

## Term Information

Effective Term Spring 2019  
[Previous Value](#) Summer 2012

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

We are requesting GE status for this course. This course will no longer be taught in Italian. It will be taught in English.

### What is the rationale for the proposed change(s)?

This course was created during semester conversion. This is the first time we are offering it and we have designed it to be a GE course.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

NA

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## 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	3798.01
Course Title	The Italian City
Transcript Abbreviation	Italian City
Course Description	Study of contemporary Italian society and culture (particularly urban life) in Italy.
Semester Credit Hours/Units	Variable: Min 3 Max 9

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
<a href="#">Previous Value</a>	12 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	Yes
Allow Multiple Enrollments in Term	No
Max Credit Hours/Units Allowed	9
Max Completions Allowed	3
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
<a href="#">Previous Value</a>	Yes
<a href="#">Previous Admission Condition</a>	Foreign Language - Level
Off Campus	Never

Campus of Offering Columbus

## Prerequisites and Exclusions

### Prerequisites/Corequisites

#### *Previous Value*

*Prereq: One 3000-level course or permission of instructor.*

### Exclusions

Not open to native speakers of Italian.

### Electronically Enforced

No

## Cross-Listings

### Cross-Listings

## Subject/CIP Code

### Subject/CIP Code

05.0126

### Subsidy Level

Baccalaureate Course

### Intended Rank

Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

### General Education course:

Culture and Ideas; Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

#### *Previous Value*

*The course is an elective (for this or other units) or is a service course for other units*

## Course Details

### Course goals or learning objectives/outcomes

- Students will be familiar with the broad contours of Italian culture
- Students will be able to comfortably explore European cities
- Students will have developed a degree of competency in cross-cultural interactions
- Students will have a more fully articulated sense of global citizenship

#### *Previous Value*

### Content Topic List

- Italian Society
- Italian urban spaces and themes
- History of the Italian city
- Cultural identity of the Italian city

#### *Previous Value*

- *Contemporary Italian Society*
- *Italian Urban Life*
- *Development of the Four Language Skills*

### Sought Concurrence

No

**COURSE CHANGE REQUEST**  
3798.01 - Status: PENDING

Last Updated: Heysel,Garett Robert  
08/01/2018

**Attachments**

- GE Rationales for Italian 3798.docx: assessment  
*(GEC Course Assessment Plan. Owner: Aski,Janice Marie)*
- ITAL 3798 The Italian City Syllabus.docx: syllabus  
*(Syllabus. Owner: Aski,Janice Marie)*
- Chair approval.docx: Letter from chair  
*(Other Supporting Documentation. Owner: Aski,Janice Marie)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Aski,Janice Marie	07/24/2018 09:53 PM	Submitted for Approval
Approved	Renga,Dana	07/24/2018 09:54 PM	Unit Approval
Approved	Heysel,Garett Robert	08/01/2018 10:21 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	08/01/2018 10:21 PM	ASCCAO Approval

janiceaski@yahoo.com - x  
Secure | https://mail.yahoo.com/d/folders/1/messages/49398

YAHOO! MAIL  
Find messages, documents, photos or people  
Janice

Conversation moved to **Summer language camp**. [Undo](#)

Compose

Inbox  
Unread  
Starred  
Drafts (43)  
Sent  
Archive  
Spam  
Trash  
Less  
Views Hide  
Photos  
Documents


Approval for Bologna course Yahoo/Inbox

**Renga, Dana** <renga.1@osu.edu>  
To: Janice Aski  
Jul 24 at 2:26 PM

Dear Janice, I write to grant my approval of the Bologna course, which looks great. Best,  
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



9:29 PM  
7/24/2018

## Italian 3798:

### The Italian City



This course will use cities to narrate a cultural history of Italy, and history to unlock the communal and individual pasts of an Italian city: Bologna. Few places have been so completely and repeatedly transformed by their urban centers and interurban networks as has the Italian peninsula, which boasts an astonishing density and variety of cities that, through their fertile and mercurial interaction with one another, have shaped the dramatic arc of Italian history and gestated sociocultural phenomena that have had a global reach (e.g. the Renaissance, the European banking system, parmesan cheese). In this course, we will study the history of the Italian city to examine how it has acted as a crucible for the production of economic and intellectual exchange, political and artistic experimentation, scientific breakthroughs, and richly layered forms of cultural identity.

Bologna will be our case study. The site of the oldest European university, and one of the oldest laws abolishing slavery, its medieval past is made palpable with every portico yet it also houses a bustling 21<sup>st</sup>-century economy, with vivid traces of all the epochs in between. For centuries it has been positioned at the crossroads of Italy—both geographically and culturally—yet since no Italian city can be understood in a vacuum, at the start of each week we will introduce a key period (Medieval, Renaissance, Colonial, and Post-Unification Italy) through the story of two Italian cities that helped shape that era. We will then see how Bologna relates to this larger story by studying a few exemplary Bolognese people (both native-born and transplants) and exploring the city together.

Once familiar with these cityscapes, we will study texts and films that strongly engage with urban spaces and themes (short stories, plays, movies, detective novels) to consolidate our understanding of the Italian city and ask new questions about the relationship between city and cultural identity. We will conclude each of the first three weeks with day trips to other cities (Florence, Ferrara, Milan) that relate to the week's readings and will enable students to have lived experience of the astonishing diversity of Italian cities.

**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:** By using Bologna as a case-study to examine the history of Italy, and by encountering other Italian cities through lectures, readings and site-visits, this course will enable students to understand and experience key aspects of a foreign society's history and culture on both the local and national level. By studying how the cultural landscape of Bologna has been transformed by one thousand years of visitors (invaders, refugees, immigrants, and most of all students), our students will gain a new understanding of the value of diversity and its transformative effects on a community; and view their own experience of OSU's diverse, multicultural campus community through new eyes.

**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 tracing and discussing the history of Italian culture from the Middle Ages to the present, this course will give students an understanding of key concepts, movements and periods in European culture; and introduce them to major and influential works in a variety of media (e.g. Dante's poetry, Raphael's painting, Visconti's cinema). Through class discussions and writing assignments that interpret important cultural works in Bologna and contrast them with contemporary works in other Italian cities, students will hone their ability to analyze and situate cultural aesthetics within the historical moments and communities that produced them; and learn how to articulate their own aesthetic response more fully.

**Course Requirements**

- o Attendance, attention, and participation 20%
- o Presentation 15%
- o Journal entries 5%
- o 3 quizzes 15%
- o 2 short papers 20%
- o 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

### Before the Trip

- **One month** before the beginning of the program, the Resident Director will hold office hours dedicated to meeting with each of the students individually to: introduce him/herself to the students; familiarize them with the nature of, and expectations for, the course; help them prepare logistically and mentally for departure and travel to Italy; answer any and all travel questions; and discuss any interests and/or doubts the student wishes to express.
- **One week** before departure, students will meet as a group with the Resident Director and the Course Instructor to discuss and review a variety of matters, including: Bologna's layout and key sites; travel logistics to and within Italy; what to pack; emergency procedures; expectations for student conduct abroad; ordering and eating in Italian restaurants; and typical hours of operation for Italian stores, shops, and pharmacies. Students will be given a booklet with relevant maps, addresses, telephone numbers, and a breakdown of Bologna neighborhoods.
- **Knowledge of Italian** is in no way required for this program, but will make it all the more fun! Thus students are not required but **strongly** urged to enroll in a 1-unit online course designed by Prof. Janice Aski, which, through video lessons and exercises, will provide them with basic but immensely useful Italian skills that will enrich their trip. (*This online module will be ready by 2020, and perhaps as early as the summer of 2019.*)
- **Pre-trip readings and viewings:** To help them think about what they expect to find and feel when they arrive in Italy, students will be given brief portions of letters sent from Italy to Canton, Ohio, by Ida Saxton (the future wife of President McKinley) to read on the plane. Students are also encouraged (though not required) to watch David Lean's *Summertime*, a movie about a middle-aged secretary from Ohio who uses all of her savings to travel to Italy.

### Navigating and Experiencing Bologna

While Bologna has a thoroughly medieval appearance, it is very much a modern city with all the necessary amenities for safe and enjoyable travel, and its manageable size (it's only about a 30-minute walk from one end to the other, both east-west and north-south) means that students will be able to get around easily and safely (initially in the company of the Resident Director and instructor, but soon after with the company of their peers), and will leave the program feeling like they have a real grasp of a vibrant international city in just four weeks.

The time students spend outside of the classroom will be structured in a variety of ways: (1) faculty-led tours; (2) movie nights and group dinners; and (3) structured individual time to experience the city and complete certain assignments (e.g. group presentations, paper #1). Students will use the rest of the time to study, compose assignments, and enjoy Bologna. To facilitate and insure the safety of that enjoyment, students will consult the information materials distributed before departure and meet regularly with the Resident Director who, based on the students' interests, will offer tailor-made suggestions to enrich their cultural experiences abroad, whether its listening to jazz at the Cantina Bentivoglio or bowling with other international students.

To add to the cultural experience of the students, the Resident director and instructor will curate a Bologna-specific **Spotify** playlist (ranging from famous classical composers to 20<sup>th</sup>-century pop stars who celebrate Bologna in their songs) to which students will be able to contribute during the program. We will also provide a list of Bologna-themed novels in English, especially **mystery novels**, which are an excellent introduction to the texture and landscape of a city. We will discuss one such mystery novel during the last week of the program, but students are encouraged to start reading it earlier. If they finish it and are interested in more, Bologna's Feltrinelli International Bookstore was a wide selection of English-language books to choose from.

**Instructor**

The principal instructor of this course is an advanced Italian graduate student (GTA). This GTA will be selected based on her or his established pedagogical excellence (i.e. the number of courses s/he has taught; her/his student evaluations; professor's observation and evaluation of her/his instruction) and will prepare all lessons in collaboration with the Resident Director.

**Resident Director**

The Resident Director is a professor of Italian Studies at OSU, with extensive expertise in Italian culture. S/he will facilitate all logistical aspects of the program, and dedicate her/himself to the general quality of the students' academic and cultural experience in Italy. S/he will meet with the students as a group at the beginning of each week to outline the schedule, and spend ample time with them by leading the excursions around Bologna (Tuesday and Wednesdays) and to nearby Italian cities (first three Fridays); holding regular office hours; and interacting with students at weekly dinners. The Resident Director will be reachable 24/7 should any problems arise.

**Guest Lectures**

While the Resident Director and GTA have extensive expertise in the history of Italian culture, instruction will be enriched by guest lectures from professors at the University of Bologna (one of the most highly regarded universities in Europe). Visits to museums and other cultural sites will be guided by docents or local experts.

**Office Hours**

- The GTA will conduct office hours from 2:30-4:30pm on Mondays. Students should typically turn to the GTA for questions about class discussions, readings and grades.
- The Resident Director will conduct office hours from 2-4pm on Thursdays. Students should typically turn to the Resident Director for help with their presentations; general questions or concerns about the program; and additional assistance with and advice for navigating and enjoying Bologna. While students are only **required** to make use of the Resident Director's office hours once to begin planning their presentations, regular visits will greatly facilitate students' work on assignments and enrich their experiences in and outside of the classroom.

**Trips**

Each of the first three weeks of the program will be capped by a trip to a nearby Italian city: Florence, Ferrara, and Milan. (The first two are 30 minutes away from Bologna by train, with Milan an hour away.) The day before departure, students will receive detailed instructions and a trip itinerary with maps. The Resident Director will direct the excursion with the GTA's assistance.

Though all three cities are famous (and equally breathtaking), each is culturally distinct. Individually, each will help us tell a story about a specific cultural period during which that city was particularly central to Italian culture. Taken together, they will provide a vivid image of Italy's urban diversity.



## Course Materials

### **Texts (to be purchased at OSU Barnes and Noble before the trip)**

- Christopher Duggan, *A Concise History of Italy*. 2<sup>nd</sup> ed. (Cambridge UP: 2014)
- Grazia Verasani, *Quo Vadis, Baby?* Trans. Corse and Vitullo. (Italica Press: 2017)

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

**Commented [AJM1]:** What about: short stories, plays, movies, detective novels? You also have to say where these texts can be purchased.

### **Required Film Viewings**

- Pasolini, *Decameron*
- Olmi, *The Profession of Arms*
- Hallstrom, *Casanova*
- Visconti, *Rocco e i suoi fratelli*
- Placido, *Romanzo criminale*

The first four movies will be screened for the students on Monday afternoons/evenings, at which attendance is mandatory. The fourth week, students will stream Placido's *Romanzo criminale* individually as homework in lieu of reading.

## Course Requirements

### **Participation (attendance, attention, quality of classroom interaction)**

Attendance at class sessions, excursions, and group meals is mandatory, and absences must be justified in advance to the instructor. Thoughtful participation is encouraged, and attentiveness is required during our visits to cultural sites in Bologna and beyond. Students should prepare carefully for class by completing, and thinking critically about, all readings/viewings in advance.

**Commented [AJM2]:** Is there an attendance policy? I don't know for courses in Italy

### **Presentation: Your Bologna**

In pairs, students will go on a walking tour that connects and explores four distinct sites in Bologna (e.g. a church, a palace, a piece of graffiti). The point of departure will be assigned by the instructor, but the rest of the itinerary will be created by the students. For example, they might begin inside the Collegio di Spagna, which has been a center since the 14<sup>th</sup> century for Spanish students enrolled at the University of Bologna, but then will head off in a direction of their choosing. The two students will then present their findings (ideally with pictures) to the class (c. 10 minutes), connecting the sites to the lectures and readings but also discussing the story they think their itinerary tells and the cultural feelings it elicited.

**Journal Entries.** Students will be asked to compose a set of short journal entries on specific themes. Prompts and due dates for the entries will be posted to Canvas.

- One entry before the program: a description of why you want to travel to Italy, what you imagine your experience will be, and particular things you hope to see and achieve.
- One entry for each of the first three weeks of the program: (1) a description of and response to an object or cultural site we visit in Bologna; (2) a description of and response to an object or cultural site we visit on our day-trip; and (3) one particularly memorable and interesting cultural experience or encounter you had during the week.
- One entry during the last week of the program: a description of how your expectations for and experience of Italy match up, and your general thoughts and feelings about your time abroad.

*These will only be graded "satisfactory" or "unsatisfactory," but submission is mandatory. Excessively brief or blank entries will result in losing part (or all) of the 5% allotted to them in the overall grade. They are an opportunity to freely express your responses and record them for your professor, and your future self! When appropriate, they can be developed into the short papers.*

### **Short Papers.**

Prompts will be available on Canvas at the start of the program, and students are encouraged to consult them early so that their thoughts can develop over the first days and weeks of the program.

- **First Paper: The University of Bologna between Italy and the World.** One key theme of the course will be how a millennium's worth of Italian and international students, from Dante to Copernicus, have not only been changed by Bologna, but have also transformed Bologna in turn. To write a short paper on this subject, students will use some of their unguided time to visit Bologna's European Museum of Students. (They can go at any point during the first two weeks of the program, but are encouraged to go during the first week. Though they will write their papers individually, they are also encouraged to go in small groups.) After visiting the museum, consulting the prompt, and considering the famous Bologna students that we have discussed in class, students will write a paper (2-3 pages) in which they investigate and address how Bologna's university functions as a multicultural space (and the reactionary responses this diversity can sometimes provoke); and how Bologna has changed their perspective on their own experiences at OSU and the relationship of universities to diversity. *Due no later than the second Sunday of the program via upload to Canvas.*
- **Second Paper: Italian Cities—Cultural Continuity and Difference.** Students will choose one object or space they encounter in one of the cities we visit outside of Bologna (e.g. a painting, a tower, a town square) and consider it in terms of a similar object or space in Bologna. The students will then write a paper (2-3 pages) in which they compare the two. In what ways are they similar? In what ways are they different? What is the student's personal aesthetic response? And, taken in conjunction with what has been learned through the course readings and class discussion, what can this tell us about how artistic production or urban design is effected by historical change and geographical and social differences? *Due no later than the fourth Monday of the program via upload to Canvas.*

### **Quizzes**

With the exception of the first day of instruction, each week will begin with a 10-minute quiz on the previous week's lectures, readings and cultural sites visited. While these will require some study, the questions will not be meant to stump you. If you have been attentive in class and on excursions, and have diligently done all of the reading/viewing, you will do very well.

### **Final Exam**

The final exam is cumulative and will include identifications, short answer questions, and brief essays.

### **Extra Credit**

Students will receive extra credit on the final exam if they make the famous 2-mile, portico-covered climb from downtown Bologna, through the beautiful foothills of the Apennines, up to the legendary Basilica of San Luca, which affords a glorious panorama. Document the ascent and the summit with ample photographs! (Students who would like extra credit but would be in any way discomfited by the ascent can consult the GTA and receive a different but equally fun assignment.)

**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 3335-5-487). For additional information, see the Code of Student Conduct <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. All suspected cases of misconduct will be reported to the Committee on Academic Misconduct as required by University rules. 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 all 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. 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 CITE ALL SOURCES IN ALL ASSIGNMENTS! IT IS BETTER TO OVER CITE THAN UNDER SITE. **EVERY SOURCE** THAT YOU CONSULT MUST BE CITED. ALSO, PLEASE KEEP IN MIND THAT WIKIPEDIA IS NOT CONSIDERED AN ACADEMIC SOURCE.

**NOTE: 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://studentlife.osu.edu/csc/>

## **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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

### **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](mailto:titleix@osu.edu)

### **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.

## SCHEDULE OF CLASSES

### WEEK 1    **The Medieval Italian City (1088-1400)**

#### Monday    **Medieval Italian Culture**

*Readings: Duggan, "Concise History of Italy," Intro. & chap. 2 (excerpts)*

10:00-10:20    Resident Director: Outline of the Week

10:30-11:50    Introduction to Medieval Italy

*lunch break*

1:30-2:30    Lecture on Medieval Florence and Naples

2:30-4:30    GTA Office Hours

5:00-7:00    Film Screening (Pasolini, *Decameron*)

#### Tuesday    **Medieval Bologna**

*no readings*

10:30-11:10    Bolognese Lives in the Middle Ages

Re Enzo, Saint Dominic, Guido Guinizelli (and Petrarch)

11:10-4:00    Bologna Walking Tour and Site Visits

- Palazzo Re Enzo, Archiginnasio, Markets, Two Towers, Santo Stefano, Corte Isolani
  - *Lunch at La Tua Piadina*
- Basilica di San Domenico
  - *Sorbetteria Castiglione*

#### Wednesday    **Recounting the Italian City in the Middle Ages**

*Readings: Dante, "The Evil Pouches" (excerpts from "Inferno")*

*Boccaccio, "The Life of Dante" (excerpts)*

10:30-12:00    Discussion of Dante and Boccaccio

*lunch break*

1:30-3:00    Trip to the Museo Civico Medievale

#### Thursday    **Recounting the Italian City in the Middle Ages**

*Readings: Boccaccio, "Decameron" (selections)*

10:30-12:00    Discussion of Boccaccio's *Decameron*

2:00-4:00    Resident Director Office Hours

7:00-9:00    Group Dinner

#### Friday

#### **Day trip to Florence**

### WEEK 2    **The Renaissance Italian City (1400-1600)**

**Commented [AJM3]:** Maybe there is some assignment that can be applied to the day trips? What do they do with the information that they learn on these trips? I assume that it is on the exam, but can you build another assignment out of this? Just brainstorming ideas.

**Monday Renaissance Italian Culture**  
*Readings: Duggan, "Concise History of Italy," chaps. 2 & 3 (excerpts)*

- 10:00-10:20 Resident Director: Outline of the Week  
10:30-11:50 First Quiz  
Introduction to Renaissance Italy  
*lunch break*  
1:30-2:30 Lecture on Renaissance Rome and Ferrara  
2:30-4:30 GTA Office Hours  
5:00-7:00 Film Screening (Olmi, *The Profession of Arms*)

**Tuesday Renaissance Bologna**  
*no readings*

- 10:30-11:10 Group Presentations  
Bolognese Lives in the Renaissance:  
Giovanni II Bentivoglio, Giovanni Pepoli, Lavinia Fontana  
(and Alberti and Michelangelo)  
11:10-4:00 Bologna Walking Tour and Site Visits  
o Piazza Verdi, Giardino del Guasto, Palazzo Bentivoglio  
o *Lunch at Pizzeria delle Belle Arti*  
o Pinacoteca Nazionale di Bologna

**Wednesday Recounting the Italian City in the Renaissance**

*Readings: Raphael's Letter to Pope Leo X*  
*Ariosto, "La lena" (Acts 1&2)*

- 10:30-12:00 Group Presentations  
Discussion of Raphael and Ariosto  
*lunch break*  
1:30-3:00 Trip to Palazzo d'Accursio (Farnese Hall) and San Petronio

**Thursday Recounting the Italian City in the Renaissance**

*Ariosto, "La lena" (Acts 3-5)*

- 10:30-12:00 Group Presentations  
Discussion of Ariosto  
2:00-4:00 Resident Director Office Hours  
7:00-9:00 Group Dinner

**Friday Day trip to Ferrara**  
**WEEK 3 The Colonial Italian City (1600-1861)**

**Commented [AJM4]:** There is a lot of free time in this schedule with classes ending at 2.30. I assume they will be doing their tours, but what about the students who do theirs quickly and are the first to report? There is a worry that they will have too much time on their hands. I say this because this came up with Audrey's proposal. I suggest that you look at hers and borrow some of her wording.

**Monday**      **Colonial Italian Culture**  
*Readings: Duggan, "Concise History of Italy," chaps. 3-5 (excerpts)*

- 10:00-10:20 Resident Director: Outline of the Week  
10:30-11:50 Second Quiz  
Introduction to Colonial Italy  
*lunch break*  
1:30-2:30 Lecture on an Occupied Milan and a Free Venice  
2:30-4:30 GTA Office Hours  
5:00-7:00 Film Screening (Halstrom, *Casanova*)

- Tuesday**      **Colonial Bologna**  
*no readings*  
10:30-11:10 Group Presentations  
Bolognese Lives under Colonialism:  
Lucrezia Orsina Vizzana, Laura Bassi, Ugo Bassi (and Rossini)  
11:10-4:00 Bologna Walking Tour and Site Visits  
○ Santa Cristina della Fondazza and Museo internazionale della musica  
    ○ *Lunch at La Tua Piadina*  
○ Archiginnasio

**Wednesday**      **Recounting the Italian City under Colonialism**  
*Readings: Casanova, "Memoirs" (excerpts)*  
*Goethe, "Italian Journey" (excerpts)*

- 10:30-12:00 Group Presentations  
Discussion of Casanova and Goethe  
*lunch break*  
1:30-3:00 Trip to Museo Civico del Risorgimento

**Thursday**      **Recounting the Italian City under Colonialism**  
*Manzoni, "The Betrothed" (excerpts)*

- 10:30-12:00 Group Presentations  
Discussion of Manzoni  
2:00-4:00 Resident Director Office Hours  
7:00-9:00 Group Dinner

**Friday**      **Day trip to Milan**

**WEEK 4    The Modern Italian City (1861-today)**

**Monday    Post-Unification Italian Culture**

*Readings: Duggan, "Concise History of Italy," chaps. 6-9 (excerpts)*

10:00-10:20    Resident Director: Outline of the Week

10:30-11:50:    Third Quiz

Introduction to Post-Unification Italy

*lunch break*

1:30-2:30:    Revisiting Cities: Lecture on Modern Rome, Milan and Naples

2:30-4:30    GTA Office Hours

4:45-7:45    Film Screening: Visconti, *Rocco e i suoi fratelli*

**Tuesday    Modern Bologna**

*no readings*

10:30-11:10:    Group Presentations

Bolognese Lives in Postunification Italy

Anteo Zamboni, Irma Bandiera, Pier Paolo Pasolini (and Isabella Marincola)

11:10-5    Bologna Walking Tour and Site Visits

○ Porta Lame, Stazione Centrale, Memorial to Francesco Lorusso; Piazza Verdi

○ *Lunch at TBD*

○ Museo della Storia di Bologna

**Wednesday    Recounting the Modern Italian City**

*Individual Streaming: Michele Placido, Romanzo criminale*

10:30-12:    Group Presentations

Discussion of *Rocco* and *Romanzo criminale*

*lunch break*

1:30-3:00    Trip to Cineteca di Bologna

**Thursday    Recounting the Modern Italian City & Course Review**

*Grazia Verasani, "Quo vadis, baby?"*

10:30-12:    Group Presentations

Discussion of Verasani

2:00-4:00    Review Session

**Friday**

10:00-12:00    Resident Direct and GTA Office Hours

1:00-2:45    Final Exam

7:00-9:00    Celebration Dinner

**Commented [RD5]:** What about adding a tour of the Cineteca di Bologna? It is open and free



## Italian 3798: The Italian City

### *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 using Bologna as a case-study to examine the history of Italy, and by encountering other Italian cities through lectures, readings and site visits, this course will enable students to understand and experience key aspects of a foreign society's institutions, society and culture on both the local and national level. This new understanding of, and first-hand encounter with, a foreign society, coupled with reflective group discussions and individual assignments, and above all with time spent outside of the classroom experiencing the multicultural communities of Bologna, will help students reframe their sense of their place in the world and foster a new sense of global citizenship.
- (b) By reading about key historical changes in the civic institutions and social formations of Bologna and Italy more broadly, and how the cultural landscape of Bologna and other Italian cities has been transformed by more than one thousand years of visitors (refugees, immigrants, invaders, merchants, etc.), students will glean an understanding of major events in the history of Italian and European society, grasp the central role that diversity has had in shaping Italian culture, and more fully articulate its fundamental importance to their own worlds.
- (c) While all of the topics of this course play into the goals of the Diversity: Global Studies GE, the emphasis placed near the start of each week on the lives of individual Bologna students from the middle ages through the present will help our students view their own experience of OSU's diverse, multicultural campus community through new eyes.
- (d) The students' first paper will address how a millennium's worth of Italian and international students, from Dante to Copernicus, have not only been changed by Bologna, but have also transformed Bologna in turn. In tandem with this paper, students will visit The European Museum of Students. Through the paper, students will express how through the centuries Bologna's university has functioned as a multicultural space, and how their Bologna experiences have changed their own perspective on their OSU experiences and the relationship of universities to diversity and global society.

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 <sup>1</sup>	Opinion survey <sup>2</sup>
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

<sup>1</sup> 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. What are two of the factors that, in 1272, led Bologna to be (perhaps) the first city to abolish slavery?

- Choose one specific event from the history of the University of Bologna and its students, and express how it alters and/or enriches your perspective on the importance of diversity to academic communities.

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.

<sup>2</sup> 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) By tracing the history of Italian literature, art and cinema from the middle ages to the present, this course will give students an understanding of key periods, movements and concepts in European culture and introduce them to major and influential works in a variety of media (e.g. Dante's poetry, Raphael's painting, Visconti's cinema). By rooting these explorations in the concrete social *milieux* of the cities that produced them, students will learn how different ideologies shape, and are in turn shaped by, cultural production.
- (b) Reading one major literary text and viewing at least one film weekly will bolster students' cultural repertoire. Lectures on these readings and viewings will provide students with key terms and tools necessary to engage in probing cultural interpretation and class discussion will proffer students a safe space inside of which to strengthen their ability to express their personal aesthetic responses and judgments.
- (c) Through the focus placed by this course on both the theme of and cultural matrices within the Italian city, and the first-hand experience, through day trips, of other Italian cities (e.g. Florence, Ferrara, Milan) which differ from Bologna in many regards, students will learn not only to analyze cultural aesthetics but also situate them precisely within the historical moments and communities that produced them.
- (d) For their second paper, students will be tasked with choosing an object or space they encounter in one of the cities visited outside of Bologna (e.g. a painting, a tower, a town square) and consider it in terms of a similar object or space in Bologna. The resulting paper will give voice to their personal aesthetic response and, taken in conjunction with what has been learned through the course readings and class discussion, will address how artistic production and/or urban design is effected by historical change and ideological, geographical and social differences.

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 <sup>1</sup>	Opinion survey <sup>2</sup>
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

<sup>1</sup> 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. Boccaccio's *Decameron* clearly inspired Pasolini's film of the same name, but there are also conspicuous differences. In your judgment, identify and briefly describe one aesthetical similarity and one aesthetical difference between the book and the film.
2. How do the frescoes of the Oratorio di Santa Cecilia reflect the ideals of the Italian Renaissance? And how does the tumultuous history of the chapel and its surrounding neighborhood reflect changing political ideologies in Renaissance Bologna?

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.

<sup>2</sup> 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.