

B - Course Revision Form V. 7.2022 : Entry # 3212**DEAN Decision**

Approved

Today's Date

02/16/2024

EPC Decision

Approved

Today's Date

03/19/2024

GEC Decision

Approved

Today's Date

04/25/2024

APIRC Decision

Approved

Today's Date

05/07/2024

Begin Form**Today's Date**

01/22/2024

Your Name

Andrew Tzavaras

Your Email:atzavar1@highpoint.edu**Are you a Department Chair?**

No

Department Chair Name

Joey Fink

Email address of your Department Chair

B - Course Revision Form V. 7.2022 : Entry # 3212jfink@highpoint.edu

By checking below, I certify that my department chair has seen and approved the course revisions that are in this proposal

Yes

Please select the appropriate school overseeing this proposal:

Humanities and Behavioral Sciences

Which semester is this course to be taught as proposed?

Spring 2025

Are you submitting multiple courses for revision from the same department?

No, just one

Please list all of the courses that you are submitting revisions for:

Course Prefix	Course Number	Course Title
ITA / GBS	3030	Italian Culture and Civilization

What would you like to revise?

- Learning Outcomes

Are you also revising any of the following for this course?

- Change course designator

Gen Ed & Academic Program Information

Is this a revision to meet new Gen Ed requirements?

Yes

Which area(s) of Gen Ed does your proposal seek for approval?

- Integrative Course [ITG]

Please provide a rationale for how your course is integrative. Please explain how you weave in different disciplines or fields of study. If your course is housed within one discipline, please explain how the epistemologies you integrate within the course are different from one another.

Art and literature will provide a launching point for students to examine and understand the political, diplomatic, economic, social, military, religious, and intellectual development (i.e. history) within Italy and its neighboring, diverse Mediterranean World from late antiquity (i.e. the late Roman Empire) to the Early Modern Period (c. 1650). Through this interdisciplinary process, students will be exposed to how historical events, regional contexts, and neighboring cultures shaped Italian society, literature, and art in both the past and the present.

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Yes

Who will team-teach with you and which department / school do they work in?

Dr. Anna Love, World Languages Literatures and Cultures

Is this course part of an academic program?

- This course does not currently fulfill academic program requirements

Does this course, as revised, include any community engagement?

No

Is this course part of GoGlobal?

No

Does this course count towards a major or a minor?

Yes

Please list the course(s) and whether they are required or electives for the major/minor.

Course Prefix/Number	Name of Major and/or Minor?	Required or Elective?
HST	History	Elective
ITA	Italian	Elective

Is this course cross listed?

Yes

Choose the department designator for your course from the list below.

GBS

Choose the second department designator for your course from the list below.

ITA

Current course number

3030

Current course title

Italian Culture and Civilization

Curriculum Review Information**Please list all revised student learning outcomes, including Gen Ed outcomes, for this course**

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1) Understand the development and importance of Italian culture and civilization and describe Italy's inextricable link to the world by appreciating Italy not as an isolated country but as both a contributor towards and a reflection of a larger global system in the past and present.

Midterm & Final Presentations, Class Discussions / Debates, Games, Quizzes (i.e. the entirety of the course) is centered around the reality that political, diplomatic, economic, social, military, religious, and intellectual developments / events impact the arts / literature (and vice versa). Each assignment will require students to apply the theories, experiences, practices; etc. addressed in the class lectures; readings; etc. to their in-class discussions / debates, presentations, games and quizzes – all of which compel students to reflect upon the larger underlying principles and motivations that leaders, citizens / populations, authors, artists, architects; etc. take into account to achieve their goals: writing, crafting, building, conquering, converting, and a host of other outcomes witnessed throughout history and in the present.

2) Examine varied cultural artifacts such as literature, art, and theater to develop a more interdisciplinary understanding of Italian culture and its reverberations into the present day.

Midterm & Final Presentations, Class Discussions / Debates, Games, Quizzes (i.e. the entirety of the course): In addition to conceptually understanding the interaction of history and arts/literature from an academic perspective, students will have the opportunity to both present their understandings to the class as well apply them within the historical simulations posed by the games and within the debates and in written assignments. The games especially compel students to understand concepts of citizenship, aesthetics, history, new technology, science / ideas, and religion both in the past and present. Moreover, through these assignments / activities, students will reflect upon the lessons gained from these experiences and how socio-economics, politics, religion / worldviews, etc. (i.e. historical factors) impact their day-to-day life within their family, work; etc. and manifest in the arts.

3) Students will demonstrate their ability to meaningfully dialogue on complicated historical and socio-cultural issues in the past and the present through discussion with both the class as a whole and through smaller cohort discussion as well as individual and team-based assignments and activities.

Midterm & Final Presentations, Class Discussions / Debates, Games: Presentations require students to speak to the class at large – whether through a traditional presentation or through visual/audio media. Class Discussions / Debates / Games require students to concisely and coherently review course material with their peers and/or work collaborative through the historical simulation.

Please list any revisions to units or content areas that will be required for all sections of this course

We are not requiring that all instructors use the same assignments, and the content will change depending on who teaches the course. Thus, instructors have the liberty to choose the particular historical figures; specific topics/events; literature/artwork; etc. to focus on when they teach the course as long as it relates to the interaction between Italian history and Italian arts/literature. This

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kind of flexibility is necessary and beneficial; for instance, new scholarship could reveal a previously under-studied event or unknown historical figure as critical to understanding the history behind certain literary or visual artworks. Instructors are welcome to incorporate other historical events outside of Italy if deemed relevant to understanding the cultural and artistic milieu of Italy in both the past and present. For an example of the kinds of content and assigned readings that could be taught in this course, and to see what these guidelines look like 'in action,' please consult the course schedule in the sample syllabi (pp. 11-12). Each course meeting has a title that summarizes or references the topic that is the focus of that week and the accompanying / assigned readings. Moreover, instructors are encouraged to incorporate supplemental readings – especially primary sources – and videos to reinforce the class content. To ensure the students enrolled in this ITG are held to standards for a 3000-level course, instructors must require readings/assignments done outside the classroom that equate to 8 hours of work (i.e. 2 hours per credit hour) outside the classroom each week. Every class session will be led by both instructors. They will participate equally in high-impact learning exercises that require students to actively engage with the material and with one another, and to ensure the consistent integration of the two disciplines in all classroom activities, discussions, and group work.

If you have Gen Ed learning outcomes, please address the kinds of assessments you may use for each area that you are proposing the course be designated (i.e., Arts, Humanities, Diversity)

There are no assessment methods that are required for all sections of this course. Indeed, changes to the kinds of assessment methods are necessary to discourage academic dishonesty and to revise/adapt approaches based on student feedback and the instructor's evaluation of how well the learning outcomes were achieved in any given semester. You can consult the pages of the sample syllabi for examples of the kinds of assignments one could require for this course and how they will link to the learning outcomes. On pages 2-3, there is a table that links the graded course work to the Integrative Learning outcomes & course objectives they will assess. Page 3 has the learning outcomes specific to the course. Descriptive paragraphs for the graded course work are on pages 4-6. Regardless of the assessment methods adopted by the instructor(s), students in this course will engage in team-based assignments wherein they will not only achieve / demonstrate their understanding of the academic content in question (Integrative II) but will also identify and persevere through conflicts and challenges encountered within their respective teams. (Inter- and Intrapersonal Skills I & III) Moreover, whether in a team or individual context, there will be assignments that require a form of verbal communication. (Communication III) Whether that communication is delivered through an in-person presentation or another medium that can achieve the same outcome will be at the instructor(s) discretion. Finally, as simultaneously a History and Italian Studies course, the content will inevitably draw from real-life examples and demand the successful application of knowledge from both fields in graded coursework that require students to solve problems and address contemporary issues. (Integrative I) Additionally, by discussing these topics across time, it is inevitable that both the historical and cultural topics addressed by the instructor(s) will identify and discuss the consistencies and changes/developments within these respective fields (as well as their interaction with the other) across time and place. Thus, assessment methods will necessitate the student to demonstrate their understanding of how certain skills, abilities, theories, methodologies; etc. can be applied from one set of circumstances to another. (Integrative I and II)

Please list any revisions to course policies that will be required for all sections of this course

There are no required policies for this course. The instructor must adhere to High Point University; History Department; Department of World Languages Literatures and Cultures; School of Humanities and Behavioral Sciences and other relevant policies, but any other policies are at the instructor's discretion based on constructive student feedback / evaluation and the instructor's experience. Please consult the Academic Policies and expectations section on the sample syllabi (pp. 6 - 11) for an example of course policies.

If you would like to specify any revisions to requirements for how contact hours must be met for all sections of this course, please indicate below (e.g., if any experiential learning activities will replace seat time)

This course will adhere to conventional "seat time" (i.e. contact hours) as designated by High Point University, SACS, and another other relevant policies in a classroom setting.

If this course proposal affects any other departments, please describe the consultation and approval that you've received and from whom

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World Languages Literatures and Cultures Department Chair, Dr. Daliang Wang, has read over our proposal / sample syllabus and has offered written approval:

Is there anything else the reviewing parties should know about this course revision proposal that hasn't already been asked/addressed?

There are no required readings or other materials for this course. Instructors have the liberty to choose readings coinciding with the historical figures; specific topics/events; Italian artwork & literature; etc. to focus on when they teach the course as long as it relates to the interaction between Italian history and Italian arts/literature. For an example of the assigned readings that could be taught in this course, and to see what these guidelines look like 'in action,' please consult the course schedule in the sample syllabi (pp. 11-12). Each course meeting has a title that summarizes or references the topic that is the focus of that week and the accompanying / assigned readings. Moreover, instructors are encouraged to incorporate supplemental readings – especially primary sources – and videos to reinforce the class content.

Dr. Joey Fink will request this course receive the designation: ITG 3030 since it will be replacing ITA/GBS 3030

Sample Syllabus

- [INT-3030-Draft-Syllabus-Love-and-Tzavaras.doc](#)