

## General Studies Request Form

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Consult the [General Studies Request Overview and FAQ](#) for more information and quick answers.

New permanent numbered courses must be submitted to the workflow in [Kuali CM](#) before a General Studies request is submitted here. The General Studies Council will not review requests ahead of a new course proposal being reviewed by the Senate.

### Proposal Contact Information

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Submitter Name	Submitter Email	Submitter Phone Number
Enrico Minardi	eminardi@asu.edu	4806211182

College/School	Department/School
The College of Liberal Arts and Sciences (CLA)	School of International Letters and Cultures (CLANLIT)

### Submission Information

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Type of submission:

Mandatory Review (Course or topic holds this designation and is undergoing 5-year review)

#### **What is Mandatory Review?**

Courses and topics previously approved for General Studies must be reviewed every five years by the General Studies Council to verify requirements are still met.

### ASU Request

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Is this request for a permanent course or a topic?

Permanent Course

Subject Code	Course Number	Units/Credit Hours
ITA	321	3

#### Course Information

Courses approved for General Studies require mandatory review every five years.

#### Course Title

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Italian Renaissance Culture: Politicians, Merchants, Artists and Courtesans

#### Course Catalog Description

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

Is this a crosslisted course?

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No

Is this course offered by another academic unit?

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No

General Studies

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Requested Designation

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H - Historical Awareness

H: Historical Awareness

**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]

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Note: The following are **not** acceptable submissions for the "H" designation:

1. Courses that are merely organized chronologically.
2. Courses which are exclusively the history of a field of study or of a field of artistic or professional endeavor.
3. Courses whose subject areas merely occurred in the past.

#### "H" Criteria 1

History is a major focus of the course.

Identify the submitted documentation that provides evidence.

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#### Syllabus

How does this course meet the spirit of this criteria?

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This class focuses on some of the most important artistic and literary achievements of this epoch, which are analyzed and examined within the historical context in which they appeared. It is therefore necessary to know in detail this historical background to achieve a correct understanding. Furthermore, among the literary authors considered, the philosopher, historian and playwright Niccolò Machiavelli plays the most important role (in the class we cover passages from his treatises *Il principe*, 1532, and *Discorsi sulla prima deca di Tito Livio*, 1513, and read the play *La Mandragola*, 1518). These works continuously refer to current or past historical events, and it is thus paramount to have a solid knowledge of them to grasp all in full the message the author has conveyed.

Please provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

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The first 8 weeks of the class include several quizzes on the history of the 15th and 16th centuries, one oral presentation on this topic, cover Machiavelli thoughts and writings on history and politics.

#### "H" Criteria 2

The course examines and explains human development as a sequence of events influenced by a variety of factors.

Identify the submitted documentation that provides evidence.

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#### Syllabus

How does this course meet the spirit of this criteria?

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As is known, events happen under the influence of a variety of factors that intertwine in a very complex and unpredictable manner. A Modern historian such as Machiavelli has tried to make sense of this unpredictability by distancing themselves from the fatalistic view of the ancient historians, by including the human component in the making of history. His reflection is particularly laid out in his treatises on politics, *Il principe* and *Discorsi sulla prima deca di Tito Livio*, where he considers the examples of previous and ancient events to understand the present and draw parallel with it. Familiarizing with Machiavelli modern historical thought allows thus students to develop an awareness of the complexity of the intertwining of the intervening factors.

Please provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

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Covering Machiavelli's historic thought while presenting the history of the 15th and 16th centuries, in the first 8 week of class, allows students to develop this kind of view of historical sequence of events.

#### "H" Criteria 3

There is a disciplined systematic examination of human institutions as they change over time.

Identify the submitted documentation that provides evidence.

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#### Syllabus

How does this course meet the spirit of this criteria?

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One of the main focuses of the class is the human institutions, especially the struggle between the republic and the principality in Florence in the 15th and 16th centuries. In class, we try to make sense of the complex sequence of the decisive events that brought to the ascension of the Principality under the Medici, and the sinking of the Republic, briefly restored by Savonarola by the end of the 15th century. In his writing, Machiavelli, opposing principality, and early advocate of popular democracy, tries to imagine a system of government where the power of the collective is not threatened by individual ambitions. To do so he draws on ancient models of government, while he also suggests new possibilities (*Il principe*, *La mandragola*).

Please provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

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Studying the complex intertwining of events that brings to the supremacy of the principality in Florence by the 16th century in the first 8 weeks of class, will help students to understand the the fragility of human institutions and help them to develop an understanding of how they change.

#### "H" Criteria 4

The course examines the relationship among events, ideas, and artifacts and the broad social, political and economic context.

Identify the submitted documentation that provides evidence.

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#### Syllabus

How does this course meet the spirit of this criteria?

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In the Renaissance, the city appears to rise to the prominent position as the main and decisive factor for economic, social, and artistic transformation. Furthermore, one very important aspect of Renaissance thought is about the 'ideal city', although very few examples have been left of it. The 'ideal city' is strictly connected to the rise of principality as the prominent form of political government, which considers the city as the main stage for displaying her prestige and power, and the theater as the subsequent center of her cultural life. In the Renaissance civilization everything is connected, and

to understand literary and artistic achievements is paramount to have clear understanding of the factors (social, economic, urban) at work to make these achievements possible.

Please provide detailed evidence of how this course meets this criteria (i.e. where in the syllabus or other course materials).

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If in the first part of the class, the focus will be on politics and history, in the second we will focus more on other factors related to the rise of the urban space as the center of artistic, economic, and social life in the Renaissance.

Attach a sample syllabus for this course or topic, including the list of any required readings.

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[Syllabus ITA321.pdf](#)

Attach the table of contents from any required textbook(s).

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No Response

Attach any other materials that would be relevant or helpful in the review of this request.

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No Response

Admin Only

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Mandatory Review Implementation Needed

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## Form Submission - Proposer

Submitted for Approval | Proposer

Enrico Minardi - October 31, 2023 at 11:32 AM (America/Phoenix)

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## Department Approval

Approved

Mike Tueller - November 3, 2023 at 3:37 PM (America/Phoenix)

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## Provost's Office Review

Approved

Kaitlyn Dorson - November 6, 2023 at 9:09 AM (America/Phoenix)

April Randall

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## Historical Awareness Mandatory Review

Acknowledgement Requested

Greg Wise

Ruby Arjona

Evan Berry - November 29, 2023 at 6:16 PM (America/Phoenix)

Recommend revise and resubmit. The proposal is close, but needs to more clearly indicate what course elements help students develop historical awareness as form of critical thinking. How will students learn to think about the relationship between people, places, and time in ways that can be generalized to other spaces and moments?

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## General Studies Council Meeting

Waiting for Approval

Kaitlyn Dorson

April Randall

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## Proposer Notification

Notification

Enrico Minardi

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