

Eastern Illinois University
New Course Proposal
MDVL 2000G, Introduction to Medieval Studies

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** MDVL 2000G
2. **Title (may not exceed 30 characters, including spaces):** Intro to Medieval Studies
3. **Long title, if any (may not exceed 100 characters, including spaces):** Introduction to Medieval Studies
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
6. **Initial term of offering:** ☒ Fall ☐ Spring ☐ Summer **Year:** 2011
7. **Course description (not to exceed four lines)**

Introduction to the disciplines and discipline-specific practices that comprise Medieval Studies

8. **Registration restrictions:**

- a. **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
n/a
- b. **Prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.
n/a
- c. **Who can waive the prerequisite(s)?** n/a
☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)
- d. **Co-requisites** (course(s) which MUST be taken concurrently with this one):
- e. **Repeat status:** X Course may not be repeated.
☐ Course may be repeated to a maximum of _____ hours or _____ times.
- f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:
n/a
- g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:
n/a

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

General Education (Humanities), Writing Intensive

10. **Grading methods** (check all that apply): ☒ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC ("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

11. **Instructional delivery method:** ☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research
☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad ☐ other

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

- 1) Identify the range of disciplines that comprise Medieval Studies, including Archeology, Art, History, Literature, Music, Paleography/Manuscript Study, and Philosophy
- 2) Identify the research questions and methods appropriate to the specific disciplines
- 3) Develop appropriate vocabulary for discussing and writing about medieval materials
- 4) Apply discipline-specific research questions to medieval materials
- 5) Apply discipline-specific skills in a series of projects, each of which will contain a written component

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:

- **EIU graduates will write and speak effectively.**
Objectives 3, 4, and 5 will contribute to written and oral communication
- **EIU graduates will think critically.**
Objectives 1-5 will contribute to critical thinking
- **EIU graduates will function as responsible citizens.**
Objectives 1-5 will contribute to responsible citizenship

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

- **Depth of content knowledge**
- **Effective critical thinking and problem solving**
- **Effective oral and written communication**
- **Advanced scholarship through research or creative activity**

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

Course Activities	Identify the Disciplines that Comprise MDVL Studies	Identify specific research questions/methods	Develop appropriate vocabulary	Apply discipline specific research questions	Apply discipline specific skills
Discussion of readings	X	X	X	X	X
Seven writing projects that reflect the vocabulary and methodologies of the discipline under discussion	X	X	X	X	X
Final project employing skills from at least three disciplines	X	X	X	X	X

3. Explain how the instructor will determine students' grades for the course:

- | | |
|---|-----|
| 1) Seven writing intensive projects @ 10 % each | 70% |
| 2) Final project and presentation | 20% |
| 3) Participation in class discussion | 10% |

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

- a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:
- b. Describe how the integrity of student work will be assured:
- c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.): n/a

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:

- a. course objectives;
- b. projects that require application and analysis of the course content; and
- c. separate methods of evaluation for undergraduate and graduate students. n/a

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)

This course is writing-intensive. Writing assignments will constitute at least 70% of the final grade (including essay portions of tests) and at least one assignment will be revised and resubmitted.

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Sample outline for any of the following:

- 45 fifty-minute class periods over 15 weeks
- 30 seventy-five minute class periods over 15 weeks
- 15 one hundred and twenty-minute class periods over 15 weeks

Introduction to Medieval Studies:

History

Week 1: *Medieval Sourcebook* <<http://www.fordham.edu/halsall/sbook1a.html>>
 “Using Primary Sources,” “The Uses of History”

Week 2: *Medieval Sourcebook*, “Medieval Documents,” “Accessing Medieval Documents”
Project 1 is due

Manuscripts and Paleography

Week 3: Course Introduction

Clemens, Part I: "Making the Medieval Manuscript"

With Resources from: *Catalogue of Digitized Medieval Manuscripts*.

<<http://manuscripts.cmrs.ucla.edu/>>

Week 4: Clemens, Part II: "Reading the Medieval Manuscript"

Project 2 is due

Medieval Art

Week 5: Kessler, ch1 "Matter;" ch 2 "Making;" ch 8 "Seeing" (e-reserve)

With resources from: *Catalogue of Digitized Medieval Manuscripts*.

<<http://manuscripts.cmrs.ucla.edu/>>

Week 6: Dynes, "Tradition and Innovation in Medieval Art" (in Powell, ch 12)

Project 3 is due

Archeology

Week 7: Greene, ch 1 "The Idea of the Past;" ch 6 "Making Sense of the Past"

With Resources from: *The Society for Medieval Archeology*. <<http://www.medievalarcheology.org>>

Week 8: Whitehouse, "Archaeology" (in Powell, ch 4)

Project 4 is due

Philosophy

Week 9: Koterski, ch 1 "Faith and Reason;" ch 4 "The Problem of Universals" (e-reserve)

With Resources from: *Electronic Resources for Medieval Philosophy*.

<<http://capricorn.bc.edu/siepm/>>

Week 10: Grant, "Medieval Science and Natural Philosophy" (in Powell, ch 11)

Project 5 is due

Music

Week 11: Knighton, Part II: "Aspects of Music and Society" Knighton, Part IV: "Using the Evidence"

With Resources from: *Digital Scriptorium*. <<http://www.scriptorium.columbia.edu>>

Week 12: Karp, *Medieval Music in Perspective* (in Powell, ch 13)

Project 6 is due

Literature

Week 13: Raybin, "Critical Approaches" (handout)

With Resources from: *The Orb: On-line Reference Book for Medieval Studies*. <<http://www.the-orb.net>>

Week 14: Kline, ch 8 "Changes in the Canon;" ch 4 "Key Critics, Concepts, Topics"

Project 7 is due

Week 15: Workshops on final projects

Exam: Project Presentations

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

The Medieval Studies Minor is interdisciplinary and integrative, comprising course offerings in Art, History and Historical Archeology, Languages, Literature and Paleographical Studies, Music, and Philosophy. Students generally come to Medieval Studies courses because of individual interests in one or two of these areas, but with little or no awareness of the scope of the field. Currently, we do not offer a course that orients students to the field of Medieval Studies, one that demonstrates the interrelatedness of the many disciplines alongside their discrete assumptions and methodologies. MDVL 2000G will fill this gap, introducing students to the parameters of the discipline and offering a base of knowledge from which to choose subsequent courses in the minor. It will also initiate students in skills that will enhance their performance in those courses. Finally, the course would provide a common experience to students enrolled in the minor, promoting a sense of community and shared intellectual endeavor. Two features of the course that reflect its interdisciplinary nature are (1) the course assignment will rotate among instructors from the different disciplines, so that no single department will need to dedicate a position to staffing the course; and (2) guest lecturers from across the Medieval Studies faculty will lead class sessions in their fields, so that students will have the benefit of learning from experts in each discipline, while the syllabus and course content remain relatively stable from year to year.

a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.

b.

Humanities

1) "Enhancing Literacy and Oral Communication:"

The course emphasis on thinking analytically, writing, discussion, and presentation of the final project support this goal.

2) "Critical and Reflective Thinking: "

This course's integrative design and emphasis on the Middle Ages fulfill the goals of 1) "provid[ing] sources and methods for reflection upon human experience in its historical, literary, philosophical, and religious dimensions" and 2) "provid[ing] students with the foundations and methods necessary for critical understanding of languages, cultures, and traditions, including those that are different from their own."

3) "Responsible Global Citizenship:"

The course emphasis on how we ask questions of the past and what we do with the answers contributes to the goal of students becoming "responsible citizens" who "not only comprehend world-shaping forces and events and the varied experiences that have shaped human culture, but also use that understanding to make informed, objective, and ethical decisions."

c. If the course or some sections of the course may be technology delivered, explain why.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

As this is an introductory course, offering it at the 2000 level would provide students the opportunity to take it fairly early in their program so they are well-prepared for the more advanced courses in the minor.

3. If the course is similar to an existing course or courses, justify its development and offering.

- a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**
- b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

The university does not currently offer a course that introduces students to Medieval Studies as a field composed of multiple disciplines.

4. Impact on Program(s):

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**

Approved elective in the minor

- b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

Francine McGregor (English), David Raybin (English), Timothy Shonk (English), Bailey Young (History), Lee Patterson (History), Janet Marquardt (Art), Luminita Florea (Music), Grant Sterling (Philosophy), or other qualified faculty

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students:

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

3. Text and supplementary materials to be used (Include publication dates):

- Clemens, Raymond and Timothy Graham, *Introduction to Manuscript Studies*. Cornell UP, 2007
Greene, Kevin. *Archaeology. An Introduction. The History, Principles, and Methods of Modern Archeology*. 4th ed. U of Philadelphia P, 2002.
Kessler, Herbert L., *Seeing Medieval Art*. Broadview P, 2004.
(relevant chapters will be on e-reserve)
Kline, Daniel, ed. *The Medieval British Literature Handbook*. Continuum, 2009.
Koterski, Joseph W. *An Introduction to Medieval Philosophy: Basic Concepts*. Wiley-Blackwell, 2008.
(relevant chapters will be on e-reserve)
Powell, James, ed. *Medieval Studies: An Introduction*. Syracuse UP, 1992.

Web Resources:

- Catalogue of Digitized Medieval Manuscripts*. UCLA Center for Medieval and Renaissance Studies
<<http://manuscripts.cmrs.ucla.edu/>>
Digital Scriptorium. Columbia University Libraries Digital Program Series, 2010
<<http://www.scriptorium.columbia.edu>>
Electronic Resources for Medieval Philosophy. Société Internationale pour l'Étude de la Philosophie Médiévale, 2010 <<http://capricorn.bc.edu/siepm/>>
Halsall, Paul, *Internet Medieval Sourcebook*. Fordham University, 2007
<www.fordham.edu/halsall.sbook.html>
The Society for Medieval Archeology. 2010 <<http://www.medievalarcheology.org>>
Talarico, Kathryn. *The Orb: On-line Reference Book for Medieval Studies*. College of Staten Island, CUNY, 2003 <<http://www.the-orb.net>>

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

A community college course would not be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school:

Date approved by the college curriculum committee: 1/26/11

Date approved by the Honors Council (if this is an honors course):

Date approved by CAA: 2/24/11

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

Student
Success
Center

<http://www.eiu.edu/~success/>

581-6696



<http://www.eiu.edu/~counsctr/>

581-3413

Career
Services

<http://www.eiu.edu/~careers/>

581-2412

Disability
Services

<http://www.eiu.edu/~disabity/>

581-6583