1. **Title of the module**

Terror, Murder and Bloodshed: the Renaissance in Italy and beyond, c. 1400 – c. 1550

1. **School or partner institution which will be responsible for management of the module**

History

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

60 (30 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Terms 1-2

1. **Prerequisite and co-requisite modules**

N/A

1. **The programmes of study to which the module contributes**

BA History

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
2. Engage critically with the historiographical development of the concept of ‘the Renaissance’
3. Reflect on the interaction between cultural, intellectual, social, economic and political developments
4. Reflect on the interaction of physically separate communities, both within Western Europe and between Europe and non-Western cultures
5. Appreciate the use of textual, visual and material evidence as an historian’s primary sources
6. Evaluate historians’ arguments on the basis of the primary sources studied
7. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
8. Demonstrate an advanced ability to analyse primary texts
9. Demonstrate an advanced ability to analyse visual and material sources
10. Show an evidence-based questioning approach to existing scholarship
11. Deploy the evidence provided by primary sources in the construction of a reasoned argument
12. Express coherent arguments effectively to a variety of audiences and/or using a variety of methods’
13. **A synopsis of the curriculum**

The ‘Renaissance’: a time of artistic and cultural productivity; a time, also, of ruthless politics and repeated destruction. The contradictions of the concept are part of its allure - and there is little chance of ignoring it, from cinema references to Machiavelli to the setting of Assassin’s Creed II. What, though, is the historical basis for the construction of the ‘Renaissance’ that has developed since the mid-nineteenth century? And what does that construction tell us about historians’ perceptions of ‘progress’?

This Special Subject allows you to investigate the culture of the Renaissance through engagement with primary sources, textual, visual and material. It begins the Italian peninsula, often considered ‘the cradle’ of innovation in arts, intellectual life and warfare, looking back to the heritage from earlier centuries but with particular focus stretching from the beginning of the fifteenth century — when the papacy was divided and the city-states at each other’s throats — to the aftermath of the Sack of Rome in 1527, when German troops in the pay of the Holy Roman Emperor pillaged the ‘Eternal City’.

We will, however, continually be placing Italian creativity in context, considering its debts to other cultures, both Christian and Muslim, and investigating its interaction with the cultural and commercial life of other parts of Europe, from Spain to the British Isles.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

M. Belozerskaya, *Rethinking the Renaissance: Burgundian arts across Europe* (Cambridge, 2002)

P. Burke, *The Italian Renaissance: culture and society in Italy,* 3rd ed. (Cambridge, 2014)

P. Burke, *Hybrid Renaissance: culture, language, architecture* (Budapest, 2016)

G. Campbell ed., *The Oxford Illustrated History of the Renaissance* (Oxford, 2019)

J. Najemy ed., *Italy in the Age of the Renaissance, 1300-1550* (Oxford, 2004)

D. Rundle ed., *Humanism in Fifteenth-Century Europe* (Oxford, 2012)

1. **Learning and teaching methods**

Total contact hours: 72

Total private study hours: 528

Total overall hours: 600

1. **Assessment methods**
   1. Main assessment methods

Gobbets Exercise (2,000 words) 10%

Essay 1 (2,500 words) 10%

Essay 2 (2,500 words) 10%

Source Analysis Presentation (10 minutes) 10%

Gobbets Exam (2 hours) 30%

Essay Exam (2 hours) 30%

13.2 Reassessment methods

100% coursework (essay: 50%; gobbets: 50%)

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Gobbets Exercise | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essays | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Source Analysis Presentation | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Gobbets Exam | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay Exam | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury / Rome

1. **Internationalisation**

This module manifestly speaks to Kent’s identity as the UK’s European University but also encourages students to interrogate the concept of Europe and its interactions with the wider world.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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