

General Education Course Information Sheet

Please submit this sheet for each proposed course

Department & Course Number	French 98TA
Course Title	Race, Gender, and Class in Christian Visionary Tradition
Indicate if Seminar and/or Writing II course	Seminar

1 Check the recommended GE foundation area(s) and subgroup(s) for this course

Foundations of the Arts and Humanities

- Literary and Cultural Analysis ✓
- Philosophic and Linguistic Analysis ✓
- Visual and Performance Arts Analysis and Practice

Foundations of Society and Culture

- Historical Analysis ✓
- Social Analysis ✓

Foundations of Scientific Inquiry

- Physical Science
With Laboratory or Demonstration Component must be 5 units (or more)
- Life Science
With Laboratory or Demonstration Component must be 5 units (or more)

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

This course addresses the way that different subjugated and marginalized groups are both represented and self-represented in historical and literary texts. It explores concepts of poverty, ethnic and racial oppression, and traditional gender roles in order to examine the way that subordinate identities have been instrumentalized to make spiritual, and ultimately political, claims within societies that are strictly hierarchical and largely culturally and religiously homogeneous. It introduces students to critical theories and analytical methods to investigate the way that minority identities contend for and win institutional legitimacy.

3. List faculty member(s) who will serve as instructor (give academic rank):

Cristina Politano, Teaching Fellow; Zrinka Stahuljak, Faculty Mentor

Do you intend to use graduate student instructors (TAs) in this course? Yes No ✓

If yes, please indicate the number of TAs

4. Indicate when do you anticipate teaching this course:

2017-2018	Fall	Winter	Spring
	Enrollment <u> </u>	Enrollment <u> </u> ✓	Enrollment <u> </u>

5. GE Course Units

Is this an existing course that has been modified for inclusion in the new GE? Yes No ✓

If yes, provide a brief explanation of what has changed.

Present Number of Units: Proposed Number of Units: 5.0

6. Please present concise arguments for the GE principles applicable to this course.

<input checked="" type="checkbox"/> General Knowledge	Students will be required to do course readings of primary texts from the Middle Ages and the Early Modern Period, which will familiarize them with the historical, social, and cultural context of medieval Western Europe as well as challenge them to interpret these texts in order to unearth this context.
<input type="checkbox"/> Integrative Learning	
<input type="checkbox"/> Ethical Implications	
<input checked="" type="checkbox"/> Cultural Diversity	This course explores the cultural, linguistic, and ethnic diversity within medieval and early modern Western European societies. It examines the way that a variety of gender, social, ethnic, and religious identities (Muslim, Jewish, female, impoverished) interact and attempt to assert political and social legitimacy within prevailing structures of power, namely, the Catholic church.
<input checked="" type="checkbox"/> Critical Thinking	The aim of this course is to provide students with the historical perspective to think critically about the way that subjugated and marginalized groups make effective, political claims to power. It introduces them to historical and literary theories and methods of analysis in order to analyze the primary texts in question, including critical race theory, feminist criticism, and orientalism. Students will thus be able to analyze the political and social predicament of various minority groups within medieval and early modern society.
<input checked="" type="checkbox"/> Rhetorical Effectiveness	This course challenges students to sustain an original argument concerning the primary texts in the form of the final research paper. Students are required to research and persuasively defend their viewpoint, which will be established and elaborated over the course of the quarter in close collaboration with their instructor.
<input type="checkbox"/> Problem-solving	
<input type="checkbox"/> Library & Information Literacy	

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

1. Lecture:	<u>3</u>	(hours)
2. Discussion Section:	<u>N/A</u>	(hours)
3. Labs:	<u>N/A</u>	(hours)
4. Experiential (service learning, internships, other):	<u>N/A</u>	(hours)
5. Field Trips:	<u>1</u>	(hours)

(A) TOTAL Student Contact Per Week **4** **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

1. General Review & Preparation:	<u>1</u>	(hours)
2. Reading	<u>5</u>	(hours)
3. Group Projects:	<u>N/A</u>	(hours)

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|-------------------------------------|------------|---------|
| 4. Preparation for Quizzes & Exams: | N/A | (hours) |
| 5. Information Literacy Exercises: | N/A | (hours) |
| 6. Written Assignments: | 5 | (hours) |
| 7. Research Activity: | 3 | (hours) |

(B) TOTAL Out-of-class time per week	14	(HOURS)
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GRAND TOTAL (A) + (B) must equal at least 15 hours/week	18	(HOURS)
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Winter 2018
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Syllabus: Race, Gender, and Class in the Christian Visionary Tradition
Instructor: Cristina Politano



COURSE DESCRIPTION

This course examines the race, gender, and class of visionaries throughout the medieval and early modern Catholic world, with particular emphasis on western Europe. Where are women, people of color, and people of low economic status situated within the textual tradition of prophetic visions? How do visions of Christ, the Virgin Mary, and saints empower disempowered groups? From Bernard of Clairvaux's Black Madonna to Joan of Arc's vindication of an illiterate peasantry, close analysis of these visionary texts reveals the ways in which various audiences understood, grappled with, and ascribed meaning to divinity, sainthood, and its visions in the medieval and early modern periods. The course makes use of extensive interdisciplinary sources, including hagiographic texts, song, film, sacred art, and a field trip to a contemporary site of visionary experience in the California desert.

COURSE OBJECTIVES

- to impart a strong overview of visionary and prophetic history from the medieval and early modern periods
- to familiarize students with critical theories of race, gender, and class, especially in relation to literary analysis
- to develop reading and writing skills through weekly readings and postings on the course discussion board
- to develop public speaking and oral presentation skills through the final presentation

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- to develop analytical and editorial skills through the final paper, which will be due in various drafts and workshopped with the instructor throughout the quarter
- to develop critical thinking and research skills through the elaboration of a formal academic paper with an independently-researched bibliography

WEEKLY READINGS AND ASSIGNMENTS

WEEK 1: Middle Eastern and North African Saints in Western Europe

- Excerpts from *The Golden Legend* by Jacopus de Voragine

WEEK 2: Women and Prophecy I

- *The Book of the Sibyl* by Philippe de Laon
- *Scivias* by Hildegarde of Bingen
- *The Dialogue of Saint Catherine of Siena* by Catherine of Siena
- *Autobiography* by Teresa of Avila

WEEK 3: Women and Prophecy II

- *The Mirror of Simple Souls* by Margeurite Porete
- *The Book of Margery Kempe* by Margery Kempe
- *The Book of Angela of Foligno* by Angela of Foligno
- The lives of Christina the Astonishing, Margaret of Ypres, and Lutgard of Aywières by Thomas of Cantimpré

WEEK 4: Black Saints in Medieval Catholicism

- *Sermons on the Song of Songs* by Bernard of Clairvaux
- ❖ **First Written Assignment Due**

WEEK 5: Black Saints in Early Modern Catholicism

- The lives of Saint Moses, Saint Elesban, Saint Ifigenia, Saints Melchior and Baltasar, Saint Benedict of Palermo, and Saint Antonio de Caltagirona
- The lives of Saint Teresa Juliana de Santo Domingo, Ursula de Jesús, Martín de Porres, and Juana Esperanza de San Alberto

WEEK 6: Peasantry and Prophecy I

- *Canticle of the Sun* by Saint Francis of Assisi
- *Letters* by Saint Clare of Assisi

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- Film: *The Flowers of Saint Francis* by Roberto Rossellini (1950)

WEEK 7: Peasantry and Prophecy II

- *The Trial of Joan of Arc* by Daniel Hobbins, ed.
- Film: *The Trial of Joan of Arc* by Robert Bresson (1961)

WEEK 8: Our Lady of the Rock

- Lisa Bitel, *Our Lady of the Rock: Vision and Pilgrimage in the Mojave Desert*
- ❖ **Second Written Assignment Due**

WEEK 9: Field Trip to Our Lady of the Rock

WEEK 10: Course Summary and Final Presentations

- ❖ **Final Paper Due Exam Week**

GRADING CRITERIA

Class participation	10 % of final grade
Weekly Discussion Board Postings	10 % of final grade
Written Assignment 1	15% of final grade
Written Assignment 2	15 % of final grade
Final Presentation	10 % of final grade
Final Paper	40% of final grade



New Course Proposal

	French 98TA Race, Gender, and Class in Christian Visionary Tradition
<u>Course Number</u>	French 98TA
<u>Title</u>	Race, Gender, and Class in Christian Visionary Tradition
<u>Short Title</u>	RACE&GNDR&CLS-CHRST
<u>Units</u>	Fixed: 5
<u>Grading Basis</u>	Letter grade only
<u>Instructional Format</u>	Seminar - 3 hours per week
<u>TIE Code</u>	SEMT - Seminar (Topical) [T]
<u>GE Requirement</u>	Yes
<u>Major or Minor Requirement</u>	No
<u>Requisites</u>	Enforced: Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.
<u>Course Description</u>	Seminar, three hours. Requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. Examination of questions of race, gender, and class in western European Christianity, through visionary literature. Examination of how visions of Christ, Mary, and saints empower women, people of color, and people of low economic status from Middle Ages to present. Letter grading.
<u>Justification</u>	Part of the series of seminars offered through the Collegium of University Teaching Fellows
<u>Syllabus</u>	File FRNCH 98T Politano Syllabus.pdf was previously uploaded. You may view the file by clicking on the file name.
<u>Supplemental Information</u>	Instructor (Cristina Politano) UID: 804192614 Professor Zrinka Stahuljak is the faculty mentor for this course.
<u>Grading Structure</u>	Class participation - 10% Weekly Discussion Board Postings - 10% Written Assignment 1 - 15% Written Assignment 2 - 15% Final Presentation - 10% Final Paper - 40%
<u>Effective Date</u>	Winter 2018
<u>Discontinue Date</u>	Summer 1 2018
<u>Instructor</u>	Name: Cristina Politano Title: Teaching Fellow
<u>Quarters Taught</u>	<input type="checkbox"/> Fall <input checked="" type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer
<u>Department</u>	French & Francophone Studies
<u>Contact</u>	Name: MICHELLE CHEN E-mail: mchen@oid.ucla.edu
<u>Routing Help</u>	

ROUTING STATUS

Role: Registrar's Office

Role: Registrar's Publications Office - Livesay, Blake Cary (BLIVESAY@REGISTRAR.UCLA.EDU) - 61590

Status: Added to SRS on 8/31/2017 9:41:32 AM

Changes: Description

Comments: Course description edited into official version.

Role: Registrar's Scheduling Office - Lin, Jessica (JLIN@REGISTRAR.UCLA.EDU) - 58253

Status: Added to SRS on 8/30/2017 10:30:52 AM

Changes: Short Title

Comments: No Comments

Role: FEC School Coordinator - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040

Status: Approved on 8/25/2017 3:32:06 PM

Changes: Course Number

Comments: Routing to Doug Thomson in the Registrar's Office.

Role: FEC Chair or Designee - Bristow, Joseph E (JBRISTOW@HUMNET.UCLA.EDU) - 54173

Status: Approved on 8/20/2017 7:45:54 PM

Changes: No Changes Made

Comments: No Comments

Role: FEC Chair or Designee - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040

Status: Returned for Additional Info on 8/4/2017 4:22:24 PM

Changes: No Changes Made

Comments: Routing to Joe Bristow for FEC approval.

Role: CUTF Coordinator - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042

Status: Approved on 7/14/2017 3:23:08 PM

Changes: No Changes Made

Comments: on behalf of Professor Kathleen L. Komar, Chair, CUTF Faculty Advisory Committee

Role: Initiator/Submitter - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042

Status: Submitted on 7/14/2017 2:53:42 PM

Comments: Initiated a New Course Proposal

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Comments or questions? Contact the Registrar's Office at cims@registrar.ucla.edu or (310) 825-6704