Eastern Illinois University
New Course Proposal
HIS 3540, Medieval and Renaissance Italy

Please check one:  X New course  □ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000:  HIS 3540
2. Title (may not exceed 30 characters, including spaces): Medieval and Renaissance Italy
3. Long title, if any (may not exceed 100 characters, including spaces):
   Medieval and Renaissance Italy – North and South
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:  3-0-3
5. Term(s) to be offered:  □ Fall  □ Spring  □ Summer  X On demand
6. Initial term of offering:  □ Fall  □ Spring  □ Summer  Year: 2009
7. Course description (not to exceed four lines):
   This course surveys Italian history, from the fifth century collapse of Roman imperial authority in the west, through the rise of the powerful city-states in the fifteenth century. It illuminates the divergent histories of Italy’s north and south, and explains how one becomes among the most intellectually and economically sophisticated areas in Western Europe, while the other is effectively colonized by foreign rulers. NUS

8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course).
      There are no equivalent courses

   b. Prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.
      None

   c. Who can waive the prerequisite(s)?
      □ No one  □ Chair  □ Instructor  □ Advisor  □ Other (Please specify)

   d. Co-requisites (course(s) which MUST be taken concurrently with this one):
      None

   e. Repeat status:  X Course may not be repeated.
      □ Course may be repeated to a maximum of _______ hours or _______ times.

   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:
      None

   g. Degree, college, major(s), level, or class to be excluded from the course, if any:
None

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

Writing Intensive

10. **Grading methods** (check all that apply): X Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC (“Standard letter”—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)

11. **Instructional delivery method:** X lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research ☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad ☐ other

**PART TWO: ASSURANCE OF STUDENT LEARNING**

1. **List the student learning objectives of this course:**

   a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
   Students will:
      a. Identify major developments in Italian history
      b. Analyze primary source material from Medieval Italy
      c. Contrast the political, economic and social development of the North and the South
      d. Describe significant historiographical debates on Medieval and Renaissance Italy
      e. Communicate the results of their analysis in both spoken and written form

   b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
      • Depth of content knowledge
      • Effective critical thinking and problem solving
      • Effective oral and written communication
      • Advanced scholarship through research or creative activity

2. **Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**
   1) Students are responsible for thoughtfully and thoroughly reading primary sources for each week and actively participating in a discussion of those sources.
   2) Students will write two 5-6 page essays focused on a close reading of primary sources.
   3) Students will take a midterm and a final in which they will demonstrate their ability to integrate their understanding of course lectures with their primary source material.

3. **Explain how the instructor will determine students’ grades for the course:**

   1st Essay, 15%; Midterm 15%; course participation, 20%; 2nd Essay 20; Final Exam 30%
4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:
   b. Describe how the integrity of student work will be assured:
   c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

   N/A

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
   a. course objectives;
   b. projects that require application and analysis of the course content; and
   c. separate methods of evaluation for undergraduate and graduate students.

   N/A

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)

   This course is writing intensive. Written assignments comprise 80% of each student’s final grade. Students will rewrite their first essay.

**PART III: OUTLINE OF THE COURSE**

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

This course is 3-0-3 and will meet twice a week in 75 minute units. The bulk of the meetings will be lectures, though six meetings will be discussions focused on primary sources.

**Week 1**

   What is Italy?
   Ostrogothic Rule and the Justinian Wars

**Week 2**

   Lombards and Ottonians
   Lombards, Byzantines, and Arabs in Southern Italy

**Week 3**

   Holiday
   Cities and Countryside

**Week 4**
Fredrick Barbarossa
Discussion – Barbarossa in Italy

Week 5
Crusades, Trade & Urban Economic Expansion
Foundations of Communal Government

Week 6
Guelfs and Ghibellines
Discussion – Dino Compagni

Week 7
Southern Italy and the Other Norman Conquest
Roger II and the Regno

Week 8
Discussion – History of the Tyrants of Sicily
Midterm

Week 9
Florence and Dante
Discussion – Dante

Week 10
Crisis of Communal Government and the Rise of the Signori
Venice

Week 11
Women and Family In Medieval Italy
Discussion - Boccaccio

Week 12
Empire and Papacy
Crisis of the 14th Century

Week 13
The Question of Renaissance
Discussion - Petrarch

Week 14
Humanism
Medici Florence

Week 15
Patronage and Arts in the Fifteenth Century Italy
Colonialism and the Italian South

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.

Despite substantial interest in medieval Europe among our students, the History Department, at present, offers only three medieval history courses HIS 3340 (Medieval and Imperial Russia), HIS 3520 (Medieval History), and HIS 3530 (Medieval Archeology and Cultural Heritage). HIS 3540 would broaden the scope of department’s medieval offerings by focusing on an area that has been traditionally marginalized in medieval survey offerings. Additionally, the course serves to problematize the idea “Renaissance” and place 14th and 15th century Italy into a broader historical context.
a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.
N/A
b. If the course or some sections of the course may be technology delivered, explain why.
N/A

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

This course is designed as an upper division history elective with heavy reading and writing requirements.

3. If the course is similar to an existing course or courses, justify its development and offering.

No similar course exists

a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.

b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.

4. Impact on Program(s):

a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.

For undergraduates, the course serves as a non-U.S. history elective.

b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.

N/A

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

Joshua Birk

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.
2. **Additional costs to students:**

   Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President’s Council.)

3. **Text and supplementary materials to be used (Include publication dates):**

   - *Dino Compagni's Chronicle of Florence* (1986)
PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school: 4-11-08

Date approved by the college curriculum committee: 4-28-08

Date approved by the Honors Council (if this is an honors course):

Date approved by CAA: 9-4-08

*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).