



GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

School of Humanities, Arts & Cultural Studies

College/School New College of Interdisciplinary Arts and Sciences Department
Prefix NE W Number 300 Title International Cities Units: 3

Is this a cross-listed course? No If yes, please identify course(s)

Is this a shared course? No If so, list all academic units offering this course

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? Yes

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Chair/Director Initials (Required)

Course description:

International Cities: Expands the global awareness of students through intensive study of a major international city. Students study such areas as the history, political system, economy, geography, architecture, science, technology, arts and/or culture of the city before visiting it physically during a break.

Requested designation: Global Awareness-G

Mandatory Review: (Choose one)

Note- a separate proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Duku Anokye E-mail Akua.Anokye@asu.edu Phone (602)543-6020



Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): Louis G. Mendoza Date: 3/14/16

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</p>	Course Description on syllabus page 1
		<p>2. The course must match at least one of the following descriptions: (check all which may apply):</p>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</p>	Course Information on syllabus p. 1 and session topics pp 2-3
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</p>	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</p>	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."</p>	

Course Prefix	Number	Title	Designation
NEW	300	Cities Abroad	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
.1. subject matter leads to understanding of contemporary world outside of the U.S.	The course examines a seminal period of history and culture in Rome that leads to an apopreciation and understanding of iconic artistic and cultural works that are living today.	Session I covers topics about the values of Renaissance Humanism and how it applies today. Session II deals with the Papy; Sesssion IV examines Machiavelli's The Prince, one of the two most influential books to come out of the Renaissance, and the other, Castigliones The Courtier - both books remain influential today; Session VI deals with Food Then and Now, History of Italian Cuisine, Dining Traditions, Societal Traditions and Modern Rome .
2a	During the Spring or Winter breaks, students travel to the designated city to experience firsthand what they have been studying in the classroom.	Each day during the travel to Rome students will visit museums, churches, palaces, and university settings to explore firsthand what they had been studying. For example, on day 8 The Renaissance in Southern Umbria :Terni With Professors Mastodonte and Scalise Palazzo Spada is a palace built on behest of Count Michelangelo Spada in the mid-sixteenth century and designed by Antonio da Sangallo the Younger. It currently serves as the town hall for the city of Terni. Alexandre de Rogissart wrote about the palace in the eighteenth century, remarking the beauty of its structure. The inner lounges are decorated with cinquecento frescoes, which were supplement with newer decorations in the 18th century. The palace came to the Massarucci family in the 19th century, and subsequently was given to the Sisters

		<p>of the Infant Jesus. After being handed over to the municipal administration of Terni, it was restored to render it fit for its new destination as the city's town hall. All main floor rooms are decorated with frescoes dating from the second half of the sixteenth to the nineteenth century. Central to the ceiling of the main hall, which is currently used as the seat of the city council, is a representation of Phaëton punished by Jupiter; to the sides are depicted, in six panels, scenes from the Battle of Lepanto and the Massacre of the Huguenots. The frescoes in the main lounge, which are painted in a late-Mannerist style, are traditionally attributed to K. Van Munder. Beneath the vault are depictions of landscapes, alternated with coat of arms of popes and bishops, prominent among them the one of Pope Julius III, who made Michelangelo Spada a count</p> <p>Sala Del Consiglio Comunale : Visita alla Pinacoteca e Museo Archeologico Chiesa di San Francesco Cascata delle Marmore . On the final day they will Visit to an artisan's workplace where Renaissance costumes are created (Narni) Visit to the city of Narni Final Renaissance Banquet: held at the State Culinary/Hospitality Institute featuring costumes and food of the Renaissance Seminar highlighting the culinary traditions and entertainment of the high Renaissance</p>



NEW 300 International Cities: Rome (Permanent Topics Course)

Course Description:

International Cities expands the global awareness of students through intensive study of a major international city. Students study such areas as the history, political system, economy, geography, architecture, science, technology, arts and/or culture of the city before visiting it physically during a break. While abroad, students build on what they have learned in class by exploring the city and experiencing it firsthand.

Prerequisite(s): ENG 102, 105, or 108 with C or better; minimum 30 hours

NEW 300 International Cities: Rome is a 3-credit course designed to introduce students to this seminal period of history and to the culture and traditions of present-day Rome. During the late fifteenth through early sixteenth centuries, Rome became the dominant city responsible for the production of iconic artistic and cultural works that have left their indelible mark upon our own civilization. To better understand the distinctly Roman Renaissance, the first part of our course is an intensive 7.5 week in-class study of the history, politics, economy, geography, and culture of Renaissance Rome and will prepare students for our visit to the Eternal City during Winter Break 2015 to experience first-hand the fruits of their studies.

Course Objectives:

1. To familiarize students with Rome.
2. To promote intercultural understanding.
3. To foster appreciation for global entities, needs, values, and technologies.

Learning Objectives

1. Students will be familiar with the history, political system, economy, geography, architecture, arts and culture of Rome.
2. Students will identify social, political and cultural values and practices exemplified in Rome.
3. Students will share experiences gained from study and travel with the larger ASU community.
4. Students will establish relationships with university counterparts in Rome.

Course Information

The course will meet during the regular semester (Session "B"). We will meet for 2 hours weekly. Travel time will take place after the semester concludes.

Summary of Assignments

Journal: The journal should be comprised of critical reflections on assigned readings. The entry must be 1+ page double-spaced, and discuss an idea, give a response, and/or react to the

reading. The journal will be submitted twice during the semester and evaluated according to a five point scale for a total of 10 points

Short Essay - This essay will be a summary and analysis of a collection of readings from the beginning of the semester. Students will be expected to discuss how the sites upon which the readings are based contributed to the making of the Renaissance in Rome. 20 points

Journal/eBook/project - Students will produce a project that reflects their learning from the readings and the travel experience and demonstrates their understanding of the Roman Renaissance era. 70 points

Course Grading

Final Grading Scale:

A+	98-100	4.33
A	93-97	4.00
A-	90-92	3.67
B+	88-89	3.33
B	83-87	3.00
B-	80-82	2.67
C+	78-79	2.33
C	72-77	2.00
D	63-71	1.00
E	62 & below	0.00

Attendance: Because discussion is a key component of this course, you are expected to attend and be well-prepared for every class. If you must miss a class, let me know well ahead of time (preferably via e-mail) and make arrangements to redress any neglected work. More than one unexcused absence will adversely affect your final grade, not to mention your informed comprehension of the conditions, which contributed to the Renaissance in Rome where we will travel. It will be YOUR responsibility to stay in touch with me and with the course requirements via Blackboard or during office hours.

Readings for the class (approximately 36 hours) may include but will not be limited to the following topics and subject areas:

1. History of the Renaissance in Italy
2. Humanism
3. Overview of Roman History

4. Roman Art and Architecture
5. Overview of the Papacy
6. Machiavelli's *The Prince*
7. Castiglione's *The Courtier*

Contact time in Rome is 6 hours per day for 9 days plus electronic journaling. 10 days after our return from Rome, the final project will be due and is to be submitted electronically. Students will prepare individual work based on a theme of Rome's history, culture or society. This project may culminate, for example, in the form of an electronic "book" – with photographs, opinion items, research notes, bibliographies, creative and/or academic writing.

Sample Course Schedule

In Class Study:

Session I October 14

History of the Renaissance

Introduction to Humanism

Topics of lecture and discussion: The values of the Renaissance and humanism; the myth and history of Rome; and the rediscovery of the ancient world.

Session II October 21

The Early Popes

The Renaissance Papacy

Rome and the Borgias

Topics of lecture and discussion: The Renaissance Papacy; The Borgia Papacy and Alexander VI; Cardinal Borgia and his mistress Vanozza; His children: Cesare and Lucrezia.

Session III October 28

The Vatican and the Sistine Chapel

Michelangelo and Raphael

Topics of lecture and discussion: Art and Artists of Roman Renaissance

Session IV November 4

Machiavelli and Castiglione: Informing the Roman Renaissance

Topics of lecture and discussion: Machiavelli's *The Prince*, one of the two most influential books to come out of the Renaissance, and the other, Castiglione's *The Courtier*.

Session V November 18

The Sack of Rome

Topics of lecture and discussion: Isabella d' Este and Rome; the fabulous D'Este sisters: Isabella and Beatrice; The Estensi of Ferrara; Isabella witnesses the sack of Rome

Session VI November 25

- Food Then and Now
- History of Italian Cuisine
- Dining Traditions
- Societal Traditions and Modern Rome

Session VII December 2

- Essential Italian: phrases and customs: Intensive mini course in necessary Italian
- Review Itinerary

Suggested Supplemental Readings

1. Cheney, *Botticelli's Mythological Paintings*. Maryland: University Press of America, 1985.
2. K. Clark, *Leonardo da Vinci*. Baltimore: Penguin Books, 1990.
3. F. Hartt, *History of Italian Renaissance Art*. New York: H. A. Abrams, Inc., 1995.
4. H. Hibbard, *Michelangelo*. New York: Harper and Row, 1990.
5. J. Pope-Hennessy, *Raphael*. New York: Harper and Row, 1990.

The best book on the Borgias is Michael Mallett, *The Borgias*, ISBN: 0586054286. It is currently out of print but there are many used copies of the paperback edition. Another, possibly out of print, yet available book: Julia Cartwright, *Isabella D'Este* (New York, 1903), one of the most comprehensive studies of the “first woman of the world” as referred to in her own time. Luigi Guicciardini, *The Sack of Rome*, Italica Press, New York, ISBN 0934977321. Luigi's brother was Francesco Guicciardini; both authors offer us primary source material.

ROME: ACTIVITIES

DAY 1

The Roman Renaissance: Papal works

Via Giulia, la prima via in Roma ad andamento rettilineo, aperta da Bramante Via dei Coronari

Piazza Santa Maria della Pace

Vicolo della Pace, Santa Maria dell'Anima

Piazza Fiammetta (dal nome della casa della donna di Cesare Borgia) Villa

Medici

Collina del Pincio, Trinità dei Monti

DAY 2

Piazza Venezia

Piazza Venezia: Palazzo Venezia

Basilica di San Marco (Facciata Rinascimentale)

Monte Capitolino (*Mons Capitolinus*), one of the seven hills of Rome

Capitolini Museum

Santa Maria d'Ara Coeli (con preziosi affreschi del Pinturicchio)

DAY 3

Santa Maria Sopra la Minerva (frescoes of Filippino Lippi) Basilica di Sant'Agostino in Campo Marzio (Raffaello, Caravaggio) Chiesa di San Luigi dei Francesi (Caravaggio)
Palazzo Madama

DAY 4

Piazza Navona Quarter

[S.M. aria della Pace](#)

[Via di S.Maria dell'Anima](#)

Piazza Sforza-Cesarini.

Campo dei Fiori.

Palazzo della Cancelleria

Piazza Farnese

DAY 5

Vatican City

Piazza san Pietro e Colonnato del Bernini

Basilica di San Pietro

La Basilica di San Pietro in Vaticano

The Vatican Museums

La Pietà

La Loggia di Raffaello The

Borgia Apparments

DAY 6

Sistine Chapel

Botticelli, Michelangelo

DAY 7

Castel Sant'Angelo

Basilica di San Pietro in Vincoli

The Coliseum

Roman Forum

DAY 8

The Renaissance in Southern Umbria: Terni With Professors Mastodonte and Scalise

Palazzo Spada is a palace built on behest of Count [Michelangelo Spada](#) in the mid-sixteenth century and designed by [Antonio da Sangallo the Younger](#). It currently serves as the town hall for the city of [Terni](#). [Alexandre de Rogissart](#) wrote about the palace in the eighteenth century, remarking the beauty of its structure. The inner lounges are decorated with [cinquecento](#) frescoes, which were supplement with newer decorations in the 18th century. The palace came to the [Massarucci](#) family in the 19th century, and subsequently, was given to the [Sisters of the Infant Jesus](#). After being handed over to the municipal administration of Terni, it was restored to render it fit for its new destination as the city's town hall. All main floor rooms are decorated

with frescoes dating from the second half of the sixteenth to the nineteenth century. Central to the ceiling of the main hall, which is currently used as the seat of the city council, is a representation of [Phaëton](#) punished by Jupiter; to the sides are depicted, in six panels, scenes from the [Battle of Lepanto](#) and the [Massacre of the Huguenots](#). The frescoes in the main lounge, which are painted in a late-[Mannerist](#) style, are traditionally attributed to [K. Van Munder](#). Beneath the [vault](#) are depictions of landscapes, alternated with coat of arms of popes and bishops, prominent among them the one of [Pope Julius III](#), who made Michelangelo Spada a count.

Sala Del Consiglio Comunale: Visita alla Pinacoteca e Museo Archeologico
Chiesa di San Francesco
Cascata delle Marmore

DAY 9

Acquasparta: Lucrezia Borgia
Palazzo Cesi
Collescipoli: Medieval Castello
Palazzo Catucci: dating back to 1500
Carcere della larga, ed alcune sale all'interno dell'ex palazzo comunale
Palazzo Erolì (Privato e abitato)
Palazzo Ungari
Palazzo Guadagnoli
Palazzo della Genga
Palazzo Rapaccioli in piazza della rocca

DAY 10

Visit to the city of Narni and to an artisan's workplace where Renaissance costumes are created (Narni).

Final Renaissance Banquet:

Will be held at the State Culinary/Hospitality Institute featuring costumes and food of the Renaissance and will include a seminar highlighting the culinary traditions and entertainment of the high Renaissance.

Course Policies

Academic Integrity

Plagiarism or presenting the ideas or words of another writer as your own--can happen intentionally or unintentionally. One of the objectives for this course is to learn the appropriate means of documentation. You should know that you must avoid plagiarism—the act of passing off someone else's work as your own—at any time. People who buy, borrow, or steal a paper to turn in as their own work know they are plagiarizing. Those who copy word-for-word—or who change a word here and there while copying—without enclosing the copied passage in quotation marks and identifying the author, should know that they are also plagiarizing. The penalties for academic dishonesty are severe, including failure of the class and possible

expulsion from the University. If you put into your own words the information and ideas of another, you must acknowledge the source with: a footnote, a notation in parentheses in the text, quotation marks, or some other device. If you have doubts about the way you are using sources, talk to your instructor!

Disruptive Behavior

Disrespectful and disruptive behavior will not be tolerated. Learning occurs in an environment where people can express their ideas freely but in a constructive and non-threatening way. Unacceptable behavior will be dealt with according to the Student Services Manual, SSM 104–02, “Handling Disruptive, Threatening, or Violent Individuals on Campus” guidelines.

Email Account

Every student in this university has free access to a personal e-mail account. You will need to set up your account as soon as possible since some assignments will be executed via this service. Also, your instructor's e-mail address, provided in the heading of this syllabus, will enable you to convey questions and comments about course material, and to receive responses in a convenient, timely manner not always possible by phone. Your instructor may also decide to communicate with you using BlackBoard.

Computer Requirements

This course requires a computer with Internet access and the following:

- Web browsers (Chrome, Internet Explorer, Mozilla Firefox, or Safari)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)

Use of electronic devices

Use of recording and electronic devices in class is not permitted, with the exception of computer and computer-like devices used to take notes, conduct research, and fulfill tasks related to course activities. Phones and other hand-held devices should be turned off during class. If a student is expecting an urgent call, they should let the instructor know in advance, leave the phone on vibrate, and excuse themselves to answer outside of class.

Course/Instructor Evaluation

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Your response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time.

Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "ASU Course/Instructor Evaluation" in the subject

heading. The email will be sent to your official ASU e-mail address.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Students who wish to request an accommodation for a disability should contact the DRC by going to <https://eoss.asu.edu/drc>, calling (480) 965-1234 or emailing DRC@asu.edu. To speak with a specific office, please use the following information:

Tempe Campus

<http://www.asu.edu/studentaffairs/ed/drc/>

480-965-1234 (Voice)

480-965-9000 (TTY)

West Campus

<http://www.west.asu.edu/drc/>

University Center Building (UCB), Room 130

602-543-8145 (Voice)

Polytechnic Campus

<http://www.asu.edu/studentaffairs/ed/drc/>

480.727.1165 (Voice)

480.727.1009 (TTY)

Downtown Phoenix Campus

<http://campus.asu.edu/downtown/DRC>

University Center Building, Suite 160 602-

496-4321 (Voice)

602-496-0378 (TTY)