

UC 12360 13F

CBM003 ADD/CHANGE FORM

APPROVED OCT 23 2013

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Undergraduate Committee
 New Course Course Change
 Core Category: WID Effective Fall 2014

or Graduate/Professional Studies Committee
 New Course Course Change
 Effective Fall 2014

1. Department: MCL College: CLASS
2. Faculty Contact Person: Francesca D. Behr Telephone: 3-3043 Email: fbehr@central.uh.edu
3. Course Information on New/Revised course:
 - Instructional Area / Course Number (*see CBM003 instructions) / Long Course Title:
ITAL / 3307 / Italian Renaissance
 - Instructional Area / Course Number / Short Course Title (30 characters max.) | **RECEIVED SEP -9 2013**
ITAL / 3307 / ITALIAN RENAISSANCE
 - SCH: 3.00 Level: JR CIP Code: 1609020001 Lect Hrs: 3.0 Lab Hrs: 0
 - Term(s) Course is Offered (*see CBM003 instructions about selection): Fall

4. Justification for adding/changing course: Successfully taught as a selected topics course
5. Was the proposed/revised course previously offered as a special topics course? Yes No
 If Yes, please complete:
 - Instructional Area / Course Number / Long Course Title:
ITAL / 4397 / Italian Renaissance
 - Course ID: 28572 Effective Date (currently active row): 01/17/12

6. Authorized Degree Program(s): B.A. Italian Studies
 - Does this course affect major/minor requirements in the College/Department? Yes No
 - Does this course affect major/minor requirements in other Colleges/Departments? Yes No
 - Can the course be repeated for credit? Yes No (if yes, include in course description)
7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture ONLY (Note: Lect/Lab info. must match item 3, above. *See CBM003 instructions.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title
 ____ / ____ / ____
 • Course ID: ____ Effective Date (currently active row): ____

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)
 Cr: 3. (3.0). Prerequisites: ENGL1304 Description (30 words max.): Texts from Italian Renaissance are read in conjunction with current scholarship and modern theorists. Taught in English.

10. Dean's Signature: _____ Date: 9/6/13
 Print/Type Name: Sarah Fishman

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: MCL

Person Making Request: Francesca D. Behr

Telephone: 3-3043

Email: fbehr@central.uh.edu

Dean's Signature: _____

Date: August 19, 2013

Course Number and Title: ITALIAN 3307 Italian Renaissance

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

1. Students will develop superior writing and communication skills through the study of Renaissance texts and critical literature. 2. Students will learn to analyze texts and respond critically to them. 3. Students will understand significance of Italian Renaissance culture in the formation of modern culture and the dynamics of tradition. 4. Students will be able to demonstrate knowledge of particular periods and/or literary genres. 5. Students will demonstrate professional readiness for language-related fields of study and work. 6. Students will learn to look at gender dynamics critically in order to understand how they have shaped the past and its cultural production and also how, some of these dynamics, are still active in our present day and crucial in the discussion of human rights. 7. Students's ethical concerns and intercultural competence will be improved through the consideration of different perspectives, their historical consequences and teamwork.

Component Area for which the course is being proposed (check one):

***Note:** If you check the Component Area Option, you would need to also check a Foundational Component Area.

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

WID

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

X Critical Thinking	Teamwork
X Communication Skills	X Social Responsibility
Empirical & Quantitative Skills	X Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

In every assignment, students are invited to focus on sections of the material studied and think critically about them. Use of evidence (primary and secondary sources), logic, experience, critical reason, evaluation of data, coherent argumentation and effective communication are the standards upon which all of the assignments will be graded. Students write drafts and receive feedback at beginning and final stage of their assignments which can progressively improve.

Example of Assignment:

Giovanni Boccaccio's Decameron:

This take-home assignment must be structured around 2 analytically oriented essays (3 pages of analysis for each essay/quotes excluded). Choose among the topics below. While writing keep in mind discussions and similar assigned readings. Assignment should allow me to understand 1) how carefully you have read primary sources 2) your understanding of lectures 3) if you are able to respond critically to what you have read/heard/viewed. Your analysis should be based on textual evidence (Decameron). If external readings are employed, please reference them precisely and coherently. Stick to the text we read and avoid arguments from facts not in evidence. Make clear and coherent arguments centered around a thesis but do not shy away from 'sfumature' when the issues at stake do not yield to simple, black and white characterizations. The assignment will be graded for substance and form.

A. Discuss the Preface on the plague and the Introduction (the 'brigata' comes together) of the Decameron. What do you know about the the plague which stroke Florence in 1348? How is described by Boccaccio? How the general populace reacts to the devastating disease? How the characters react? Are there specific "gender" dynamics which you see at work in the dialogues? B. Is religious discourse an important component of the Decameron? Consider the first three novellas in Day 1 and discuss this theme. C. Consider gender and gender dynamics in two different episodes of the Decameron. How are women characterized? Do they speak/act differently from men? Are they endowed with agency? M. Migiel believes that in the Decameron female deviant behaviors (i.e. behaviors which do not conform to Trecento's customs and established norms) are undercut in the course of the narration. Do you think she is right or can you find evidence in the Decameron which contradicts her hypothesis? D. Discuss novella 4.1. (Tancredi e Ghismonda) in connection with Boccaccio's Introduction to Day 4. Make sure

you discuss the meaning of virtue. E. What are your opinions on the last novella in Day 10 (Griselda). Do you think it should be read in a religious key or in a philosophical mode? Does Dioneo deny his character by narrating this story? Is the novella a suitable conclusion to the entire work?

Communication Skills:

In their take-home assignment (see above), students are requested to display their communication skills. Use of evidence, logic, experience, critical reason, evaluation of data, coherent argumentation (upon which their assignment will be graded) are necessary to produce effective communication.

Empirical & Quantitative Skills:

Click here to enter text.

Teamwork:

Click here to enter text.

Social Responsibility:

In their take-home assignment (see above), students must explore issues of social responsibility. Class discussions and lectures will provide background to this exploration.

Personal Responsibility:

In their take-home assignment (see above) students will explore issue of personal responsibility. Readings, lectures, discussions, written and oral assignments are developed and put together with the intention to enhance students' ability to competently evaluate situations, improve ethical and intercultural competence and sense of responsibility towards themselves and others.

Will the syllabus vary across multiple section of the course? Yes No

If yes, list the assignments that will be constant across sections:

Click here to enter text.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: _____

ITAL 3307 Italian Renaissance (previously ITAL 4397 Special topic)-WID core

Instructor: Francesca D. Behr | fbehr@central.uh.edu | office AH 606;
ph.713-743-3043 | **TAUGHT IN ENGLISH**

Primary Sources:

- Boccaccio, Giovanni. *The Decameron*. (tr. G. Waldman) Oxford ISBN-13:978-0-19-283691
- Ariosto, Ludovico. *Orlando Furioso*, (tr. G. Waldman) Penguin ISBN 0192836773
- Niccolò Machiavelli, *The Mandragola*, (tr. Flaumenhaft) Waveland Pr Inc. ISBN 09179745
- Niccolò Machiavelli, *La Clizia* (tr. Flaumenhaft) Waveland Pr Inc.

Learning Outcomes for this class:

1. Students will develop superior writing and communication skills.
2. Students will learn to analyze literary texts and respond critically to them orally and in writing.
3. Students will understand the significance of Italian Renaissance culture in the formation of modern culture and the dynamics of tradition.
4. Students will be able to demonstrate knowledge of particular periods and/or literary genres.
5. Students will demonstrate professional readiness for language-related fields of study and work.
6. Students will learn to look at gender dynamics critically in order to understand how they have shaped the past and its cultural production and also how, some of these dynamics, are still active in our present day and essential in discussing human rights.
7. Students will acquire an enhanced understanding of their environment and improve their ethical and intercultural competence.

Description of Course: By reading books of this age, we will investigate one of the most interesting periods in the history of creativity. In spite of the wars, court life thrives in the different Italian cities. The instructor will provide the students with the historical and political background necessary to understand some of the intellectual achievements of the Renaissance. Critical issues such as identity, gender, the role of women and religion will be investigated.

The issue of "originality" will be discussed as well. During the Renaissance numerous writers celebrate their patrons in poems that intend to challenge

classical antiquity, confront themselves with ancient models; Ariosto for instance challenges Virgil in the creation of the *Orlando Furioso*.

The word Renaissance certainly describes the great "flourishing of art and thought, that luxuriant development of every activity of the mind... humanity intended as liberty, as thoughtful life of the spirit where man can celebrate himself." (E. Garin, *Il Rinascimento*, Bologna 1980). Nevertheless, in all the works under examination, the overall portrayal of humanity and society, reveals skepticism towards the dreams of civilization and the realization of individual or communal projects.

Grades and Assignments:

- Attendance, Participation and Notes =20%
- 3 Take- home critically oriented papers, each of them containing at least 1500 words, one requiring teamwork=70%
- 1 oral presentation =10%

Take-home assignments are written at home. They must be typed, handed to the instructor, and also submitted through Turnitin (<http://www.turnitin.com/static/home.html>). Take-home assignments test you on the material examined during the time immediately previous to it. They should reflect your knowledge of primary sources and lectures. They should also express critical understanding of the topics covered in class. Primary as well as secondary sources may be quoted (if necessary) and discussed. One of these take homes will require teamwork. Students will be invited to analyze and compare the material under investigation in the light of relevant issues evidenced in readings and lectures. A report will have to be written and turned in for evaluation.

Guidelines about written assignments:

Students are invited to focus on sections of the material studied throughout the semester and to write 3 critically oriented written assignments. These assignments (at least 1500 words each) will be prepared at home and they should convey critical understanding of the topic(s) chosen for analysis. Use of evidence (texts consideration/secondary sources), logic, experience, critical reason and coherent argumentation will be the standards upon which all of the written work will be graded. Since instructor will have familiarized students with style sheet, electronic resources and databases necessary to conduct research in this field, assignments should reflect knowledge of such resources and be written in the requested style sheet. Primary as well as secondary sources must be quoted and discussed in support of paper's thesis if fit. Students will submit a draft of assignment (containing selection of topic, selected bibliography on the topic, methodology employed to demonstrate thesis) and receive feedback to be

implemented in final version. Papers (and drafts) must be typed, handed to the instructor, and also submitted through Turnitin <https://turnitin.com/static/index.php>. Once papers are corrected and students have received feedback, they can be revised if students wish to show progress and obtain a better grade.

Class Policy:

After three unjustified absences the student's grade will be affected by at least one letter grade. Documented medical or legal emergencies may be exceptions. If you know that you will be absent, make every effort to contact me. Bring to class the textbook under investigation during those weeks. I may assign additional readings that I will hand out or post on Blackboard. No make-ups will be given unless this is discussed previously with the instructor. Plagiarism in this class will not be tolerated. If I find out that an assignment has been even only minimally plagiarized, the grade for that assignment is a zero. If you do not know what plagiarism is, please consult UH related pages or come to talk to me.

Expectations and Suggestions:

Students are expected to turn in their assignments by the date specified on the syllabus. Take-homes that are late will be penalized. Reading assignments should be done little by little; do not read everything at once right before you write your take-home. While you are reading, keep in mind what is being discussed in class. It is a good idea to take notes in class and at home, on lectures and films viewed in class.

Week by Week:

- Intro and historical background Read: Decameron's Author's foreword, First and Second Day)
- Boccaccio's Decameron, Read; Decameron's Third, Fourth and Fifth Day;
- Boccaccio's Decameron, Read: Decameron's Sixth and Seventh Day
- Boccaccio's Decameron, Read: Decameron's Eighth, Ninth, Tenth Day and Conclusion.
- Pasolini's Decameron (Film 1971)
- Discussion of Pasolini's film-I take home due
- Orlando Furioso Cantos 1,2,4,6,9,10 (Olympia episode!);
3.3-5 Ariosto's Orlando Furioso Read: O.F.11 (only Logistilla's palace) 13 (only Bradamante's genealogy), 19,20, 23,25
- Ariosto's Orlando Furioso Read: O.F. 26,28,32, 34
- Ariosto's Orlando Furioso Read: O.F. 26,28,32, 34
- Ariosto's Orlando Furioso; Read O.F. 35,36,38,41(only baptism of Ruggiero),46–II take-home due
- Machiavelli's La Mandragola Read: Half of the comedy III take home due

- Machiavelli's La Mandragola; Read: Second half
- Machiavelli's La Clizia (Read it all)
- Presentations --III take home due