

Instructionally Related Activities Report Form

SPONSOR: Alison Locke Perchuk, et al.

PROGRAM/DEPARTMENT: Art (Minor in Global Premodern Studies)

ACTIVITY TITLE: Global Premodern Studies Speaker Series, AY 2016–17

DATE (S) OF ACTIVITY: 09/27 & 11/10, 2016; 02/07, 03/01 & 04/12/2017

Please submit via email to the IRA Coordinator along with any supporting documentation at david.daniels@csuci.edu within 30 days after the activity. Thank you for your commitment to engaging our students!

A. ADDRESS THE FOLLOWING QUESTIONS:

(1) PROVIDE A DESCRIPTION OF THE ACTIVITY

This interdisciplinary speaker series had as its objective introducing members of the CI campus community, chiefly students but also interested faculty, staff, and community members, to interdisciplinary scholarship addressing the world prior to 1500, in itself and in terms of its intersections with contemporary society. To this end, faculty associated with CI's Minor in Global Premodern Studies invited five scholars to speak at CI. Each lecture was held on a weekday evening, and each was followed by informal socialization with speakers and other attendees.

Speakers were:

- Dr. Rainer Buschmann, Professor of History, CSU CI, "Oceans in World History"
- Dr. Maureen Miller, Professor of History, UC Berkeley, "Rags & Riches: Secrets of Medieval Textiles"
- Dr. Tommaso di Carpegna Falconieri, Professor of History, Università degli studi di Urbino 'Carlo Bo,' "Crusader Trump & Obama Hood: Medievalism in American Politics"
- Dr. Conrad Rudolph, Professor of Art History, UC Riverside, "Pilgrimage to the End of the World: The Road to Santiago de Compostela"
- Dr. Mark Allen, Professor of Anthropology, CalPoly Pomona, "When Did War Begin? The Archaeology of Violence and Warfare"

(2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?

The different lectures enabled students in a range of courses – history, art history, anthropology, and UNIV 198 – to draw connections between their coursework and ideas and issues in related fields. For instance, students in UNIV 198: Game of Thrones and the Modern Middle Ages attended the February lecture on medievalism in American



politics, while students enrolled in medieval history attended Dr. Miller's lecture on textiles. The interdisciplinary or otherwise unusual approaches taken by the speakers to their topics – the connection of the study of textiles and garments to that of history, or the relevance of a personal experience walking a 1000-mile pilgrimage route to medieval art history, or the connections between historical warfare and hakas by contemporary New Zealand sports teams – encouraged students to think more broadly about their own areas of study, in and beyond their majors.

Finally, a capstone group from the Art Department designed the posters, supporting students in developing real-world projects for their portfolios.

(3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?

The strengths of the lecture series lay in the range of speakers and topics presented. We were able to launch the series with a presentation by a member of CI's faculty (a tradition we hope to continue), but then bring in regional, national, and international scholars to build scholarly networks and expand the range of voices heard on campus. Students were exposed to very different presentation styles, and had the chance to meet and talk with these varied, eminent scholars.

(4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?

It can be difficult to find times on a commuter campus when students are available to attend talks outside of regular class times. We did, however, work with faculty in the GPS Minor to encourage them to issue extra credit or require attendance at relevant talks. In general, the lectures were well attended.

(5) HOW WOULD YOU IMPROVE THIS ACTIVITY FOR NEXT TIME?

I believe that in the main we were pleased with the outcome of the speaker series. The mix of campus, local, national, and international speakers made for a dynamic series, and should be maintained. We will also be more organized in terms of collecting student response data (see below).

(6) WHAT DID YOU LEARN FROM THE PROCESS?

That it can be challenging to organize a speaker series; in particular, the room scheduling process is not very straightforward. We also were never clear on how to be reimbursed for refreshments purchased for after the lectures, nor whether an honorarium could be paid to CI faculty. The parking system for guests is also quite awkward.

(7) WHAT ARE STUDENT RESPONSES TO THE ACTIVITY? ATTACH STUDENT EVALUATIONS OR ASSESSMENTS (IN ACCORDANCE WITH FERPA RESTRICTIONS YOU MUST REMOVE ALL PERSONALLY IDENTIFIABLE STUDENT INFORMATION)

I do not have student response data on hand, largely because this was collected on an ad-hoc and per-instructor basis. The talks were well attended, with attendance ranging from a low of 15 people to at least one lecture where all seats in the 40-person classroom were taken and some attendees had to remain standing.



8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY.

Expenses were transmitted back to David Daniels for payment and I did not retain separate records. However, the honoraria totaled \$2,600 for four speakers, ranging from \$400 for local speakers to \$1,000 for international ones. The Art Program donated expenses associated with the preparation and printing of posters, relieving this budget item. Parking ended up being covered by hosts; receipts were not obtained. Likewise, hosts covered the costs of refreshments (light snacks purchased at Target).

B. ATTENDEE LIST- SUPPORTING DOCUMENT:

In addition to the report form, *in a separate document*, attach to your email a list of attendees complete with each student major and grade level. This for IRA Committee reference only and will not be published on the IRA website. Include your name and the title of your IRA activity on the document.

As these were public lectures, open to students regardless of class enrollment and to interested faculty, staff, and community members, no detailed attendance records were maintained by the GPS Minor. Individual instructors may have circulated sign-up sheets, but these were retained by the instructors.

C. IMAGES FROM ACTIVITY:

Finally, attach to your email up to 6 images demonstrating student participation (under 2 MB total) with captions/titles. Please attach these photos in .JPEG format directly to email. Thank you!

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Please enter response

(2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?

Please enter response

(3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?

Please enter response

(4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?



California State
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**INSTRUCTIONALLY
RELATED
ACTIVITIES**

C H A N N E L

Please enter response

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Please enter response

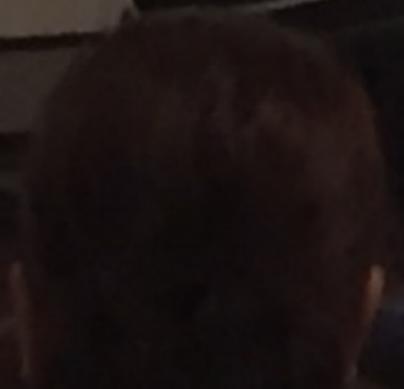
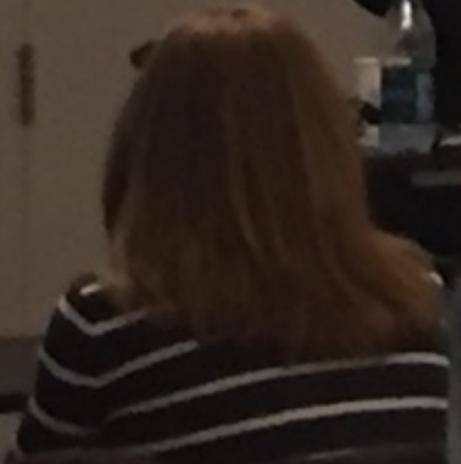
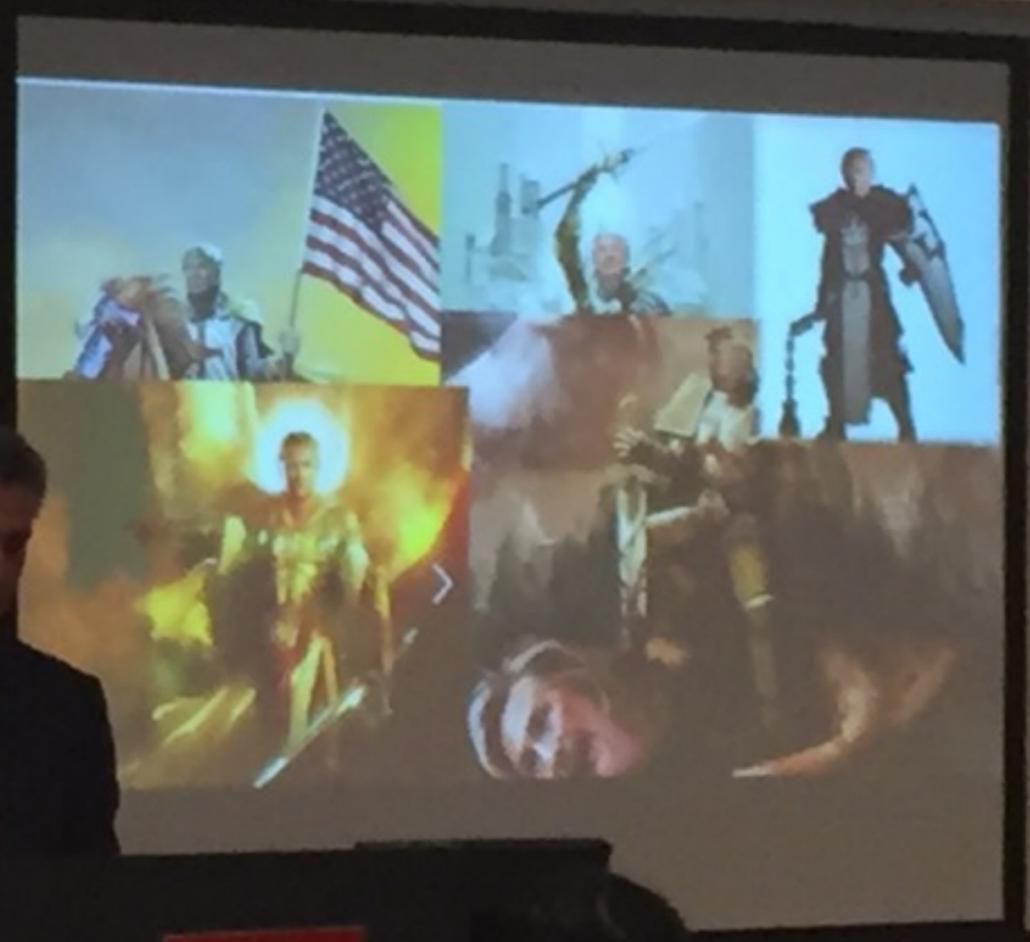
B. ON SEPARATE DOCUMENT, PLEASE ATTACH ATTENDEE LIST (PERSONALLY IDENTIFIABLE INFO REMOVED)

C. PLEASE INCLUDE UP TO 6 IMAGES AS ATTACHMENTS TO YOUR SUBMISSION

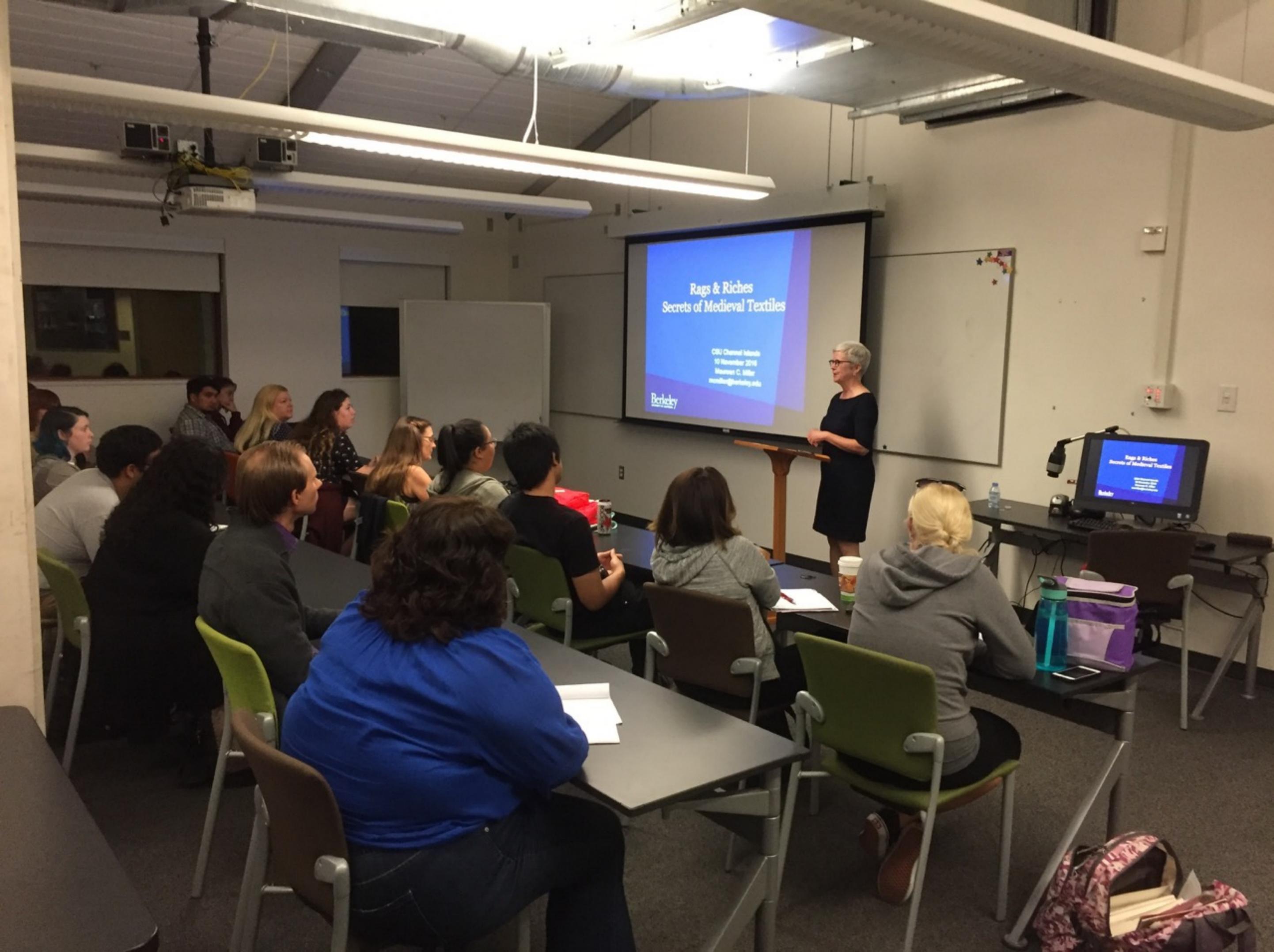


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Power Solutions









Rags & Riches Secrets of Medieval Textiles

CIU Channel Islands
10 November 2016
Maureen C. Miller
maur@berkeley.edu

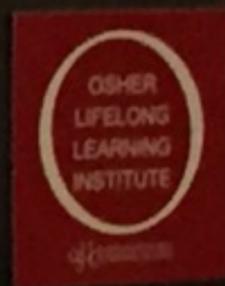
Berkeley

Rags & Riches
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**When did War Begin?
The Archaeology of
Violence and Warfare**

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