

Term Information

Effective Term Autumn 2020

General Information

Course Bulletin Listing/Subject Area Comparative Studies
Fiscal Unit/Academic Org Comparative Studies - D0518
College/Academic Group Arts and Sciences
Level/Career Graduate, Undergraduate
Course Number/Catalog 5061
Course Title The Global Mediterranean
Transcript Abbreviation Global Mediterrane
Course Description This course examines the governments, societies, and cultures of the littoral states (empires/nations) of the Mediterranean Sea. We will pay attention to the 'East/West' paradigm as a prism through which to examine past and present events.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 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 Not open to students with credit for NELC 5061 or Italian 5061
Electronically Enforced Yes

Cross-Listings

Cross-Listings Cross-listed in NELC and Italian.

Subject/CIP Code

Subject/CIP Code 24.0103
Subsidy Level Doctoral Course
Intended Rank Junior, Senior, Masters, Doctoral

Requirement/Elective Designation

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

- 1. Analyze, interpret, and critique scholarly work on the Mediterranean.
- 2. Understand some of the political, cultural, and other aspects of the Mediterranean; and your own in comparison.
- 3. Evaluate the role of the Mediterranean in global issues

Content Topic List

- Humanities; Arts; Social Sciences; History; Anthropology; Culture; Food; East/West; Travel; Cities; Migration; Borders and Boundaries; Music; Religion; Nationalism; Globalization; Mediterranean Culture; Mediterranean History; Mediterranean Migration

Sought Concurrence

Yes

Attachments

- Italian_5061_Concurrence_Classics.pdf: Classics concurrence
(Concurrence. Owner: Vu, Elizabeth A)
- Italian 5061 Syllabus.docx: syllabus
(Syllabus. Owner: Vu, Elizabeth A)

Comments

- some revisions are required. *(by Shank, Barry on 11/13/2019 12:00 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Vu, Elizabeth A	11/13/2019 11:51 AM	Submitted for Approval
Revision Requested	Shank, Barry	11/13/2019 12:00 PM	Unit Approval
Submitted	Vu, Elizabeth A	11/19/2019 12:02 PM	Submitted for Approval
Approved	Shank, Barry	11/19/2019 03:55 PM	Unit Approval
Approved	Heysel, Garrett Robert	11/19/2019 06:03 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Vankeerbergen, Bernadette Chantal	11/19/2019 06:03 PM	ASCCAO Approval



Italian 5061

THE GLOBAL MEDITERRANEAN



Image from <http://kinesabroad.rutgers.edu/academics/mediterranean-diet>

SYLLABUS

TERM: TBA	INSTRUCTOR: Danielle V. Schoon*
CREDITS: 3	OFFICE:
LEVEL: Undergrad; Honors; Grad**	EMAIL: schoon.2@osu.edu
CLASS TIME: TBA	OFFICE HOURS: TBA
LOCATION: TBA	or by appointment
SECTIONS: Undergrad 35563; Grad 35562	COURSE WEBSITE: carmen.osu.edu
PREREQ: Jr. Sr., or Grad standing; or permission of instructor.	

*I prefer to be called Dr. Schoon (pronounced “scone”), in person and in emails. My pronouns are: She, Her, Hers. Please let the class and me know how you would like us to address you.

** This course is cross-listed in French and Italian, Near Eastern Languages and Cultures, and Comparative Studies. Consult your home department for credit towards major or minor.



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COURSE DESCRIPTION:

The contained Mediterranean Sea has allowed for intense interaction among the peoples of southern Europe, North Africa, and the Middle East and created a complex site of encounters among their various histories, cultures, and economies. The history of the Mediterranean region is one of co-existence and conflict, and often referred to as the ‘cradle of civilization.’ For these reasons, this part of the world has captured the imagination of writers, travelers, and scholars for centuries. In the past few decades, however, the Mediterranean region has been reconfigured extensively, not only in political, economic, and cultural terms, but also in the ways it is conceptualized. Scholars question whether there is or ever has been a ‘Mediterranean culture.’ Yet, the concept remains active in the popular imagination (consider the many books about the ‘Mediterranean diet’). Recently, the region has dominated the news with stories of the Arab Spring in North Africa, the dramatic economic downturns in Greece, Italy and Spain, and the so-called ‘migration crisis.’ We must ask not only what connects the places and peoples of the Mediterranean, but also what divides them.

This course examines the governments, societies, and cultures of the littoral states (empires/nations) of the Mediterranean Sea. We will pay attention to the ‘East/West’ paradigm as a prism through which to examine past and present events. As the region connects a global network that shapes local developments, and vice versa, we will consider the reach and relationship of the Mediterranean to other parts of the world.



This course is interdisciplinary and designed for advanced undergraduate and graduate students in the social sciences and the humanities. We will examine ideas and practices associated with the Mediterranean from multiple perspectives, including environmental, historical, religious, linguistic, cultural, artistic, social, and political aspects, in order to create a multi-faceted picture of a very diverse geographic area. In the process, we will (re)consider the usefulness of framing the Mediterranean as a coherent transnational, trans-historical space.

After a brief period of introduction to the main concepts, the course is divided into three parts. They are not chronologically or spatially organized; rather, they suggest some possible frameworks for approaching Mediterranean Studies. Part One: Roads and Passages concentrates on mobility – the movement of people, ideas, and goods across and around the Mediterranean basin and beyond. Part Two: Encounters and Exchanges focuses on the cultural exchanges that can be examined through music, art, ritual, food, film, language, and the like, and gives close attention to the ways such exchanges are accounted for, remembered, erased, and/or imagined. Part Three: Borders and Boundaries turns to the rise and fall of empires and nations, modern categories of race and ethnicity, the East/West divide, globalization and the European Union, and other such institutional forms of delineating space, place, and identity. In this section, we will also return to the issue of mobility, this time to discuss social movements and the recent ‘migration crisis.’

As my training and expertise are in Turkish, Romani, and performance studies, several of the readings will be related to these topics. However, students will have opportunities to explore their own areas of interest and pursue relevant sources. This course is made possible due to a postdoctoral research position in “The Global Mediterranean” within the College of Arts and Sciences, specifically the departments of Comparative Studies, French and Italian, German Languages and Literatures, Near Eastern Languages and Cultures, and the Film Studies program.

TEACHING METHODS:



I make use of lecture, discussion, group activities, flipped classroom, and other such teaching methods. Students are asked to closely follow the weekly readings and pursue a research paper/project. Weekly discussions take place online in Carmen (asynchronous). Students are also asked to attend at least one event outside of class time.

LEARNING OBJECTIVES:

Students will evaluate various Mediterranean cultures and societies, past and present, in order to develop capacities for aesthetic and historical response and judgment, interpretation and evaluation. If you do the work, you will be able to:

1. Analyze, interpret, and critique scholarly work on the Mediterranean from the humanities and social sciences.
2. Understand some of the political, economic, cultural, social, environmental, and philosophical aspects of the Mediterranean; and your own in comparison.
3. Evaluate the role of the Mediterranean (as a place and as a concept) in contemporary global issues.

This course will also contribute to your research, writing, and presentation skills.

REQUIRED MATERIALS:

Course readings & other materials come from two sources:

1. Article PDFs and links through our CARMEN site.
2. Book: Harris, W. V., ed. 2005 (2010). *Rethinking the Mediterranean*. Oxford University Press.

Note on the required text: The cost for a new copy is \$75 on Amazon and \$82 at the Barnes & Noble OSU bookstore on High St. It will also be on reserve in the Thompson Library to check out for 4 hours at a time. An eBook may become available, TBA.

GRADING AND REQUIREMENTS (detailed descriptions below):

Attendance and Participation: 15%



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1 point/week x 15 weeks = 15

Reading Discussion Leader (x2):	10%
Reading Responses (5)	20%
Carmen Discussion Board Posts (10):	10%
Midterm Proposal:	15%
Final Project:	30%

TOTAL:	100%
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➤ Grading Scale

93 - 100 (A)	77 - 79.9 (C+)
90 - 92.9 (A-)	73 - 76.9 (C)
87 - 89.9 (B+)	70 - 72.9 (C-)
83 - 86.9 (B)	67 - 69.9 (D+)
80 - 82.9 (B-)	60 - 66.9 (D)
	Below 60 (E)

GRADED ITEMS BREAKDOWN:

- **Attendance and Participation (15%)** is the key to doing well in the course.
 - Regular attendance is expected.
 - We meet for 15 weeks, so you have the chance to earn up to 1 point per week for attending (on time) and actively participating (described below) – that's 1% of your final grade every week!
 - You may miss 10% of the classes (three classes total). Absence from more than 10% of classes will lower the final grade by 1 point per week for each additional excused/unexcused absence.
 - Please don't be late to class. Tardy means arriving more than 5 minutes after class has started or leaving class early; three tardies constitute an absence.
 - Active participation in class discussions is expected.



- You might want to prepare to talk about the readings in class by jotting down notes as you read and bringing them to class.
 - You'll have the most success (and enjoyment) in this class if you do the assigned readings and think about them. Our goal is to interpret the material critically together and respond to other's arguments. Much of our learning in this course will come from class interactions. You'll be graded for your conscientious engagement with the material and other students. Some tips:
 - Pace yourself between our class meetings. Avoid last minute reading.
 - Refer to the handout "How to Read an Academic Book or Article" on our course website.
 - I realize some students don't naturally talk much in class. There are multiple ways quieter learners can participate. Please discuss this with me as soon as possible.
- **Discussion Leader, x2 (10%)**
- When scheduled, a student discussion leader will lead the discussion of that week's readings and themes. Each student will do this twice in the semester (you'll choose readings in our first week of class). A 1-2 page summary will be submitted to Carmen.
 - The discussion leader will:
 - Present a summary of the topic – demonstrate that you've grasped the key points or ideas of the readings.
 - Present specific examples, guiding the class to particular passages or page numbers of the readings when appropriate.
 - Lead a class discussion by asking specific questions about the texts.
 - Students may present audio/visual material, but it is not required.
- **10 Carmen Discussion Board Posts (10%)**



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- Once a week, students will generate and share information related to the topic we are covering. These can include scholarly works, photographic images, pieces of music, dance, theatre, or art, news articles, literature, film, blogs, wiki pages, etc.
 - At least once in the semester, your post should reflect your attendance at an event outside of class time (on campus or elsewhere; this can be an exhibition, performance, lecture, film showing, etc.). Dates for events will be announced in class and on our Carmen homepage.
 - Post your material along with at least a paragraph of explanation and commentary on our Discussion Board in Carmen by Sunday at midnight.
 - Before our class meeting on Wednesday, be sure to read all of your classmates' posts and respond to at least one of them with a substantial paragraph of commentary/ questions.
 - Every post will earn up to .5 point; every response will earn up to .5 point. You will do this ten times during the semester (out of 14 opportunities).
- **Reading Responses (5)**
- Five times this semester, you will submit a 1-2 page response to one of the readings required for that week. It should include 1) a brief summary and 2) your analysis and questions.
- **Midterm Proposal (15%); Final Project (30%)**
- See the Final Project Guidelines handout on CARMEN for details.

Office Hours and Email Policy

If you cannot attend my office hours, please email me to arrange another time to meet. I will respond to all emails within 24 hours, Monday through Friday. I can only respond intermittently outside of regular business hours (i.e. on evenings and weekends). I ask the same from you.



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 (see list below).

Streaming Assignment

Please familiarize yourself with the streaming system during the first week of classes. You will need to complete this assignment during the first week of class to ensure that you know how streaming works and that you have tested it on your computer. To complete the assignment, login to our course in Canvas, click on 'Assignments', click on 'Streaming Assignment' and upload an attachment of a **word document that states 'I (enter first and last name) attest that I am able to watch course films through the streaming system.'

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

Plagiarism is the representation of another's works or ideas as one's own. It includes the unacknowledged word for word use and/or paraphrasing of another person's work and/or the inappropriate unacknowledged use of another person's ideas. Please ask me if you have any questions about this. All suspected cases are reported to the Committee on Academic Misconduct, in accordance with university rules. Substantiated cases



would mean a failing grade in the course and possibly expulsion, according to university rules. I use anti-plagiarism software to check for undocumented source material.

Collaboration and sharing ideas from others, however, is a good thing. We learn by building on each other's ideas. Just make sure you acknowledge your sources. Also, do something with the ideas of others: evaluate them, relate them to other ideas, argue for or against them, give your own examples illustrating them.

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/>).

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 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.

Disability policy:

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. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. 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.

COURSE SCHEDULE

This Course Schedule shows what you need to read for each class and the theme of the day. It may be subject to change with prior notice from the instructor. We may make additions or substitutions based on the interests of the enrolled students. Readings are available on our Carmen course homepage.



Complete all of the week's readings before the class periods to which they are assigned. I have assigned 50-80 pages of reading a week. Refer to *How to Read an Academic Article* in Carmen for reading tips.

Week 1: Introductions

Wednesday 8/22 Syllabus and Course Schedule

Assignment: Describe the Mediterranean (1 page, bring to class on Friday)

Friday 8/24 What is 'Global'? What is 'Mediterranean'?
Schedule discussion leaders and readings

Film Streaming Assignment Due

Readings:

1. Abu-Lughod, Janet. Introduction in *Before European Hegemony*, pp. 3-40.
2. Preface and Ch. 1 Harris, "The Mediterranean and Ancient History," *Rethinking the Mediterranean*, pp. v-42.*

Part One: Roads and Passages

Week 2: The Silk Road

Wednesday 8/29 **(Possible field trip)**

Friday 8/31 Mediterraneans: Discussion Leader

Reading: Ch. 2 Herzfeld "Practical Mediterraneanism" & Ch. 3 Abulafia "Mediterraneans," *Rethinking the Mediterranean*, pp. 45-93.

Week 3: Water and Air

Wednesday 9/5 Pirates, diseases, and other dangers

Friday 9/7 Zones of unity

Readings:



1. Ch. 4 Bresson "Ecology and Beyond," *Rethinking the Mediterranean*, pp. 94-114.
2. Alberto Garcia Porras and Adela Fabregas Garcia, "Genoese trade networks in the southern Iberian peninsula: trade, transmission of technical knowledge and economic interactions." *Mediterranean Historical Review*, 25:1 (2010), pp. 35-51.

Week 4: Travel and Tourism

Wednesday 9/12 Visiting the Mediterranean: The Grand Tour or the Orient Express

Reading: Ch. 8 Horden "Travel Sickness," *Rethinking the Mediterranean*, pp. 179-199.

Friday 9/14 The Traveller-Observer: Discussion Leader

Readings:

1. Ch.10 Armstrong "Travel and Experience" & Ch. 11 Said "Mirage of Greek Continuity", *Rethinking the Mediterranean*, pp. 235-267.
2. Bertram M. Gordon, "The Mediterranean as a Tourist Destination from Classical Antiquity to Club Med," *Mediterranean Studies*, 12 (2003), pp. 203-226.

Week 5: The Gypsy Trail

Wednesday 9/19 Streaming Film: *Latcho Drom*

Reading: Simmel, Georg. "The Stranger," pp. 1-3.

Friday 9/21 The Quintessential Others: Discussion Leader

Readings:

1. Parrs, Alexandra. 2017. Introduction in *Gypsies in Contemporary Egypt*, pp. 1-31.
2. Malkki, Liisa. "National Geographic," pp. 24-38.

Part Two: Encounters and Exchanges



Week 6: Mediterranean Cities

Wednesday 9/26 Streaming Film: *Empire of Faith* (Part 2)
Cityscapes

Friday 9/28 Architecture and Memory: Discussion Leader

Reading: Sheila Crane, "Introduction" and "The city in the world: Marseille's Mediterraneanisms," in *Mediterranean Crossroads: Marseille and Modern Architecture*, pp. 1-15 and 67-110.

Week 7: Music and Migrants

Wednesday 10/3 Streaming Film: *Rembetiko*
Internal and External Migration

Friday 10/5 Urban Soundscapes: Discussion Leader

Readings:

1. Stokes, Martin. Introduction in *The Arabesk Debate*, pp. 1-19.
2. Yildirim, Kevin. "Poorness is Ghettoness: Urban Renewal and Hip Hop," pp. 85-111.

Week 8: Religion and Ritual

Wednesday 10/10 **MIDTERM PROPOSAL DUE TO CARMEN**

Readings: Discussion Leader

1. Ross Sheppard Kraemer, "Rethinking gender, history, and women's religions in the Greco-Roman Mediterranean," in *Unreliable Witnesses: Religion, Gender, and History in the Greco-Roman Mediterranean*, Oxford University Press, 2011, pp. 243-274.
2. Ch 6 Chaniotis "Ritual Dynamics," in *Rethinking the Mediterranean*, pp. 141-166.

No class on Friday 10/12 for Autumn Break

Week 9: Food



Wednesday 10/17 Streaming Film: *A Touch of Spice*
(Possible field trip)

Friday 10/19 Discussion Leader

Reading: Carol Helstosky, "Diet and health," in *Food Culture in the Mediterranean*, Greenwood Press, 2009, pp. vii-23 and 159-178.

Part Three: Borders and Boundaries

Week 10: Empires/Nations

Wednesday 10/24 Imperialism and Nationalism

Friday 10/26 Streaming Film: *The Battle of Algiers*

Discussion Leader

Reading: Christine Philliou, "Preface: The view from the edge of the center," in *Biography of an Empire: Governing Ottomans in an Age of Revolution*, pp. 13-24.

Week 11: East/West

Wednesday 10/31 Orientalism: Discussion Leader

Readings:

1. Said, Edward. 1979. Introduction to *Orientalism*, pp. 1-15.
2. Bisaha, Nancy. 2004. Introduction and Ch. 3 of *Creating East and West*, pp. 1-12 and 94-134.

Friday 11/2

Readings: Ch. 7 Bowersock "The East-West Orientation" and Ch. 14 "Egypt and the Concept of the Mediterranean," *Rethinking the Mediterranean*, pp. 167-178 and 339-347.

Week 12 – Masculine/Feminine

Wednesday 11/7 Streaming Film: *Divorce Italian Style*



Reading:

1. Moxnes, Halvor. 1993. "Honor and Shame" in *Biblical Theology Bulletin: A Journal of Bible and Theology*, 23: 4, pp. 167-176.

Friday 11/9

Reading:

1. Herzfeld, Michael. Preface and "The Poetics of Manhood" in *The Poetics of Manhood*, xi-50.

Week 13: Global/Local

Wednesday 11/14

Readings:

1. Özyürek. Introduction in *Being German, Becoming Muslim*, pp. 1-23.
2. Solomon. "Hardcore Muslims", pp. 27-53.

Friday 11/16

Discussion Leader

Readings:

1. Laura Feliu, "Global civil society across the Mediterranean: the case of human rights," *Mediterranean Politics*, 10:3 (November 2005), pp. 365-383.
2. Teti and Gervasio, "The Unbearable Lightness of Authoritarianism: Lessons from the Arab Uprisings," *Mediterranean Politics*, 16: 2 (2011), pp. 321-327.

Week 14: Thanksgiving Break, No Classes

Week 15: Insider/Outsider

Wednesday 11/28 Short Film in class: *Coffee Futures*

Readings:

1. Paul James Cardwell, "EuroMed, European Neighbourhood Policy and the Union for the Mediterranean: Overlapping Policy Frames in the EU's Governance of the Mediterranean," *Journal*



of Common Market Studies, 49:2 (2011), pp. 219-241.

2. Alessandri, Emiliano. "Turkey's New Foreign Policy and the Future of Turkey-EU Relations," *The International Spectator* 45:3 (2010), pp. 85-100.

Friday 11/30

Readings:

1. Talani, Leila Simona. 2010. "Fortress Europe," in *From Egypt to Europe*, pp. 45-63.
2. Margarita Fernandes and Teresa Morte, "Stereotypes and other lies: The media and the construction of racial hatred," in *Citizenship and the legitimacy of governance*, Ashgate, 2011, pp. 75-95.

Final Thoughts

Week 16: Mediterranean Assemblages

Wednesday 12/5 (last day of classes)

Readings:

1. Maritsa Poros, "A social networks approach to migrant mobilization in Southern Europe," *The American Behavioral Scientist*, Vol. 51, No. 11 (July 2008), pp. 1611-1626.
2. Miriam Cooke, "Mediterranean Thinking: From Netizen to Medizen," *Geographical Review*, Vol. 89, No. 2, Oceans Connect (April 1999), pp. 290-300.

Optional:

Ch. 15 Horden and Purcell, "Four Years of Corruption" in *Rethinking the Mediterranean*, pp. 348-375.

Final Projects Due December 7th by midnight

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: 11/13/19

Registrar's Listing: _____

Course Number: IT 5061 Level: U P G Credit Hours: 3

Course Title: Mediterranean Food Culture

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

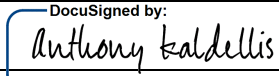
Academic Unit with related interests asked to review the request (use a separate form for each unit while requesting concurrences from multiple units): CLASSICS

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:


 Signature of Department Chair Signature of Graduate Studies Chair (if applicable)