

Term Information

Effective Term Spring 2019

General Information

Course Bulletin Listing/Subject Area Italian
Fiscal Unit/Academic Org French & Italian - D0545
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3052
Course Title Mediterranean Voyages: Migration and Travel
Transcript Abbreviation Med Voyages
Course Description An exploration of human movement in the contemporary Mediterranean: tourism vs migration. Survey of the historical varieties of travel in the Mediterranean and examination of contemporary written and filmed narratives of migration in the Mediterranean zone.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites English 1110, or equiv.
Exclusions Not open to students with credit for Comparative Studies 3052
Electronically Enforced Yes

Cross-Listings

Cross-Listings Cross-listed in Comparative Studies

Subject/CIP Code

Subject/CIP Code 16.0902
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Culture and Ideas; Global Studies (International Issues successors)

Course Details

Course goals or learning objectives/outcomes

- Understand the recent history of the Mediterranean
- Critically read novels and criticism and watch films on Mediterranean travel and migration
- Read and discuss contemporary debates around migration in the Mediterranean, in particular in Italy
- Write short essays on representations of cross-cultural encounters and understand cultural difference
- Discuss many topics associated with recent and contemporary Mediterranean migrations and gain insight into their own culture

Content Topic List

- Mediterranean Culture
- Mediterranean History
- Italian film
- Italian literature

Sought Concurrence

No

Attachments

- GE Rationales for Italian 3052.docx: GE rationale and assessment
(Other Supporting Documentation. Owner: Aski, Janice Marie)
- Italian 3052 Mediterranean Voyages.docx: syllabus
(Syllabus. Owner: Aski, Janice Marie)
- Curriculum Map Italian 9_2018.doc: curriculum map
(Other Supporting Documentation. Owner: Aski, Janice Marie)
- chair approval.docx: chair approval
(Other Supporting Documentation. Owner: Aski, Janice Marie)
- Italian 3052 Mediterranean Voyages revised 10_2_18.docx: revised syllabus
(Syllabus. Owner: Aski, Janice Marie)
- concurrences 3052.docx: concurrences
(Concurrence. Owner: Aski, Janice Marie)

Comments

- See 9-27-18 email with feedback. *(by Vankeerbergen, Bernadette Chantal on 09/27/2018 11:32 AM)*
- okay, let's see if I got this one correct the first time! *(by Aski, Janice Marie on 08/14/2018 12:17 PM)*

COURSE REQUEST
3052 - Status: PENDING

Last Updated: Heysel,Garett Robert
10/04/2018

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Aski,Janice Marie	08/16/2018 01:11 PM	Submitted for Approval
Approved	Renga,Dana	08/16/2018 03:34 PM	Unit Approval
Approved	Heysel,Garett Robert	08/16/2018 05:55 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/27/2018 11:33 AM	ASCCAO Approval
Submitted	Aski,Janice Marie	10/02/2018 08:58 AM	Submitted for Approval
Approved	Renga,Dana	10/02/2018 09:00 AM	Unit Approval
Approved	Heysel,Garett Robert	10/04/2018 10:10 AM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	10/04/2018 10:10 AM	ASCCAO Approval

Professor:
Office:
Office hours:
Phone:
Email:

Italian 3052: Mediterranean Voyages: Migration and Travel

Tourism and migration, the two most visible kinds of human movement in the contemporary Mediterranean, are seemingly at odds. Cruise ships present a troubling contrast with the vessels employed by migrants, to say nothing of the differing accommodations enjoyed by tourists and refugees. These dissimilar manifestations of movement through the Mediterranean space are united, however, by a shared understanding of the sea itself. Migrants and tourists both conceive of the Mediterranean as a space to be moved through, rather than an endpoint. Their travels reinforce the contemporary division between the sea's European shore and its other coasts by making a transit zone of the Mediterranean, a space of desire, a watery barrier that presents the possibility of its traverse. In the first half of the course, we will survey the historical varieties of travel in the Mediterranean. In the second half, we will examine contemporary written and filmed narratives of the migration in the Mediterranean zone.

GE Diversity: Global Studies

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Satisfying the ELOs: Students will have an understanding of the history of Mediterranean travel, and will gain expertise in literary and filmic representations of the Mediterranean from several cultural traditions and countries. By studying peoples and groups in the Mediterranean who migrate, travel, or are forced to be immobile, students will gain an understanding of diverse encounters between individuals and groups, and how migration and travel is a transformative experience. Students will also gain perspective on the so-called contemporary 'migration crisis' that is frequently in the media spotlight, and will understand the Mediterranean as a global space of encounter (including trafficking, commerce, and tourism).

GE Cultures and Ideas

Goals: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Satisfying the ELOs: By examining the politics, policies, representations, and affective relations of and to Mediterranean migrations, this course will provide students with key concepts to develop

aesthetic response and judgement to several perspectives: of precarious migrants, the governing bodies reluctant to make space for migrants, human rights and community organizations who work to help migrants, and visual and written art practices surrounding migration. Through class discussion and writing a research paper and short essays that interpret and make critical comparisons between important works of literature and film, students will refine their abilities to examine cultural objects, situate them in a historical moment, and draw comparisons between them while strengthening their critical thinking skills and analytical abilities.

Course Requirements

- | | |
|--|-----|
| ○ Attendance, attention, and participation | 20% |
| ○ Oral Presentation | 10% |
| ○ Weekly Response Papers | 25% |
| ○ Midterm Exam | 20% |
| ○ Final Exam | 25% |

Grading scale:

A	93-100	B+	88-89	B-	80-82	C	73-77	D+	68-69		
A-	90-92	B	83-87	C+	78-79	C-	70-72	D	65-67	E	64-0

Course Materials

Texts (to be purchased at OSU Barnes and Noble)

- *The Stranger*, Albert Camus (Vintage, 1989)
- *The Map of Salt and Stars*, Jennifer Zeynab Joukhadar (Touchstone, 2018)
- *Clash of Civilizations over an Elevator in Piazza Vittorio*, Amara Lakhous (Europa Editions, 2008)
- *Death in Venice*, Thomas Mann (Dover Publications, 1995)
- *Six Nights on the Acropolis*, George Seferis (Attica Editions, 2007)
- *The Colonial Conquest*, Alessandro Spina (Arcade Publishing, 2018)

All other readings will be made available via Canvas. Bring all readings assigned for that day to class in print version.

Required Film Viewings

- *Mediterranea*, dir. Jonas Carpignano
- *Quando sei nato non puoi più nasconderti / When You Are Born You Can No Longer Hide*, dir. Marco Tullio Giordana
- *Fuocoammare / Fire at Sea*, dir. Gianfranco Rosi
- *Mediterraneo*, dir. Gabriele Salvatores

Film Viewing

You are responsible for watching course films **outside of class**. All films are streamed through the Secured Media Library and many are available on reserve in Thompson Library. Many films are available on for rent/free to stream on Amazon Instant Video, iTunes, Netflix.

How to watch films on streaming

All of our course films are streamed through the Secured Media Library. You MUST have RealPlayer to watch film. (<http://www.real.com/realplayer/player->

plus?type=rpsp_us&rppr=realcom)

1. Visit <https://drm.osu.edu/media/>
2. Login with you OSU user name/password
3. Click on: assigned playlists
4. Watch away

If you are having problems with streaming, please consult the HELP link (to the far right of ‘assigned Playlists’) and follow instructions carefully. If you are still having trouble, please bring your computer to the Buckeyebar.

Technology Policy

Turn it off, or don’t bring it. Print out pdf readings.

Course Requirements

Participation (attendance, attention, quality of classroom interaction)

Students should prepare carefully for class by completing, and thinking critically about, all readings/viewings in advance. Participation is evaluated on the basis of your preparedness for class and your participation in discussion. This is not a question of the quantity of your contributions, but their quality. You should come to class each day prepared to speak about that days reading(s): What was interesting to you? What was problematic? What else did it make you think about? More than responding to the instructor’s questions, students should be prepared to react to one another, participating in a conversation with their classmates about the course materials. Students who do not feel comfortable speaking in class may, with instructor permission, submit weekly written responses. See instructor in office hours for details.

Absences

After the first unexcused absence, each absence will lower your final grade by one third (i.e. from B+ to B, etc.). Absences for religious observance, illness, or family emergencies are excused. Note that late arrivals to class affect your participation grade.

Weekly Response Papers

N.B.: Written work should be in Times (or similar) font, 12-point, double-spaced, with 1-inch margins on all sides. Each week, students will write a short paper in which they respond thoughtfully and critically to a question based upon the readings/films (450-500 words). Prompts listed on class schedule below.

Midterm and Final Exam

The midterm exam and the final exam will include identifications, short answer questions, and brief essays.

Oral Presentation

In groups of three, students will prepare a 10-minute presentation on a current event effecting the Mediterranean that is currently in the world news. Topics will be assigned by the instructor. Two days before the presentation, presenters will share three online articles with the class via Carmen that the class will read in preparation for the presentation. During the presentation, students will present an overview of the current event, address its complexities in terms of, for example,

negotiations between countries or other groups (i.e. the European Union), and – whenever possible – tie the current event to the readings for the week or a past week.

Academic Integrity Statement

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-48.7). For additional information, see the Code of Student Conduct at <http://studentlife.osu.edu/csc/>.

Students enrolled in courses at The Ohio State University are expected to adhere to the highest standards of academic conduct. Examples of academic misconduct in this course include, but are not limited to, the following:

- Copying work or otherwise turning in written work that is not original to you. Cheating in this case applies both to the copier and the person who allows his or her work to be copied. This includes information from the internet. All materials (including websites consulted) must be cited.
- Having someone else do or write your assignments for you.
- Receiving or passing exam information to other students before, during, or after the exam. Copying from another student or an electronic device, piece or paper, etc. during an exam. Cheating in this case applies both to the receiver of the exam information and the person who gives the information.
- Alteration of university forms used to drop or add courses to a program, or unauthorized use of those forms including the forging of signatures.
- Use of any unauthorized aids on exams (e.g., cheat sheets, textbook, etc.) is strictly prohibited.

Please properly cite **all sources** on all assignments (including extra credit)! It is better to over cite than under site. Please note that Wikipedia is not considered an academic source.

NOTE: All assignments uploaded to Canvas are checked via the Turn-it-in function that searches a database of millions of files to check for plagiarism. Turn-it-in checks each uploaded document against THE INTERNET (crazy!), all documents uploaded by OSU students and by students from thousands of universities across the world, journal databases, etc. Thus, plagiarism is obvious.

Students are responsible for understanding what constitutes academic dishonesty. For more information on this topic, consult the Ohio State University's policy on Student code of conduct at: http://oaa.osu.edu/assets/files/documents/csc_12-31-07.pdf.

Counseling Services: If you feel a need to see a counselor/therapist, there is a broad range of confidential mental health services available on campus through the Office of Student Life's Counseling and Consultation Service (CCS). You can visit their website (ccs.osu.edu) or call 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th

Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292--5766 and 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Statement on Commitment to Diversity: The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Statement on Sexual Misconduct/relationship Violence: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

Disability Services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Schedule

N.B.: Readings should be completed for class on the day they appear on the syllabus

Unit 1: Histories of Migration and Travel

Week 1: Imagining the Mediterranean

Day One: Introduction: Syllabus, Course Schedule, Introduction to Canvas

Day Two: What is the Mediterranean?

Read for today: Benedict Anderson, from *Imagined Communities* and David Abulafia, 'What is the Mediterranean?' in *The Mediterranean in History* (on Carmen)

Response Paper: In what way in the Mediterranean an 'Imagined Community?' Please cite Anderson

Week 2: The Grand Tour

Day One: The Grand Tour

Read for Today: Excerpts from Chloe Chard, *Pleasure and Guilt on the Grand Tour*

Response Paper: What is so guilty about travel? How does travel push us outside of our comfort zone? Please cite Chard

Day Two: The Grand Tour, cont.

Read for Today: Mark Twain, *The Innocents Abroad*.

Week 3: Pilgrimage

Day One: Pilgrimage

Read for Today: Excerpts from Maribel Diets, *Wandering Monks, Virgins, and Pilgrims*

Response Paper: How does wandering enhance perspective? Please cite Diets

Day Two: Pilgrimage, cont.

Read for Today: Excerpts from pilgrimage diaries

Week 4: Seduction and Madness

Day One: Seduction and Madness

Read for Today: Thomas Mann, *Death in Venice*

Response Paper: How is Venice represented as a fatal city? Please cite Mann

Day Two: Seduction and Madness, cont.

Read for Today: Excerpts from Robert Aldrich, *The Seduction of the Mediterranean*.

Week 5: Madness and Colonialism

Day One; Madness and Colonialism

Read for Today: Albert Camus, *The Stranger*

Response Paper: How are beaches spaces of immobility? Who moves and who does not in the novel? Please cite Camus

Day Two; Madness and Colonialism, cont.

Read for Today: Camus, "The New Mediterranean Culture."

Week 6: Colonialism

Day One: Colonialism

Read for Today: Alessandro Spina, *The Colonial Conquest* (first half)

Response Paper: How does Benghazi transform under Italy's colonial rule? Please cite Spina

Day Two: Colonialism, cont.

Read for Today: Alessandro Spina, *The Colonial Conquest* (second half)

War and Midterm Exam

Day One: War

Watch before Class: *Mediterraneo*, dir. Gabriele Salvatores; Midterm Review

No Response Paper – study for Midterm

Day Two: Midterm Exam

Week 8: Refugees and the Nation

Day One: Refugees and the Nation

Read for Today: George Seferis, *Six Nights on the Acropolis* (first half)

Response Paper: What is erotic about the encounters on the Acropolis? Please cite Seferis

Day Two: Refugees and the Nation, cont.

Read for Today: George Seferis, *Six Nights on the Acropolis* (second half)

Unit Two: Contemporary Narratives

Week 9: Italy

Day One: Italy

Watch before Class: *Mediterranea*, dir. Jonas Carpignano

Response Paper: How is travel in *Mediterranea* precarious? Please discuss two scenes from the film

Day Two: Italy, Cont.

Read for Today: Aine O'Healy, "An Accented Gaze: Italy's Transmigrant Filmmakers" (Carmen)

Week 10: Italy, cont'd

Day One: Italy

Watch before Class: *Fuocoammare*, dir. Gianfranco Rosi

Response Paper: Discuss the ocean as a space of trauma in *Fuocoammare*. Please reference two scenes from the film

Day Two: Italy, Cont.

Watch before class: "Fire at Sea: Roundtable"

<https://www.youtube.com/watch?v=ygRS9J0xxbY> (minutes 0:00-35:00)

Read for Today: Catherine O'Rawe, 'The Non-Professional in the Reception of Italian Cinema Abroad' (<https://www.italiancinema.it/the-non-professional-in-the-reception-of-italian-cinema-abroad/>)

Week 11: Theorizing Migration

Day One: Theorizing Migration

Read for Today: Excerpts from Iain Chambers, *Mediterranean Crossings*

Response Paper: How is 'The Mediterranean' an interdisciplinary concept? Please reference Chambers

Day Two: Theorizing Migration, cont.

Read for Today: Excerpts from Iain Chambers, *Mediterranean Crossings*

Week 12: Prelude to Emergency

Day One: Prelude to Emergency

Watch before Class: *Quando sei nato non puoi più nasconderti*, dir. Marco Tullio Giordana

Response Paper: Discuss the ocean as a space of cross-cultural encounter in *Quando sei nato non puoi più nasconderti*. Please reference two scenes from the film

Day Two: Prelude to Emergency, Cont.

Read for Today: Brad Evans and Zygmunt Bauman, 'The Refugee Crisis is Humanity's Crisis' (https://www.nytimes.com/2016/05/02/opinion/the-refugee-crisis-is-humanitys-crisis.html?_r=0) and Annalisa Camilli, 'Europe's Forgotten Dead'

<https://www.politico.eu/article/migration-mediterranean-sea-italy-libya-europe-forgotten-dead/>

Week 13: Immigrants and the Nation

Day One: Immigrants and the Nation

Read for Today: Amara Lakhous, *Clash of Civilizations over an Elevator in Piazza Vittorio*, (first half)

Response Paper: Which two perspectives in the novel do you find most illuminating? Please reference Lakhous

Day Two: Immigrants and the Nation, cont.

Read for Today: Amara Lakhous, *Clash of Civilizations over an Elevator in Piazza Vittorio*, (second half)

Week 14: Syria and the World

Day One: Syria and the World

Read for Today: *The Map of Salt and Stars*, Jennifer Zeynab Joukhadar (first half)

Response Paper: How is gender and memory represented in *The Map of Salt and Stars*?

Please reference Zeynab Joukhadar

Day One: Syria and the World, cont.

Read for Today: *The Map of Salt and Stars*, Jennifer Zeynab Joukhadar (second half)

Watch for Today: 'Escape from Syria'

<https://www.theguardian.com/world/video/2017/aug/02/escape-from-syria-ranias-odyssey-video>

Week 15: Conclusions

Day One: Wrap-up, Final Exam Review

Inbox - aski.1@osu.edu - Outlook

File Home Send / Receive Folder View ADOBE PDF Tell me what you want to do...

Ignore Clean Up Delete Reply Reply Forward Meeting SETs Team Email To Manager Done Reply & Delete Reply & Delete Done Create New Move Rules OneNote Assign Unread/ Categorize Follow Up Search People Address Book Filter Email Store My Account

Unread: 7

Unread Mail

Sent Items

aski.1@osu.edu

Inbox 7

AAIS 2018 8

ASCC 6

Assessment

curricular revision 3

GE committee 25

Great Courses 1

Italian for Opera singers

Italian for travelers and individualized instruction

Lecturers 1

SETS

TA evals

UG open house

UVA talk

All Unread

Search Current Mailbox (Ctrl+E) Current Mailbox

RE: SUBJECT

Date: Today

Re... Italian 3052 Tu... 5

Dear Janice,
I write to send my approval of the course

Af... RE: schedule for S... Tu... 1

Yes, should be OK.
From: Aski, Janice
Sent: Tuesday, August 14,

Af... RE: Spring Sche... T... 4

Thank you!
From: Aski, Janice
Sent: Tuesday, August 14,

M... Last Day! Prom... T... 6

<http://r20.rs6.net/on.jsp>

R... Re: Department... T... 5

Hello, Profs. Patrick Bray and Danielle Marx-Scouras are

Ke... 2018 Salary Letter Tu... 1

Janice, Please see your 2018 Salary Letter attached. Thanks, Adam

Reply Reply All Forward

Tue 8/14/2018 12:03 PM

Renga, Dana

Italian 3052

To: Aski, Janice

You replied to this message on 8/14/2018 12:13 PM.

Dear Janice,
I write to send my approval of the course that I submitted: Italian 3052: Mediterranean Voyages: Migration and Travel.

Many thanks, Dana

--

Dana Renga
Associate Professor and Chair
The Department of French and Italian
Affiliate Faculty: Film Studies, Comparative Studies, and Women's, Gender, and Sexuality Studies
The Ohio State University
1775 College Rd., Columbus, OH 43210

Items: 89 Unread: 7 All folders are up to date. Connected to: Microsoft Exchange 100%

Search the web and Windows

12:14 PM 8/14/2018

Italian 3XXX: Mediterranean Voyages: Migration and Travel

GE Rationales

(1) GE Diversity: Global Studies rationale

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes: 1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S. 2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Rationales discussing how each individual GE expected learning outcome will be met in most or all of the following: (a) the course objectives, (b) the readings, (c) the topics, (d) the written assignments, and (e) other course components:

Satisfying the ELOs:

- (a)** By focusing on migration flows and population movements in the Mediterranean region and by examining the Mediterranean as a shared place of mobility and immobility, this course will equip students to recognize diverse cultural experiences of migration, and to understand that when people flow, ideas, religions, commodities, books, illness, trauma, medicine, scientific expertise, military technologies, and economies move with them. This understanding of diverse cultural experiences will shape student's perspectives as global citizens and reposition their place in an increasingly diverse world.
- (b)** Students will read critical texts and fiction by writers from several different countries who offer varied viewpoints on migration and movement in the Mediterranean. The encounters with these texts will shape how students understand the evolving history of the Mediterranean, in particular regarding the interconnections between mobility, immobility, borders, well-being, and citizenship in the era of globalization.
- (c)** All of the topics of this course focus on diverse perspectives and are well-suited to the Diversity: Global Studies GE. Topics studied position students to understand and help to resolve pressing global issues of cultural conflict, and migrant and political crises, by supplying students with historical evidence, cross-cultural narratives, and critical thinking skills to address these pressing issues in coming decades.
- (d)** Weekly response papers ask students to address questions regarding, for example, cultural diversity, cross-cultural exchange, transhistorical understanding, the challenges of precarious travel, mobility vs. movement, and traumatic encounters. All of these assignments help students to become aware of their status as global citizens.

Assessment

GE Diversity: Global Studies

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

a) Specific Methods used to demonstrate student achievement of the GE expected learning outcomes

GE Expected Learning Outcomes	Direct Methods (<i>assess student performance related to the expected learning outcomes. Examples of direct assessments are: pre/post test; course-embedded questions; standardized exams; portfolio evaluation; videotape/audiotape of performance</i>)	Indirect Methods (<i>assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are: student surveys about instruction; focus groups; student self-evaluations</i>)
1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.	Embedded question on exams ¹	Opinion survey ²
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.	Embedded question on exams	Opinion survey

¹ On the final, two questions will be written specifically to assess student achievement of each GE expected learning outcome. The scores on these questions will be included in the totals for the exam but will also be analyzed separately so that the data can be used in revising the course and for GE assessment reporting purposes.

1. How is the Mediterranean an imagined community composed of diverse peoples from various countries with their own cultural heritage?
2. Choose one text or film studied in the course and describe how an encounter therein enriches your own views on the centrality of diversity to our world.

Explanation of level of student achievement expected:

In general, for the embedded exam questions, success means that 85% of students earn at least 85% on these questions.

² At the end of the semester, each student will be asked to fill out the following opinion survey, which contains specific questions asking to what extent each student has achieved the GE expected learning outcomes.

Opinion survey for the GE Diversity: Global Studies

Please select the response that best reflects your experience in this course.

As a result of this course I...	strongly agree	agree	disagree	strongly disagree
understand some of the political, economic, cultural, physical, social, and philosophical aspects of Italy's peoples and cultures.				

Please explain:

As a result of this course I...	4strongly agree	3agree	2disagree	1strongly disagree
recognize the role of national and international diversity in shaping my attitudes and values as a global citizen.				

Please explain:

Explanation of level of student achievement expected:

We expect the average of all responses to be between 3-4.

b) Description of follow-up/feedback processes:

At the end of the course, we will analyze a random sample of the embedded exam questions to identify problem spots and how we might change the course and the presentation of materials to insure better fulfillment of the GE expected learning outcomes. We will also analyze the self-evaluation questions carefully to judge how students evaluated their own progress and to determine whether student perception meshed with performance. If there is a conflict, we will adjust the presentation and assessment of material as warranted. We will archive these end-of-semester analyses so that we can gauge whether any changes made were effective. These evaluations will be discussed with the curriculum committee. We will also use these data to write a GE report when the ASCC Assessment Panel asks for a report.

(2) GE Culture and Ideas rationale

Goals: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes: 1. Students analyze and interpret major forms of human thought, culture, and expression. 2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Rationales discussing how each individual GE expected learning outcome will be met in most or all of the following: (a) the course objectives, (b) the readings, (c) the topics, (d) the written assignments, and (e) other course components:

Satisfying the ELOs:

- (a) In this course students study the historical varieties of travel in the Mediterranean over hundreds of years and in several forms. Students also study critical essays, literature, and cinema by critics, novelists, and filmmakers from several countries that focus on contemporary Mediterranean migration. Thus, students will gain an understanding of how the Mediterranean is represented, interpreted, and debated, and they will conceive of the Mediterranean as a space that is perceived as imagined, constantly in construction, and malleable.
- (b) Students read several lengthy novels and seminal theoretical texts, and watch many films that are then debated and interpreted through lecture and discussion. Students will acquire a critical vocabulary to engage in dialogues surrounding the Mediterranean today as a space of critical encounter and also as a historical space shaped by many encounters between people, ideas, power relations, and policies. In-class discussions on the material will allow students to bolster their skills in critical expression, and oral presentations on contemporary migration debates will hone student's presentation skills.
- (c) All of the topics in this course regard human beliefs and how reality is perceived. In this course students will learn how to examine and analyze the pressing cultural phenomenon of migration in the Mediterranean and will learn to articulate a history of the recent Mediterranean through engaging with literature, film, and critical essays, and through crafting regular writing assignments on these materials.
- (e) In the oral presentation students focus on a contemporary event surrounding the Mediterranean that is in the media spotlight. For the presentation, students analyze the cultural phenomenon, form enlightened opinions on it, present their views to the class, and address how global perspectives on the event are shaped by various stakeholders who have different interests in how the event is represented.

Assessment

GE Culture and Ideas

Goals: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

c) Specific Methods used to demonstrate student achievement of the GE expected learning outcomes

GE Expected Learning Outcomes	Direct Methods (<i>assess student performance related to the expected learning outcomes. Examples of direct assessments are: pre/post test; course-embedded questions; standardized exams; portfolio evaluation; videotape/audiotape of performance</i>)	Indirect Methods (<i>assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are: student surveys about instruction; focus groups; student self-evaluations</i>)
1. Students analyze and interpret major forms of human thought, culture, and expression.	Embedded question on exams ¹	Opinion survey ²
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.	Embedded question on exams	Opinion survey

¹ On the final, two questions will be written specifically to assess student achievement of each GE expected learning outcome. The scores on these questions will be included in the totals for the exam but will also be analyzed separately so that the data can be used in revising the course and for GE assessment reporting purposes.

1. Carpignano *Mediterranea* and Rosi's *Fire at Sea* were released quite close together, yet present different perspectives on Mediterranean travel. Please briefly discuss one scene from each film that represent migration or travel disparately. In answering, please reference at least two film techniques (per film) that are used to represent travel.
2. In which ways does *Clash of Civilizations over an Elevator in Piazza Vittorio* represent the Italy as a microcosm of the Mediterranean? In particular, address how Italy is presented as a space that is constructed by several viewpoints, and that transforms according to which protagonist is narrating their story.

Explanation of level of student achievement expected:

In general, for the embedded exam questions, success means that 85% of students earn at least 85% on these questions.

² At the end of the semester, each student will be asked to fill out the following opinion survey, which contains specific questions asking to what extent each student has achieved the GE expected learning outcomes.

Opinion survey for the GE Culture and Ideas

Please select the response that best reflects your experience in this course.

As a result of this course I...	strongly agree	agree	disagree	strongly disagree
am able to analyze and interpret major forms of human thought, culture, and expression.				

Please explain:

As a result of this course I...	4strongly agree	3agree	2disagree	1strongly disagree
able to evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.				

Please explain:

Explanation of level of student achievement expected:

We expect the average of all responses to be between 3-4.

d) Description of follow-up/feedback processes:

At the end of the course, we will analyze a random sample of the embedded exam questions to identify problem spots and how we might change the course and the presentation of materials to insure better fulfillment of the GE expected learning outcomes. We will also analyze the self-evaluation questions carefully to judge how students evaluated their own progress and to determine whether student perception meshed with performance. If there is a conflict, we will adjust the presentation and assessment of material as warranted. We will archive these end-of-semester analyses so that we can gauge whether any changes made were effective. These evaluations will be discussed with the curriculum committee. We will also use these data to write a GE report when the ASCC Assessment Panel asks for a report.

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Mon 10/1/2018 6:17 PM

Kaldellis, Anthony

Re: Contingency for a new course

To Aski, Janice

Dear Janice,

Concurrence from Classics herewith granted.

Best
Anthony

On Sep 28, 2018, at 8:47 AM, Aski, Janice <aski.1@osu.edu> wrote:

Dear Anthony,
Comparative Studies and Italian have proposed a cross-listed course for which we need concurrence from NELC and Classics. I have attached the syllabus here. We would be grateful if you could let us know at your earliest convenience. If we have not heard from you in two weeks concurrence is assumed, but if you could respond prior to that date, we would be grateful so that we can move this course forward.

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Thu 9/27/2018 9:17 PM


Holub, Robert C.

Re: Concurrence new course on the Mediterranean

To Aski, Janice

Sure, Janice. NELC is happy to encourage such courses.

Best,
Bob

 THE OHIO STATE UNIVERSITY

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<http://www.upenn.edu/pennpress/book/15881.html>

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Curriculum Map

Italian - Undergraduate

B = beginning

I = Intermediate

A = Advanced

	Cultural Awareness	Comprehension	Speaking	Critical Analysis	Writing and Critical Expr.
Prerequisite and Required courses					
1101.01/02/03/61 (GE)	B	B	B		B
1102.01/02/03/61 (GE)	B	B	B		B
1103.01/02/03/61 (GE)	B/I	B/I	B/I		B/I
5101 (GE)	B/I	B/I	B/I		B/I
2102	I	I	I	B/I	B/I
Elective courses in English					
2051 (GE)	B			B	
2052 (GE)	B			B	
2053 (GE)	B			B	
2054 (GE)	B			B	
2055 (GE)	B			B	
3051 (GE)	I			I	I
3052 (GE)	I			I	I
5051	A			A	A
4401	A			A	A
FR4053	A			A	A
Elective courses in Italian					
2193	B	B	B	B	B
2194	B	B	B	B	B
3102	I	I	I		I
3103		I/A		I/A	I/A
3220	I	I		I	I
3221	I			I	I
3222	I	I	I		I
3223	I/A	I	I		I
3224	I/A	I	I	I/A	I/A
3225	I	I/A	I/A	I/A	
3330	I	I/A	I	I	I/A

3331	I/A	I/A	I	I	I/A
3332		I	I		
4223	A	A	A	A	A
4224	A	A	A	A	A
4225	A	A	A	A	A
4330		A	A	A	A
4331		A		A	A
4998 (H)	A	A		A	A
4999 (H)	A	A		A	A
5193	A	A	A	A	A
5194	A	A	A	A	A
Study Abroad					
3797	I			I	
3798.01	A	A	A	I	I
3798.02	A	A	A	I	I
5797	A	A	A	I	I
Internship					
4191	A	A	A	I	I