

## Term Information

Effective Term Spring 2020

## 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 2061  
Course Title Mediterranean Food Culture  
Transcript Abbreviation Medtr Food Culture  
Course Description This course studies Mediterranean Food Culture by exploring culinary metaphors and the relationships between cuisine and language, while discovering what kinds of tools we need to study food as a cultural product.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 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  
Exclusions  
Electronically Enforced No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

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

## Requirement/Elective Designation

General Education course:

Culture and Ideas; Global Studies (International Issues successors)

## Course Details

### Course goals or learning objectives/outcomes

- Students will investigate the role of the culinary in Mediterranean identities through close readings of fiction, cookbooks, films about Mediterranean food, and selections from scholarly sources on Mediterranean food culture.

### Content Topic List

- Mediterranean Diet, Mediterranean Food, Food of Jerusalem, Food Theory, Greek food, Turkish Food, Greco-Turkish Food, Food and Personal Identity, Culinary Heritage, Food Theory, Food and Language, Migration
- Yes

### Sought Concurrence

## Attachments

- Concurrence Classics.pdf: Concurrence Form Classics  
*(Concurrence. Owner: Afanasyeva,Sofya)*
- Concurrence NELC.pdf: Concurrence Form NELC  
*(Concurrence. Owner: Afanasyeva,Sofya)*
- kashdan\_mediterranean food\_syllabus\_revised.docx: Syllabus and GE Assessment  
*(Syllabus. Owner: Afanasyeva,Sofya)*
- Curriculum Map Italian 9\_2018.doc: Curriculum Map  
*(Other Supporting Documentation. Owner: Afanasyeva,Sofya)*

## Comments

- Resubmitting with requested revisions. Thank you! *(by Afanasyeva,Sofya on 06/03/2019 11:30 AM)*
- -Please uncheck GE literature on form since the course is not requesting that GE category (and GE Cultures and Ideas and GE Literature are mutually exclusive--see statement on form). Also, on p. 1 of the syllabus, please remove reference to GE Literature.  
-If course can count in any of your majors (as an elective), upload updated curriculum map.  
- Please request concurrences from units that deal with things Mediterranean: Classics & NELC *(by Vankeerbergen,Bernadette Chantal on 05/19/2019 09:02 AM)*
- GE Assessment plan is required and a curricular map if the course could count as an elective in the major(s). *(by Heysel,Garett Robert on 05/02/2019 01:31 PM)*

**COURSE REQUEST**  
2061 - Status: PENDING

Last Updated: Heysel,Garett Robert  
06/06/2019

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Afanasyeva,Sofya	05/01/2019 12:35 PM	Submitted for Approval
Approved	Renga,Dana	05/01/2019 12:44 PM	Unit Approval
Revision Requested	Heysel,Garett Robert	05/02/2019 01:31 PM	College Approval
Submitted	Afanasyeva,Sofya	05/15/2019 03:51 PM	Submitted for Approval
Approved	Renga,Dana	05/15/2019 03:53 PM	Unit Approval
Approved	Heysel,Garett Robert	05/15/2019 04:11 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	05/19/2019 09:02 AM	ASCCAO Approval
Submitted	Afanasyeva,Sofya	06/03/2019 11:30 AM	Submitted for Approval
Approved	Renga,Dana	06/03/2019 11:38 AM	Unit Approval
Approved	Heysel,Garett Robert	06/06/2019 10:48 AM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	06/06/2019 10:48 AM	ASCCAO Approval

Lecture: [Italian 2\*\*\*]  
[T/Th 11:10 am – 12:30 pm, Room #]  
[Semester]

Harry Kashdan  
kashdan.3@osu.edu  
[Office hours], Hagerty 220

Mediterranean Food Culture  
GE Cultures and Ideas, GE Diversity-Global Studies

The “Mediterranean Diet” is regularly the subject of breathless speculation in the press. Can olive oil really make you live longer? Is red wine actually good for you? This course uses the popular image of the “Mediterranean Diet” and the associated Mediterranean lifestyle as the jumping off point for an inquiry into the role of food in Mediterranean culture. We will investigate the role of the culinary in Mediterranean identities and pay close attention to how residents of different Mediterranean countries approach the foods of their neighbors. Does a Greek find Turkish food familiar or alien? What does a Tunisian eat in France? How does what we eat matter? What about when, where, and with whom? We will approach these questions through close readings of fiction, cookbooks, and films about Mediterranean food, which we will supplement with selections from scholarly sources on Mediterranean food culture. We will explore culinary metaphors and the relationships between cuisine and language, while discovering what kinds of tools we need to study food as a cultural product.

**Books to Purchase (Available at Barnes & Noble OSU)**

*For Bread Alone*, Mohamed Choukri (1846590108)  
*A Book of Mediterranean Food*, Elizabeth David (1590170032)  
*Garlic, Mint, and Sweet Basil*, Jean-Claude Izzo (1609451158)  
*Clash of Civilizations Over an Elevator at Piazza Vittorio*, Amara Lakhous (1933372613)  
*Jerusalem: A Cookbook*, Yotam Ottolenghi and Sami Tamimi (1607743949)

**Ebook available through OSU library**

*Italian Identity in the Kitchen, or, Food and the Nation*, Massimo Montanari (0231535082)

**Films (on reserve or shown in class)**

*A Touch of Spice*, dir. Tasos Boulmetis  
*Couscous/The Secret of the Grain*, dir. Abdellatif Kechiche  
*Salatah Baladi/Salade Maison*, dir. Nadia Kamel

**Readings on Carmen**

*New York Times* articles on the Mediterranean Diet  
“Transmissions Interrupted: Reconfiguring Food, Memory, and Gender in the Cookbook-Memoirs of Middle Eastern Exiles,” Carol Bardenstein  
*Mythologies*, selections, “Rhetoric of the Image,” “Toward a Psychosociology of Contemporary Food Consumption,” Roland Barthes  
*Foreigners and Their Food: Constructing Otherness in Jewish, Christian, And Islamic Law*, David Freidenreich, excerpts.  
*How to Eat Well and Stay Well the Mediterranean Way*, Ancel and Margaret Keys, excerpts

**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 ELOs**

Food is a primary driver of identity and culture. Through films and readings drawn from around the Mediterranean, students will learn how identity is expressed through food. They will consider the reciprocal influences between two major modes of thought and cultural expression: food and literature. Students will examine how expectations around food shift and evolve in unfamiliar contexts. Students will formulate responses to these issues in discussion and in long-form writing.

### **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 ELOs**

Course materials are drawn from Italy, Morocco, Tunisia, France, Greece, Turkey, Israel, Palestine, and Egypt. Food will be treated as a lens through which it is possible to gain familiarity with another culture. Students will evaluate the differences and similarities between their personal food practices and Mediterranean food culture in oral presentations.

### **Grading**

- 20 points - Participation
- 20 points - Final writing assignment
- 20 points - Midterm writing assignment
- 20 points - Oral presentation
- 20 points - Close reading exercises

### **Grading Scale**

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

### **Participation**

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 day's 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.

### **Writing Assignments**

N.B.: Written work should be in Times (or similar) font, 12-point, double-spaced, with 1-inch margins on all sides.

#### **Midterm and final writing assignment**

For the midterm and final exercises, students will be given three writing prompts. They will respond to two of them in mini-essays of three pages, each (for a total of six pages at each stage, or twelve pages over the course of the semester)

**Close reading exercises**

Students will be responsible for completing two close reading exercises during the term (one page each). These assignments will introduce students to close reading as a foundational skill for literary analysis. Templates and rubrics will be provided.

**Oral presentation**

Each student will deliver a ten-minute presentation on their own family's food traditions. In these presentations, students will explicitly link their own practices to those discussed in course materials, interrogating their assumptions and expectations about the role of food in culture. A sign-up sheet will be distributed in the second week of class.

**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, family emergencies, etc., are excused with proper documentation.

**Technology Policy**

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

**University Policies****Academic Misconduct**

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/>.

**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.

**Mental Health**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 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](http://suicidepreventionlifeline.org).

### **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**

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

#### **Week 1: Introductions**

- Introductions
- *New York Times* articles on the Mediterranean Diet (~10 pages)

#### **Week 2: Making the Mediterranean Diet**

- *How to Eat Well and Stay Well the Mediterranean Way*, Ancel and Margaret Keys, excerpts (~20 pages)

#### **Week 3: The Mediterranean Diet, cont'd**

- First close reading exercise
- *A Book of Mediterranean Food*, Elizabeth David (~30 pages)

#### **Week 4: Jerusalem: A Case Study**

- *Jerusalem: A Cookbook*, Yotam Ottolenghi and Sami Tamimi (~30 pages)

#### **Week 5: Food Theory, Part 1**

- *Italian Identity in the Kitchen, or, Food and the Nation*, Massimo Montanari (~30 pages)

**Week 6: Greek food, Turkish Food, Greco-Turkish food**

- *A Touch of Spice*, dir. Tasos Boulmetis

**Week 7: Food and Personal Identity**

- Second close-reading exercise
- *Garlic, Mint, and Sweet Basil*, Jean-Claude Izzo (~80 pages)

**Week 8: Memoir**

- *For Bread Alone*, Mohamed Choukri (~100 pages)
- Recommended: "Transmissions Interrupted: Reconfiguring Food, Memory, and Gender in the Cookbook-Memoirs of Middle Eastern Exiles," Carol Bardenstein

**Week 9: Culinary Heritage**

- Midterm due
- *Salatah Baladi/Salade Maison*, dir. Nadia Kamel

**Week 10: Food Theory, Part 2**

- *Foreigners and Their Food: Constructing Otherness in Jewish, Christian, And Islamic Law*, David Freidenreich, excerpts. (~30 pages)

**Week 11: Migration**

- *Couscous/The Secret of the Grain*, dir. Abdellatif Kechiche

**Week 12: Food in the Novel**

- Final paper proposal due
- *Clash of Civilizations Over an Elevator at Piazza Vittorio*, Amara Lakhous (~100 pages)

**Week 13: Food Theory, Part 3**

- *Mythologies*, selections, "Rhetoric of the Image," "Toward a Psychosociology of Contemporary Food Consumption," Roland Barthes (~20 pages)

**Week 14: Conclusions**

- Final paper workshop
- Food and language, food and image
- Conclusions

**Final paper due on [Date].**



GE Diversity: Global Studies - Assessment

**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> One question each on the midterm and 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? How is this reflected in Mediterranean food traditions?
2. Choose one text or film studied in the course and describe how a culinary 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. Grading rubrics will be distributed in class.

<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.

**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.

GE Culture and Ideas - Assessment

**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> One question each on the midterm and final 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. *Salatah Baladi* and *Jerusalem: A Cookbook* use very different mediums – documentary film and cooking manual – to examine the same contemporary Israeli culture. How do these different mediums influence our ability to understand the importance of food in contemporary Israel? Do these two works leave you with a coherent understanding of Israeli food culture, or do they expose contradictions and paradoxes?
2. In which ways does *Clash of Civilizations over an Elevator in Piazza Vittorio* represent Italy as a microcosm of the Mediterranean? In particular, address how the Italian table is presented as a space that is constructed by several viewpoints, and that transforms according to which protagonist is narrating its 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.

<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.

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

Please explain:

	4strongly agree	3agree	2disagree	1strongly disagree
As a result of this course I... 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.

**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.

## Ohio State Department Course Review Concurrence Form

The purpose of this form is to provide a simple system of obtaining departmental reactions to proposed new courses, group studies, study tours, workshop requests, and course changes. A letter may be substituted for this form.

Academic units initiating a request which requires such a reaction should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should allow at least two weeks for responses.

Academic units receiving this form should response to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before forwarding this form and all other accompanying documentation to the Office of Academic Affairs.

### A. Information from academic unit *initiating* the request:

Initiating Academic Unit: French and Italian

Date: 5/29/19

Registrar's Listing:

Course Number: IT 2061 Level: U  P  G

Credit Hours: 3

Course Title: Mediterranean Food Culture

Type of Request:  New Course  Group Studies  Workshop  Study Tour  Course Change

Academic Unit with related interests asked to review the request (use a separate form for each unit while requesting concurrences from multiple units):

Date responses are needed:

6/14/19

### B. Information from academic units *reviewing* the request:

- The academic unit **supports** the proposal  
 The academic unit **does not support** the proposal.

Please explain:

*The NELC Department has no reservations concerning this class and supports FRIT's autonomy to develop courses and programs that makes sense for its department and students.*

- The academic unit suggests:

DocuSigned by:

Robert Charles Holub

Signature of Department Chair

Signature of Graduate Studies Chair (if applicable)

## Ohio State Department Course Review Concurrence Form

The purpose of this form is to provide a simple system of obtaining departmental reactions to proposed new courses, group studies, study tours, workshop requests, and course changes. A letter may be substituted for this form.

Academic units initiating a request which requires such a reaction should complete Section A of this form and send a copy of the form, course request, and syllabus to each of the academic units that might have related interests in the course. Initiating units should allow at least two weeks for responses.

Academic units receiving this form should response to Section B and return the form to the initiating unit. Overlap of course content and other problems should be resolved by the academic units before forwarding this form and all other accompanying documentation to the Office of Academic Affairs.

### A. Information from academic unit *initiating* the request:

Initiating Academic Unit: French and Italian

Date: 5/29/19

Registrar's Listing:

Course Number: IT 2061 Level: U  P  G

Credit Hours: 3

Course Title: Mediterranean Food Culture

Type of Request:  New Course  Group Studies  Workshop  Study Tour  Course Change

Academic Unit with related interests asked to review the request (use a separate form for each unit while requesting concurrences from multiple units):

Date responses are needed:

6/14/19

### B. Information from academic units *reviewing* the request:

- The academic unit **supports** the proposal
- The academic unit **does not support** the proposal.

Please explain:

\_\_\_\_\_

The academic unit suggests: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

DocuSigned by:  
*Anthony Kaldellis*  
Signature of Department Chair

Signature of Graduate Studies Chair (if applicable)

Curriculum Map

Italian - Undergraduate

B = beginning

I = Intermediate

A = Advanced

	Cultural Awareness	Comprehension	Speaking	Critical Analysis	Writing and Critical Expr.
<b>Prerequisite and Required courses</b>					
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
<b>Elective courses in English</b>					
2051 (GE)	B			B	
2052 (GE)	B			B	
2053 (GE)	B			B	
2054 (GE)	B			B	
2055 (GE)	B			B	
2061 (GE)	B			B	
3051 (GE)	I			I	I
3052 (GE)	I			I	I
3798.01 (GE)	I			I	
5051	A			A	A
4401	A			A	A
FR4053	A			A	A
<b>Elective courses in Italian</b>					
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
<b>Study Abroad</b>					
3797	I			I	
3798.01	A	A	A	I	I
3798.02	A	A	A	I	I
5797	A	A	A	I	I
<b>Internship</b>					
4191	A	A	A	I	I