

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA

ACADEMIC SENATE

GENERAL EDUCATION COMMITTEE

REPORT TO

THE ACADEMIC SENATE

GE-011-189

IGE 1200: Authority and Faith: Late Ancient and Medieval Worlds (GE Sub Areas A2 and C2)

General Education Committee

Date: 02/13/2019

Executive Committee
Received and Forwarded

Date: 02/20/2019

Academic Senate

Date: 02/27/2019
First Reading
03/27/2019
Second Reading

TITLE OF REFERRAL: IGE 1200: Authority and Faith: Late Ancient and Medieval Worlds (GE Sub Areas A2 and C2)

BACKGROUND:

This is a General Education course and it is part of the IGE sequence already approved for Sub-Area A2 and C2. IGE changed its pre-requisites and some of the optional reading material.

RESOURCES CONSULTED:

Office of Academic Programs
Dennis Quinn

DISCUSSION:

The changes do not affect the course and its suitability for the designated sub-areas. Nonetheless, the GE Committee also reviewed the ECO for this course and found it to satisfy the GE Student Learning Outcomes and other requirements for GE Area A2 and C2.

RECOMMENDATION:

The GE Committee recommends approval of IGE 1200 - Authority and Faith: Late Ancient and Medieval Worlds (GE Sub Areas A2 and C2).

Curriculog printout provided for reference only. For most recent changes please refer to Curriculog database (<https://cpp.curriculog.com/>).

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

C. Course - New/Modify General Education

General Catalog Information

Department*

Interdisciplinary General Education

Proposal Type*

New GE Course

Modify GE Course

Modification Summary Eliminated prerequisites and changed C3 to C2b in Expected Outcomes and Optional Requirement text.

Establish or
Modify
Articulation
Agreement*

Yes

No

Subject Area*

IGE

Catalog Number* 1200

Formal Course Title* Authority and Faith: Late Ancient and Medieval Worlds

Abbreviated Course Title* Late Ancient Medieval Wrlds

Unit(s)*

(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

Component*

Lecture

Contact Hour(s)

Instruction Mode(s)*	Face-to-Face
Grading Basis*	Graded Only
Repeat for Credit*	May be taken only once
Repeat for Credit Limit	
If course may be repeated for credit, total units applicable to degree and max units per semester.	
When Offered	
Cross Listed Course Subject Area and Catalog Nbr	
Dual Listed Course Subject Area and Catalog Nbr	
Course Category (select all that apply)*	<input type="checkbox"/> Major Course <input type="checkbox"/> Service Course (used in other programs) <input checked="" type="checkbox"/> GE Course <input type="checkbox"/> None of the above
GE Area/Subarea*	A2 C2b

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; cultural exchange across time and space; and mysticism. The readings span the years from roughly 600 to 1600 C.E. in different world cultures. Activity fee may be required.

II. Required Coursework and Background (i.e. Enrollment Requirements)

Prerequisite(s)
(leave blank if
none)

Corequisite(s)
(leave blank if
none)

**Pre or
Corequisite(s)**
(leave blank if
none)

**Concurrent (leave
blank if none)**

III. Course Note(s) (OPTIONAL)

Note(s) Activity fee may be required.

IV. 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 Un an Ap of Ex
SLO #1	x	x	x	x	x

SLO #2	x	x	x	x	
SLO #3	x	x	x	x	
SLO #4	x	x	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. *

IGE 1100 together with the following course in the IGE sequence IGE 1200 will satisfy areas A2 and C2b 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.

C2b: 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 C2b:

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)

Outcomes*

Ia. Write effectively for various audiences

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.

Ic. Find, evaluate, use, and share information effectively and ethically.

I Ib. Analyze major literary, philosophical, historical or artistic works and explain their significance in society.

To view the mapping, click <https://www.cpp.edu/~academic-programs/Documents/IGE%20SLO%20Mapping.pdf>

V. 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>

VI. Minimum Student Materials

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 Materials*

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

VII. 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.

VIII. 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.

IX. 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.

X. 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
required
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.

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
In class participation (small and large group discussions and activities)	X	X	X	X
Two 4-5 page papers, which are an extended inquiry				

integrating research, class discussions and readings	X	X	X	X
12-15 written responses (1-2 pages) to assigned readings.	X	X	X	X
Small-group, collaborative research project including an annotated bibliography and in-class presentation	X	X		X
A portfolio of written work	X	X	X	X

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

written work	x	x	x	x	x
Participation in and responses to four arts events.	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.

<p>GE SLOs</p> <p>and</p>	<p>GESLO1a</p>	<p>GESLO1c</p>	<p>GESLO2b</p>	<p>GESLO3a</p>	<p>GESLO4a</p>	<p>GESLO4b</p>
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Evaluation Methods						
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

<p>Small-group, collaborative research project including an annotated bibliography and in-class presentation</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>	<p>x</p>
<p>A portfolio of written work</p>	<p>x</p>	<p></p>	<p></p>	<p>x</p>	<p>x</p>	<p>x</p>
<p>Participation in and responses to four arts events.</p>	<p>x</p>	<p></p>	<p></p>	<p>x</p>	<p>x</p>	<p>x</p>

XI. Course/Department/College Specific Requirements (OPTIONAL)

**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 C2b. Then they continue to the second year (C1 and C2), third year (D1 and D3), and then fall of the fourth year (C3/D4), an upper division interdisciplinary synthesis capstone course for IGE students to complete the program.

FOR OFFICE OF ACADEMIC PROGRAMS USE ONLY

AY Proposal Submitted 2018-2019

AY Proposal Implemented

PS Academic Group 50-CEIS

PS Academic Organization 376-IGE

Course Type Interdisciplinary General Education

Impact Report (for modified courses only) Attached

FOR ACADEMIC SENATE OFFICE USE ONLY

Senate Referral Number GE-011-189

Senate Report Number