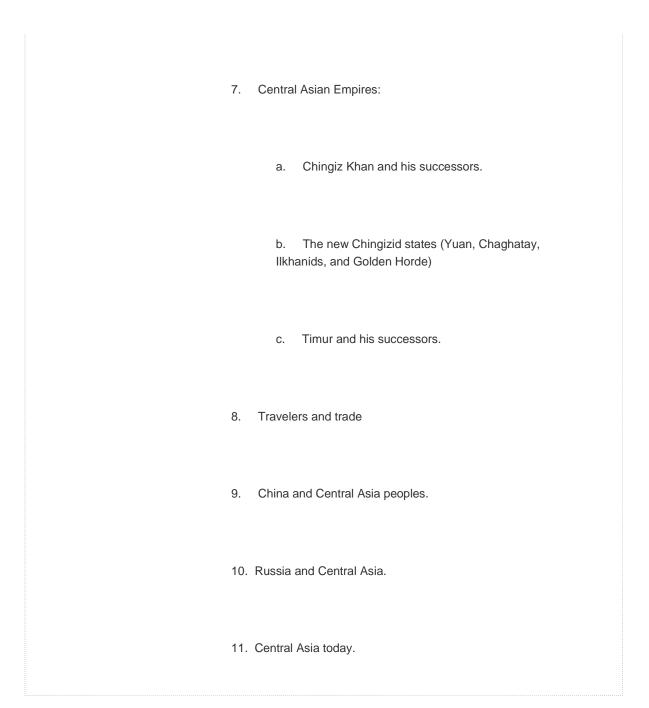
A classroom with moveable desks and ability to access visual aids, VCR and DVD equipment, PC and projector.

#### 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\*

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



#### 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<br>participation                                      |       |       |       |       |       |
| (small and<br>large group<br>discussions<br>and<br>activities) | x     | ×     | x     | x     | ×     |
| Written<br>responses to<br>assigned<br>readings.               |       |       |       |       |       |
|  | x     | х     | x     | x     | x     |
| Group Project  |       |       |       |       |       |
|  | х     | х     | х     | х     | x     |
| Essays   |       |       |       |       |       |

|  | x | х | x | x | х |
|--|---|---|---|---|---|
|  |   |   |   |   |   |
|  |   |   |   |   |   |

IGE program outcomes and evaluation methods

|  | PO #1 -<br>Effective<br>Communication | Critical | PO #3 -<br>Historical,<br>Social, and<br>Multicultural<br>Understanding | PO #4 -<br>Articulation<br>of Values | PO #5 –<br>Understanding<br>and<br>Appreciation<br>of Aesthetic<br>Experiences | FIL |
|--|---------------------------------------|----------|---|--------------------------------------|--|-----|
| In class<br>participation                                      |                                       |          |   |                                      |  |     |
| (small and<br>large group<br>discussions<br>and<br>activities) | x                                     | x        | x   | x                                    | x  |     |
|  |                                       |          |   |                                      |  | Ì٢  |

| Written<br>responses<br>to assigned<br>readings. |   |   |   |   |   |
|--|---|---|---|---|---|
|  | x | х | x | x |   |
| Group<br>project and<br>presentation             | х | x | × | x | × |
| Essays   | х | 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

|  | GESL01a | GESLO1b |         |         | GESLO2d | GESLO3a |
|--|---------|---------|---------|---------|---------|---------|
|  |         |         | GESLO1c | GESLO1d |         |         |
|  |         |         |         |         |         |         |
|  |         |         |         |         |         |         |

| Written responses to assigned readings. |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
|   | x |   | x | x | х | х |
| Group<br>Project and<br>presentation    |   |   |   |   |   |   |
|   |   |   |   |   |   |   |
|   | X | х | х | x | X | х |
|   |   |   |   |   |   |   |
| Essays                                  | х |   | Х | Х | Х | Х |