

Term Information

Effective Term

General Information

Course Bulletin Listing/Subject Area	French and Italian
Fiscal Unit/Academic Org	French & Italian - D0545
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3053
Course Title	The Black Mediterranean
Transcript Abbreviation	Black Medtrn
Course Description	This course offers a broad survey of the Black Mediterranean, from the Ancient World through the present.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 7 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	05.0114
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Culture and Ideas; Global Studies (International Issues successors)

Course Details

Course goals or learning objectives/outcomes

- Students will investigate the Black Mediterranean through literary texts, films, and academic treatments.

Content Topic List

- Blackness in Classical civilizations, the construction of race in Europe's Middle Ages, the enslavement of Black peoples in Muslim lands of the Middle East and North Africa, and the legacies of colonialism in France and Italy today.

Sought Concurrence

Yes

Attachments

- kashdan_the black mediterranean_GE_syllabus_fall2020.docx: Syllabus and GE goals/assessment

(Syllabus. Owner: Afanasyeva, Sofya)

- BA FFS Curriculum Map 6-24-20.docx: FFS Major Curriculum Map

(Other Supporting Documentation. Owner: Afanasyeva, Sofya)

- BA French Curriculum Map rev. 6-24-20.docx: French Major Curriculum Map

(Other Supporting Documentation. Owner: Afanasyeva, Sofya)

- Italian Major Curriculum Map 6-15-20.doc: Italian Major Curriculum Map

(Other Supporting Documentation. Owner: Afanasyeva, Sofya)

- Italian Studies Major Curriculum Map 6-15-20.docx: Italian Studies Major Curriculum Map

(Other Supporting Documentation. Owner: Afanasyeva, Sofya)

- Concurrence Approval from AAAS, NELC, Classics, CS.pdf: Concurrence Approval from AAAS, NELC, Classics, CS

(Concurrence. Owner: Afanasyeva, Sofya)

Comments

- Awaiting concurrence from Comparative Studies. *(by Renga, Dana on 07/01/2020 01:42 PM)*

- I believe that seeking concurrence will help this course proposal and it will likely be requested. *(by Heysel, Garrett Robert on 06/27/2020 10:35 AM)*

- This course has been created partially in response to current events, and will serve both as an important addition to our curriculum and as an engaging lens through which students will be able to investigate today's society. Therefore, we hope to be able to offer it in Autumn 2020. Offering it during the 7WS2 will give students time to enroll.

This course will count as a course taught in English for the French, Italian, Italian Studies, and French and Francophone Studies Majors. Updated curriculum maps for these majors are attached. *(by Afanasyeva, Sofya on 06/15/2020 01:59 PM)*

COURSE REQUEST
3053 - Status: PENDING

Last Updated: Heysel,Garett Robert
07/09/2020

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Afanasyeva,Sofya	06/26/2020 03:33 PM	Submitted for Approval
Approved	Renga,Dana	06/26/2020 04:25 PM	Unit Approval
Revision Requested	Heysel,Garett Robert	06/27/2020 10:35 AM	College Approval
Submitted	Afanasyeva,Sofya	07/01/2020 12:58 PM	Submitted for Approval
Revision Requested	Renga,Dana	07/01/2020 01:42 PM	Unit Approval
Submitted	Afanasyeva,Sofya	07/09/2020 12:31 PM	Submitted for Approval
Approved	Renga,Dana	07/09/2020 12:57 PM	Unit Approval
Approved	Heysel,Garett Robert	07/09/2020 02:26 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	07/09/2020 02:26 PM	ASCCAO Approval

Italian 2194
Time ?, Room ?
Autumn II, 2020

Harry Kashdan
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Office hours: TBA

THE BLACK MEDITERRANEAN

GE Diversity: Global Studies; GE Cultures and Ideas

The history of the Mediterranean has often been written as one of contact and conflict between the North and West (Europe and Christianity) and the South and East (North Africa, Western Asia, and Islam). Although scholars are increasingly attentive to the place of sub-Saharan African migrants and refugees in the contemporary Mediterranean, the growth of such studies risks suggesting that Blackness is somehow “new” to the Mediterranean space. A careful examination of Mediterranean history and culture shows, instead, that Black peoples have been integral to Mediterranean societies from the beginning. This course offers a broad survey of the Black Mediterranean, from the Ancient World through the present. We will explore Blackness in Classical civilizations, the construction of race in Europe’s Middle Ages, the enslavement of Black peoples in Muslim lands of the Middle East and North Africa, and the legacies of colonialism in France and Italy today. Our course materials will include literary texts, films, and academic treatments of the Black Mediterranean.

GE Cultures and Ideas (assessment plan appended)

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

Through films and readings drawn from around the Mediterranean, students will learn about expressions of Black identity. They will consider the construction of race across a number of Mediterranean cultures. Students will examine how ideas of Blackness have evolved over a broad historical span. Students will formulate responses to these issues in discussion, response papers, and in a final exam or long-form research paper.

GE Diversity-Global Studies (assessment plan appended)

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 consider Blackness in France, Italy, Morocco, Tunisia, Greece, Israel, and Egypt. Students will consider the relationship between Black identity in the American context and Black

identities in the Mediterranean world. In discussion, students will evaluate how their expectations about race may be challenged in foreign contexts.

Requirements

Class participation and attendance – 30 points*

Weekly responses – 30 points

Final exam or final paper– 40 points

*This grade includes miscellaneous pop quizzes and in-class writing assignments, which will become more frequent if/when I feel a significant portion of the class is not coming prepared for discussion.

Departmental Grading Scale:

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

All Readings Are Available on CarmenCanvas

Participation (attendance, quality of classroom interaction)

Regular attendance and participation are essential to this course. Consistent, respectful, and informed participation is expected from every student in the course. Students should prepare carefully for class by completing all readings in advance. Participation should be thoughtful, respectful, and critical. You are expected to read all course materials in advance of the date they appear on the syllabus, and to come to class with *annotated* readings and reading notes. Students who do not feel comfortable speaking in class should see the instructor after the first or second session to discuss alternative arrangements.

Weekly Response Papers

Each week (not including week one), students will write informal, 1-2-page responses to the week's readings. These responses should help you clarify your reactions to the course material. Use them to frame the questions and comments you might wish to make in class. While these responses are informal, they should still exhibit careful, critical thought and engagement with the readings. Each response is worth five points, for a total of 30 points. Responses should be submitted on our course's CarmenCanvas page.

Final Exam (see also Final Paper, below)

The final exam will be open book and open note. You will be asked to provide thoughtful responses to eight questions, each worth five points, for a total of 40 points. Date and time TBA.

Final Paper (see also Final Exam, above)

In lieu of the final exam, students may choose to write a final research paper. This paper should be 10 pages, double-spaced. Students must develop a clear argument and use appropriate evidence (including course materials AND additional materials) to support it. Students who wish to pursue this option should inform the instructor in the second week of the session.

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. Note that late arrivals to class affect your participation grade.

Technology Policy

Although research continues to suggest that reading from and taking notes on a paper copy of a text results in better analysis and retention of information, given the large number of readings for this course you are permitted to read on a digital device. You may use any digital reader to follow along in class, if that is your preference. You are required to turn off your Wi-Fi and data connections during class to minimize the

possibility of digital distraction. Please be respectful of your, your classmates' and your instructor's time and attention. Students using cell phones during class will be asked to leave.

Land Acknowledgement

I would like to acknowledge that the land our course meets on has long served as a site of meeting and exchange amongst Indigenous peoples, specifically the Shawnee, Miami, Wyandot and Delaware Nations. I honor and respect the diverse Indigenous peoples connected to this territory on which we gather.

Statement on Commitment to Diversity

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

Please be mindful that identity, experience, and expertise are NOT THE SAME THING. Identity, experience, and expertise overlap to form our perspectives on art, culture, politics, and the world at large. Students are encouraged to bring their individual perspectives (their identities, experiences, and areas of expertise) into the classroom, and to be respectful of their classmates' perspectives. Any individual perspective has the potential to enrich OR limit one's ability to engage with, appreciate, and respond to course material.

Statement on Sexual Misconduct/Relationship Violence

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources. If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Academic Integrity

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/>. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Please 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.

Your 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 find yourself feeling isolated, anxious or overwhelmed, please know that there are resources to help: ccs.osu.edu. 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 Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

Students with Differing Abilities

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:** sllds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [CarmenCanvas accessibility](#)
- Streaming audio and video
- [CarmenZoom accessibility](#)
- Collaborative course tools

Syllabus (reading schedule subject to change; all readings provided through web links or available for download on CarmenCanvas)

Week 1. Introduction to the Black Mediterranean (October 15-16)

Framing the Discourse

- "The Black Mediterranean and the Politics of the Imagination," SA Smythe (position paper) <https://merip.org/2018/10/the-black-mediterranean-and-the-politics-of-the-imagination/>
- "White Innocence in the Black Mediterranean," Ida Danewid (position paper) <https://thedisorderofthings.com/2017/06/07/white-innocence-in-the-black-mediterranean/>

Week 2. Black Histories of the Mediterranean (October 19-23)

Blackness in the Ancient Mediterranean

- *Black Athena*, Martin Bernal (academic book excerpts); *Black Athena Revisted*, ed. Mary Lefkowitz and Guy MacLean Rogers (academic book excerpts); *Black Athena Writes Back*, Martin Bernal (academic book excerpts)
- *From Slave to Pharaoh: The Black Experience of Ancient Egypt*, Donald B. Redford (academic book excerpts)

Race in the Mediterranean Middle Ages

- *The Invention of Race in the European Middle Ages*, Geraldine Heng (academic book excerpts)

Week 3. Blackness in the Muslim Mediterranean (October 26-30)

Slavery in the Ottoman Empire

- "Enslaved and Emancipated Africans on Crete," Michael Ferguson (academic book chapter)

The Black Maghreb

- *Black Morocco: A History Slavery, Race, and Islam*, Chouki El Hamel (academic book excerpts)
- "Black Spirits, White Saints: Music, Spirit Possession, and Sub-Saharan in Tunisia," Richard C. Jankowsky (academic article)

Week 4. Black Jews; Colonial France (November 2-6)

Black Jews in Israel

- "Can the Ethiopian Change His Skin? The Beta Israel (Ethiopian Jews) and Racial Discourse," Steve Kaplan (academic article)
- "Becoming a Black Jew: Cultural Racism and Anti-Racism in Contemporary Israel," Uri Ben-Eliezer (academic article)

Senghor and Francophonie

- *The Negritude Movement*, Reiland Rabaka (academic book excerpts)
- *The Collected Poetry*, Léopold Sédar Senghor (poetry excerpts)

Week 5. Postcolonial France (November 9-13, no class November 11)

Black France

- *Black France: Colonialism, Immigration, and Transnationalism*, Dominic Thomas (academic book excerpts)
- *Black France/France Noire: The History and Politics of Blackness*, eds. Tricia Danielle Keaton, T. Denean Sharpley-Whiting, and Tyler Stovall (academic book excerpts)

Black Feminisms in France

- *Readings TBA*

Week 6. Italy, from Colonial to Postcolonial (November 16-20)

Colonial Italy: Oil and Africa

- "Before *The Battle of Algiers*: Sartre, Colonialism, Industrial Cinema, and an Unmade Film," Luca Peretti (<http://sensesofcinema.com/2017/sartre-at-the-movies/sartre-colonialism-industrial-cinema-and-an-unmade-film/>)

Black Italia

- "Black Italia: Contemporary Migrant Writers from Africa," Alessandra di Maio (academic article)
- "Towards a Critical Introduction to an Italian Postcolonial Literature – A Somali Perspective," Ali M. Ahad (academic article)
- *Postcolonial Italy: Challenging National Homogeneity*, eds. Cristina Lombardi-Diop and Caterina Romeo (academic collection excerpts)

Week 7. Postcolonial Italy 2 (November 23-25, December 30-4 virtual)

Migrants and Refugees

- *Adua*, Igiaba Scego (novel)
- *Asmat*, Dagmawi Yimer (short film)

Migrants and Refugees, cont'd

- *Mediterraneo*, Jonas Carpignano (film)

Final exam information TBA.

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 exam ¹	Opinion survey ²
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.	Embedded question on exam	Opinion survey

¹ Two questions on the final exam 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. Compare and contrast constructions of Black identity in contemporary France and Italy. How are they similar, and how are they different? Where do these similarities and differences come from?
2. Consider the relationship between the Black Mediterranean and being Black in America. How are Mediterranean constructions of Blackness similar to and/or different from Blackness in the American context?

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.

² At the end of the semester, each student will be asked to fill out the following opinion survey (next page), 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 Black identity in Mediterranean cultures.				

Please explain:

As a result of this course I...	strongly agree	agree	disagree	strongly 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 ¹	Opinion survey ²
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.	Embedded question on exams	Opinion survey

¹ Two questions on the final exam 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 have academics contributed to constructions of Black identity in the Mediterranean? Do academic perspectives agree or disagree (or both) with perspectives offered by Mediterranean artists and creators?
2. What do artistic responses to the current migration crisis in the Mediterranean zone owe to Mediterranean theories of Black identity? How does Jonas Carpignano's film, *Mediterranea*, engage with the ideas of négritude offered by Léopold Sédar Senghor?

Explanation of level of student achievement expected:

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

² At the end of the semester, each student will be asked to fill out the following opinion survey (next page), 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...	strongly agree	agree	disagree	strongly 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.

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.

French and Francophone Studies Major Curriculum Map

Goal 1: Students will critically interpret and understand significant features of French and Francophone cultures, such as historical and literary movements, film, music, and social and political structures. In addition, they will appreciate the concept of global awareness and the importance of interacting effectively with people of other cultures.

Goal 2: Students demonstrate their level of proficiency in French by achieving an acceptable score on a test measuring skills in reading, writing, listening, and speaking French.

Goal 3: Students will be able to use their background in specific disciplines, such as History, History of Art, or International Studies, to contextualize and critically interpret French and Francophone issues, movements and/or significant contributions.

B = basic I = intermediate A = advanced

	Goal 1	Goal 2	Goal 3
Required FR courses			
1101 (GE)	B	B	
1102 (GE)	B	B	
1103 (GE)	B/I	B/I	
1155 (GE) (in lieu of 1101 and 1102 if placed into it)	B/I	B/I	
2101	I	I	
3101	I	I	
Elective FR, IT, or FRIT courses taught in English			
FRIT2061	B		
2501 (GE)	B		
2801 (GE)	B		
FRIT3052	I		
FRIT3053 (GE)	I		
3301	I		
3801 (GE)	I		
4690	A	(A if in a French-speaking context)	
IT5051	A		
FRIT5061	A		
Elective FR			

courses taught in French			
3102	I	I	
3103	I	I	
3201	I	I	
3202	I	I	
3401	I	I	
3402	I	I	
3403	I	I	
3501	I	I	
3502	I	I	
3701	I	I	
4100	A	A	
4401	A	A	
4402	A	A	
5103	A	A	
5104	A	A	
5105	A	A	
5201	A	A	
5202	A	A	
5203	A	A	
5204	A	A	
5205	A	A	
5206	A	A	
5401	A	A	
5402	A	A	
5403	A	A	
5701	A	A	
Extra- departmental courses			
Comparative Studies:			
2301 (GE)	B		B
3360	I		I
5957.02	A		A
Film Studies:			
3660	I		I
4640	A		A
4650	A		A
4670H	A		A
4895	A		A
Geography:			
5601	A		A
History:			

2203	B		B
2302	B		B
2303	B		B
3249	I		I
3250	I		I
3263	I		I
3270	I		I
3301	I		I
3304	I		I
3306	I		I
3308	I		I
3552	I		I
3798.06	I		I
History of Art:			
3611	I		I
4050	A		A
4421	A		A
4550	A		A
5001	A		A
5611	A		A
5612	A		A
5621	A		A
International Studies:			
2000	B		B
3350	I		I
4515	A		A
4534	A		A
4800	A		A
Medieval and Renaissance Studies:			
2215 (GE)	B		B
Arabic:			
2241	B		B
2702	B		B
Near Eastern Languages and Cultures:			
3201	I		I
3501	I		I
Philosophy:			
3230	I		I
3261	I		I
5261	A		A
Political			

Science:			
3290	I		I
3596	I		I
3910	I		I
4200	A		A
4210	A		A
4214	A		A
4332	A		A
4285	A		A

French and Francophone Studies Major Curriculum Map

Goal 1: Critical Analysis – Students demonstrate the ability to critically read and analyze texts, to interpret cultural products and events within relevant contexts, and to express ideas and perspectives clearly and persuasively without cultural bias or stereotypes.

Goal 2: Language Proficiency – Students demonstrate at least an Advanced Low level of proficiency in reading and at least an Intermediate High level in writing, listening, and speaking French. We strive for Advanced Low in all four skills, but we recognize that a more realistic outcome in writing, listening, and speaking is Intermediate High.

Goal 3: Intercultural Competence – Students demonstrate the attitudes (respect, openness, curiosity), knowledge (of self, culture, sociolinguistic issues) skills (listen, observe, interpret, analyze, evaluate, and relate), and qualities (adaptability, flexibility, empathy and cultural decentering) in order to behave and communicate effectively and appropriately to achieve their goals to some degree in any context

B = basic I = intermediate A = advanced

	Goal 1	Goal 2	Goal 3
Required FR courses			
1101 (GE)	B	B	B
1102 (GE)	B	B	B
1103 (GE)	B/I	B/I	B/I
1155 (GE) (in lieu of 1101 and 1102 if placed into it)	B/I	B/I	B/I
2101	I	I	I
3101	I	I	I
Elective FR, IT, or FRIT courses taught in English			
2501 (GE)	B		B
FRIT2061	B		B
2801 (GE)	B		B
3301	I		I
FRIT3052	I		I
FRIT3053 (GE)	I		I
3801 (GE)	I		I
4690	A	(A if in a	A

		French-speaking context)	
IT5051	A		A
FRIT5061	A		A
Elective FR courses taught in French			
3102	I	I	I
3103	I	I	I
3201	I	I	I
3202		I	I
3401	I	I	I
3402	I	I	I
3403	I	I	I
3501	I	I	I
3502	I	I	I
3701	I	I	I
4100	A	A	A
4401	A	A	A
4402	A	A	A
5103	A	A	A
5104	A	A	A
5105	A	A	A
5201	A	A	A
5202	A	A	A
5203	A	A	A
5204	A	A	A
5205	A	A	A
5206	A	A	A
5401	A	A	A
5402	A	A	A
5403	A	A	A
5701	A	A	A

Curriculum Map

Italian - Undergraduate

B = beginning

I = Intermediate

A = Advanced

	Cultural Awareness	Comprehension	Speaking	Critical Analysis	Writing and Critical Expr.
Prerequisite and Required courses					
1101.01/02/03/61 (GE)	B	B	B		B
1102.01/02/03/61 (GE)	B	B	B		B
1103.01/02/03/61 (GE)	B/I	B/I	B/I		B/I
5101 (GE)	B/I	B/I	B/I		B/I
2102	I	I	I	B/I	B/I
Elective courses in English					
2051 (GE)	B			B	
2052 (GE)	B			B	
2053 (GE)	B			B	
2054 (GE)	B			B	
2055 (GE)	B			B	
2061 (GE)	B			B	
3051 (GE)	I			I	I
3052 (GE)	I			I	I
3053 (GE)	I			I	I
5051	A			A	A
5061	A			A	A
4401	A			A	A
FR4053	A			A	A
Elective courses in Italian					
2193	B	B	B	B	B
2194	B	B	B	B	B
3102	I	I	I		I
3103		I/A		I/A	I/A
3220	I	I		I	I
3221	I			I	I
3222	I	I	I		I
3223	I/A	I	I		I

3224	I/A	I	I	I/A	I/A
3225	I	I/A	I/A	I/A	
3330	I	I/A	I	I	I/A
3331	I/A	I/A	I	I	I/A
3332		I	I		
4223	A	A	A	A	A
4224	A	A	A	A	A
4225	A	A	A	A	A
4330		A	A	A	A
4331		A		A	A
4998 (H)	A	A		A	A
4999 (H)	A	A		A	A
5193	A	A	A	A	A
5194	A	A	A	A	A
Study Abroad					
3797	I			I	
3798.01	A	A	A	I	I
3798.02	A	A	A	I	I
5797	A	A	A	I	I
Internship					
4191	A	A	A	I	I

Curriculum Map

Goal 1: Students will critically interpret and understand significant features of Italian low culture as well as features of high cultures, such as historical and literary movements, the history of the language and linguistic diversity in Italy, Italian film, demography. In addition, they will appreciate the concept of global awareness and the importance of interacting effectively with people of other cultures.

Goal 2: Students achieve an intermediate-low or intermediate-mid result on the STAMP on-line proficiency test for speaking, reading and writing.

Goal 3: Students will be able to use their background in specific disciplines, such as History, History of Art, or Music, to contextualize and critically interpret Italian issues, movements and/or significant contributions.

B = basic I = intermediate A = advanced
 EN = taught in English IT = taught in Italian

Course (Italian program)	Goal 1	Goal 2	Goal 3
2051 EN	B		
2052 EN	B		
2053 EN	B		
2054 EN	B		
2055 EN	B		
2061 EN	B		
3051 EN	I		
FRIT 3052 EN	I		
FRIT 3053 EN	I		
4XXX EN (in progress)	A		
5051 EN	A		
5061 EN	A		
5890 EN	A		
5194 EN/IT	A		
3797 IT	I		
3798.01 EN/IT	I		
5797 EN/IT	I/A		
3102 IT		I	
3103 IT		I	
3220 IT		I	
3221 IT		I	
3222 IT		I	
3223 IT		I	
3224 IT		I	
3225 IT		I	
3330 IT		I	
3331 IT		I	

3332 IT		I	
4223 IT		A	
4224 IT		A	
4225 IT		A	
4330 IT		A	
4331 IT		A	

Course (other departments)	Goal 1	Goal 2	Goal 3
EN 4400 Literary Locations (when in Italy)	A		
MUSIC 3342: Introduction to Opera			I
ARCH 3195 (effective AU 16) Modern Rome: The city and its architecture			I/A
HArt 3521 Renaissance art in Italy			I
HArt 4301 Ancient Greece and Rome			A
5521 Renaissance Painting in Central Italy			A
Hist 3213(H) - Slavery in the Ancient World			I
Hist 3215 - Sex and Gender in the Ancient World			I
Hist 3216 - War in the Ancient Mediterranean World			I
Hist 3220 - The Rise of the Roman Republic			I
Hist 3221 - Rome from the Gracchi to Nero			I
Hist 3222 - The Roman Empire, 69-337 CE			I
Hist 3223 - The Later Roman Empire			I
Hist 3240 - History of the Italian Renaissance, 1250-1450			I
HISTORY 5211 - Special Topics in Roman History			A
CLAS 3101 - Greek and Roman Epic			I
CLAS 3102 - Greek and Roman Drama			I
CLAS 3104 - The Ancient Novel: Narrative Fiction in Greece and Rome			I
CLAS 3203 - War in Ancient Greek and Roman Literature			I
CLAS 3215 - Sex and Gender in the Ancient World			I
CLAS 3408 - Ancient Roman Religion			I
CLAS 4101 - Classical Receptions: Ancient Greece and Rome in the Modern World			A
CLAS 4201 - Political Thought and Institutions in the Greco-Roman World			A
CLAS 4204 - Greek and Roman Science and Technology			A
CLAS 4301 - Art of Ancient Greece and Rome			A
CLAS 5302 - Studies in Greek or Roman Topography			A

Subject: FW: Concurrence Request: The Black Mediterranean
Date: Monday, June 29, 2020 at 2:17:33 PM Eastern Daylight Time
From: Renga, Dana
To: Afanasyeva, Sonya
Attachments: image001.png

From: Simone Drake <drake.194@osu.edu>
Date: Monday, June 29, 2020 at 2:16 PM
To: AAIS-List-Serve <renga.1@osu.edu>
Cc: "Beckham, Jerrell" <beckham.4@osu.edu>, "Skinner, Ryan" <skinner.176@osu.edu>
Subject: Re: Concurrence Request: The Black Mediterranean

Dear Dana,

Sounds like a great course. AAAS is pleased to offer concurrence.

Simone



Simone C. Drake, PhD, MSL

Hazel C. Youngberg Trustees Distinguished Professor
Department Chair & Community Extension Center Director

College of Arts & Sciences | African American & African Studies

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614-292-4460 Office | 614-292-2293 Fax

drake.194@osu.edu <https://www.simonedrake.com>

Faculty Affiliate: English | Film Studies | Popular Culture Studies | Women's, Gender, and Sexuality Studies

<https://press.uchicago.edu/ucp/books/book/chicago/W/bo24152268.html>

<https://www.dukeupress.edu/are-you-entertained>

<https://isupress.org/books/detail/critical-appropriations/>

From: "Renga, Dana" <renga.1@osu.edu>
Date: Sunday, June 28, 2020 at 9:17 AM
To: "Drake, Simone" <drake.194@osu.edu>
Subject: Concurrence Request: The Black Mediterranean

Dear Simone,

I hope this email finds you well. I write to ask AAAS's concurrence for a new FRIT course FRIT 3053: The Black Mediterranean. I've attached the projected syllabus. We are hoping to offer the course in the second term of Autumn, 2020, and it will be one of a several courses that will be part of a new interdisciplinary certificate in

Mediterranean Studies that is in the advanced planning stages.

In keeping with the two week concurrence response timeline, we are requesting a response by Sunday, July 12.

Many thanks! Dana

--

Dana Renga

Professor and Chair, The Department of French and Italian

Co-Director, The Film Studies Program

Affiliate Faculty: Comparative Studies and Women's, Gender, and Sexuality Studies

The Ohio State University

(she/her/hers)

Subject: FW: Concurrence Request: The Black Mediterranean
Date: Sunday, June 28, 2020 at 12:05:48 PM Eastern Daylight Time
From: Renga, Dana
To: Afanasyeva, Sonya

From: "Kaldellis, Anthony" <kaldellis.1@osu.edu>
Date: Sunday, June 28, 2020 at 11:32 AM
To: AAIS-List-Serve <renga.1@osu.edu>
Subject: Re: Concurrence Request: The Black Mediterranean

Dear Dana,

The Department of Classics is happy to give concurrence for this new course. Please use this message as our written response.

Also, thank you for making this course.

Anthony

On Jun 28, 2020, at 9:18 AM, Renga, Dana <renga.1@osu.edu> wrote:

Dear Anthony,

I hope this email finds you both well. I write to ask Classics's concurrence for a new FRIT course FRIT 3053: The Black Mediterranean. I've attached the projected syllabus. We are hoping to offer the course in the second term of Autumn, 2020, and it will be one of several courses that will be part of a new interdisciplinary certificate in Mediterranean Studies that is in the advanced planning stages and that a few Classics faculty are involved with.

In keeping with the two week concurrence response timeline, we are requesting a response by Sunday, July 12.

Many thanks! Dana

--

Dana Renga

Professor and Chair, The Department of French and Italian

Co-Director, The Film Studies Program

Affiliate Faculty: Comparative Studies and Women's, Gender, and Sexuality Studies

The Ohio State University

(she/her/hers)

<The Black Mediterranean.docx>

Subject: FW: Concurrence Request: The Black Mediterranean
Date: Sunday, June 28, 2020 at 12:08:09 PM Eastern Daylight Time
From: Renga, Dana
To: Afanasyeva, Sonya

From: "Levi, Scott" <levi.18@osu.edu>
Date: Sunday, June 28, 2020 at 10:46 AM
To: "Holub, Robert C." <holub.5@osu.edu>, AAIS-List-Serve <renga.1@osu.edu>
Subject: Re: Concurrence Request: The Black Mediterranean

Dear Dana and Bob,

Thanks for the quick response, Bob. Dana: I see great value in this course and have no objection.

Best,
Scott

From: "Holub, Robert C." <holub.5@osu.edu>
Date: Sunday, June 28, 2020 at 10:37 AM
To: "Renga, Dana" <renga.1@osu.edu>, "Levi, Scott" <levi.18@osu.edu>
Subject: Re: Concurrence Request: The Black Mediterranean

Dear Dana,

As I've said before many times, I don't believe that other departments should have veto power over a faculty member who proposes teaching a course for which s/he is qualified. So I am happy to give concurrence.

Scott, however, assumes the interim chair position on Wednesday. I'm not sure how he feels about concurrence in general or about this course in particular. At this date, I think I have to defer to his judgment.

Best regards,
Bob

Robert C. Holub

Robert C. Holub
Ohio Eminent Scholar and Professor of German
Chair, Germanic Languages and Literatures
Interim Chair, Near Eastern Languages and Cultures
Adjunct Professor, Teaching Educational Policy and Leadership
340 Hagerty Hall
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Mobile: 510-316-0205
holub.5@osu.edu
<http://press.princeton.edu/titles/10635.html>

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

From: "Renga, Dana" <renga.1@osu.edu>

Date: Sunday, June 28, 2020 at 9:13 AM

To: "Holub, Robert C." <holub.5@osu.edu>, "Levi, Scott" <levi.18@osu.edu>

Subject: Concurrence Request: The Black Mediterranean

Dear Bob and Scott (writing to both as the concurrence period overlaps with your terms),

I hope this email finds you both well. I write to ask NELC's concurrence for a new FRIT course FRIT 3053: The Black Mediterranean. I've attached the projected syllabus. We are hoping to offer the course in the second term of Autumn, 2020, and it will be part of a several courses that will be part of a new interdisciplinary certificate in Mediterranean Studies that is in the advanced planning stages and that a few NELC faculty are involved with.

In keeping with the two week concurrence response timeline, we are requesting a response by Sunday, July 12.

Many thanks! Dana

--

Dana Renga

Professor and Chair, The Department of French and Italian

Co-Director, The Film Studies Program

Affiliate Faculty: Comparative Studies and Women's, Gender, and Sexuality Studies

The Ohio State University

(she/her/hers)

Subject: FW: Concurrence Request: The Black Mediterranean
Date: Thursday, July 2, 2020 at 3:21:38 PM Eastern Daylight Time
From: Renga, Dana
To: Afanasyeva, Sonya

Concurrence from CS, thanks!

From: "Armstrong, Philip" <armstrong.202@osu.edu>
Date: Thursday, July 2, 2020 at 3:20 PM
To: AAIS-List-Serve <renga.1@osu.edu>
Subject: Re: Concurrence Request: The Black Mediterranean

OK—I've heard nothing back from anyone except positive comments—no concurrence issues with Comp Studies
P

From: "Renga, Dana" <renga.1@osu.edu>
Date: Sunday, June 28, 2020 at 9:19 AM
To: "Armstrong, Philip" <armstrong.202@osu.edu>
Subject: Concurrence Request: The Black Mediterranean

Dear Philip,

Hello! I write to ask concurrence from Comparative Studies for a new FRIT course FRIT 3053: The Black Mediterranean. I've attached the projected syllabus. We are hoping to offer the course in the second term of Autumn, 2020, and it will be one of several courses that will be part of a new interdisciplinary certificate in Mediterranean Studies that is in the advanced planning stages.

In keeping with the two week concurrence response timeline, we are requesting a response by Sunday, July 12.

Many thanks! Dana

--

Dana Renga
Professor and Chair, The Department of French and Italian
Co-Director, The Film Studies Program
Affiliate Faculty: Comparative Studies and Women's, Gender, and Sexuality Studies
The Ohio State University
(she/her/hers)