Term Information

Effective Term	Spring 2024

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	3001
Course Title	Green Italy
Transcript Abbreviation	Green Italy
Course Description	This course traces the history of Italian environment and landscape narratives with a focus on the last two centuries by analyzing the effect of human-driven land consumption, pollution, and economic transformations on natural spaces in Italy.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 8 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, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
Electronically Enforced	Yes

Cross-Listings

Cross-Listings	

Subject/CIP Code

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

Requirement/Elective Designation

Sustainability

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

- Identify and explain the trends of Italian ecological thought and historical discourses among a diverse set of Italian landscapes through the lens of socio-geographic, cultural, and natural evolution of major urban communities, coastlines, ecosystems
- apply guiding principles and policies of UNESCO, the role of Italian NGO green movements and associations (i.e Legambiente, Symbola), as well as official government bodies that protect endangered landscapes and ecosystems.
- recognize systemic fragilities and resiliencies of Italian ecological spaces and cultural sites and evaluate proposed solutions in economic, social, and political terms.

Content Topic List

- Italian Environmental History from post-Unification to present (1861-)
- Italian Ecocriticism
- Eco-crimes
- Ecological themes in narration and storytelling
- Pollution and toxicity
- Environmental and Blue Humanities
- Preservation of cultural heritage (UNESCO)
- Climate crises
- Practices of resiliency
- Green movements (Post-war/1945-)
- Contemporary Eco-art

Sought Concurrence   No

Attachments

- Italian 3001 Green Italy Syllabus.docx: syllabus

  (Syllabus. Owner: Aski,Janice Marie)

- GE Theme course submission worksheet FINAL.docx: GE worksheet

  (GEC Model Curriculum Compliance Stmt. Owner: Aski,Janice Marie)

- IT and IS Curriculum map rev. 1-23.docx: cur map

  (Other Supporting Documentation. Owner: Aski,Janice Marie)

- Cover Letter Green Italy.pdf: Letter

  (Cover Letter. Owner: Aski,Janice Marie)

- Italian 3001 Green Italy Syllabus updated 3.1 resolved contingency.docx: syllabus with requested changes

  (Syllabus. Owner: Aski,Janice Marie)

- GE Theme course submission worksheet revised NO MARKUP.docx: GE revised worksheet clean

  (GEC Model Curriculum Compliance Stmt. Owner: Aski,Janice Marie)

- GE Theme course submission worksheet revised with markup.docx: GE revised worksheet with MARKUP

  (GEC Model Curriculum Compliance Stmt. Owner: Aski,Janice Marie)

- Italian 3001 Green Italy Syllabus revised v.2 NO MARKUP.docx: Revised syllabus clean

  (Syllabus. Owner: Aski,Janice Marie)

- Italian 3001 Green Italy Syllabus revised v.2 with markup.docx: revised syllabus with markup

  (Syllabus. Owner: Aski,Janice Marie)

Comments

- I have uploaded the revised syllabus with the changes requested by the committee.

  I have uploaded the revised syllabus and worksheet (versions clean and with markup according to latest feedback)

  (by Aski,Janice Marie on 07/03/2023 11:20 AM)

- Please see feedback email sent to the department on 02/24/2023 RLS

  Please see feedback email sent 04-19-2023 RLS *(by Steele,Rachel Lea on 04/19/2023 02:58 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Aski,Janice Marie	01/30/2023 06:24 PM	Submitted for Approval
Approved	Heller,Sarah-Grace	01/30/2023 08:26 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/02/2023 04:43 PM	College Approval
Revision Requested	Steele,Rachel Lea	02/24/2023 11:37 AM	ASCCAO Approval
Submitted	Aski,Janice Marie	02/28/2023 05:23 PM	Submitted for Approval
Approved	Heller,Sarah-Grace	02/28/2023 05:36 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	03/01/2023 12:23 PM	College Approval
Revision Requested	Steele,Rachel Lea	04/19/2023 02:58 PM	ASCCAO Approval
Submitted	Aski,Janice Marie	07/03/2023 11:20 AM	Submitted for Approval
Approved	Heller,Sarah-Grace	07/05/2023 05:19 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/11/2023 01:48 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	09/11/2023 01:48 PM	ASCCAO Approval

THE OHIO STATE UNIVERSITY

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January 30, 2023

Dear Arts and Sciences Curriculum Committee,

I am submitting a new GE course for the Sustainability Theme: IT3001: Green Italy, for consideration for approval. I have submitted the syllabus, the GE worksheet, and our revised curriculum map. Since this is a relatively new theme and our course focuses on Italy, we did not think it was necessary to seek concurrence. The course has been created by a specialist in Ecocriticism in our department (Dr. Giuliano Migliori) and I am submitting on his behalf.

Sincerely,

Janice M. Aski

Director of Italian Undergraduate Studies

ITALIAN 3001 Green Italy
(Sustainability GE theme course)

Sample syllabus
Spring 202X

Course Information

- **Course times and location:** class meetings 2X/week, 80 minutes TBA
- **Credit hours:** 3
- **Mode of delivery:** in person

Instructor

- **Name:** Giuliano Migliori
- **Email:** migliori.2@osu.edu
- **Office location:** 214 Hagerty Hall
- **Office hours: TBA**
- **Preferred means of communication:**
  - My preferred method of communication for questions is **email.**
  - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course Description

For centuries Italian landscapes, coastlines, and cities [such as Venice's lagoon, Mount Vesuvius and Naples, and the Mediterranean Sea at large] have been exalted as for their mythical and quintessential beauty, still today among the highest in demand tourist destinations. Their ecologies, ecosystems, and complex histories also tell us stories, not only of wonder but also of destruction, travesty, and resiliency. These "nature stories" are crucial in reshaping our relationship and value-making with our cities and our environments. What does "green Italy" look like today? Where can we see and hear the narratives of ecological resilience and transition? What associations, industry leaders, innovation policies and examples are shifting cultural paradigms towards sustainability practices? In what ways are they providing and unpacking new social strategies to face climate, energy, and food crises and how do they allow us to reflect, or act, on the reduction of our human footprint and preserving cultural capital? How has Italy become one the nations at the forefront of today's race for renewable

energies and sustainable cities?

This course traces the history of Italian environment, landscape narratives, and energy policies with a focus on the last two centuries, by analyzing the effect of human-driven land consumption, pollution, and economic transformations on natural spaces. Students will explore Italy's vulnerable beauty (its geography, its unstable and seismic terrain, the industrial revolution, conflicts over nuclear energy, and circular economy), the crisis of steel in the Apulia region, the illegal toxic dumping near Naples, and the overflowing tourism and rising sea levels in fragile spaces such as Venice. In turn, we will also examine resilient social practices of preservation (the tangible and intangible value of UNESCO cultural and social sites), slow and ethical tourism, and attempts to rehabilitate ecological and social spaces with a focus on justice, health, and cultural liberation. We will read and view a selection of works, literary and scientific texts, documentaries, journalistic accounts and as well as official EU government documents and NGO manifestos (Symbola association, Slow Food movements, ENEA industries, and the case of Placeology practices on restorative urban spheres) that weave together economic, social, cultural, and political aspects of sustainable development, and the course will guide students to reframe and dig deeper into contemporary environmental Italian humanities and sustainable practices. Taught in English. **GE Sustainability. Counts towards the Major or Minor in Italian.**

General Education Goals and Expected Learning Outcomes

As part of the **Sustainability Theme** of the General Education curriculum, this course is designed to prepare students to be able to do the following:

Goal 1: Successful students will analyze the concept of sustainability more advanced and in-depth level than the foundations.

Expected learning outcomes:
1.1 Engage in critical and logical thinking about sustainability
1.2 Engage in advanced, in-depth, scholarly exploration of sustainability

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

Expected learning outcomes:
2.1 Identify, describe, and synthesize approaches or experiences as they apply to sustainability.
2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.

GOAL 3: Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multifaceted, potential solutions across time.

Expected Learning Outcomes:

3.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems

3.2 Describe, analyze, and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future

3.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.

This course fulfills these goals by asking students to engage with the history of Italian landscapes and endangered ecosystems, their rapid transformations in post-Unification Italy and the evolution of green transitional practices in agricultural, industrial, and service-based sectors, via various sources, audio and video, such as films and documentaries, and literary accounts. It also requires them to carefully examine the policies that have been put in place by the UNESCO organization, local municipalities programs on energy efficiency and composting policies, industrial and economic transformations (ENEA, ISPRA, and the Atlas of circular economy excellences) and social innovation on agricultural productions. In addition, students will engage in discourses on blue humanities (protection of coastal cities, clean water policies) and EU organizations to preserve such historical, social, and cultural spaces. Through the analysis of these texts, spaces, study of maps, infographics, and the impactful history of Italian green movements and NGOs as well as cinematic representations of environmental issues and collective memories of national traumas, students will deepen their knowledge of Italy's environmental stories and practices of protection, resilience, and socio-political change. Students will be equipped to define and highlight the major features of these fragile ecosystems, their cultural and economic value, and also critically interpret how human communities have responded by changing their perception and awareness of how we relate physically, emotionally, and artistically with our surroundings.

Additional (A) Expected Learning Outcomes pertaining to the specific content of this course, Green Italy:

A.1. Understand the trends and the socio-political challenges of Italian ecological thought and historical discourses in the last two centuries among a diverse set of Italian landscapes through the lens of socio-geographic, cultural, and natural evolution of major urban communities, coastlines, and ecosystems in post-Unification Italy. (means: reading and analyzing literary, historical and critical readings; actively contributing to lectures; viewing and analyzing films and documentaries; understanding the eco-critical stands of Italian studies, evaluating infographics, examining industry-based solutions and sustainable practices in contemporary Italy, participating in oral and written discussion)

A.2 Understand and Apply key guiding principles and sustainable policies of UNESCO, the role of Italian NGO green movements, associations, industries (i.e Legambiente, Symbola, Slow Food movements, ENEA, ISPRA Data Center for Environmental Research), as well as official government bodies that protect endangered landscapes and ecosystems, and promote solutions on production, energy materials, circular economy experiences (means: reading and analyzing literary, historical and critical readings; viewing and analyzing maps; actively contributing to lectures; viewing and analyzing films and documentaries; understanding the eco-critical stands of Italian studies, participating in oral and written discussions, designing a creative eco-cultural project, understanding circular economy principles, challenges and strengths, discussing research materials on Italian green transitions experiences)

A.3 Recognize systemic fragilities and resiliencies of Italian ecological spaces and cultural sites and evaluate

proposed solutions in economic, social, cultural, and political terms. (means: reading and researching past and current environmental discourses and climate crises, participating in oral and written discussions; evaluating circular economy projects, examples, and challenges, presenting accurate and detailed research materials on Italian green transitions conducting, synthesizing, and presenting a group research conducted on a specific natural/ecological event, social movement or experience, or industry-led green transformation).

How This Course Works

Mode of delivery:
Mode of delivery: This course is fully in-person. The course will take place on Tuesdays and Thursdays on times and places to be announced.

Pace of online activities: This course is generally divided into **bi-monthly modules** that are released two weeks ahead of time. Students are expected to keep pace with deadlines listed on the Weekly Schedule below. Deadlines for various activities are generally Tuesdays by class time, and/or Sundays by midnight).

Class Organization in Carmen Canvas
With the exception of the two Course Textbooks listed below, all course materials can be found in each module in Carmen Canvas. These include handouts, discussion questions, assignments, rubrics, and other supplemental materials. All course quizzes are taken through Quizzes in CarmenCanvas, and all assignments will be turned in to Assignments on Carmen Canvas.

Credit hours and work expectations: This is a 3 credit-hour course. According to Ohio State bylaws on instruction (go.osu.edu/credit hours), students should expect around 3 hours per week of time spent on direct instruction (weekly Zoom meetings and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of C average.

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance and to follow closely the policies about tracing, quarantine, and isolation. Communication is key. https://safeandhealthy.osu.edu/

Course Materials and Technologies

Required Materials and/or Technologies

To purchase:

Gabriella Corona *A short Environmental History of Italy. Variety and Vulnerability* (White Horse Press, 2017 (historical survey). Will be available at Barnes and Noble on High St., https://www.barnesandnoble.com and other online book retailers

Monica Seger. *Toxic Matters* Univ. of Virginia Press, 2022 (scholarly text)

Available through OSU Libraries, Open Access:

Serenella Iovino, *Ecocriticism and Italy: Ecology, Resistance and Liberation.* Bloomsbury, 2016

Iovino, S., Cesaretti E., Past E., editors. Italy and the Environmental Humanities. *Landscapes, Natures, and Ecologies.* University of Virginia Press, 2018.

Available through Carmen

Roberto Saviano, *Gomorra* (2006) (investigative journalism)
Carlo Petrini, *Slow Food Nation* (2013)
J. Goethe *Italian Journey*. 1992 (diaries)
Gomorrah by Garrone (2008) (film)
UNESCO document 37-C4 2014-2021
Armiero, Hall. *Nature and History in Modern Italy,* (2010) (scholarly volume)
Italo Calvino *Marcovaldo or the seasons in the city.* (1963) and *Invisible Cities*
Various scholarly articles by Iovino, Past, Mancuso, Conti, Cassano, Heitmann will be provided in a pdf copy

FILMS
Most films/documentaries are available to view FOR FREE via EITHER on the Secured Media Library (https://resourcecenter.odee.osu.edu/secured-media-library) or through Kanopy or another streaming service. Some will be shown on Vimeo and the links will be provided.

Film viewing: you are responsible for watching course films **outside of class unless otherwise indicated.**

For help with film streaming, contact ODEE for help with SML (https://resourcecenter.odee.osu.edu/secured-media-library) and University Libraries for help with any of their on-line streaming services (https://library.osu.edu).

Required Equipment
- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection

- **Webcam:** built-in or external webcam, fully installed and tested for specific assignments

- **Microphone:** built-in laptop or tablet mic or external microphone

- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for

technology and internet access at go.osu.edu/student-tech-access.

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the installing Office 365 (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device (go.osu.edu/add-device) help article for step-by-step instructions.

- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.

- Install the Duo Mobile application (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills

- Navigating CarmenCanvas (go.osu.edu/canvasstudent)

- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings) if necessary due to University policies and notifications

- Recording a slide presentation with audio narration and recording, editing and uploading video (go.osu.edu/video-assignment-guide)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat**: go.osu.edu/it

- **Phone:** 614-688-4357 (HELP)

- **Email:** servicedesk@osu.edu

Student Services

For an overview of and contact information for the **student advising services** offered on the OSU main campus go to http://advising.osu.edu

For an overview of and contact information for **general student services** offered on the OSU main campus go to https://contactbuckeyelink.osu.edu/

Assignments, Grading, and Expectations

How Your Grade is Calculated

Attendance and active engagement (including investment Log)	15%
Response papers in Carmen Discussion, plus comments to peers (9)	20%
Bi-weekly quizzes (6) and a Syllabus quiz	25%
Individual creative presentation on an UNESCO project site	10%
Group Research and Presentation on sustainable changes, plus comments	15%
Final Exam	15%

Descriptions of Course Assignments

Active Engagement (including an Investment log)
Your preparedness and active contribution in class is fundamental to succeed in this course and have an effective learning experience. For most reading or viewing assignments, I will give you several study questions to guide you; please prepare answers to these questions *in writing* and bring them to class and to your small-group discussions so that you can participate as fully as possible. You will self-assess your engagement by completing an "investment log" twice in the semester**.** Instructions on how to complete this activity will be posted on Carmen.

Attendance policy
Class attendance is crucial for success in this course. Regular attendance is expected, but my evaluation of your "attendance and active engagement" primarily takes into account your attentiveness during class, the frequency, and above all the quality of your contributions to discussion. Over the course of the semester, you will be allowed three (3) "grace sessions" without the need for official documentation. These days should *not* be interpreted as free days; use them wisely! They should be reserved for foreseeable or unforeseeable events and emergencies, including illness for which medical attention is not sought. Absences will be closely monitored. **Any unexcused absence** beyond the allowed grace days will negatively affect your final course grade at the end of the semester. Each unexcused absence beyond the grace periods lowers your Attendance and active engagement grade by 1%.

Because course-learning is discussion-driven and thus cannot be replicated in the event of absences, excessive excused absences may also negatively affect your grade. Conflicts with work or transit from another class are your responsibility to resolve or avoid, and chronic tardiness, particularly disruptive behaviors including late entrances and early departures that distract myself and your classmates, will negatively affect your participation grade (as assessed by the investment log).

Any additional absences (beyond the 3 "grace sessions") can be excused if you have an acceptable, verifiable reason. If you have a chronic illness that may cause recurrent absences or tardiness, it must be certified and dated by a medical doctor or the Office of Student Life Disability Services. Documentation intended to excuse an absence should be presented to the instructor **no later than one week after your return to class**. **NOTE:** The falsification of official documents is a serious offense that will be reported to COAM.

If you reach a total of 12 absences (excused and unexcused) you fail the course.
In sum, make sure that you 1) clearly understand the attendance and tardiness policies for this course, 2) keep track of your own attendance and tardiness records, 3) present documentation and excuses no later than one week after your return to class and 4) make wise decisions regarding if and when you miss class.

Policy on electronic devices: cell phones and other mobile devices, eReaders, tablets, laptops, etc.

Cell/smart phones may not be used for any form of communication or Internet consultation during class time. Please remember to set these devices to silent and leave them in your bag. Because they tend to provide distractions to you and your classmates, you may not use an electronic device for notetaking in this class, and I expect these devices to be closed and/or stowed in your bag when not pertaining to discussion of readings.

Disregard for this policy on electronic devices will negatively impact your participation grade.

Weekly Response papers via Carmen Discussion
There is a Carmen Discussion Thread on a weekly basis with specific questions/prompts that I will provide. Carmen discussion threads are meant to be an opportunity to explore further course materials, ask questions and articulate your thoughts. Your grade for each post, which also includes brief responses to at least two other posts, will be based on its thoroughness, depth, and clarity. You are only allowed to miss ONE unexcused post. To receive credit, written responses should consist of **300-350 words.** At least two responses will be designed as video-audio comments. You should narrate your ideas with the support of visual content (slides, images). Rubrics will be provided. I will drop the lowest score you receive on these response papers/videos.

Online Quizzes
There will be six online **quizzes** (roughly twice a month) which will include questions on class content, films, readings, texts that we will read or watch. All quizzes are due on Fridays and will cover only the material studied in the two weeks preceding it. Quizzes will be open book, but you will be limited to 30 minutes from the time you open each quiz on the day it is due, so you must be able to rely largely on your memory of the material learned. It will be comprised of fill-in-the-blanks, multiple choices, and short answers. A missed quiz without prior notification will count as a zero. No tolerance on plagiarism. I will drop the lowest score you receive on these quizzes. **Syllabus quiz**. You need to complete the quiz with a perfect score by the end of week ONE. You have unlimited tries to complete the Syllabus quiz.

Your **Individual eco-cultural Itinerary** is an opportunity to craft a poster to demonstrate your understanding of UNESCO policies, mission, and sustainability goals. You will conduct a virtual journey of a site of your

choosing and present the historical, cultural, and ecological value to a potential audience, going beyond and reframing a simplistic (often mythical) concept of beauty of Italian spaces and sites. The project will discuss and evaluate how this site could be seen as an economic and social propulsor to develop sustainable projects and compare it to areas/sites and ecological project in the United States. Your project will be submitted via Carmen, and you will comment briefly on two other posters to assess clarity. A rubric will be provided in class and via Carmen.

In your **Group Research Paper (7-8 pages at least) and Presentation** you will coordinate with one or two other students and select a theme, a site and/or event in Italian environmental and sustainable history or an industry-led green transformation in modern and contemporary Italy (on energy dynamics, food cultures, fashion, waste management, or others) of your choosing. I will provide you with a list of suggestions but personal interests and research are highly encouraged. The paper, which analyzes a topic of the group's choice, must use at least 6 print and appropriate digital media sources (no more than 4 digital sources). You will prepare a 10- minute slide presentation narrating your research paper. The image section will represent a compilation of art, film stills, newspaper articles, infographics and statistics, portraits and photographs of historical figures, poems, plays, or other works of literature, and so on, which will relate to the theme being presented. Each group will present their work at the end of the semester in the dates indicated on the Weekly Schedule. You will submit a brief evaluation of other groups' presentations assessing clarity and factuality. Students are strongly encouraged to make an appointment to discuss ideas, developments, organizations and writing styles. More instructions with a list of feasible topics and a rubric will be given in class.

Your **Final Take Home Exam** at the end of semester will assess your critical engagement with the course goals and your understanding of texts, visual content, and class discussion on course materials. The Final will be open book, but you will be limited to a two-day window to complete and upload the document in Carmen. The format will be comprised of short answers, analysis of environmental issues, geo-historical dynamics about Italian society and landscapes, key figures and authors, associations, industries, NGOs, Data Center for Environmental Research, and their relevance in current debates. Carmen response papers and quizzes will have opportunities to practice and receive feedback on short answer responses and other question types.

Instructor Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- If you have a question about the course that is not answered in the syllabus or elsewhere in Carmen, please contact me through my Ohio State email address. I will reply to emails within **24-48 hours on days when class is in session at the university**. I will respond to e-mails sent after 5pm on a Friday on Monday morning.

- **Grading and feedback:** For assignments submitted by the due date, I will try to provide feedback and grades within **seven days, although some assignments make take a few days longer.** Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

Other Course Policies

Discussion and Communication Guidelines

[Example: The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style**: While there is no need to participate in Carmen class discussion threads as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation.
- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources**: When we have academic discussion board please cite your sources to back up what you say. For course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work**: You are STRONGLY ENCOURAGED to compose your academic posts in a word processor and/or record them off of Carmen, where you can save your work, and then copying into the Carmen discussion. This way you have your own backup in the rare event that Carmen data is lost.

Class Conduct: Consistent, respectful, and informed participation is expected from every student in the course. This includes:
- **Respectful** discussion.
- **No email or Internet usage** during classes (with exception of class related activities such as collaborative) Doc, i.e. please use computers/personal devices only for matters related to our class);
- **Cell phones** put away when class is in session

Academic Integrity Policy

Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's Code of Student Conduct (studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me. **Reproducing words or ideas that you find in a book, a DVD, in another student's writing, or on a website (etc.), without indication through the use of quotation marks (in the event of direct citation) and crediting the source with full bibliographical information in a foot- or endnote is plagiarism.**

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

- Committee on Academic Misconduct (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or

expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

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 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 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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility Accommodations for Students with Disabilities

Requesting Accommodations

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 (SLDS). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.

Disability Services Contact Information

- Phone: 614-292-3307

- Website: slds.osu.edu

- Email: slds@osu.edu

- In person: Baker Hall 098, 113 W. 12th Avenue

Accessibility of Course Technology

This course requires use of CarmenCanvas (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 as early as possible.

- CarmenCanvas accessibility (go.osu.edu/canvas-accessibility)

- Streaming audio and video

- CarmenZoom accessibility (go.osu.edu/zoom-accessibility) if necessary

Sample Weekly Schedule*

*Subject to minor revision. Should assigned reading/viewings or due dates change for any reason, such changes will be announced in class and posted to Carmen accordingly. Any changes will be in students' best interest for the achievement of the course goals.

Please consult this schedule regularly so as to be prepared and to complete assignments on time. You will also find a copy on the Syllabus page in Carmen (the full syllabus can be found in the first Carmen Module). Make sure to complete the Syllabus/Pledge Quiz by Sunday.

MODULE 1 – Introduction, Italy's Vulnerable Beauty

Tues, Aug. 22

- Why Italian Ecologies speak Global. Introduction to course policies and goals
  Evaluating the nature-culture divide in languages

Thurs, Aug. 24

- **Read:** Iovino, Cesaretti, Past (eds) *Nature, Landscapes, Ecologies. Environmental Humanities,* Introd. (1-16) available online through OSU Libraries. Italy as a case study
- **Read:** Glotfelty, Froom. *The Ecocriticism Reader.* Introduction. (pdf in **canvas)**
  The green turn and the role of human. ISPRA, Institute for Enviromental Protection and Research

Complete the **Syllabus/Pledge Quiz** by Friday.

MODULE 2-3 – Landscapes and Picturesque Italy

- Tues, Aug. 29

- **Read:** What is a Landscape? The EU Convention in Florence 2000
  https://www.coe.int/en/web/landscape/home#
- Selected reading from J. Goethe *Italian Journey*. 1992. *The Grand Tour yesterday and today's slow tourism*

Thurs, Aug. 31

- **Read:** Protecting the Beauty. UNESCO projects. Maps of UNESCO sites. Sustainability

and World Heritage, the case of Urbino and L'Aquila Historic Centers
https://whc.unesco.org/en/canopy/urbino/ and https://whc.unesco.org/en/canopy/laquila/

Assignment: Response #1, due by Sunday via Carmen Discussion Board

Tues, Sep. 5

- **Workshop.** World Cultural Heritage, there and here, and Sustainability Goals. Pre-activity for presentations next week
  Read: UNESCO, Document 37/C4 – 2014-2021: Medium Term Strategy.
  https://unesdoc.unesco.org/ark:/48223/pf0000227860

Thurs, Sep. 7

- **Read:** Arminio, Franco. "On Places and Looking. Italy's Silent Epiphanies" Available in *Landscapes, Ecologies. Environmental Humanities,* pp. 110-113 online through OSU Libraries. Excerpts from the volume *Give way to the Trees* (pdf in canvas)
- **Choose your "Piazza",** a gathering space. Silence during the pandemic
  https://www.piazzeinvisibili.com/
- **Optional reading**: Leopardi, Giacomo. *La ginestra (The Wild Broom),* 1836. Romanticism in Italy. (**pdf** in canvas)

Assignment: Response #2, due by Sunday via Carmen Discussion Board
Quiz #1, due by Friday

MODULE 4 – Italy's Vulnerable Geography. A bit of history.

Tues, Sep. 12

- **Read**: Armiero, Hall "Il bel paese: An Introduction". (pdf in **canvas).** *Nature and History in Modern Italy,* pp. 1-11
- **Read:** Corona, G. *A Short Environmental History of Italy: Variety and Vulnerability* (Intro and Chap. 1)

Thurs, Sep. 14

- **Read:** Corona, G. *A Short Environmental History of Italy: Variety and Vulnerability* (Chap.2, 3)

Assignment: Response#3 due by Sunday via Carmen Discussion Board

Presentation due by Sunday (Eco-cultural itinerary) based on one or more aspects of the UNESCO site and Italian Landscapes, upload your document in Carmen Discussion Board by Sunday. **Comment on two posts by Tuesday.**

MODULE 5-7 Eco-crimes and Organized syndicates (Naples)

Tues, Sep. 19

- **Read**: Iovino *Ecocriticism and Italy* Introd. and Chap. 1 (pp. 13-22)
- **Read**: Iovino, *Naples 2008, or, the waste land: trash, citizenship, and an ethic of narration.* (**pdf** in canvas)

Thurs, Sep. 21

- **Watch** the film: *Gomorrah* (dir. Garrone, 2008) on Secured Media Library, assigned playlist and **Discussion** in class. Focus on Industrial waste and eco-crimes

MODULE 6 Eco-crimes and Organized syndicates (Naples) II

Tues, Sep. 26

- **Read**: Saviano, *Gomorrah* (first and last chapters)
- **Read**: Italo Calvino, "Leonia". *Invisibile cities.* What is a 'countinous' city? Slow economy and Italian GDP. ISPRA Data Center

Thurs, Sep. 28

- **Read**: Past, Elena. (2013) 'Trash is Gold*':* Documenting the Ecomafia and Campania's Waste crisis". *ISLE,* 20 (3): 597-621(pdf in **canvas).**
- **Watch either one of these documentaries:** *Vietato Respirare* (*No Breathing)* 2009. Dir. Ricky Farina. **https://vimeo.com/254002212 OR** *Biutiful Cauntri (2008)* Dir. Esmeralda Calabria, Andra D'Ambrosio, and Peppe Ruggiero. **https://vimeo.com/27282089**

Assignment: Response #4, due by Sunday via Carmen Discussion Board
Quiz #2, due by Friday

MODULE 7 The Economic Boom and Nature-Urban Storytelling

Tues, Oct. 3

- Calvino, Italo. *Marcovaldo* (selected stories on pollution and industries in 1960-1970s)

Thurs, Oct. 5

- Calvino, Italo. *Marcovaldo* (selected stories on blue humanities, rivers, and seas)
- Italy of Recycling. Research Report 2019. Foundation of Sustainable Development https://www.fondazionesvilupposostenibile.org/wp-content/uploads/dlm_uploads/Research-Summary_Italy-of-recycling_2019.pdf

   Assignment: Response #5, due by Sunday via Carmen Discussion Board
   Quiz #3, due by Friday

MODULE 8. Beyond the Crisis, Plants!

Tues, Oct. 10

- Beyond Trash. Vertical Forest and the case for plants!
- **Read:** Boeri, Stefano. https://www.stefanoboeriarchitetti.net/en/project/vertical-forest/
- **Read**: Mancuso, Stefano. "In praise of the *persona economica*: listening to plants for a new economic paradigm" *Humanities and Social Sciences Communications* volume 9, n. 288 (2022) (**pdf** in Canvas). Excerpts from *Tree Stories* by Mancuso. (Pdf in Canvas)

   Assignment: Response #4, due by Sunday via Carmen Discussion Board

Thursday, Oct 12 -- Fall Break, No class

MODULE 9-10 Steel, Dioxin, and a Park

Tues, Oct. 17

- **Watch** the AP reportage "Italy's pollution. The Seveso Affair" https://www.youtube.com/watch?v=MRLvxElej6s
- **Read**: Seger, Monica. *Toxic* Matters. Chap 1-2 "Making sense" and "Seveso Stories, or the Importance of Laura Conti"

Thurs, Oct. 19

- **Listen** and **read** critically the song "Seveso" by A. Venditti **(pdf** in canvas)
- **Read:** Conti, Laura. "A Hare with the face of a child". Trans. Patrice Barron. *Italian Environmental Literature.* pp.263-273 (pdf in **canvas).**
- **Read:** The Seveso accident: A look at 40 years of Health Research and beyond. https://www.sciencedirect.com/science/article/pii/S0160412018313928. How Seveso became a "national and memorial" park.

Assignment: Response #5, due by Sunday via Carmen Discussion Board

Tues, Oct. 24

- **Read**: Seger "Thinking through Taranto: Toxic Embodiment, Eco-catastrophe, and the Power of Narrative," (pdf in **canvas)**
- **Watch** the Film: *Non perdono (I do not forgive)* Dir. Grace Zanotto and Roberto Masella

- Tues, Oct. 26
- **Read**: Seger. *Toxic* Matters. Chap 3 "Taranto: Past, Present, Future" available in *Landscapes, Ecologies. Environmental Humanities,* pp. 184-192 online through OSU Libraries
- **Listen** and **Read** critically the song: Taranto Libera (Free Taranto) (pdf in **canvas).**
- **ENEA and Reciproco, Circular City Declaration (Italian Agency for New Technologies)**

Assignment: Response #6, due by Sunday via Carmen Discussion Board
Quiz #4, due by Friday

MODULE 11 Venice, Barene and the Lagoon

Tues, Oct. 31

- **Watch** the film by Andrea Segre in class, *Molecole,* 2020. Link to be provided
- **Read:** Iovino "Death in Venice" Bodies and the Discourse of Pollution from Thomas Mann to Porto Marghera (pdf in **canvas)** or *Ecocriticism and Italy,* Chap. 2 "Cognitive Justice and the Truth of Biology"

Thurs, Nov. 2

- **Read:** Iovino. Skim "Three Earthquakes" in *Ecocriticism and Italy.* Chap. 3 (110-122)

Focus on L'Aquila
- Dolomites and Power of Rebirth. The Story of the Startup VAIA, sustainable wood, and other eco-resiliency projects. https://www.internimagazine.com/last_news/vaia-cube/
- The case of Sofidel and paper-making in Ohio and the importance of the label FSC https://sustainable-procurement.sofidel.com/future-magazine/2022/01/14/a-celebration-of-sustainability-excellence-in-the-supply-chain/

Assignment: Response #7, due by Sunday via Carmen Discussion Board

MODULE 12-13 Slow Food

Tues, Nov. 7

- **Read**: Iovino. "Slow: Piedmont's stories of Landscapes, Resistance, and Liberation. In *Ecocriticism and Italy*. And Chap. 4 (pp. 124-156)

Thurs, Nov.9

- Workshop on readings and group research video-presentation, focus on the edited volume *Landscapes, Ecologies. Environmental Humanities,* online through OSU Libraries, also the initiatives of Asvis (Italian Alliance for Sustainable Development, over 270 associations), ENEA projects, and recycling policies, ISPRA Data Center categories and initiatives

Assignment: Response #8, due by Sunday via Carmen Discussion Board
Quiz #5, due by Friday

Tues, Nov. 14

- **Watch in class the documentary** by Petrini, Carlo. *The Slow Food Story* 2013
- **Read:** Marcyan, Ilaria Tabusso. "Slow Food and Terra Madre: A Conversation with Carlo Petrini on Ecologies, Rural Traditions, and New Food Cultures". Available in *Landscapes, Ecologies. Environmental Humanities,* pp. 150-162 online through OSU Libraries

Thurs, Nov. 16

- **Read**: Heitmann, Robinson, Povey. "Slow Food, Slow Cities, and Slow Tourism". In *Research Themes in Tourism.* (pdf in **canvas)**
- **Read:** Cassano, Franco. "Going Slow". *Southern Thought* (pdf in canvas)
- **Select and read one slow food travel destination**
  https://www.fondazioneslowfood.com/en/what-we-do/slow-food-travel/

  Assignment: Response #9, due by Sunday via Carmen Discussion Board
  Quiz #6, due by Friday

  MODULE 14-15 Looking at Italy Today, presentations

  Tues, Nov. 21
  – **Second Workshop** on readings and group research video-presentation, focus on the edited volume *Landscapes, Ecologies. Environmental Humanities,* online through OSU Libraries, and also Slow Food movements in US and the Festival of Green&Blue in 2022, ISPRA Data Center categories and initiatives

  Thursday, Nov. 23 – Thanksgiving, No class

  Tues, Nov. 28 **A - Group Presentation discussion, upload documents and any material on the day before your presentation**

  Thurs, Nov. 30 B **– Group Presentation discussion, upload documents and any material on the day before your presentation**

  FINAL MEETING

  Tues, 5 Dec.

  Conclusion, questions, a new face for the Italian Peninsula?

  Submit your brief evaluation of two other group research presentations **by midnight.**

  Final Take Home Exam will be due Sunday, Dec.10 at midnight!

GE Theme course submission worksheet: Sustainability

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes <u>and</u> those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Sustainability)

In a sentence or two, explain how this class "fits' within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

By looking at Italy's environmental histories and current ecological trends in agricultural, industrial, and cultural sectors and their impact on local communities as a case study, this course will provide students a mapping of practices and discourses on sustainable, clean, and resilient practices and the cultural shift in approaching critically questions about human and non-human ecologies, environmental issues and eco-crimes, and historical eco-narratives of resistance.

Students will engage and explore the UNESCO World Heritage sustainable policies and current environmental transitions of community policies to reframe the commons and advance green policies (ENEA and ISPRA, Italian Institutes and Agencies for the Environmental protections and Energy Innovations). They will unpack rhetorical or a-historical assumptions about Italy's places and landscapes in order to reconsider how the myth of *beautiful country* has mutated and evaluate in what ways Italy has reached the primary international stage for sustainable development and circular economy strategies.

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing "readings" without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their "coverage" in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of- classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	Students will read a variety of literary, historical, cinematic, and critical texts about the representation of landscapes and nature in Italian society, especially in the last two centuries. They will answer in writing 4 to 5 interpretation questions on each text or film as a preparatory activity for in-class discussion.
	Students will bring their answers and talking points in class especially on the days in which we begin a new module/topic. These answers will outline the historical framework of such texts and documentaries/films and their proposed objectives towards the audience. We will examine the nuanced features of each narrative and explore their styles to uncover how humanities and STEM disciplines dialogue with one another.
	Textual examples include J.W. Goethe's Italian Journey, which emphasizes the mythical idea of Italy as eternal beauty, uncontaminated in its natural and historical splendor without discussing industrial and economic transformation of landscapes; Serenella Iovino's Ecocriticism and Italy which, on the other hand, examines issues of environmental justice, pollution, and resiliencies in touristic spaces and cities (Venice, Naples) but also the emotional wounds caused by earthquakes (L'Aquila); Roberto Saviano's Gomorra and the account of eco-crimes and corruption in the city and surroundings of Naples; the documentary Slow Food story which enables students to explore

	agricultural and commercial practices, the idea of Made in Italy, and sustainable food chains. Students' efforts to read the texts and critical understanding of these literary and cinematic pieces will be evaluated through credit given for all-class and small-group oral and written discussions, including response papers and video posts, as well as the completion of six quizzes and final exam.
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	Students will read and analyze literary, historical, cinematic, and scholarly texts that outline the most recent, cutting-edge scholarship on Italian environmental humanities and issues and the importance of sustainability discourses. Their understanding of these materials will be evaluated through response papers and video posts, group presentations and research paper, and quizzes. Course materials come from a variety of sources to help articulate different linguistic registers and foster an interdisciplinary dialogue between these medium. Each module will expose them to peer-reviewed articles as well as official government documentation, historical maps, and work of art. In particular, students will engage in conversation with two major recent volumes on Italian ecosystems: *Italy and the Environmental Humanities* (eds. Iovino, S., Cesaretti E., Past E.) and Gabriella Corona's *A short history of Environmental Italy. Variety and Vulnerability.*
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	In Module 2-3 (Landscapes and Picturesque Italy) students will explore the developmental path of the UNESCO organization to protect and preserve natural and cultural historical sites in Italy. They will also focus on the sustainability goals and projects put in place in the last decade by the EU commission to promote climate change mitigation and adaptation also in relation to monuments and natural spaces. Students will design an eco-cultural Itinerary project based on their understanding of UNESCO's mission which develops abilities to connect individual experiences with broader strategies of sustainable living. Another key example that will foster individual and collective experiences in dialogue through sustainable practices is In Module 12-13 (Slow Food). Here students will be asked to consider the challenges and advantages that such recent international movement for clean, just, and fair-trade pose on a local and global scale. Students will also have the opportunity to examine the regional section of Slow Food located in Columbus and engage in conversation with its members. Their participation in these discussions will be evaluated through the investment log and response papers, and their understanding of the ideas discussed will be evaluated through the quizzes.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	Throughout the semester students will share their reflections and questions on course material with their classmates in weekly all-class discussion but also in the form of video/written posts submitted electronically. They will also assess their engagement by completing an "Investment Log" which will ask them to highlight their own level of engagement, effort, and understanding in both class discussion and in group activities. In this way students will have the space to self-reflect on how they can enhance and enrich their knowledge through peer comparison. Students will also evaluate and comment on each other's presentations, both the UNESCO Poster and the group research presentation at the end of the semester.

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their "coverage" in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi- faceted, potential solutions across time.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems.	Throughout the semester, students will deepen their understanding of how Italian communities and authors have examined the necessary intersections between humans and the environment (in terms of geographic, cultural, and historical values). A special focus will be given to the dualistic vision nature-culture, nature-urban in surveying specific moments that paved the way for an ecological awareness of the great acceleration and transformations of Italian cities. For example, in Module 4 students will engage with Corona's account on the mutable features of the Italian peninsula at the turn of the 20th century and its transformation in post-war times due to the economic boom. Hence, Module 8 on Calvino's dystopic stories of Marcovaldo in the city foster environmental awareness of the effect on water, climate, and plants in the cities' ecosystems affected by factories, pollutions, and traffic. A discourse on renewable energies was already in place in 1950s-1960s and can be useful for the current energy crisis to which Europe is subjected. Students will also discuss how Italy has become the most efficient EU country in waste management in recent years (report 2019 on recycling materials) and ISPRA Data Center. In Module 8 on plants and vertical forests and Module 14 on slow food movements, students will complete small group assignments, as well as focused response papers, to assess how these resiliency projects help reach carbon neutrality in urban spaces, focus on the demand of green policies and no-traffic zones, and foster the implementation of new clean energy efficient transportation; also, students will be exposed to the impactful movement of slow tourism and analyze their possible challenges to the agricultural, as well as distribution, mechanisms by challenging the effect of globalization on communities values and goods.
ELO 3.2 Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future.	Especially in Module 5-6 and 9-10, students will critically analyze how the mythical idea of Italian beauty hides the underlining economic, social, and health issues for which many landscapes have been mutated as well as urban areas producing negative effects on the populations. Particularly, through the

	assignment of *Grand Tour* imageries, the UNESCO missions, and the evaluation of new ecologically oriented policies on circular economy and energy efficient cities, in contrast to current environmental crisis in toxicity and pollution, students will learn how to describe the impact of human-made activities on the environment and urban-natural worlds. Their understanding and ability to explore the causes and implications of such images (between touristic images and reality checks) will be further explored and evaluated in response papers and through quizzes.
	Through the studying of Naples and the eco-crimes committed by organized crimes and affiliates, students will learn about recycling policies and their implementation in recent years but also the effect on toxic waste on people's lives. In class discussion and through film analysis, we will also highlight the resiliency of local communities, the medical efforts, and the stigmatization of such areas associated to poverty, crime, and stereotypes.
	The steel paradox in Taranto, near the Mediterranean Sea in the Apulia region, will guide students in exploring the complexities of cities' economic growth and its effect on the population's health, especially in the last decades. Students will consider alternatives of these fragile ecosystems (based mostly on commerce as an essential port of South Europe) and examine the challenges that such conditions posed on new generations and their health.
ELO 3.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.	During the semester and, in particular, through individual and group presentations students will work on evaluating strengths and weaknesses of ecological areas and sustainable improvements in historical and fragile sites. In Module 2-3 they will learn about the UNESCO policies and provide interpretation and possible solutions to how we preserve both the historical and environmental value of such sites. In Module 14 they will engage in conversations about resilient practices and values that Slow Food Columbus has put in place and how such dynamics resonate with Italian history and society at large. Similarly, through the exploration of successful sustainable projects and industries, such as the Startup VAIA in the Dolomites and the Ohio-based paper industry, Sofidel, student will be exposed to realities and communal values of a new Italian paradigm.
	Throughout the semester, students will engage in conversation with two major recent volumes on Italian ecosystems: *Italy and the Environmental Humanities* (eds. Iovino, S., Cesaretti E., Past E.) and Gabriella Corona's *A short history of Environmental Italy. Variety and Vulnerability.* Reading closely these volumes, reports on green strategies and economic transitions, articles on industry-led changes, and conducting further personal research, students will be exposed to other realities, stories, and events as well as evaluate responses and proposed (past) solutions to a

	specific event, site, industry, project, or disaster that has touched the Italian peninsula not already discussed in depth in class. Thanks to a two-day workshop on research methods and literacy, students will be guided to reflect on their materials and explore ways to present their findings compellingly. Students will submit a 7-8-page group research paper and present their findings in a max of 10-minute oral and visual presentation.
	Some examples of research projects:
	----ENEA, ASviS, (Alliance for Sustainable Development) innovations and practices to promote circular economy strategies
	---Agrivoltaic farmlands experiences, ENEL green power and others
	---1961 The landslide of the Vajont dam, socio-economic issues and the devastation of an entire community
	---1980 Irpinia earthquakes and the institution of Italian Civil Protection agency. Inadequate responses in recent disasters in in Central Italy, the case of Amatrice and cement
	--Agromafia and the resistance of clean and fair working conditions in the Southern regions pre- and post-Covid 19 – A. Soumahoro
	----1966 flooding in Florence and the attempt to preserve works of art and remodel urban architectures
	----The spread of SlowFood movements in Italy and abroad, values and challenges
	----Cement and Flooding. Emilia-Romagna and Le Marche 2022-23 disasters and community resiliency
	-- International convention on climate COP26 and commitment to reduce human emissions and impact on the Earth, practices of circular economic and carbon neutrality. The role of Italy
	---the Xylella and the virus of the olive oil industries starting from the Apulia region in Southern Italy and the EU responses on the crisis
	--- Green movements, authors, in Italy from post-war to today (Legambiente, Antonio Cederna and environmental policies)
	--- Sofidel, Ohio-based Italian company at the forefront of sustainable industrial practices
	---Innovation and Tradition, Story of wood (the case of Saviola industries)

Italian

Curriculum Map

Italian - Undergraduate

B = beginning

I = Intermediate

A = Advanced

Courses are IT unless otherwise designated

	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
FRIT 3054 ICC Workshop	I			I	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	
2056 (GE)	B			B	
3051 (GE)	I			I	I
3001 (GE)	I/A	I		I	I
FRIT 3061 (GE)	I			I	I
FRIT 3052 (GE)	I			I	I
FRIT 3053 (GE)	I			I	I
4401	A			A	A
FRIT 5051	A			A	A
FRIT 5061	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
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
5330	A	A	A	A	A
5331	A			A	
Study Abroad					
3797	I			I	
3798.01 (GE)	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

Italian Studies

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		
2056 EN	B		
3051 EN	I		
3052 EN	I		
3053 EN	I		
FRIT3061	I		
4401 EN/IT	A		
5051 EN	A		
5890 EN	A		
5194 EN/IT	A		
3797 IT	I		
3798.01 EN/IT	I		
5797 EN/IT	I/A		
2102 IT	I	I	
3102 IT	I	I	
3103 IT	I	I	
3220 IT	I	I	
3221 IT	I	I	
3222 IT	I	I	
3223 IT	I	I	
3224 IT	I	I	

3330 IT	I	I	
3331 IT	I	I	
3332 IT	I	I	
4223 IT	A	A	
4224 IT	A	A	
4225 IT	A	A	
4330 IT	A	A	
4331 IT	A	A	
5061 FRIT	A		
5331 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
HArt 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 5212 – Late Antique History			A
CLAS 3101 - Greek and Roman Epic			I
CLAS 3102 - Greek and Roman Drama			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 5302 - Studies in Greek or Roman Topography			A