

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



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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.



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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!

(1) PROVIDE A DESCRIPTION OF THE ACTIVITY

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?



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(6) WHAT DID YOU LEARN FROM THE PROCESS?

Please enter response

(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)

Please enter response

(8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY.

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

Instructionally Related Activities Report Form

SPONSOR: Alison Locke Perchuk

PROGRAM/DEPARTMENT: Art

ACTIVITY TITLE: Global Premodern Studies Lecture Series, 2017–18

DATE (S) OF ACTIVITY: Lecture #1: 10/12/17; Lecture #2: 11/30/17; Lecture #3: 2/20/18;
Lecture #4: 4/26/18.

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;
 - (2) HOW DID THE ACTIVITY RELATE TO A COURSE(S) AND/OR LEARNING OBJECTIVES?
 - (3) WHAT DO YOU SEE AS THE STRENGTHS OF THE ACTIVITY?
 - (4) WHAT WOULD YOU SAY ARE/WERE THE ACTIVITY'S WEAKNESSES?
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 - (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)
 - 8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY.
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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.

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!

(1) PROVIDE A DESCRIPTION OF THE ACTIVITY

The activity comprised four discrete lectures engaging the theme of knowledge in the premodern world. This year's series was truly interdisciplinary, with speakers coming from the disciplines of indigenous archaeology, archaeoastronomy, medieval art history, and Judaic and Islamic religious studies.

The first talk, "Material Culture of Knowledge: Case Studies from Indigenous California", was by Dr. Jennifer Perry, Associate Professor of Anthropology at CSUCI. Held on Thursday, October 12th, 30-35 people attended including Dr. Colleen Delaney, Anthropology, and Dr. Amy Caldwell, History, with the majority being students from Anthropology, History, and other majors. Dr. Perry discussed ritual knowledge and practices among native Californian peoples, focusing on the symbolism and contexts of rock art and ritual items. Students posed good questions at the end, noting connections to their current course work. Feedback given to Dr. Perry by her students who attended was very positive, noting that it was enjoyable to delve more deeply into the topic of religion and spirituality among different societies.

The second talk, "Conceptions of the Sky and Universe throughout the Centuries - a Survey of Cultural Astronomy", was by Dr. Bryan Penprase, Dean of Faculty and Professor of Science at Soka University. Held on Thursday, November 30th, it was attended by 50-60 people including Dr. Delaney, Dr. Perry, and Dr. Alison Perchuk. Dr. Perry offered extra credit for attendance to her students in two of her courses, *Native Californians* and *Altered States of Consciousness*. The most common feedback from students was either literally or the equivalent to: "Mind Blown!" Many said something to the effect of "I didn't think I had the time/I felt too stressed to do anything 'extra', but that it was SO worth it and I know my friends missed out on something amazing!" It was pretty impressive that, especially that late in the semester, so many students attended and were truly engaged in Dr. Penprase's extraordinary discussion of humankind's relationship with the stars through time.

The third lecture, "The Art of Knowledge: Visualizing the *Artes Liberales* in Medieval Art," was delivered by Dr. Marius Hauknes, Assistant Professor of Medieval Art History, University of Notre Dame. Held on Tuesday, February 20th, it drew a healthy crowd of 30-40 students, including students enrolled in two of Dr. Perchuk's art history courses, *Goddesses and Heroes* and *Art History: Tools and Methods* and Dr. Caldwell's *Medieval History* course, who received extra credit for their attendance. This lecture discussed recently discovered thirteenth-century frescoes in Rome that functioned as a virtual encyclopedia of primary aspects of knowledge, and used figures associated with knowledge to confer prestige on their patrons. Students found the material complex but appreciated the opportunity to expand their knowledge of medieval art.

The final lecture, "Transmit Knowledge from the Sons of Israel": The Problem of Jewish Lore in Islamic Tradition," was delivered on 26 April 2018 by Dr. Michael Pregill of the Institute for the

Study of Muslim Societies and Civilizations at Boston University. The late date proved a challenge; only a handful of students were in attendance, all of whom were enrolled in Dr. Perchuk's classes on ancient art and on methods in art history. Attendees learned about ways in which early Islamic scholars understood the relation of the Qur'an to earlier revelations, and in particular how they negotiated intellectual and social relationships with Judaism. Several students remained after the lecture to speak further with Dr. Pregill, thanking him for a fascinating lecture on a topic that is both esoteric and quite relevant today.

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

The range of topics addressed in this year's lectures assured an overlap with several learning areas, including anthropology, archeology, art history, history, history of science, and religious studies. Students were encouraged to attend relevant lectures through the awarding of extra credit by Prof. Delaney, Perry, Perchuk, and Caldwell; Dr. Penprase's lecture was also a required assignment for the introduction to astronomy course. Series like this offer students the opportunity to learn about their subject from scholarly voices beyond those of their professors, and to be introduced to different types of questions and interpretive approaches.

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

The diversity of disciplinary perspectives on the premodern world has been a hallmark of the Global Premodern Studies Lecture Series since its inception. Lectures bring emerging, mid-career, and established scholars from different local, national, and international universities to CI, providing a range of scholarly voices. This type of activity is central to the continued development of a culture of intellectual inquiry at CI, providing a forum for students to learn in the company of faculty and peers.

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

The activity has had two main weaknesses since its inception. The first is that speakers do not always pitch their presentations to a general interest, undergraduate audience. The second is that the advertising of the events has not always been effective at drawing audiences.

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

The series is on hiatus for the 2018-19 academic year, but for the following season we intend to plan events further in advance in order to have a single poster advertising all lectures available at the start of the fall term, to work more effectively with the university's calendar and marketing, and to support better curricular integration of the talks.

(6) WHAT DID YOU LEARN FROM THE PROCESS?

There is a real demand among our students for intellectually stimulating, yet accessible, scholarly presentations. It would be desirable to see a campus-wide lecture series initiative that helped CI to continue to foster a culture of inquiry and research. Modelling scholarship outside of the class setting is an important part of this process.

(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)

No separate evaluations were gathered; anecdotal responses are summarized in the comments above.

(8) GIVE A SUMMARY OF EXPENSES FOR THE ACTIVITY.

The expenses for this series included honoraria of \$400 to Dr. Penprase (regional scholar) and \$800 to Dr. Hauknes and Dr. Pregill (national scholars), printing costs, and light refreshments served at the talks (cookies, etc.)

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

No attendee list was collected, beyond individual professors' sign-in sheets. Students hailed from a range of majors; a few community members attended the talks as well.

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