

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

College/School	College of Liberal Arts and Sciences	Department/School	SILC
Prefix:	Number: 321	Title: Italian renaissance Culture: Politicians, Merchants, Artists, and Courtesans	Units: 3

Course description:

Is this a cross-listed course? (Choose one) If yes, please identify course(s):

Is this a shared course? (Choose one) 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. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

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)

Requested designation: Literacy and Critical Inquiry-L **Mandatory Review:** Yes

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 2019 Effective Date: October 5, 2018

For Spring 2020 Effective Date: March 8, 2019

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. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

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 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	Enrico MInardi	E-mail	eminardi@asu.edu	Phone	480-965-9182
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Department Chair/Director approval: (Required)

Chair/Director name (Typed):	Nina Berman	Date:	12/17/18
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Chair/Director (Signature):			12-18-18
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Arizona State University Criteria Checklist for

HISTORICAL AWARENESS [H]

Rationale and Objectives

Recent trends in higher education have called for the creation and development of historical consciousness in undergraduates now and in the future. History studies the growth and development of human society from a number of perspectives such as—political, social, economic and/or cultural. From one perspective, historical awareness is a valuable aid in the analysis of present-day problems because historical forces and traditions have created modern life and lie just beneath its surface. From a second perspective, the historical past is an indispensable source of identity and of values, which facilitate social harmony and cooperative effort. Along with this observation, it should be noted that historical study can produce intercultural understanding by tracing cultural differences to their origins in the past. A third perspective on the need for historical awareness is that knowledge of history helps us to learn from the past to make better, more well-informed decisions in the present and the future.

The requirement of a course that is historical in method and content presumes that "history" designates a sequence of past events or a narrative whose intent or effect is to represent both the relationship between events and change over time. The requirement also presumes that these are human events and that history includes all that has been felt, thought, imagined, said, and done by human beings. The opportunities for nurturing historical consciousness are nearly unlimited. History is present in the languages, art, music, literatures, philosophy, religion, and the natural sciences, as well as in the social science traditionally called History.

The justifications for how the course fits each of the criteria need to be clear both in the application tables and the course materials. The Historical Awareness designation requires consistent analysis of the broader historical context of past events and persons, of cause and effect, and of change over time. Providing intermittent, anecdotal historical context of people and events usually will not suffice to meet the Historical Awareness criteria. A Historical Awareness course will instead embed systematic historical analysis in the core of the syllabus, including readings and assignments. For courses focusing on the history of a field of study, the applicant needs to show both how the field of study is affected by political, social, economic, and/or cultural conditions AND how political, social, economic, and/or cultural conditions are affected by the field of study.

Revised October 2015

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

ASU--[H] CRITERIA			
THE HISTORICAL AWARENESS [H] COURSE MUST MEET THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. History is a major focus of the course.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. The course examines and explains human development as a sequence of events influenced by a variety of factors.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. There is a disciplined systematic examination of human institutions as they change over time.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.	Syllabus
		THE FOLLOWING ARE NOT ACCEPTABLE:	
		• Courses that are merely organized chronologically.	
		• Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.	
		• Courses whose subject areas merely occurred in the past.	

Course Prefix	Number	Title	General Studies Designation
ITA	321	Italian Renaissance Culture Politicians, Merchants, Artists, and Courtesans	H

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 checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	The class's textbook is <i>The Civilization of the Renaissance in Italy</i> by Jacob Burckardt. This is a classic of the modern historiography on the Italian Renaissance. Students are supposed to read the whole book over the first 12 weeks of class.	See list of the Required texts, and Course Calendar (weeks 1-12) in the Syllabus
2	In the class, students will focus on the city as the main stage for the happening of historical transformation. I underscore that in the Syllabus's section Course description. Moreover, each critical response paper concerns a different city	See Course descriptions and Course calendar in the Syllabus
3	All aspects of Italian Renaissance civilization are presented and analyzed extensively in the textbook over a timeline of 2-3 centuries. In the critical response papers, I ask students to focus only on one single epoch of this timeline. However, students will always be able to look at the full picture.	See Course calendar
4	In the list of readings, I have combined texts on arts, philosophy and literature, with texts on society, politics, and economics. Each artistic, literary artifacts and philosophical concept is presented within the larger historical context in which it comes to life. This is also how Burckardt proceeds in the textbook. I underscored this didactic approach in the Learning outcomes section of the Syllabus	See the Learning outcomes section in the Syllabus

Course description:

Studies the new voices of Renaissance culture through analysis of different media, discussion and writing in Italian.

**Italian Renaissance Culture
Politicians, Merchants, Artists, and Courtesans**

ITA 321-31549 M W 12 :15-1 :30pm, SDH 144

Instructor: Enrico Minardi

Office: SILC: LL 172E

E-Mail: eminardi@asu.edu

Telephone number: 480-965-9182

Office Hours: M – W, 3-4pm, or by appointment

Required texts:

Jacob Burckhardt. *The Civilization of the Renaissance in Italy* (Penguin Classics, 1990) ISBN-13: 978-0140445343

History of the Italian Literature (any editions)

Niccoló Machiavelli. *Il Principe* (any editions)

Niccoló Machiavelli. *La Mandragola* (any editions)

Baldassarre Castiglione. *Il Cortegiano* (excerpts).

Ludovio Ariosto. *L'Orlando Furioso* (excerpts).

Petrarca. *Care fresche dolci acque*.

Lorenzo dei Medici. *Trionfo di Bacco e Arianna*.

Angelo Poliziano. *Ben venga maggio*.

Carlo Giulio Argan. *Storia dell'arte italiana (Il Rinascimento)* (excerpts).

Bernard Berenson. *Italian Painters of the Renaissance* (excerpts).

Maurice Henri Pirenne. *Economic and Social History of Medieval Europe* (excerpts).

Eugenio Garin. *L'umanesimo italiano* (excerpts).

Marvin T. Herrick. *Italian Comedy in the Renaissance* (excerpts).

Course Description:

In this class, we will investigate the history, society, and culture of the Italian Renaissance (1350-1550). We will also analyze some of the most important artistic and literary achievements of this epoch. We will focus on the urban space as that particular social context that becomes, at this epoch, the main engine for human transformation and improvement. At the aftermath of the Middle Ages, the city acquires that central role responsible for the extraordinary blossoming and expansion of Italian culture and art, and the political prestige and economic power of the peninsula. Below are the class's main fields of inquiry:

1. The politics: its protagonists and its theorists (Lorenzo de Medici, Niccoló Machiavelli).
2. The economy: the merchant and the birth of capitalism.
3. The society: the court as the center of political power and cultural prestige (Baldassarre Castiglione).
4. Theater: different genres of the Italian *commedia*.
5. Literature: the chivalric poem.
6. Humanist thinking: the development of the Individual and the revival of antiquity
7. Art: the role of the perspective in the development of the new art

Learning Outcomes: Upon successful completion of this course, students will be able to:

- Acquire a comprehensive understanding of the most relevant aspects of the history and culture of the Italian Renaissance.
- Highlight and explain how the historical changes have influenced the development of Italian art and culture during the Renaissance.
- Understand the impact and the influence of the Italian culture and art in the epoch of the Renaissance.

Assignments

- Six Critical Response Papers 60%; 10% each
- 6 in class oral presentations, 6 quizzes, and 6 discussion forums 30%
- Final project on the Art of the Italian Renaissance 10%

- 1) **Class Oral Presentations/In class quizzes:** Each week students will play an active role in class. They will perform research under the assistance of the instructor, using material on reserve at Hayden library or other resources provided through Canvas. They will perform, brief, group, in-class presentations (of about 5 minutes). The instructor will facilitate students work by providing them with information about the history and cultural implications of each presented topic. The quizzes will instead provide the instructor with first-hand information, on students' academic progress and preparation. Quizzes replace traditionally longer and demanding, graded tests. Relieving the pressure from students and, meanwhile, requiring them to focus attention on studying and preparation. On a weekly basis, students will also have to participate in a, "Discussion forum," to share their comments and interpretations of the presented and discussed topics.
- 2) **Critical Response Papers:** Every two weeks, students will be required to post a critical response paper of, two-to-three pages (double spaced, 12 Times New Roman font), on a topic, covering material discussed in class and assigned by the instructor, for an assigned total of six papers, throughout the semester. Students will use any available resources (on reserve at Hayden library, provided through Canvas, personal research), and will be asked to exhibit the ability to perform a critical examination, of the topic appointed. This activity's main purpose is to help students to become aware of the historical dimension within which their reflection must take place.
- 3) **Final Project (Individual Research and Group Presentation) on the Art of the Italian Renaissance:** Students must choose their topic of expertise and conduct research under the instructor's guidance. A proposal should be individually submitted by the thirteenth week of class. The individuals final project, will present detailed research, on a topic of their choice and entail, accurate historical and cultural information. This presentation should consist of a multimedia format (visual and audio), and a written text of at least 10 pages (double spaced, 12 Times New Roman font). As part of the final assignment, each student, will be required to collaborate with students of similar topic themes, and confer their research, in an in-class PPT group presentation. This group PPT presentation, should last, roughly, 20 minutes. Students should use any available resources, (on reserve at Hayden library, and provided through Canvas), to compose their final project, but, also come up with other primary (creative) and secondary (critical)

resources of their own finding. The Final project's main goal is to show students' ability to conduct, rigorous, critical research, on a topic of their choice. In the final project, I expect students to include a complete bibliography and incorporate it, throughout, to reinforce their argument. The student's bibliography should be compiled, according to the *MLA* formatting standards.

Grading: Grades are assigned according to the following scale:

A+: 100-98	A: 93-97	A-: 90-92
B+: 87-89	B: 83-86	B-: 80-82
C+: 77-79	C: 70-76	D: 60-69
	E: below 60	

Advertence: Language

The class will be mostly conducted in Italian, and students are required to have a good comprehension of written and spoken Italian. Italian majors will be required to write all their assignments in Italian; Italian minors will be required to write in Italian only three critical response papers out of six; other students will have the option to write all their assignments in English.

Course Policies and Needs

Attendance

Attendance is mandatory and worth a third of your participation grade (5%). Let me know ahead of time if you cannot come to class. After 4 unexcused absences (i.e. not for verifiable health reasons), your grade for the course will drop a step (i.e. B > B-), and another step for each additional absence. If you miss 8 classes, you will have missed 25% of the course and I can no longer give you a grade, which means you will need to drop the course or I will need to fail you. You can keep track of how many classes you have missed on Canvas in your grade center.

Late submissions

You will be always allowed throughout the whole class to post late assignments, or take late tests. However, the grade you earn for this missed assignment or test will be based on how late you will have submitted or taken it, unless you show a valid reason for it (such as a doctor note, or other documents justifying your tardiness). Making up missed assignments or taking tests without losing any points depends on the following conditions:

- The instructor's general policy on absences.
- Information on excused absences related to religion observances/practices that are in accordance with ACD 3-4-04 "Accommodations for Religious Practices."
- Information on excused absences related to university sanctioned events activities that are in accord with ACD 304-02 ("Missed Classes Due to University-Sanctioned Activities."

Expected classroom behavior. Classroom behavior: be sure to arrive on time for class. Excessive tardiness will be subject to sanctions. Under no circumstances should you allow your

cell phone to ring during class. Any disruptive behavior, which includes ringing cell phones, listening to your mp3/iPod player, text messaging, constant talking, eating food noisily, reading a newspaper will not be tolerated. The use of laptops (unless for note taking), cell phones, MP3, IPOD, etc. are strictly prohibited during class.

Academic Integrity: Academic honesty is expected of all students in all examinations, papers, and laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcripts as a grade of E), course failure due to academic dishonesty (indicated on the transcripts as a grade of XE), loss of registration privilege, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

Guidelines for Papers: Papers must be double-spaced and responsive to all aspects of the assignment, including length (provide a word count on the first page), and prepared according to the *Modern Language Association Handbook for Writers of Research Papers* or *Chicago Manual of Style*. Make sure you document every reference--in quotation or paraphrase--including page numbers, using the in-text format: "Four score and seven years ago" (304). Feel free to write in the first person. Most important, a paper is an argument: no argument, no paper. Support your thesis with evidence.

Accommodating students with disabilities: Students who feel they will need disability accommodation in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthew Center Building. DRC staff can also be reached at: (480) 965-1234 (V) or (480) 965 90000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc.

SILC Learning Support Services: Located in the basement level of the Language and Literature Building (administrative offices in LL64), the SILC LSS provides technology-focused instructional support for students and faculty in the School of International Letters and Cultures. It is an excellent place to inquire about resources to assist you in this and other courses - for example, with the presentations and for films needed for the course. For more information, see: <https://silc.asu.edu/learning-support-services>

Policy against threatening Behavior

All incidents and allegations of violent and threatening conduct by an ASU student (weather on- or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students (SSM 104-02). If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Reporting Title IX Violations: Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at (<https://sexualviolenceprevention.asu.edu/faqs>). ASU Counseling

Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

Sexual violence and discrimination:

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

Technology support: to complete the class workload you will need internet access in order to access class-related documentation available through Canvas such as pedagogic material (cultural artifacts, and critical essays) and assignments. I will make all assignments available through Canvas and you will have to post them electronically (I will not access hard-copy submissions), within the deadline accompanying the assignment. For any technical issues and troubleshooting Canvas-related, please see ASU Help Desk Information.

Copyrighted Materials: A warning to students that they must refrain from uploading to any course shell, discussion forum, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

Emails

You should regard all writing for this class as professional writing, including your emails to me. You can address me as "Enrico."

COURSE CALENDAR

Week 1: January 7-9

Introduction:

- **Quiz # 1**
 - Course Overview, and Survey on Italian Renaissance Culture and Civilization
 - "The State as a Work of Art" (J. Burckhardt. *The Civilization of the Renaissance in Italy*)
 - N. Machiavelli. *Il principe*.

Week 2: January 14-16:

- **Oral Presentation #1**
- **Discussion forum #1**
- **First Critical Response ("The Medici and the Republic of Florence, 1434-1531")**
Paper due by Sunday, January 20, at Midnight through the link provided on Canvas.
 - "The State as a Work of Art" (J. Burckhardt. *The Civilization of the Renaissance in Italy*)
 - N. Machiavelli. *Il principe*.

January 21: Martin Luther King Day Classes Excused**Week 3: January 23:**

- **Quiz # 2**
- “The Development of the Individual” (J. Burckhardt. *The Civilization of the Renaissance in Italy*)
- Marvin T. Herrick. *Italian Comedy in the Renaissance* (excerpts).
- Niccoló Machiavelli. *La Mandragola* (any editions)

Week 4: January 28-30:

- **Oral Presentation # 2**
- **Discussion forum #2**
- **Second Critical Response Paper (“Politics and Comedy in the Renaissance: the Example of Machiavelli’s *Mandragola*, 1514-15”) due by Sunday, February 3, at Midnight through the link provided on Canvas.**
- “The Development of the Individual” (J. Burckhardt. *The Civilization of the Renaissance in Italy*)
- Marvin T. Herrick. *Italian Comedy in the Renaissance* (excerpts).
- Niccoló Machiavelli. *La Mandragola* (any editions)

Week 5: February 4-6:

- **Quiz #3**
- “The Revival of Antiquity” (J. Burckhardt. *The Civilization of the Renaissance in Italy*)
- Eugenio Garin. *L’umanesimo italiano* (excerpts).
- Petrarca. *Care fresche dolci acque*.
- Lorenzo dei Medici. *Trionfo di Bacco e Arianna*.
- Angelo Poliziano. *Ben venga maggio*.

Week 6: February 11-13

- **Oral Presentation #3**
- **Discussion forum #3**
- **Third Critical Response Paper (“Poliziano at the court of Laurence the Magnificent in Florence, 1475-1492”) due by Sunday, February 17, at Midnight through the link provided on Canvas.**
- “The Revival of Antiquity” (J. Burckhardt. *The Civilization of the Renaissance in Italy*)
- Eugenio Garin. *L’umanesimo italiano* (excerpts).
- Petrarca. *Care fresche dolci acque*.
- Lorenzo dei Medici. *Trionfo di Bacco e Arianna*.
- Angelo Poliziano. *Ben venga maggio*.

Week 7: February 18-20:

- **Quiz #4**
- “The Discovery of the World and of Man” (J. Burckhardt. *The Civilization of the Renaissance in Italy*)
- Ludovio Ariosto. *L’Orlando Furioso* (excerpts).

Week 8: February 25-27:

- **Oral Presentation # 4**
- **Discussion forum #4**
- **Fourth Critical Response Paper (“Cultural magnificence of the court of the Este in Ferrara, 1471-1534”) due by Sunday, March 3, at Midnight through the link provided on Canvas.**
- “The Discovery of the World and of Man” (J. Burckhardt. *The Civilization of the Renaissance in Italy*)
- Ludovico Ariosto. *L’Orlando Furioso* (excerpts).

March 3-10: Spring Break Classes Excused**Week 9: March 11–13:**

- **Quiz #5**
- “Society and Festivals” (J. Burckhardt. *The Civilization of the Renaissance in Italy*)
- Baldassarre Castiglione. *Il Cortegiano* (excerpts).

Week 10: March 18-20:

- **Oral Presentation #5**
- **Discussion forum #5**
- **Fifth Critical Response Paper (“The ideal Renaissance’s city of Urbino, 1444-1582”) due by Sunday, March 24, at Midnight through the link provided on Canvas.**
- “Society and Festivals” (J. Burckhardt. *The Civilization of the Renaissance in Italy*)
- Baldassarre Castiglione. *Il Cortegiano* (excerpts).

Week 11: March 25-27

- **Quiz #6**
- “Morality and Religion” (J. Burckhardt. *The Civilization of the Renaissance in Italy*)
- Maurice Henri Pirenne. *Economic and Social History of Medieval Europe* (excerpts).
-

Week 12: April 1-3:

- **Oral presentation #6**
- **Discussion forum #6**
- **Sixth Critical Response Paper (“Territorial and economical expansionism of Venice in the XVth century”) due by Sunday, April 7, at Midnight through the link provided on Canvas**
- “Morality and Religion” (J. Burckhardt. *The Civilization of the Renaissance in Italy*)
- Maurice Henri Pirenne. *Economic and Social History of Medieval Europe* (excerpts).

Week 13: April 8-10:

- **Proposal for Final project on the Art of the Italian Renaissance due by Sunday, April 14, at Midnight through the link provided on Canvas**
- Carlo Giulio Argan. *Storia dell’arte italiana (Il Rinascimento)* (excerpts)..

- Bernard Berenson. *Italian Painters of the Renaissance* (excerpts).

Week 14: April 15-17

- Carlo Giulio Argan. *Storia dell'arte italiana (Il Rinascimento)* (excerpts).
- Bernard Berenson. *Italian Painters of the Renaissance* (excerpts).

Week 15: April 22-24

Group PPT Class Presentations of the Final Project

April 28

Final Project Due through the link provide on Canvas

•AL5044 617589

JACOB BURCKHARDT

THE
CIVILIZATION
OF THE
RENAISSANCE
IN ITALY

Translated by S. G. C. Middlemore
With a new Introduction by Peter Burke
and Notes by Peter Murray

DG
445
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1990

PENGUIN BOOKS

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PENGUIN BOOKS

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INTRODUCTION · Peter Burke
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THE CIVILIZATION OF THE RENAISSANCE IN ITALY

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Required texts:

Jacob Burckhardt. *The Civilization of the Renaissance in Italy* (Penguin Classics, 1990) ISBN-13: 978-0140445343

History of the Italian Literature (any editions)

Niccoló Machiavelli. *Il Principe* (any editions)

Niccoló Machiavelli. *La Mandragola* (any editions)

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