

REQUESTING AN IS DESIGNATION

Please complete the following chart in order for the IS/MS committee to assess how well your course addresses the student learning outcomes. Please indicate with specificity what element of the assessment addresses the SLO. You do not need to address all the assessments for each SLO. Please note that we do not require you to list ALL assignments or texts that address the SLOs, representative texts or tasks are sufficient.

For a course to be designated IS, at least **three** of these six SLOs must be addressed in content and assessments.

IS SLO #	RESPRESENTATIVE RELEVANT TEXTS/READINGS	RESPRESENTATIVE ASSESSMENT/S
<p>SLO 1. Discuss global political, economic, cultural, social, ecological, and/or technological challenges from a perspective other than their own national and/or cultural context.</p>	<p><i>The Epic of Gilgamesh</i> <i>Homer's Iliad</i> <i>Virgil's Aeneid</i> <i>The Song of Roland</i> <i>Dante's Divine Comedy</i> <i>Machiavelli's The Prince</i> <i>Montaigne's Of Cannibals</i> <i>Hobbes' Leviathan</i> <i>Rousseau's Discourse on Inequality</i></p>	<p>Week 1 Discussion: What does the Epic of Gilgamesh teach us about Mesopotamian cultural ideas about kingship, law, and the proper relationship between humanity and the gods?</p> <p>Week 5 Discussion: What does Homer's <i>Iliad</i> teach us about ancient Greek cultural ideas about masculinity, violence, and excellence? What do you think ancient Greek audiences were meant to learn from this story?</p> <p>Midterm Essay 1: How does the figure of the "ideal soldier" shift between Bronze Age Mesopotamia, Archaic Greece, and the Roman Empire? What qualities make up the ideal soldier in each society? What does this reveal about the values of each society? How does historical context help to explain these values?</p>
<p>SLO 2. Apply discipline-based approaches to analyze complex,</p>		

interdependent global systems and legacies (for example, natural, physical, social, cultural, economic, and/or political) and their implications for people's lives and/or the earth's sustainability.		
SLO 3. Identify sources of and strategies to address conflict, cooperation, inequity, and/or competition in a global context.	<i>The Law Code of Hammurabi</i> <i>Homer's Iliad</i> <i>The Pact of Umar</i> <i>The Song of Roland</i> <i>Urban II's Sermon at Clermont</i> <i>Froissart's Chronicles</i> <i>Machiavelli's The Prince</i>	<p>Week 10 Discussion: How does the diplomacy at the heart of the <i>Pact of Umar</i> contradict the Frankish depiction of Muslims as "barbarous" and violent in the <i>Song of Roland</i>? Why might this disparity be significant in the context of Urban II's call to crusade in the <i>Sermon at Clermont</i>?</p> <p>Week 12 Discussion: Compare and contrast the demands or objectives at the heart of the Jacquerie Rebellion vs. Wat Tyler's Rebellion in Froissart's <i>Chronicles</i>. How might economic inequities resulting from the Hundred Years' War have contributed to these peasant revolts? What do you think could have been done to alleviate these inequities?</p>
SLO 4. Discuss discipline-based theoretical, cultural and/or intellectual perspectives within a global context.	<i>The Epic of Gilgamesh</i> <i>Homer's Iliad</i> <i>Virgil's Aeneid</i> selections from the Torah, Gospels, and Quran <i>The Song of Roland</i> <i>Raoul of Cambrai</i> <i>Dante's Divine Comedy</i> <i>Machiavelli's The Prince</i> <i>Montaigne's Of Cannibals</i> <i>Hobbes' Leviathan</i> <i>Rousseau's Discourse on Inequality</i>	<p>Midterm Essay 1: How does the figure of the "ideal soldier" shift between Bronze Age Mesopotamia, Archaic Greece, and the Roman Empire? What qualities make up the ideal soldier in each society? What does this reveal about the values of each society? How does historical context help to explain these values?</p>

		<p>Final Exam Essay 1: Compare and contrast cultural understandings of religious violence between Christians and non-Christians in the Middle Ages with violence between Catholics and Protestants in early modern Europe. How might historical context help to explain the similarities and differences?</p> <p>Final Exam Essay 2: Compare and contrast Dante's <i>Inferno</i> and his pilgrim's journey through Hell to at least one other hero's journey we have read about. What challenges exist in each story, and who helps the heroes through their journeys? What function(s) do these guides serve in the story?</p>
<p>SLO 5. Apply multiple disciplinary perspectives (for example, cultural, historical, scientific, etc.) to examine the impact of countries, regions, or non-state actors on global systems (man-made and/or natural).</p>	<p><i>The Epic of Gilgamesh</i> Homer's <i>Iliad</i> Virgil's <i>Aeneid</i> selections from the Torah, Gospels, and Quran <i>The Song of Roland</i> <i>Raoul of Cambrai</i> Dante's <i>Divine Comedy</i> Machiavelli's <i>The Prince</i> Montaigne's <i>Of Cannibals</i> Hobbes' <i>Leviathan</i> Rousseau's <i>Discourse on Inequality</i></p>	<p>Essay 1: Choose one scene each from the <i>Epic of Gilgamesh</i> and the <i>Iliad</i> that epitomizes the intersection of gender, emotion, and violence. When did emotion and violence prove to be useful? When were they destructive? How does historical context help to explain the relationship between gender, emotion, and violence in these stories and the cultures that produced them?</p> <p>Final Exam Essay 3: Compare and contrast at least two characters or major figures from any two texts we've read this semester from the perspective of violence and gender. How do these characters represent or reject traditional gender roles and/or ideas</p>

		about violence in their respective societies?
SLO 6. Assess one's own sense of identity, community, ethics, perspective, and/or impact in the context of a world composed of interdependent yet often inequitable systems.		