1. **Title of the module**

ITAL3150 (IT315) – An Introduction to Italian Modernity

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

School of European Culture and Languages

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

Level 4

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

15 Credits (7.5 ECTS)

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

Autumn or Spring

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

None

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

Compulsory for BA Italian (Single & Joint Honours);

Also available as a ‘wild’ module

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Demonstrate a broad understanding of the socio-historical and cultural background of Italian Literature and Culture from the Unification (1861) to the late 20th century;

8.2 Demonstrate understanding of a variety of texts by some of the most important writers and intellectuals in modern and contemporary Italian literature;

8.3 Analyse set texts in detail;

8.4 Demonstrate knowledge and understanding of the ways in which Italian social and political history is manifested in the set texts.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Demonstrate communicative skills in class presentations and discussions;

9.2 Write cogent and well-constructed essays;

9.3 Undertake independent and wide-ranging research in the Library and on the Web;

9.4 Take responsibility for personal and professional learning and development.

1. **A synopsis of the curriculum**

This module aims to introduce students to Italian literature and culture from the Unification to the late 20th century. It will explore the principal historical events of this period (e.g. the Risorgimento, Fascism, the Second World War and the birth of the new Republic, the ‘economic miracle’, the ‘years of lead’ and the Berlusconi era) and examine how these periods have been interpreted by a number of key literary authors, artists and intellectuals such as Di Lampedusa, Vittorini and Pasolini. Particular emphasis will be placed on the relationship between Italian literature and social and political history.

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

Clark, M. (1984). *Modern Italy (1861-1995)*. London: Longman.

Ginsborg, P. (1990). *A History of Contemporary Italy. Society and Politics 1943-1988*. London: Penguin.

Gordon, R. (2005). *An Introduction to Twentieth-Century Italian Literature: A Difficult Modernity*. London: Duckworth.

Pasolini, P.P. (1983). *Lutheran Letters*. Carcanet New Press.

Tomasi di Lampedusa, G. (1993). *The Leopard*. London: Harvill.

Vittorini, E. (2004). *Conversations in Sicily*. Edinburgh: Canongate.

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

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

* Essay 1 (1,500 words) – 40%
* Essay 2 (1,500 words) – 40%
* Presentation (15 minutes) – 20%
  1. Reassessment methods
* Reassessment Instrument: 100% Coursework

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

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| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| Lecture | **x** | **x** |  | **x** |  |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Essay 1 | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| Essay 2 | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| Group Presentation | **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

1. **Internationalisation**

This module aims at teaching students the evolution of the Italian nation from its unification. As such it details how the country became part of a wider international context and how it interacted with it especially at key turning points in history (e.g. during and after WWII). The module requires students to engage with a wide range of primary and secondary texts, written by Italian and international scholars.

**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.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 01/02/16 | Major | September 2016 | 6, 8, 10-14 | No |
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| Revised FSO Jan 2018 |